

As a class, produce a travel brochure using a persuasive writing style for a variety of countries/continents. Produce a TOP TRUMPS style game based on different uses for the UK. Write a balanced argument over older fashioned maps or more modern Sat Nav devices.

Intent: What do we want the children to learn? How do we intend to achieve this? Skills and Knowledge coverage during the Topic

Curiosity**Knowledge & Understanding Of The World:****Geography**

Use the eight points of a compass. Use four and six figure grid references. Identify the position of latitude/longitude and the Greenwich Meridian. Locate the main countries in Africa, Asia, Australasia. Identify their main environmental regions, key physical and human characteristics, and major cities.

Science***States of Matter***

Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Science***Living things and Their Habitats***

Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things.

French

Qu'est-ce que tu veux?

Aspirations**Life Skills****Independence****Self Belief****Self Awareness**

PSED: Following agreed **Jigsaw** scheme and units

Being Me in My World: Can face new challenges positively and know how to set personal goals

Dreams and Goals: Know that money is needed to achieve some dreams, know about a range of jobs carried out by people I know and explore how much people earn in different jobs, identify what job I would like when I grow up and understand what motivates me, describe the dreams and goals of young people in other cultures, understand that communicating with someone from another culture means learning from and supporting each other, and encourage my peers to support young people and think of ways in which this could be done.

Healthy Me: Know the health risks of smoking and know how tobacco affects the heart, liver and lungs, know the risks of misusing alcohol including anti-social behaviour, put into practise basic emergency aid procedures (including the recovery position), understand how media, social media and celebrity culture promotes body types, describe different roles food can play in people's lives and explain how people can develop eating disorders, know what makes a healthy lifestyle.

R.E: **Hinduism**- as agreed by the Northumberland County Council syllabus

Where can a map take us?**Physical Development: Including NUFC and SSP****Gymnastics**

Develop flexibility, strength, technique, control and balance. Compare performances with previous ones and demonstrate improvement.

Invasion Games

Use running, jumping, throwing and catching in combination. Take part in challenges as part of a team. Play competitive games.

Creative Development:**Art**

Collect information, sketches and resources. Manipulate, adapt and refine ideas to develop an impression of a particular artist's work. Explore ideas in a variety of ways; comment on famous design and art using technical language – *tone, tint, foreground/background, texture, brushstrokes, line, reflection, shadow*. Experiment with a variety of media including: paint, pencil, charcoal and clay. Use sketchbooks to record observations. Follow the work of various artists including: Ed Fairburn, Nigel Peake, and Shannon Rankin. Create original pieces influenced by studies of others.

Music

Listen with attention to detail and record sounds with increasing aural memory. Play and perform in solo and ensemble contexts, using voices and musical instruments with increasing fluency. Following Charanga scheme, Spring Term, units: **A New Year Carol** and **You've Got a Friend in Me**.

Tech, Media, Materials:**Design and Technology**

Investigate and analyse a range of existing products and consider ways in which to improve. Understand how individuals in design and technology have helped shape the world - in particular apps linked to location.

Focus on the boat Michael uses in Kensuke's Kingdom, find ways to improve the design through use of discussion, annotated sketches and diagrams.

Computing

E-safety, knowing how to use technology safely and responsibly and recognise acceptable and unacceptable behaviour. Understand how to report any concerns.

Use maps and digital/computer mapping (Google Earth) to locate countries and describe features. Through the use of Beebots and Spheros, use sequence, selection and repetition in programs.

Curiosity

Aspirations

Life Skills

Independence

Self Belief

Self
Awareness

Key Vocabulary

Aerial
Bearing
Bird's eye view
Cardinal points
Cartographer
Choropleth map
Compass rose
Direction
Feature
Flow line
Grid lines
Isopleth
Key
Landscape
Magnetic compass
Map
Navigational aids
Plan
Scale
Scaling-down
Sign
Symbol
Topographical map

Text Links:

Kensuke's Kingdom - Michael Morpurgo
Habitats and Biomes - Nancy Dickmann
Introducing South America - Anita Ganeri
Coral Reef - Louise and Richard Spilsbury
Mapping Information - Melanie Waldron
Introducing Maps - Jack and Meg Gillett
Variety of Haiku style poems
Poems linked to being lost at sea

LOTG (including Forest School, Visits and Visitors)

Orienteering
Geocaching (treasure hunts)
Measurement and direction tasks
Outdoor map work
Choppington Woods visit - Map and Compass skills
Forest School

Cross Curricular Maths and English Links:

English

Drama activities linked to Kensuke's Kingdom - Hot seating from the viewpoint of the main characters
Write a persuasive argument for whether Michael should stay in Cornwall or leave with his parents
Hold a debate based on maps and modern technology such as *Google Maps* to say which is better
In the style of a diary, keep a written ship log
Create a glossary for vocabulary based on maps
Persuasive writing linked to holiday destinations

Writing a Non-Chronological report based on a holiday brochure.

