

National Curriculum Programmes of Study and Attainment Targets

History

Our study this term is Geographical based however we will be revisiting some of our historical skills through the theme of Earth, Wind and Fire by identifying the eras that have significantly contributed to 'Global Warming'.

Through our topic we will

Chronology:

Know and sequence key events of time studied

Use relevant terms and period labels

Make comparisons between different times in the past

Range and Depth of Historical Knowledge:

Study different aspects of different people - differences between men and women

Examine causes and results of great events and the impact on people

Compare life in early and late 'times' studied

Compare an aspect of life with the same aspect in another period

Interpretations of History:

Compare accounts of events from different sources – fact or fiction

Offer some reasons for different versions of events

Historical Enquiry:

Begin to identify primary and secondary sources

Use evidence to build up a picture of a past event

Select relevant sections of information

Use the library and internet for research with increasing confidence

Activities will include:

- Identifying the impact of the Industrial Revolution on the planet..

Science

As **scientists** we will be studying Living Things in their environment. This unit builds on work from previous years and deepens the children's understanding of life cycles, reproduction and animal characteristics. New concepts such as asexual reproduction and metamorphosis are introduced to help the children understand how life cycles are constantly progressing, whilst pre-existing concepts are continually referenced and built upon to aid recall and scaffold learning. A blend of science and creativity will capture the children's imagination during our Mission Assignments, where they will have the opportunity to dissect an egg, pretend to be David Attenborough or Jane Goodall as they research their favourite creature and even create their own reports on world-renowned scientists.

This unit features a range of careers available in the Biological Sciences including Conservationist, Animal Behaviourist, Botanist, and Marine Biologist.

Earth Wind and Fire

Religious Education

As **theologians** we will be studying Christians, and Non Religious eg: Humanists from the Sefton LA Agreed RE Syllabus :

We will ask the following questions:

Green religion? How and why should religious communities do more to care for the Earth? ?

When answering this question we will learn in depth about the challenges of climate justice issues and about how different religious and spiritual ways of life can contribute to the urgent human need to stop spoiling the environment and the Earth. We will develop a rich knowledge of examples, concepts, sources of wisdom and authority and practice in different religions and worldviews with regard to climate change, environmental care and building a sustainable future.

Activities will include:

Studying Earth Activists

Identifying key messages about the environment from Islam, Buddhism, Hinduism and Christianity

Geography

As **geographers** we will be studying physical geography and the key features, such as mountains, and rivers with the impact natural disasters can have on human society. We will study geographical processes such as earthquakes, volcanic eruptions and flooding, identifying the importance that plate tectonics and climate zones plays in these processes. Our learning will link to our study of the River Nile, whilst investigating our local river. Finally we will give consideration to the current 'Global Warming' Crisis, the use of energy and a sustainable way forward.

Through our topic pupils should be taught to:

Locational knowledge

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

Human and Physical Geography

- Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers & mountains.

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

Geographical skills and fieldwork

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Activities will include:

Using maps and atlases to identify the Ring of Fire

Matching Climate Zones

Making a model of the Water Cycle

Visiting and mapping a local water source

Making a model of Tectonic Plates to explain how Volcanoes and Earthquakes are formed

Identifying the location of major Earthquake and volcanic zones

Locating and describing Biomes

Using a Weather Station.

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Art & Design

•Our focus through this theme is Design Technology based.

Music

As **musicians** we will be studying : rhythm through songs. We will learn to play the ukelelee and perform as a whole class.

Through our topic pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
 - listen with attention to detail and recall sounds with increasing aural memory
 - use and understand staff and other musical notations
 - develop an understanding of the history of music.
- Activities will include:

Design Technology

As Design Technologists we will be studying Mechanical Systems making a pop-up automata to enhance our research work in Science (Living Things in their Habitats)

Following our study we will be secure to

Design

Noticing wider-reaching problems or needs in the community.
Coming up with a broader range of ideas and deeper innovation, requiring pupils to think critically about their ideas' practicality and originality.
Beginning to use more complex annotated sketches, such as cross-sectional and exploded diagrams and pattern pieces in design.

