Year 6 – Autumn 2 - Norfolk Floodland

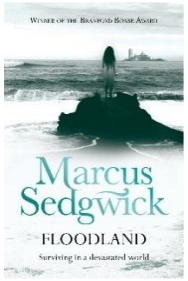
Overview

This half-term will be studying two prize-winning, dystopian novels for children, one of which – Floodland – is set in Norfolk. This novel will serve as inspiration for many of our written pieces of work as well as our geography topic, which focuses on the formation of coasts and how humans seek to preserve the coast through sea defences.

Core texts and writing opportunities:

Our core texts this half-term will be:

Floodland by Marcus Sedgwick



A gripping, prizewinning novel about a girl surviving in a devastated world.

Imagine that a few years from now England is covered by water, and Norwich is an island.

Zoe, left behind in the confusion when her parents escaped, survives there as best she can. Alone and desperate among marauding gangs, she manages to dig a derelict boat out of the mud and gets away to Eels Island. But Eels Island, whose raggle-taggle inhabitants are dominated by the strange boy Dooby, is full of danger too.

The belief that she will one day find her parents spurs Zoe on to a dramatic escape in a story of courage and determination that is handled with warmth and humanity.

The Giver by Lois Lowry

Home-Learning

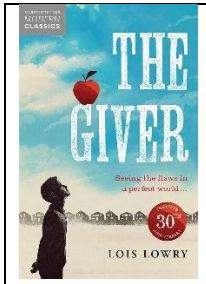
We encourage our children to deepen their understanding of this topic, by taking part in home-learning activities. Please complete a minimum of three activities from the grid below then bring them to school to share!

Research the 1953 North Norfolk floods. If possible, interview a relative who lived through/experienced them.	Write a short biography of Carl Linnaeus.	Watch Wall-E and write a report focusing upon its dystopian features.	Complete and insect hunt in your back garden and find out how these insects are classified.
Read 'The City of Ember' by Jeanne DuPrau. Then, write a short review of this book. This is another classic, dystopian novel for children.	Read 'The Last Kids on Earth' by Max Brallier. Then, write a short review of this book. This is another classic, dystopian novel for children.	Use the NASA Climate Kids website to create a leaflet that defines climate change and explains the causes and impact of climate change.	Conduct and interview with an elderly relative/someone you know who experience the 1953 floods. You could record this or write up a transcript.

Spellings

Please encourage your child to practise these spellings each week, this will help to support your child with their class learning.

Week 1 – ce/se	Week 2 – ant/ancy/ance	Week 3 – ent/ency/ence
advice	observant	innocent
advise	observance	innocence
device	expectant	decent
devise	expectancy	decency
licence	hesitant	excellent
license	hesitancy	excellence
practice	tolerant	confident
practise	tolerance	confidence
	relevant	existent
Orange words:	relevance	existence
Mischievous		
muscles	Orange words:	Orange words:



The Giver is a classic, award-winning novel that inspired the dystopian genre for children.

It is the future. There is no war, no hunger, no pain. No one in the community wants for anything. Everything needed is provided. And at twelve years old, each member of the community has their profession carefully chosen for them by the Committee of Elders.

Twelve-year old Jonas has never thought there was anything wrong with his world. But from the moment he is selected as the Receiver of Memory, Jonas discovers that their community is not as perfect as it seems.

It is only with the help of the Giver, that Jonas can find what has been lost. And it is only through his personal courage that Jonas finds the strength to do what is right...

The Giver is the award-winning classic of bravery and adventure that has inspired countless dystopian writers as the forerunner of this genre.

These texts will provide us with many writing opportunities including:

- A newspaper article about the 1953 floods that impacted the North Norfolk Coast.





