

GEOGRAPHY**TO INVESTIGATE PLACES**

Name and locate the countries of South America and identify their main physical and human characteristics. Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land use patterns; understand how some of these aspects have changed over time. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. Collect and analyse statistics and other information in order to draw clear conclusions about locations. Use different types of fieldwork sampling (random and systematic) to observe, measure and record physical and human features in the local area. Record results in a range of ways. Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps – as in London's Tube map). Use field work to observe, measure and record the human and physical features in the local area using methods including sketch maps, plans and graphs and digital technologies.

TO INVESTIGATE PATTERNS

Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic circle and date time zones. Describe some of the characteristics of these geographical areas.

Identify and describe the geographical significance of latitude, longitude, equator etc....

TO COMMUNICATE GEOGRAPHICALLY

Describe and understand human geography including settlements and land use.

Describe and understand key aspects of physical geography including rivers, mountains and the water cycle.

Create maps of locations identifying patterns (Such as : land use, climate zones, population densities, height of land.

TOPIC STATEMENT

We will be studying water and its effects on landscape and people. We will be exploring some of the major rivers in the world and finding out how they have shaped the landscape. We will be looking at the Grand Canyon and The Nile and other amazing landscapes carved by rivers. We will discover which processes have shaped our landscape and how people have used these features to build communities. We will map the rivers of the world looking for the most famous, the longest and those with the most interesting features. We will find the different shape rivers have at the source, middle course and mouth and see how this affects how people use the river.

POSSIBILITIES

What is our part in our community?

HOOK**WOW**

Waterways Experience

ENQUIRY

(THAT LEADS US TO OUR GOLDEN THREADS POWER, EXPLORATION AND DISCOVERY)

POWER What happens when a river breaks its banks?
DISCOVERY Has anyone locally been affected by this?
EXPLORATION Can you explore the landscape to find evidence?

SIGNIFICANT PERSON/EVENT/PLACE

Grand Canyon, The Nile

VOCABULARY

- Human
- Physical
- Tributary
- Oxbow
- Source
- Meander
- Precipitation
- Evaporation
- Condensation

LANGUAGES

FRENCH

WRITE
IMAGINATIVELY

Write short texts on familiar topics.

Use knowledge of grammar (or pitch in Mandarin) to enhance or change the meaning of phrases.

Use dictionaries or glossaries to check words.

Refer to recent experiences or future plans, as well as to everyday activities.

Include imaginative and adventurous word choices.

Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty).

Use dictionaries or glossaries to check words.

HISTORY

Select suitable sources of evidence, giving reasons for choices.

Compare some of the times studied with those of other areas of interest around the world.

COMPUTING

TO CONNECT

Collaborate with others online on sites approved and moderated by teachers.

Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.

D.T

TO TAKE
INSPIRATION FROM
DESIGN
THROUGHOUT
HISTORY

Create innovative designs that improve upon existing products

TO DESIGN, MAKE,
EVALUATE AND
IMPROVE

Evaluate the design of products so as to suggest improvements to the user experience.

TO MASTER
PRACTICAL SKILLS
FOOD

Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.

Demonstrate a range of baking and cooking techniques. Create and refine recipes, including ingredients, methods, cooking times and temperatures.

ART

TO TAKE INSPIRATION
FROM THE GREATS

Create original pieces that show a range of influences and styles

TO DEVELOP IDEAS
Collect information, sketches and resources and present ideas imaginatively in a sketch book.

Comment on artworks with a fluent grasp of visual language.

TO MASTER
TECHNIQUESDRAWING

Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).

Use lines to represent movement

Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).

TO MASTER
TECHNIQUESPAINTING

Sketch (lightly) before painting to combine line and colour.

Create a colour palette based upon colours observed in the natural or built world.

Use the qualities of watercolour and acrylic paints to create visually interesting pieces.

Combine colours, tones and tints to enhance the mood of a piece.

Use brush techniques and the qualities of paint to create texture.

Develop a personal style of painting, drawing upon ideas from

MUSIC

TO PERFORM

Perform solos or as part of an ensemble.
Sing or play expressively and in tune.

Sing a harmony part confidently and accurately.

Perform with controlled breathing (voice) and skilful playing (instrument).

TO COMPOSE

Combine a variety of musical devices, including melody, rhythm and chords.

Thoughtfully select elements for a piece in order to gain a defined effect.

Convey the relationship between the lyrics and the melody.

TO TRANSCRIBE

Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.

Read and create notes on the musical stave.

Understand the purpose of the treble and bass clefs and use them in transcribing compositions.

Understand and use the # (sharp) and b (flat) symbols.

Use and understand simple time signatures.

TO DESCRIBE MUSIC

Choose from a wide range of musical vocabulary to accurately describe and appraise music .

R.E

GLOUCESTERSHIRE
AGREED SYLLABUS
SEE SUB.LEADER
DIRECTION

Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts.

Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.

P.S.C.H.E

CAMBRIDGESHIRE
SCHEME SEE SUB
LEADER DIRECTIONYEAR 5

Citizenship: Citizenship 1
Rules and rights,
Understanding and
practising democracy

Citizenship: Citizenship 2
Me in my community,
Similarities and differences

YEAR 6

Healthy and safer lifestyles:
World of drugs 1. Drugs
and their uses

Healthy and safer lifestyles:
World of drugs 2. Keeping
healthy