

# Year Group: Route 66

## 1. Key Vocabulary

**Population** – All of the people (or animals) living in a particular area.

**Topographic/ physical feature** – The appearance of the natural features of a place, especially the surface

**Human feature** – Changes that people have made to the land.

**Capital** – The centre of a country's government.

**District/ Location/ Region** – An area of a country or a particular part of the world.

**Continent** – A large area of land made up of different countries. There are seven in the world.

**Primary colour** – Three colours (red, blue and yellow) that cannot be mixed but can be used to make the other colours.

**Secondary colour** – Three colours (orange, green, or purple) that can be made by mixing together two of the primary colours.

**Tertiary colour** – The colours that are made when a primary and a secondary colour are mixed together.

**Composition** – The way that things are arranged in a piece of artwork, a painting or a photograph.

**Dystopian** - An imagined place or state in which everything is unpleasant or bad.

**Light** - Natural agent that stimulates sight and makes things visible.

## 3. Art/ DT

Spring 1 will see year 6 looking at Art movements in America. They will focus on American artists, using their work as inspiration in creating a final painting that depicts an American art movement.

Towards the end of the Spring term children will make models of new landmark buildings for Chicago that are illuminated/have an alarm system using resistant materials and electronics.



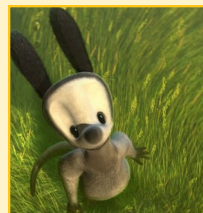
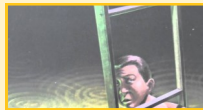
## 4. English

In Spring 1, children will spend three weeks studying narrative and writing their own suspenseful stories, set in the USA, inspired by our core text 'The Water-tower'.

Children will also have the opportunity to write biographies of American people of colour. They will also study the significant American poet, Maya Angelou.

Towards the end of the spring term, the pupils will be writing a piece of dystopian fiction based on the text 'Varmints'.

The term will end with balanced arguments based on the issues raised in 'Varmints'.



## 2. Curriculum Knowledge

- To develop ideas using creative processes drawing inspiration from researching famous artists
- To design a building based on famous American landmarks
- To write a suspense narrative
- To write a biography based on American people of colour
- To write a poem inspired by Maya Angelou
- To use number facts to help us use and apply the number system
- To use knowledge and apply this to a range of reasoning style problems using the four operations.
- To understand how light is produced and how it travels
- To understand why shadows have the same shape as the objects that cast them
- To investigate and explain how light travels from light sources to our eyes or from light sources to objects and then our eyes.
- To use historical enquiry to find out about the California Gold Rush
- To use maps and secondary sources to study the human and physical differences between the UK and the USA



	Enterprise	Communication	Well-Being	Possibilities	Environment
<b>Drivers:</b>	Designing and building landmarks	American poetry	The impact of Route 66 on US trade and popula-	Presenting drama and honing craft skills	American culture

## 5. Maths

Over the Spring term, Children will be applying their mathematical knowledge to a series of word problems relating to Route 66, for example distances travelled between locations and the time taken to do so.

Area and perimeter will be linked to towns that run through and along Route 66. The children will hone and refine their addition and subtraction skills by comparing populations of different towns and cities in America.

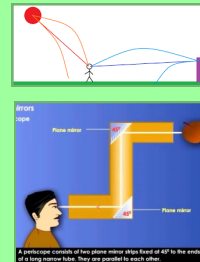
Percentage, statistics and temperature will be incorporated through their maths learning based on studies of different areas and their cultural habits.



## 6. Science

In the Spring term, we will be focusing on exploring how light travels. The children will study key scientist, Garrett Morgan, and his work within the scientific field. They will study in depth how the light from car headlights will travel in straight lines and how this would help travellers along route 66.

Towards the end of the term, they will be using their knowledge of how light travels to investigate and create a periscope to see famous landmarks in the USA.



## 7. History/ Geography

For History, children will draw comparison between life in Britain during the Victorian Era with life in California during the California Gold Rush.

In Geography, children will compare North America with the United Kingdom. They will look at the topographical make up of the USA and focus on some significant human and physical landmarks. Children will be expected to name and locate major cities and link this to the history as to why they were located in their positions.

Pupils will be required to describe and understand key aspects of **physical geography**, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle and **human geography**, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

