



### Learning Exploration: Revolutionary Rights – Climate Change

Building on learning from the first half of the spring term where Year 6 pupils learnt about how changes to civil rights have affected the lives of people in Britain throughout history, this exploration will focus on a current crisis faced by Britain and the world: climate change.

This geography-led learning exploration will give Year 6 the opportunity to further expand their learning about the world and its variations in weather and climate while developing an understanding that the actions of individuals or groups in one part of the world can have a significant impact on the lives of those in other parts of the world.



### Hook into learning:

#### Debate - 'Are we giving up on Earth?'

Children will apply their oracy skills to take part in a debate focused on whether humans are 'giving up on earth.' Children will be encouraged to voice their own opinion, organising their points into a clearly structured argument.

### Journey through the exploration

To begin this exploration and engage Year 6 pupils, we will explore the key question **'Are we giving up on Earth? through a debate** where children will investigate different viewpoints and express their own opinions about climate change. Developing their geographical enquiry skills, children will investigate the key question **what is the relationship between latitude and longitude and the climate of two contrasting locations?** Additionally, children will **investigate the significance of the equator, tropics and poles on climate and how this has changed over time.** While exploring two contrasting locations, **the position and significance of the Prime/ Greenwich Meridian and time zones** will also be explored along with time differences around the world. Children will also learn to **understand the difference between weather and climate, including how latitude affects the climate of a region (and how the climate may have changed over time).** Children will investigate this by comparing contrasting locations including our own region. Using their knowledge, children will **investigate cause and effect of a climate event in one region that affects another.**



# Parent/Carer Curriculum Information

## Year 6

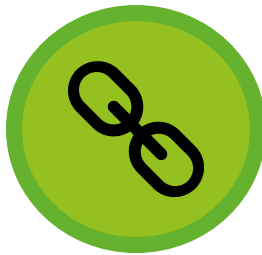
### Linked subjects

Through this exploration, learning will be linked where appropriate, including in the following subjects:

- Geography
- Art – final outcomes will link to varying climates

The following subjects will also be taught discretely during this half term:

- English
- Computing
- Primary Languages (French)
- Maths
- RE
- PE
- PSHE



### Maths

Children will explore:

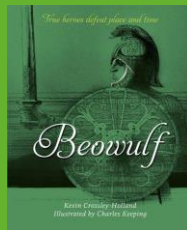
- Fractions, decimals and percentages
- Area, perimeter and volume
- Geometry
- Position and direction
- Statistics



### Writing

Children will explore the following genres of writing:

- Fiction: *Beowulf* – Kevin Crossley-Holland
- Non-fiction: Letter writing



Opportunities for writing across the curriculum:

- Expressing their own thoughts and feelings about climate change
- RE – persuasive argument – what can be done to reduce racism?



### Opportunities to build cultural capital

Cultural capital is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement. At NCSPA, we aim to build cultural capital through experiences such as trips, visitors, music and providing local links.

For Year 6, options this term may include:

- Virtual expedition / visitor
- Assemblies to create awareness of global issues / awareness of the Global Goals

### Opportunities for shared outcomes

Children will have the opportunity to produce or take part in one or more of the following:

Debating key questions –

- Are we giving up on Earth?
- What can be done to reduce racism?
- Contributing to a shared poetry recital for World Book Day.
- Studying the artist Suzanne Kruidijk before designing and creating their own artwork which will contribute to a shared outcome.



### Opportunities to address Equality, Diversity and Inclusion

Children will have the opportunity to expand their knowledge and understanding of equality, diversity and inclusion by:

- Learning about different communities around the world.
- Examining the artwork of artists from a variety of backgrounds.
- RE – investigating the key enquiry question 'What can be done to reduce racism? Can religion help?'



### Further curriculum information

If you would like any further information regarding the curriculum, please:

- Speak to Mrs Gregory, Miss Ashton or Miss Pennington
- Contact Mrs Gregory - KS2 Leader - through the school office.
- See your child's class information on Seesaw.
- Visit the Curriculum pages on our website.
- **If you would more details of our Jigsaw PSHE sessions and access to the resources that teachers will be using to deliver them, please let the office know and they can provide you with a link for your child's year group.**

