

## Around The World Spring term - Year 5

Geography	<p><b>LOCATIONAL</b></p> <ul style="list-style-type: none"> <li>- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America.</li> </ul> <p><b>HUMAN/PHYSICAL</b></p> <ul style="list-style-type: none"> <li>- Describe and understand key aspects of:</li> <li>-human geography, including: land use, economic activity including trade links, and the distribution of natural resources including, food, minerals and water.</li> </ul> <p><b>PLACE</b></p> <ul style="list-style-type: none"> <li>- study a region in a European country.</li> </ul> <p><b>MAPPING</b></p> <ul style="list-style-type: none"> <li>- Follow routes on maps describing what can be seen.</li> <li>▪ Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied.</li> <li>▪ Relate different maps to each other and to aerial photos.</li> </ul> <p><b>FIELDWORK</b></p> <ul style="list-style-type: none"> <li>- Interpret data collected and present the information in a variety of ways including charts and graphs.</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>- Develop their views and attitudes to critically evaluate responses to local geographical issues.</li> </ul> <p><b>ICT</b></p> <ul style="list-style-type: none"> <li>- Communicate geographical information electronically.</li> </ul>
History	<p><b>CHRONOLOGY</b></p> <ul style="list-style-type: none"> <li>▪ - Sequencing events and periods through the use of appropriate terms relating to the passing of time</li> <li>▪ Identify where periods studied fit into a chronological framework by noting connections, trends and contrasts over time.</li> </ul> <p><b>EVENTS/PEOPLE/CHANGE</b></p> <ul style="list-style-type: none"> <li>- Presenting a clear narrative within and across periods that notes connections, contrasts and trends over time.</li> </ul>

	<p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>- Produce detailed structured work to present information and make appropriate use of historical terminology.</li> </ul> <p><b>ENQUIRY</b></p> <ul style="list-style-type: none"> <li>- Understand methods of historical enquiry, how evidence is used to make claims, and begin to recognise how and why contrasting interpretations have been constructed.</li> <li>- Begin to recognise why some events, people and changes might be judged as more historically significant than others.</li> </ul>
Art	<p><b>Exploring and Developing Ideas</b></p> <ul style="list-style-type: none"> <li>▪ Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>▪ Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> <li>▪ Question and make thoughtful observations about starting points and select ideas to use in their work.</li> <li>▪ Annotate work in a journal.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>▪ Work from a variety of sources including observation, photographs and digital images.</li> <li>▪ Work in a sustained and independent way to create a detailed drawing.</li> <li>▪ Use a journal to collect and develop ideas. Identify artists who have worked in a similar way to their own work.</li> <li>▪ Use dry media to make different marks, lines, patterns and shapes within a drawing.</li> <li>▪ Experiment with wet media to make different marks, lines, patterns, textures and shapes.</li> <li>▪ Explore colour mixing and blending techniques with coloured pencils.</li> <li>▪ Use different techniques for different purposes e.g. shading, hatching within their own work.</li> <li>▪ Start to develop their own style using tonal contrast and mixed media.</li> <li>▪ Begin to use simple perspective in their work using a single focal point and horizon.</li> <li>▪ Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.</li> <li>▪ Show an awareness of how paintings are created i.e. composition.</li> </ul> <p><b>Digital Media</b></p> <ul style="list-style-type: none"> <li>▪ Record, collect and store visual information using digital cameras etc.</li> <li>▪ Present recorded visual images using software e.g. Photostory, Powerpoint.</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>▪ Develop a painting from a drawing.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.</li> <li>▪ Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music.</li> <li>▪ Mix and match colours to create atmosphere and light effects.</li> <li>▪ Be able to identify and work with complementary and contrasting colours.</li> </ul> <p><b>3-D</b></p> <ul style="list-style-type: none"> <li>▪ Shape, form, model and construct from observation or imagination.</li> <li>▪ Use recycled, natural and man-made materials to create sculptures.</li> <li>▪ Plan a sculpture through drawing and other preparatory work.</li> <li>▪ Develop skills in using clay including slabs, coils, slips, etc.</li> <li>▪ Produce intricate patterns and textures in a malleable media.</li> </ul> <p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>▪ Use fabrics to create 3-D structures.</li> </ul> <p><b>Collage</b></p> <ul style="list-style-type: none"> <li>▪ Use different techniques, colours and textures etc. when designing and making pieces of work.</li> <li>▪ Use collage as a means of extending work from initial ideas.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>▪ Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>▪ Adapt their work according to their views and describe how they might develop it further.</li> </ul> <p>Evaluate and analyse creative works using the language of art, craft and design.</p>
DT	<p><b>Evaluation of Existing Products</b></p> <ul style="list-style-type: none"> <li>▪ Research and evaluate existing products (including book and web based research).</li> <li>▪ Consider user and purpose.</li> <li>▪ Identify the strengths and weaknesses of their design ideas.</li> </ul> <p><b>DESIGN</b></p> <ul style="list-style-type: none"> <li>- Devise step by step plans which can be read / followed by someone else.</li> <li>- Record ideas using annotated diagrams.</li> </ul>

