

# Flight

## Year 6 Term 2

### Memorable activities!

Designing and building wings

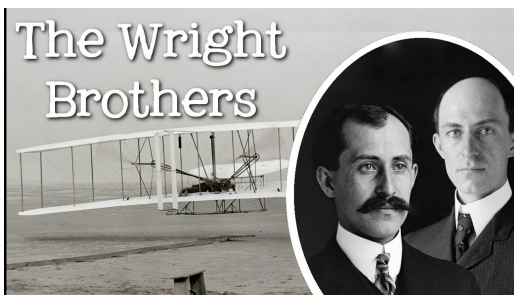
Design, build and fly a kite

Physical experimentation with forces

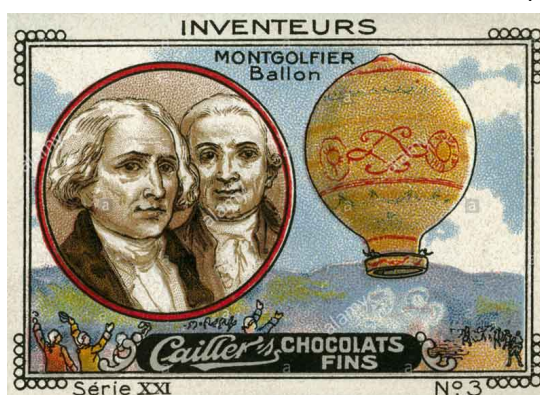
## The BIG Questions...

What is the history of flight? How do things fly? Who were the pioneers of flight?

### Flight pioneers



Amelia Earhart

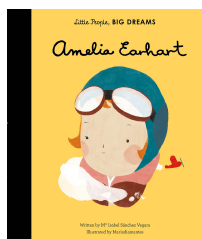


The Montgolfier brothers

### Lead story and others...

Biography of Amelia Earhart

The story of the Montgolfier brothers



### Opportunities for visits, visitors and outdoor learning...

- Making and flying kites
- Observing birds in flight
- Survey of birds
- Physical experimentation with forces

### Key Skills and Knowledge

#### History

As historians we will...

- Explain cause and effect, using evidence
- Know key people, dates and events
- Note connections, contrasts and trends over time
- Place current study on timeline in relation to other periods studied
- Use relevant dates and terms
- Sequence up to 10 events in a timeline
- Select and organise information to produce structured work, making appropriate use of dates and terms

### Possible activities

History of Flight – timeline  
The story of the Wright Brothers  
Biography of Amelia Earhart

Geography	<p>As geographers we will...</p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>• Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</li> </ul>	<p>History of Flight landmarks Mapping Amelia Earhart's flights Migration of birds</p>
Science related to Flight	<p>As scientists we will...</p> <ul style="list-style-type: none"> <li>• Understand gravity and the forces of flight</li> <li>• To plan different types of scientific enquiries to answer questions including recognising and controlling variables where necessary.</li> <li>• To take measurements using a range of scientific equipment with increasing accuracy and precision taking repeat readings when appropriate.</li> <li>• To explore and talk about their ideas; asking their own questions about scientific phenomena and analysing function, relationships and interactions more systematically.</li> </ul>	<p>Physical experimentation with forces</p>
Main Science Topic	<p><u>Living Things and their habitats</u> To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</p> <p>To give reasons for classifying plants and animals based on specific characteristics.</p>	<p>Physical classification</p> <p>Sorting animals and living things into their separate groups</p> <p>Investigational tasks</p>
PSHE	<p>As Wentworth citizens we will...</p> <ul style="list-style-type: none"> <li>• Listen to others; raise concerns and challenge.</li> <li>• Understand what makes people the same or different</li> <li>• Recognise and challenging stereotypes;</li> <li>• Combat discrimination and bullying</li> </ul>	<p>In-class discussions and debates Female role models and pioneers Anti-bullying</p>
D.T.	<p>As designers we will...</p> <ul style="list-style-type: none"> <li>• Communicate their ideas through detailed labelled drawings</li> <li>• Develop a design specification</li> <li>• Explore, develop and communicate aspects of our design proposals by modelling their ideas in a variety of ways</li> <li>• Plan the order of our work, choosing appropriate materials, tools and techniques</li> <li>• Select appropriate tools, materials, components and techniques</li> <li>• Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests</li> <li>• Record their evaluations using drawings with labels</li> </ul>	<p>Designing and making wings Designing, building and flying kites</p>

	<ul style="list-style-type: none"> <li>Evaluate against their original criteria and suggest ways that their product could be improved</li> </ul>	
R.E.	<p>As religious scholars we will...</p> <ul style="list-style-type: none"> <li>Describe and make connections between examples of religious creativity (buildings and art)</li> <li>Show understanding of the value of sacred buildings and art</li> <li>Suggest reasons why some believers see generosity and charity as more important than buildings and art.</li> </ul>	<p>Compare a church, a mosque and a gurdwara (immersion room)</p> <p>Debate - how best to express your beliefs</p>
Art	<p>As artists we will...</p> <ul style="list-style-type: none"> <li>Confidently apply different effects and textures with a purpose in mind – e.g. washes and thickened paint.</li> <li>Mix colour, shades and tones with confidence to create atmosphere, building on previous knowledge.</li> <li>Work in a sustained and independent way to develop our own style of painting.</li> <li>Work in a safe, organised way, caring for equipment.</li> </ul>	Drawing wings
Computing	<p>As computing technicians we will...</p> <ul style="list-style-type: none"> <li>Create smooth animations by using small movements.</li> </ul>	Creating a stop motion animation on iPads
British Values	<p>As Wentworth citizens we will...</p> <ul style="list-style-type: none"> <li>Learn about different faiths and religions</li> <li>Understand the principles of sportsmanship</li> <li>Understand the spirits of games and why they are played with rules</li> <li>Understand the importance of following instructions</li> </ul>	<p>DT project</p> <p>PE lessons</p> <p>RE topic</p>
P.E.	<p>As sports stars we will...</p> <ul style="list-style-type: none"> <li>I can develop dance sequences in a specific style.</li> <li>I can choose my own music and style.</li> <li>I can create longer, challenging dance phrases/dances.</li> <li>I can link phrases to music.</li> <li>I can demonstrate a wide range of dance actions – travel, turn, gesture, jump and stillness.</li> <li>I can demonstrate dynamic qualities – speed, energy, continuity, rhythm.</li> <li>I can demonstrate use of space – levels, directions, pathways, size and body shape</li> </ul>	<p>Dance project - Sunchyme by Dario G</p> <p>Pro Futures planning - invasion games</p>
PFL	<p><u>Japanese</u></p> <ul style="list-style-type: none"> <li>I can demonstrate a wide range of dance actions – travel, turn, gesture, jump and stillness.</li> <li>I can demonstrate dynamic qualities – speed, energy, continuity, rhythm.</li> <li>I can demonstrate use of space – levels, directions, pathways, size and body shape</li> </ul>	DGS outreach programme, planned by K. Simpson
Music	<u>Christmas Performance at Christchurch</u>	

