

Geography focus - The UK and North America, People and countries

OVERVIEW: This term the children will be using the context of Geography and the theme of the UK and North America to practise and develop new skills across the curriculum.

The children will develop their understanding of another place in the world in which they live. As well as learning about the United Kingdom and comparing England with other countries, children will also be encouraged to investigate and form their own opinions and ideas about issues which are important to the British people (eg. Environment and the human impact on it). The children will explore a range of sources, create African patterns and music and be encouraged to investigate and form their own opinions and ideas about issues important to the people from around the world.

In Art, the children will have an opportunity to develop their pattern making skills to create African patterns. Children will investigate colour and practise a range of application skills, building up towards producing an assessment piece at the end of the block. This will also provide a backdrop for children's learning in Music where they will explore journey music, working towards composing their own piece for assessment.

Maths links

Literacy links

British Values

ICT link

Daily maths:

- Soft start - number facts e.g. factors/prime numbers, odd/even, partitioning, place value etc.

- Dates/time/months etc - what will the date be in three days time? End of the month?

	English	Maths	Science	Geography	Art	Music	ICT	RE and PSHE
Displays <i>Location?</i>	Classroom display.	Classroom display	Classroom display - context- States of matter	Classroom display - context- UK and North America	Classroom and corridor display - Art Painting Cultural Patterns	Corridor display - pictures of chn taking part in African drumming Chn to write 'blurbs' to explain what they did	Corridor display - context: e-safety	Opening Minds competency: Let's get a balance week.
Trips / visitors								
Safety	Include dates for important events i.e. up charters E-safety- ongoing							
Whole school focus	Any dates/event Check date for Geography week E-safety week Art Exhibition							
Opening Minds	What is the focus?							
British Values	Mutual respect, understanding different faiths and beliefs, rules and laws, individual liberty, democracy							

Core subjects**Handwriting Expectations- promoted across the curriculum - text from Rising Stars**

Pupil can almost always make choices over letter shapes and joins to ensure fluency, legibility, good presentation and individuality and is increasing the pace of writing while sustaining neatness and accuracy.

Pupil can nearly always select the appropriate writing instrument and justify their choice: e.g. as at left and can explain why a particular pen colour and thickness was chosen for a particular poster or flyer and is able to write quickly and for extended periods without loss of neatness and legibility or undue strain or cramp.

	<u>Writing</u>	<u>Grammar</u>	<u>Spelling</u>	<u>Science</u>	<u>Computing</u>
	Pupil can correctly form and join all their letters in accordance with the school's agreed house style. There is usually consistency in decisions to join or leave letters un-joined.			States of Matter and materials	Spring 1 - Online Mind Mapping Spring 2 - Creating an advert (Green Screens & I Can Present)
Week 1	Newspaper Reports <u>Context:</u> Robbery (at least two - can be three expectations from Rising Stars) Transcription: Pupil can correctly form and join all their letters in accordance with the school's agreed house style. There is usually	I can use apostrophes to mark singular / plural possession / contractions e.g. <i>Grace's</i> dog the cats were outside	Suffixes Words with endings 'ion'	I can compare and group materials together, according to whether they are solids, liquids or gases.	I can share ideas with others to develop an advert.

Week 2	<p>consistency in decisions to join or leave letters unjoined.</p> <p>Composition (planning & drafting): Pupil can, independently and confidently, compose and orally rehearse sentences, usually incorporating deliberate choices of vocabulary for impact. Variation in sentence structure includes: simple, compound and complex structures.</p> <p>Vocab, Grammar & Punctuation: Pupil can confidently use a wide range of subordination conjunctions within sentences.</p> <p><i>Any Sp&L opportunities</i> Conscience Alley Hot-seating in role</p>	<p>I can use apostrophes to mark singular / plural possession / contractions</p> <p>e.g. <i>Grace's</i> dog the <i>cats</i> were outside</p> <p>MA: Pupil can consistently and confidently place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p>	<p>Suffixes Words with ending 'ous'</p>	<p>I can explain that temperature can be measured in degrees Celsius using a thermometer.</p>	<p>I can think of questions I would like to find out about my topic.</p>
Week 3	<p>Formal Letters <u>Context:</u> Cleaning up the Coast Inspirational person telling them how they inspire them</p>	<p>I can use a pronoun and a noun across sentences</p> <p>e.g <i>I, he, she, we, they, who, whoever</i></p>	<p>Suffixes Words with ending 'ous'</p>	<p>I can measure the temperature of various materials.</p>	<p>I can use Internet to research information for my mind map.</p>

