

GEOGRAPHY

TO INVESTIGATE PLACES

Name and locate the countries of North and South America and identify their main physical and human characteristics.

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.

Identify and describe how the physical features affect the human activity within a location.

Use different types of fieldwork sampling to observe, measure and record the human and physical features of the local area. Record the results in a range of ways.

Analyse and give views on the effectiveness of geographical representations of a location (aerial images compare with tube maps etc.)

TO INVESTIGATE PATTERNS

Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).

Understand some of the reasons for geographical similarities and differences between countries.

Describe how locations around the world are changing and explain some of the reasons for change.

Describe geographical diversity across the world.

Describe how countries and geographical regions are interconnected and interdependent.

TO COMMUNICATE GEOGRAPHICALLY

Describe and understand key aspects of:

physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.

human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies

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

HISTORY

TO BUILD AN OVERVIEW OF WORLD HISTORY

Identify continuity and change in the history of the school and locality

TO UNDERSTAND CHRONOLOGY

Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.

TOPIC STATEMENT

As historians we will discover who the Maya were and share our findings with our class through a PPT presentation so that we can assess the quality of the evidence used and what assumptions have been made. As Geographers we will locate North and South America and identify how it's physical features have a direct impact on how it trades.

We will investigate similarities and differences with our locality. Using our Design and Technology skills we will investigate how powerful trade can be...but is it fair?

POSSIBILITIES

Fake news

Impact of Brexit on trade

Climate change

Modern slavery

ENQUIRY

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

DISCOVER: Who were the Maya?

EXPLORE: North and South America.

Does **POWER** make trade fair?

HOOK: Fake News

WOW: Festive Fairtrade Biscuits

SIGNIFICANT PERSON/EVENT/PLACE

Maya/North and South America/Charles
Macintosh/Frida Kahlo

SUGGESTED VOCABULARY

- Climate
- Slavery
- Diversity
- Biodiversity
- Biome
- Trade link
- Globalisation
- Global citizenship
- Climate Zone

LANGUAGES

SPEAK CONFIDENTLY

Understand the main points and opinions in spoken passages

Take part in conversations to seek and give information

Be understood with little or no difficulty

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

P.E

Games – OAA (x4 weeks)

Take part in outdoor and adventurous activity which challenges both individually and within a team

Enjoy communicating, collaborating and competing with each other

Games – Invasion (x5 weeks)

Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending

Develop an understanding of how to improve in different physical sports and learn how to evaluate and recognise their own success

Gymnastics (x5 weeks)

Develop flexibility, strength, technique, control and balance

Compare their performances with previous ones and demonstrate improvement to achieve their personal best

COMPUTING

COMMUNICATE

Choose the most suitable applications and devices for the purposes of communication.

Use many of the advanced features in order to create high quality, professional or efficient communications.

COLLECT

Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner.

D.T

TO TAKE INSPIRATION FROM DESIGN THROUGHOUT HISTORY

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

TO DESIGN, MAKE, EVALUATE AND IMPROVE

Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).

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 (CLASSIC AND MODERN)

Give details (including own sketches) about the style of some notable artists, artisans and designers.

TO DEVELOP IDEAS

Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language.

TO MASTER TECHNIQUES DRAWING

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

PAINTING

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 other artists.

MUSIC

TO PERFORM (Singing)

Sing from memory with confidence.

Sing expressively and in tune.

Hold a part within a round.

Sing a harmony part confidently and accurately.

Perform with controlled breathing (voice)

TO COMPOSE

Create songs with verses and a chorus.

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

Convey the relationship between the lyrics and the melody.

Use digital technologies to compose, edit and refine pieces of music.

TO TRANSCRIBE

Read and create notes on the musical stave.

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

TO DESCRIBE MUSIC

Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo lyrics and melody, solo rounds, harmonies, cultural context.

Describe how lyrics often reflect the cultural context of music and have social meaning.

R.E

GLOUCESTERSHIRE AGREED SYLLABUS SEE SUB-LEADER DIRECTION

Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions. Make clear connections between what people believe and how they live, individually and in communities. Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people.

Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently. Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority. Using evidence and examples, show how and why people put their beliefs into action in different ways.

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.

GOD

P.S.C.H.E

CAMBRIDGESHIRE SCHEME SEE SUB-LEADER DIRECTION**YEAR 5**

Myself and relationships: Working together, Communication, Participation and self-awareness

Myself and my relationships: Friendship and difference My Relationships and Valuing difference

YEAR 6

Myself and relationships: My emotions, Emotional wellbeing

Myself and my relationships: Managing risk and change