Make

Producing lists of equipment, materials and tools that they need for a task.
Selecting materials, components or ingredients based on research or user needs.
Explaining their choices, referring to their research.
Considering which equipment will work well together.
Choosing from the known range of equipment available to them with little guidance.
Show all
Key knowledge
Technical knowledge: Mechanical systems

To know:

Which mechanisms are working together to make a mechanical system.
That there are different directions of movement.
That mechanisms can change one type of movement to another.

Earth, Wind and Fire

Physical Education (Dance)

As **dancers** we will be rehearsing for our performance at the Ainsdale Show. We will also be including the forms of nature – Earth, Wind and Fire into a dance sequence.

Through our topic pupils should be taught to:

- develop flexibility, strength, technique, control and balance
- perform dances using a range of movement patterns

Activities will include:

Producing movement to interpret nature
Linking movements in a sequence
Considering how to represent emotions
Rehearsing
Improvement and reflection

Learning across the curriculum

Using English

Reading Opportunities

- Texts:
- Fiction. The Tempest William Shakespeare
- The Jabberwocky
- Reports about Natural Disasters

Writing Opportunities

- A report about ... Natural Disasters
- A letter to ... Persuade people to choose eco-friendly habits.
- An explanation of Global Warming
- A retelling of Hamlet...
- A poem about ... The earth

S&L / Drama / Role Play / Opportunities

Conscience alley-
Talking Heads Characters from the Tempest
Debates –Global Warming
Act out scenes from the story

Using Mathematics

Measurement – Using protractors to measure angles.

Geometry -

Statistics- looking at the statistics of the weather on the fateful day of the crossing and how this influence the factors leading to the disaster. Recording test results in science

Computing

Pupils should be taught to

We will work on a computer app to create a computer game

To Introduce the 2DIY 3D tool.
To begin planning a game.

To design the game environment
To modify the game according to its usefulness..

Personal development (PSHE)

Keeping/Staying Healthy:

Smoking
Adults' & Children's Views

We will use the information and learning in this unit and discuss our understanding through debate using our 'Talk Rules' and oracy sentence stems.

Moral & Spiritual

- The awe and wonder of the Natural World and how we become the 'Guardians of the Galaxy'

Curriculum Drivers

Challenge

Forest School Activities and Focus to include:

- Den Building with given criteria
- Bridge Building
- Nest Building
- Cooking
- Fire Making
- Weather conditions

Community

Culture

Environment

We will be visiting the Eco-centre in Southport and engaging in interactive activities to consider the impact of Climate change. We are also taking part in a 'Tomato Growing' event to use our school growing area to raise crops and use them for food. Our Forest School activities will also raise our awareness of the environmental impact that humans can have on natural landscapes.

Other Information

Real Life Experience/s

Trip to the Eco-centre in Southport
Forest School
Planting, harvesting, cooking

Creative Home Learning Opportunities

This should take the form of an activity where the children have the opportunity to demonstrate their learning in relation to your topic. There should be an end product which can be used to assist summative assessment judgements.

Careers Link/s

Conservationist
Scientist – ecology
Geography – Geomorphology, seismologist, volcanologist
Engineer

Pupil Voice

Pupil's Questions

In this section add a list of the children's questions in relation to the topic. This should be completed at the start of the theme:

Where do the people go after a tornado?
How are sink holes made?
How are tornadoes made?
Why do trees cause fires?
Why do hurricanes only happen around the ocean?
How do earthquakes start?
How do you survive tsunamis?
What happens if you get sucked into a Tornado?
Why does lightning cause fires?#

Possible Lines of Enquiry

From your own planning, and from the children's responses to the topic, outline below some possible areas through which the children could develop their own independent learning:

- Consider the impact of Global Warming locally
- Consider where in the world there has been the greatest impact
- Research the impact on animals

Promoting Fundamental British Values through our theme

British Values

- democracy - respect for democracy and support for participation in the democratic process
- the rule of law – respect for the basis on which the law is made and applies in England
- support for equality of opportunity for all individual liberty
- support and respect for the liberties of all within the law
- mutual respect and tolerance of those with different faiths and beliefs

We believe that our School Values and Golden Promises underpin the fundamental British values. Wherever possible and relevant we actively promote these fundamental values through our curriculum.