Week 4	<p><u>Skills from new curriculum at 'exceeding':</u></p> <p>Composition (planning & drafting): Variation in sentence structure includes: simple, compound and complex structures.</p> <p>Vocab, Grammar & Punctuation: Pupil can confidently use a wide range of subordination conjunctions at the beginning of sentences.</p> <p>Writing Composition (Planning & Drafting) Pupil can consistently select the most relevant information, key vocabulary and most suitable ideas from discussion and notes to plan writing, improving and developing ideas to help plan own writing.</p> <p><i>Any Sp&L opportunities</i> Debate Turn-taking</p>	<p>I can use a pronoun and a noun across sentences</p> <p><i>e.g</i> <i>I, he, she, we, they, who, whoever</i></p>	<p>Suffixes Words ending with 'ous'</p>	<p>I can explain that materials change their state in different temperatures.</p>	<p>I can use online software to create a mind map.</p>
Week 5	<p>Non-chronological report</p> <p><u>Context:</u></p> <p>Britain</p>	<p>I can use paragraphs to organise ideas around a them (link with newspapers)</p>	<p>Words ending with 'ous'</p>	<p>I can explain condensation and evaporation, using everyday examples.</p>	<p>I can create simple PowerPoint related to my mind map.</p>

Week 6	<p><u>Skills from new curriculum at 'exceeding':</u></p> <p>Contexts For Writing: Pupil can consistently and confidently identify, name and describe key organisational and language features of a shared text working with a partner, small group or the whole class. They can identify the text type by naming it and describe a context/scenario for using it.</p> <p>Writing - Editing: Pupil can consistently and confidently proof-read and amend their own writing, checking for accuracy of grammar,</p> <p>Writing - Vocab, Punctuation, Grammar: Pupil can consistently and confidently choose and correctly use appropriate nouns or pronouns to create cohesion, avoid repetition and achieve clarity throughout a piece of writing.</p> <p><i>Any Sp&L opportunities</i> Role-play / drama for chn to rehearse reported speech - could use green screens for this</p>	I can use paragraphs to organise ideas around a them (link with newspapers)	Words ending with 'ion'	I can describe the water cycle using scientific terminology.	Safer Internet Week rules and laws, individual liberty, democracy
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Week 7	Performance Poetry <u>Context:</u> Michael Rosen poems Based on school life		Words ending with 'ion'	I can explain that air is a gas and is matter and has many uses.	I can discuss ideas learnt from initial advert evaluation.
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Week 8	<p><u>Skills from new curriculum at 'exceeding':</u></p> <p>Writing - Planning & Drafting: Pupil can, independently, plan paragraphs before they begin to write. Some evidence of ideas being developed within and between paragraphs. Pupil knows how to demarcate paragraphs on the page and almost always remembers to do this as they write.</p> <p>Writing - Performing: Pupil can read own writing loudly and clearly enough to be heard by all, pausing for punctuation and interpreting punctuation marks by intonation;</p> <p>Writing - Vocab, Grammar & Punctuation: Pupil can consistently and confidently write using the appropriate tense for the task, with virtually no lapses, including choosing to use the present perfect tense where appropriate in contrast to the past tense.</p> <p><i>Any Sp&L opportunities</i> Link to reading out loud with expression - performing in the role</p>		Words ending with 'ion'	LO: I can identify why a circuit needs a power source.	I can plan a storyboard for updated advert following on from evaluation.
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Week 9	Play scripts <u>Context:</u> The Lion King			LO: I can recognise hazards of electricity	I can film our new advert using up-levelled ideas and techniques.
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Week 10	<p><u>Skills from new curriculum at 'exceeding':</u></p> <p>Writing - Vocab, Grammar & Punctuation: Pupil can consistently and confidently use a wider range of appropriate conjunctions, adverbs and prepositions to express time and cause (and place) spontaneously applying the new learning across a range of independent writing.</p> <p>Writing - Planning & Drafting: Pupil can consistently and confidently write an engaging and appropriate main heading for the text and suitable subheadings for each paragraph.</p> <p>Writing - Transcription: Pupil can consistently and confidently distinguish between and almost always correctly spell further homophones and near-homophon</p> <p><i>Any Sp&L opportunities</i> In the role of expert to rehearse use of cause and effect language.</p>		Words ending with 'ion'	<p>LO: I can use scientific conventions to communicate information</p> <p>Skill: presenting evidence</p>	I can use video editing software to refine and develop our advert post-initial evaluation.
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<p>Week 11</p>	<p>Balanced arguments</p> <p>Context: <i>School on a Saturday</i></p> <p>Uniform vs Non Uniform</p> <p><u>Skills from new curriculum at 'exceeding':</u></p> <p>Writing - Performing: Pupil can read own writing with some variety in pace and emphasis and some use of different voices for the audiences' enjoyment.</p> <p>Writing - Composition: Pupil can consistently and confidently create an appropriate setting, two or three clearly distinguishable characters and a coherent and convincing plot. Descriptions contain relevant detail and some meaningful interaction between characters.</p> <p>Writing - Transcription: Pupil's writing can be easily read; joined handwriting is the norm which is written at a pace that keeps up with what pupils want to say.</p> <p><i>Any Sp&L opportunities</i> Performing scripts</p>		<p>Words ending with 'ian'</p>	<p>LO: I can observe the effect of changes to a circuit</p> <p>(Skill making observations)</p>	<p>I can re-evaluate the quality of the advert we filmed, describing post-evaluation results.</p>
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Foundation subjects