- A poem that focuses upon tonal shift from an idyllic setting to a dystopian setting.
- Our own dystopian story setting

necessary	neighbour nuisance occupy	occur opportunity parliament
<u>Week 4- hypenated words</u> co-operate co-ordinate co-own co-author re-enter re-educate re-examine re-evaluate re-energise re-elect Orange words: persuade physical prejudice	<u>Week 5 – hypenated compound adjectives</u> man-eating little-used rock-bottom wide-eyed pig-headed tight-fisted cold-hearted stone-faced green-eyed short-tempered Orange words: privilege profession programme	<u>Week 6 – able</u> applicable tolerable operable considerable dependable comfortable reasonable perishable breakable fashionable Orange words: pronunciation queue recognise

Science Knowledge Organizer

Key Vocabulary	Definitions
Classification	Grouping living things according to particular charactistics.
Kingdom	A key term/grouping in the classification of animals. The five kingdoms are: plantae, animalia, fungi, protoctista, and prokaryotes.
Species	A group of similar living organisms that are able to reproduce and have fertile offspring.
Vertebrates	An animal of a large group distinguished by the possession of a backbone or spinal column.
Invertebrates	An animal lacking a backbone, such as an arthropod or mollusc.
Plant	Plants are multicellular organisms in the kingdom Plantae that use photosynthesis to make their own food.
Mammal	A warm-blooded vertebrate animal of a class that is distinguished by the possession of hair or fur, females that secrete milk for the nourishment of the young, and (typically) the birth of live young.
Amphibian	A cold-blooded vertebrate animal of a class that comprises the frogs, toads, newts, salamanders, and caecilians. They are distinguished by having an aquatic gill-breathing larval stage followed (typically) by a terrestrial lung-breathing adult stage.
Bird	A warm-blooded egg-laying vertebrate animal distinguished by the possession of feathers, wings, a beak, and typically by being able to fly.
Fish	A limbless cold-blooded vertebrate animal with gills and fins living wholly in water.
Reptile	A vertebrate animal of a class that includes snakes, lizards, crocodiles, turtles, and tortoises. They are distinguished by having a dry scaly skin and typically laying soft-shelled eggs on land.
Insect	A small arthropod animal that has six legs and generally one or two pairs of wings.
Crustacean	An arthropod of the large, mainly aquatic group Crustacea, such as a crab, lobster, shrimp, or barnacle.
Arachnid	Terrestrial invertebrates, including the spiders, scorpions, mites, and ticks, that have a segmented body divided into two regions of which the anterior bears four pairs of legs but no antennae.
Mollusc	An invertebrate of a large phylum which includes snails, slugs, mussels, and octopuses. They have a soft unsegmented body and live in aquatic or damp habitats, and most kinds have an external calcareous shell.

Key Knowledge
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.
Give reasons for classifying plants and animals based on specific characteristics.

Botanist	An expert in or student of the scientific study of plants.
Vascular plants	Vascular plants are plants that have a system for transporting water and nutrients to different parts of the plant. These plants all have roots and a stem.
Non-vascular plants	Non-vascular plants do not have roots or a stem. Instead, these plants have tiny hairs called rhizoids which latch on to a surface, such as the ground, a rock or tree trunk, to keep the plant in place. They absorb water from their environment which is why you often find moss in damp places.

Geography Knowledge Organizer

Key Vocabulary	Definitions
coast	An area where land meets a body of water. Typically, this is land meeting a sea/ocean, but it can also be where land meets a lake.
erosion	A process by which natural objects are worn away by the sea.
deposition	A process by which natural material is deposited on a beach by the sea and therefore material builds up along the coast.
sea caves	Sea caves are formed when waves erode the base of a cliff. They often start as a small crack in the rock. Sand and rocks carried by the waves also help to wear away the rock of the cliff face.
natural arches	Natural arches are formed when there is a difference in the rate of erosion due to the varied resistance of bedrock. Sometimes the collapse of rock around a sea cave can produce an arch.
stacks	Stacks are formed when sea arches collapse, leaving a single pillar of rock standing. Stacks can collapse or become further eroded to a stump.
sea wall	A seawall deflects energy away from the coast. They prevent erosion damage and flooding by absorbing the energy from the waves.
revetments	A revetment is a cheaper alternative to a sea wall. It is designed to absorb some of the energy from the waves but still allows water and sediment to pass through it.
gabions	A gabion is a wire cage filled with rocks. The cages are stacked together against a cliff face or coast to help protect against erosion.
groynes	Groynes are built at right angles along a beach. They prevent sand and sediment from moving along the shore.
land use	This describe the way in which land is used. It is split into four main areas: farmland, natural, built on and urban green.

Key Knowledge
I can describe the process that help form coasts.
I can describe the physical features of coasts and the processes that form them.
I can explore different strategies for coastal management.
I can describe how changing land use can affect the environment, especially in relation to the coast.