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| P6 | TERM 1  Victorians (history)  (Street Child book) | TERM 2  Oceans & Seas (geography) | TERM 3  Earth & Space (STEM) | TERM 4  Witchcraft (+ Harry Potter) |
|  | I can use primary and secondary sources selectively to research events in the past. **SOC 2-01a**  I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences. **SOC 2-04a**  I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence. **SOC 2-06a** | I have collaborated in investigations to compare magnetic, electrostatic and gravitational forces and have explored their practical applications. **SCN 2-08a**  By investigating floating and sinking of objects in water, I can apply my understanding of buoyancy to solve a practical challenge. **SCN 2-08b**  Through research and discussion I have an appreciation of the contribution that individuals are making to scientific discovery and invention and the impact this has made on society.  **SCN 2-20a**  I can describe the physical processes of a natural disaster and discuss its impact on people and the landscape. **SOC 2-07b**  By comparing my local area with a contrasting area outwith Britain, I can investigate the main features of weather and climate, discussing the impact on living things. **SOC 2-12a**  I can explain how the physical environment influences the ways in which people use land by comparing my local area with a contrasting area. **SOC 2-13a**  To extend my mental map and sense of place, I can interpret information from different types of maps and am beginning to locate key features within Scotland, UK, Europe or the wider world. **SOC 2-14a** | By observing and researching features of our solar system, I can use simple models to communicate my understanding of size, scale, time and relative motion within it. **SCN 2-06a**  By investigating how friction, including air resistance, affects motion, I can suggest ways to improve efficiency in moving objects. **SCN 2-07a**  I have collaborated in investigations to compare magnetic, electrostatic and gravitational forces and have explored their practical applications. **SCN 2-08a**  Through research on how animals communicate, I can explain how sound vibrations are carried by waves through air, water and other media. **SCN 2-11a**  By exploring reflections, the formation of shadows and the mixing of coloured lights, I can use my knowledge of the properties of light to show how it can be used in a creative way. **SCN 2-11b**  Having explored the substances that make up Earth’s surface, I can compare some of their characteristics and uses. **SCN 2-17a**  Through research and discussion I have an appreciation of the contribution that individuals are making to scientific discovery and invention and the impact this has made on society.  **SCN 2-20a** | By contributing to investigations into familiar changes in substances to produce other substances, I can describe how their characteristics have changed. **SCN 2-15a**  I have participated in practical activities to separate simple mixtures of substances and can relate my findings to my everyday experience. **SCN 2-16a**  By investigating common conditions that increase the amount of substance that will dissolve or the speed of dissolving, I can relate my findings to the world around me. **SCN 2-16b**  I can use primary and secondary sources selectively to research events in the past.  **SOC 2-01a**  I can investigate a Scottish historical theme to discover how past events or the actions of individuals or groups have shaped Scottish society. **SOC 2-03a** |
| LEADING  QUESTIONS | * Who were the Victorians and when did they live? * What was life like for a Victorian child? Rich or Poor? * Who helped to improve things?   (improvements in medicine, childcare, Lord Shaftsbury etc.)   * What was it like to go to school? * What did Victorians do in their spare time? How did this change? * Who lived in Cruden Bay in 1841? Who lived here in 1891? * How did life change in Cruden Bay in that time? * How did industry and jobs change? Why? How do we know? * *\*How did the arrival of the railways change life in Cruden Bay?* * What evidence of the Victorian times remains? * What did the Victorians ever do for us? | * How are the oceans and seas affected by natural disasters? * How are they affected by climate change and human activity? * What is causing the seas to rise? * How are oceans and seas used for trade? * How are they used for tourism? * What are their effects? | * What is there below the Earth’s surface? * What is there at the centre of the Earth? * What are the properties of rocks and soils in Aberdeenshire? * How are rocks and soils formed? * How are fossils formed? * What was the space race? Who won? * How did man reach the Moon? * What is there in our solar system? * What shape is the Earth? * How far away are the planets? The sun? The moon? | * What evidence is there of witchcraft in Aberdeenshire and Scotland? * Where/when were the trials? * What were the punishments? * Why were people scared of witchcraft in the past? * How can substances be separated? * What is a chemical reaction and what happens when some chemicals are mixed? |
| ENTERPRISE | I can identify essential goods and services, discuss the different ways to pay for them, considering the benefits and risks of each method. **SOC 2-21a**  By experiencing the setting up and running of a business, I can collaborate in making choices relating to the different roles and responsibilities and have evaluated its success. **SOC 2-22a** | | | |
| Developing the Young Workforce (***taken from Career Education Standard 3-18***) | I can apply my skills to get more information about jobs/careers.  I can use online tools available to me (My World of Work)  I believe I can maximise my potential in any type of work. | | | |
| Local Links etc. | Village buildings | Beach visit |  |  |
| NOTES | \* = community input in planning ideas. | | | |