	<u>Geography</u> The UK and North America	<u>DT (spring 1) / Art</u> (spring 2) Tudor ships Painting Patterns	<u>Music</u> African drumming (alternative weeks)	<u>RE</u> Spring 1 -Remembering Life (The stages faiths go through of a funeral. (what different religions do when somebody dies) Spring 2 - Judaism Understanding Different Faiths and Beliefs	<u>PE</u> Netball (outdoor)	<u>PSHE</u> Charities Mutual respect rules and laws,
Week 1	I can locate and name the different counties and major cities of the UK. I can use the 8 point compass, four and 6 grid reference. Symbols and keys to build knowledge of the UK and wider world. Distances Co-ordinates	I can explore mechanisms. Skill: I can understand and use mechanical systems	LO: I can choose instruments to make rhythmic patterns	L.O. I can describe different ways to appreciate a life Mutual respect	<u>PE</u> Badminton (indoor)	Lesson 1 - LO: I can investigate my charity. rules and laws,
					LO: I can choose the different netball passes to mark and signal.	

Week 2	<p>I can identify the key topographical features of the United Kingdom.</p> <p>I can use the 8 point compass, four and 6 grid reference. Symbols and keys to build knowledge of the UK and wider world.</p> <p>Distances</p> <p>Co-ordinates</p>	<p>I can create a prototype for my cam mechanism.</p>	<p>LO: I can play music for different moods and effects.</p>	<p>L.O. I can say what happens in different religions when someone dies</p> <p>Understanding Different Faiths and Beliefs</p>	<p>LO: I can apply the rules about foot work to shoot in netball.</p> <hr/> <p>LO: I can hit the shuttlecock over arm.</p> <p>I can measure how far a shuttlecock can travel</p>	<p>Lesson 2 - LO: I can present information about my charity.</p> <p>Literacy links</p>
Week 3	<p>I can compare the difference between rural and urban Britain.</p> <p>I can show my knowledge, skills and understanding in studies of a range of places and environments at more than one scale and in different parts of the world.</p>	<p>I can generate ideas</p>	<p>LO: I can perform in a group to an audience.</p> <p>LO: I can use video cameras to record a group's performance</p> <p>Chn to use cameras to record performances and then playback on IWB to peer assess</p>	<p>L.O. I can understand the stages of a Christian funeral.</p> <p>Understanding Different Faiths and Beliefs</p>	<p>LO: I can use the 4 main passes in netball (and signalling) to shoot in netball.</p> <hr/> <p>LO: I can rally.</p> <p>I can count how long a rally is</p>	<p>Lesson 3 - LO: I can explore ways of raising money.</p> <p>rules and laws,</p>