Narrative writing of a new chapter.

Writing diary entries/logs from the viewpoint of different people and discuss how characters feelings change.

Descriptive writing about the sea storm and island.

Write poems about being alone and lost at sea.

Maths

Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles

Implementation: How and when it will be taught

Week 1: TOPIC

Where is the United Kingdom?

Children will:

- Discuss their prior knowledge of the UK and which countries it is made up of
- Consider Ireland on a map but understand which part is the UK
- Discuss and compare which places in the UK they have visited or where they know family live
- Label a map of the UK without any visual support such as maps, atlases or a globe (this will be used as a form of assessment)
- Move on to use research tools to find the correct locations of major cities in the UK

Geography Skills

- I can locate and name the main countries and cities in England
- I can use maps, atlases, globes and digital/computer mapping (*Google Earth*) to locate countries and describe features studied

ART

Nigel Peake

Week 2: TOPIC

What is the difference between Rural and Urban?

Children will:

- Learn and develop a variety of topic related vocabulary including 'rural' and 'urban'
- Use *Google Earth* and *Google Maps* to locate and compare an urban area or the UK with a rural area
- Identify whether we live in a more urban or rural area
- Discuss what classifies an area as urban/rural
- Discuss and debate which would be a better place to live

Focus on human geography, trading and fair/unfair distribution

Possibly attend a trip to an urban area such as Newcastle later in the term

Geography Skills

- I can compare two different regions in UK (Rural/Urban)
- I can use maps, atlases, globes and digital/computer mapping (*Google Earth*) to locate countries and describe features studied

PSHE

What would it be like to grow up in Central London?

Children will:

- Discuss childhood and the benefits of being in an area such as GuidePost e.g. near a coastal area
- Gather thoughts and ideas about what urban life would be like
- Write a Pen Pal style postcard from the viewpoint of a child growing up in central London

Week 3: TOPIC

What was and is the United Kingdom used for?

Children will:

- Use research tools to identify uses of the UK (both past and present)
- Interview an older family member to gain further information as part of a home-based task
- Compare different parts of the UK such as Port Glasgow and London

Geography Skills

- I can link with history, compare land use maps of the UK from the past with the present, focusing on land use
- I can describe and understand key aspects of human a physical geography including: trade between the UK and Europe and the rest of the World
- I can describe and understand fair and unfair distribution of resources
- I can use symbols and keys to build my knowledge of the UK in the past and present

DESIGN TECHNOLOGY

Which part of the UK was used the most and for what?

Children will:

- Consider the different areas of the UK and their uses
- Find similarities and differences
- Focus on how helpful these uses were e.g. trading
- Create a TOP TRUMPS style game

Design Technology Skills

- I can investigate and analyse a range of existing products and consider ways in which to improve
- I can find ways to improve a design through use of discussion, annotated sketches and diagrams.

Week 4:

TOPIC

Trip to Choppington Woods

Children will:

- Have a half day trip to Choppington Woods
- Explore and gather evidence of the area
- Complete a rough drawing
- Learn about map skills and using the area they visit

Geography Skills

- I can use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods
- I can use the 8 points of a compass
- I can use 4 figure (Year 5) and 6 figures (Year 6) grid references

DESIGN TECHNOLOGY

Designing and making a working compass

Children will:

- Follow instructions on making a compass
- Chose and gather necessary resources
- Assess their design and consider ways to improve it

Design Technology Skills

- I can investigate and analyse a range of existing products and consider ways in which to improve
- I understand how individuals in design and technology have helped shape the world

Week 5:

TOPIC

Europe, longitude and latitude; what do they all mean?

Children will:

- Explain where Europe is on a map and name the majority of countries in it
- Understand that Europe is a continent made up of many countries
- Know and label on a map the major cities within European countries
- Define longitude and latitude and use within context

Geography Skills

- I can locate Europe on a map and can label major cities
- I can identify the position of latitude/longitude and the Greenwich Meridian

PE

Invasion Games

Children will:

- Create a game which involves various countries from Europe e.g. different teams
- Consider rules and instructions that the game will need to include

PE Skills

- I can use running, jumping, throwing and catching in combination
- I can work successfully as part of a team
- I can play in competitive games

Week 6:

TOPIC

What effect does climate change have a certain areas?

