

Our Amazing Planet Summer term - Year 5

Geography

Locational Knowledge

- Locate the world's countries, using maps to focus on North and South America.
- Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.

Place Knowledge

- A region within North or **South America**.

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.

Mapping

- Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied.
- Relate different maps to each other and to aerial photos.
- Understand that purpose, scale, symbols and style are related.
- Use the scale bar on maps.
- Read and compare map scales.

Enquiry and Investigation

- Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely to change in the future?

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| <p>History</p> | <p>Chronology</p> <ul style="list-style-type: none"> ▪ Sequence events and periods through the use of appropriate terms relating to the passing of time (empire, civilisations etc.) ▪ Identify where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. <p>Events, People and Changes</p> <ul style="list-style-type: none"> ▪ Gain historical perspective by placing their growing knowledge into different contexts by studying aspects of cultural, economic, military, political religious and social history (<i>e.g. relating to Mayans</i>). ▪ Understanding significant aspects of history – nature of ancient civilisations; expansion and dissolution of empires; achievements and follies of mankind. <p>Communication</p> <ul style="list-style-type: none"> ▪ Produce structured work that makes connections, draws contrasts, using appropriate dates and terms. <p>Enquiry, Interpretation and Using Sources</p> <ul style="list-style-type: none"> ▪ Understand methods of historical enquiry, how evidence is used to make historical claims, and begin to discern how and why contrasting arguments and interpretations of the past have been constructed. ▪ Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. |
| <p>Art</p> | <p>Exploring and Developing Ideas</p> <ul style="list-style-type: none"> ▪ Question and make thoughtful observations about starting points and select ideas to use in their work. ▪ Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. <p>Drawing</p> <ul style="list-style-type: none"> ▪ Work from a variety of sources including observation, photographs and digital images. ▪ Identify artists who have worked in a similar way to their own work. ▪ Use dry media to make different marks, lines, patterns and shapes within a drawing. ▪ Experiment with wet media to make different marks, lines, patterns, textures and shapes. ▪ Use different techniques for different purposes i.e. shading, hatching within their own work. ▪ Show an awareness of how paintings are created i.e. composition. <p>Painting</p> <ul style="list-style-type: none"> ▪ Develop a painting from a drawing. |

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| | <ul style="list-style-type: none"> ▪ Mix and match colours to create atmosphere and light effects. <p>Printing</p> <ul style="list-style-type: none"> ▪ Create printing blocks by simplifying an initial journal idea. ▪ Use relief or impressed print methods. ▪ Work into prints with a range of media, e.g. coloured pencils, pastels and watercolour. <p>Digital Media</p> <ul style="list-style-type: none"> ▪ Use a graphics package to create and manipulate new images. <p>Evaluating Work</p> <ul style="list-style-type: none"> ▪ Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. |
| DT | <p>Evaluation of Existing Products</p> <ul style="list-style-type: none"> ▪ Research and evaluate existing products (including book and web based research). ▪ Consider user and purpose. <p>Focused Tasks: Textiles</p> <ul style="list-style-type: none"> ▪ Create 3-D products using patterns pieces and seam allowance. ▪ Understand pattern layout. ▪ Pin and tack fabric pieces together. ▪ Join fabrics using over sewing, back stitch, blanket stitch or machine stitching (closer supervision). ▪ Combine fabrics to create more useful properties. <p>Design</p> <ul style="list-style-type: none"> ▪ Record ideas using annotated diagrams. ▪ Combine modelling and drawing to refine ideas. ▪ Devise step by step plans which can be read / followed by someone else. ▪ Sketch and model alternative ideas. <p>Make</p> <ul style="list-style-type: none"> ▪ Use researched information to inform decisions. ▪ Cut accurately and safely to a marked line. |

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| | <ul style="list-style-type: none"> ▪ Select from and use a wide range of materials. ▪ Refine their product – review and rework/improve. <p>Evaluation (of their Finished Product)</p> <ul style="list-style-type: none"> ▪ Discuss how well the finished product meets the design criteria of the user. |
| <p>Music</p> | <p>Performing</p> <ul style="list-style-type: none"> ▪ Practise, rehearse and present performances with an awareness of the audience. <p>Listening</p> <ul style="list-style-type: none"> ▪ 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. ▪ 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. <p>Creating</p> <ul style="list-style-type: none"> ▪ Explore, choose, combine and organise musical ideas within musical structures. <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> ▪ Analyse and compare sounds. ▪ Develop an understanding of the history of music. <p>Pitch</p> <ul style="list-style-type: none"> ▪ Identify short phrases and long phrases. <p>Duration</p> <ul style="list-style-type: none"> ▪ Perform rhythmic patterns and ostinati (<i>repeated melody lines</i>). ▪ Identify a silence in a rhythmic pattern with a gesture. <p>Tempo</p> <ul style="list-style-type: none"> ▪ Identify the differences between fast and slow tempos. ▪ Identify the tempo of music as fast, moderate, slow, getting faster or getting slower. |
| <p>Global Links</p> | <p>Deforestation / Amazon Rainforest</p> |