Week 4	I can understand why the climate is different in different areas of the UK. Drawing on my knowledge and understanding, I can suggest suitable geographical questions, and use a range of geographical skills from the key stage 2 or 3 programme of study to help me investigate places and environments.	I can make a Tudor ship.	LO: I can choose instruments to make rhythmic patterns	L.O. I can understand the stages of an Islamic funeral Understanding Different Faiths and Beliefs	LO: I can practise dodging skills to take a side line pass. LO: I can hit a target. I can tally how many times I hit the target	Lesson 4 - LO: I can plan a fundraising event.
	Week 5	I can evaluate a partner's mechanism. I use skills and sources of evidence to respond to a range of geographical questions, and am beginning to use appropriate vocabulary to communicate my findings.	Reviewing their Tudor Ships	LO: I can play music for different moods and effects.	L.O. I can understand the stages of a Jewish funeral. Understanding Different Faiths and Beliefs LO: I can explain the positions in netball to play a full game of netball. LO: I can attack play.	

Week 6	I can explain the importance of the United Kingdom to other nations. I use primary and secondary sources of evidence in my investigations and communicate my findings using appropriate vocabulary.	LO: I can investigate patterns from different cultures.	LO: I can perform in a group to an audience. LO: I can use video cameras to record a group's performance Chn to use cameras to record performances and then playback on IWB to peer assess	L.O. I can present what I know Understanding Different Faiths and Beliefs LO: I can use transitions on my PowerPoint presentation slide	LO: I can explain the positions in netball to play a full game of netball. LO: I can explain the rules of badminton.	Lesson 6 - LO: I can evaluate our fundraiser.
	<u>Spring 2</u>					
Week 7	I can identify the key topographical features of North America. I can use the 8 point compass, four and 6 grid reference. Symbols and keys to build knowledge of the UK and wider world.	LO. I can experiment with a range painting techniques.	LO: I can choose instruments to make rhythmic patterns (drumming)	LO: I can retell the story of the birth of Moses Recognise the impact of Moses' birth on Jewish beliefs	tbc	LO: I know what I need to do to learn effectively

Week 8	<p>I can explain how the climate might affect daily life in a North American city.</p> <p>Drawing on my knowledge and understanding, I can suggest suitable geographical questions, and use a range of geographical skills from the key stage 2 or 3 programme of study to help me investigate places and environments.</p>	LO: I can create a silhouette to communicate meaning.	LO: I can play music to create different moods and effects	<p>LO: I can retell the story of Moses and the burning bush</p> <p>Reflect upon God as a source of inspiration</p>	<u>tbc</u>	<p>LO: I can identify some barriers to my learning</p> <p>Mutual respect</p>
Week 9	<p>I can understand the different climate zones of North America.</p> <p>Drawing on my knowledge and understanding, I can suggest suitable geographical questions, and use a range of geographical skills from the key stage 2 or 3 programme of study to help me investigate</p>	LO: I can make my image using different techniques.	<p>LO: I can perform in a group to an audience</p> <p>Mutual respect</p>	<p>LO: I can identify the 10 plagues of Egypt</p> <p>Explain why they were sent</p>	<u>tbc</u>	LO: I can tell you how I am going to apply what I have learned

	places and environments.					
Week 10	<p>I can understand the impact and importance of tourism on a North American city.</p> <p>I use skills and sources of evidence to respond to a range of geographical questions, and am beginning to use appropriate vocabulary to communicate my findings.</p>	LO: I can comment on my own work.		<p>LO: I can retell the story of the Passover</p> <p>Understand how this story is reflected in the Jewish tradition of the seder plate</p> <p>Mutual respect</p>	tbc	LO: I can recognise when I find learning difficult and persevere when I need to
Week 11	<p>I can investigate a North American city and compare it to an area of the UK.</p> <p>I am aware that a region in the UK, a region in a European country and a region within North/South America may have both similar and different</p>	Writing up reviews.		<p>LO: I can describe the 10 Commandments</p> <p>Explain the common link between the 10 commandments and everyday life rules</p> <p>Mutual respect</p>	tbc	LO: I can break down a goal into a steps to achieve a result

	characteristics.					
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