Children will:

- Use dictionaries to define geographical vocabulary
- View statistics of the climate in the UK, compare Guide Post to central London and produce graphs to show this

Geography Skills

- I can describe and understand key aspects of physical geography including climate zone

DESIGN TECHNOLOGY

How can we reduce the damage to our planet?

Children will:

- View clips from documentaries such as: *Planet Earth*, *Blue Planet* etc. to gain more understanding of the effects of climate change and global warming
- In groups, design a device that will slow down the effects of climate change
- Draft up a business plan including costs and resources etc.
- Make their product and deliver a presentation to explain their product

Design Technology Skills

- I can investigate and analyse a range of existing products and consider ways in which to improve
- I understand how individuals in design and technology have helped shape the world

Week 7: TOPIC

What happens during the water cycle?

Children will:

- Discuss what the water cycle is, how it works and how it affects us
- Use outdoor space to physically reenact the water cycle
- Write an explanation of how the water cycle works

Geography Skills

I can describe and understand key aspects of physical geography including:

- Coasts
- Rivers
- The water cycle
- Climate zones
- Biomes
- Vegetation belts

PE

Gymnastics

Children will:

- Create a routine to music to represent the flow of the water cycle
- Use iPads to record their performances and watch back to find ways to further develop and improve

PE Skills

- I can develop flexibility, strength, technique, control and balance
- I can compare performances with previous ones and demonstrate improvement

Week 8: TOPIC

Where is North America?

Children will:

- Locate the continent of North America on a map
- Label some of the major states and cities
- Locate the border between North and South America
- Use maths skills to look into the different time zones across certain part of America and the distance from the UK to different states e.g. New York or California

Geography Skills

- I can locate North America on a map and can label major cities
- I can use maps, atlases, globes and digital/computer mapping (*Google Earth*) to locate countries and describe features studied

DESIGN TECHNOLOGY

How do/did people travel to North America from the UK?

Children will:

- Consider various methods of transport
- Briefly look at the history of journeys across the Atlantic such as the:
 - Titanic from Belfast to New York
 - Curtiss seaplane NC-4
 - Charles Lindbergh's solo flight
- Plan and design a boat which is able to survive outdoor elements
- Choose the most suitable materials to create their boat

History Skills

- I can make comparisons between different times in the past
- I can offer reasons for different versions of events

Week 9: TOPIC

North America, the United Kingdom - What's the difference?

Children will:

- Discuss whether they have ever visited America before and think about how it is different to home
- Consider the size of North America compared to the UK
- Briefly look into the history of the discovery of America and English settlers
- Briefly research the reason behind the names of certain places the same as the UK e.g. Birmingham, Manchester, New York etc.
- Produce data based on population

Geography Skills

- I understand geographical similarities and differences through the study of human and physical geography
- I can compare a region of the UK, a region in a European country and a region within North or South America

DESIGN TECHNOLOGY

Continue with presentations and designs of adapted products

Week 10:

TOPIC

Are North America and South America the same?

Children will:

- Locate the continent of South America on a map
- Compare its location to that of North America
- Create a table of similarities and differences
- Discuss which they would rather visit as a tourist from the UK
- Use the internet to plan a trip around South America on a budget - look in to the various currencies compared to that in North America

Geography Skills

- I can locate South America on a map and can label major cities

ART

Andy Warhol and Romero Britto

Children will:

- Study the work of artists Andy Warhol and Romero Britto
- Consider the similarities and differences between their work
- Use a variety of media to recreate some of these artist's work

Art Skills

- I can manipulate, adapt and refine ideas to develop an impression of a particular artist's work
- I can experiment with a variety of media including: paint and pencil
- I can create original pieces influenced by studies of others

Week 11:

TOPIC

Can I persuade someone to visit...?

Children will:

- Work in small teams of pairs and choose a location either in the UK, Europe or North and South America
- Research their chosen location in more depth using a variety of sources, including non-fiction texts from the library
- Need to list the pros and cons to visiting this area and discuss ways in which to use persuasion
- Consider the areas history, geographical points, location e.g. urban, rural, coastal etc., features, transport links etc.
- Design a persuasive leaflet based on their chosen location (these will all be brought together as a full class project)

Geography Skills

- I understand geographical similarities and differences through the study of human and physical geography
- I can compare a region of the UK, a region in a European country and a region within North or South America

Week 12:

TOPIC

Can I persuade someone to visit...? (Continued)

Children will:

- Present their leaflet to their peers
- Will be assessed on their knowledge of the location they have chosen and how they have used their Geography skills to support them with this task