	<p><b>MAKE</b></p> <ul style="list-style-type: none"> <li>– Use researched information to inform decisions.</li> <li>▪ - Produce detailed lists of ingredients / materials and tools.</li> <li>▪ Make prototypes.</li> <li>▪ Develop one idea in depth.</li> </ul> <p><b>EVALUATE</b></p> <ul style="list-style-type: none"> <li>– Research and evaluate existing products (including book and web based research).</li> </ul> <p><b>FOOD</b></p> <ul style="list-style-type: none"> <li>- Select and prepare foods for a particular purpose.</li> <li>- Work safely and hygienically.</li> <li>- Show awareness of a healthy diet.</li> <li>- Use a range of cooking techniques.</li> <li>- Know where and how ingredients are grown and processed.</li> </ul>
Music	<p><b>PERFORMING</b></p> <ul style="list-style-type: none"> <li>- Practise, rehearse and present performances with an awareness of the audience.</li> </ul> <p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>▪ – Listen with attention to a range of live and recorded music, to recall sounds with increasing memory. Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory.</li> <li>▪ Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures (for example, ostinato) and used to communicate different moods and effects.</li> <li>▪ Experience how music is produced in different ways (for example, through the use of different resources, including ICT) and described through relevant established and invented notations.</li> <li>▪ Know how time and place can influence the way music is created, performed and heard (for example, the effect of occasion and venue).</li> </ul> <p><b>CREATING</b></p> <ul style="list-style-type: none"> <li>– Improvise and develop rhythmic and melodic material when performing.</li> <li>- Explore, choose, combine and organise musical ideas within musical structures.</li> </ul>



## KNOWLEDGE

- Explore and explain their own ideas and feelings about music
- Improve their own and others' work in relation to its intended effect.
- Use and understand staff and other musical notations.
- Develop an understanding of the history of music.

## MUSICAL ELEMENTS

### Pitch

- Identify short phrases and long phrases.
- Identify the prominent melody patterns in a piece of music.
- Improvise a melodic pattern.
- Improvise a melody.

### Timbre

- Identify groupings of instruments – e.g. strings, woodwind, orchestra, and rock band.
- Recognise the instruments heard in a piece of music.

### Texture

- Understand the process by which a round (*one melody, sung/played by groups starting at different times e.g. 'London's Burning'*) works.
- Identify the various and varying textures in a round.
- Show how rounds and canons (*more than one melody line, sung/played on top of each other by groups starting at different times e.g. 'Pachelbel's Canon'*) are constructed.
- Understand how the texture might vary in a song.

### Structure

- Identify binary and ternary form from notational devices.
- Identify binary and ternary form when listening.
- Identify rondo (a form which always returns back to the first 'A' melody line e.g. ABACADAE etc.) form.

Global Links	Food Miles and distribution
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