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| **Holywell C of E Primary School – Spring term 2022** | **Squirrels– Year 5 & 6** | |
| **2. What will the children know? South America (Main theme)**  Describe the geographical location of South America.  •Locate and mark on a map the location of the countries of South America.  •Locate and mark on a map South America’s landlocked countries.  Compare and contrast the geographical locations of Brazil and Finland.  •Organise information about the geographical location of three South American countries.  Define the word ‘indigenous’.  •Define the word ‘colony'.  •Describe some of the geographical diversity in South America, including:  •climate zones  •biomes  •population  •languages.  What is the approximate population of South America?  •What does the term ‘median age’ mean, and what is the median age in South America?  •Locate and mark on a map the five most populous cities in South America.  •Define the term 'population density’.  •Describe some of the problems countries are facing as areas become more densely populated.  Locate and mark on a map the location of South America’s three main river basins.  • Describe the geographical location of South America’s three main river basins.  • Locate and mark on a map the location of the highest waterfall in the world.  Define the word ‘tributary’.  • Describe what a river basin is.  • List information about the physical features of South America’s three main river basins.  • Describe the nature of a topographic map and explain why it is useful.  • Locate and mark on a map the geographical location of South America’s major mountain ranges.  • Which countries does the Andes mountain range pass through?  • Locate and mark on a map the highest peak in the Andes.  • Locate and mark on a map the world’s highest capital city.  • Define the term 'seismic activity’.  • Describe the physical features of areas of tectonic subduction.  • What is a plateau?  • Which South American cities can be found on a mountain plateau?  CQ Geography Curriculum Companion Milestone 3 pg 36- 43 | **4. What will the children wonder about?**  **Properties and changes of materials**  Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal), and response to magnets.  Observe and describe materials on the basis of their hardness, solubility, conductivity and their response to magnets.  Carry out comparative tests to group materials (follow instructions).  Carry out fair tests to group materials (follow instructions).  Understand how some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.  Observe (through direct experience) and describe materials as soluble or nonsoluble.  Observe and describe the effect of evaporation of a solution on a substance (solute) that has dissolved in a liquid (solvent).  Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.  Observe and describe how items may be separated through filtering, sieving and evaporation.  Observe and describe materials on the basis of their hardness and conductivity.  Label materials, including insulators and conductors using a range of scientific vocabulary.  Carry out comparative tests to assess the suitability of everyday materials for a purpose (follow instructions).  Carry out fair tests to assess the suitability of everyday materials for a purpose (follow instructions).  Demonstrate that dissolving, mixing and changes of state are reversible changes.  Observe and describe how mixing is reversible.  Observe and describe how dissolving a substance into a solution is reversible.  Observe and describe how changes of state are reversible.  Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning, oxidisation and the action of acid on bicarbonate of soda.  Observe and describe how burning a material creates a new material and is not reversible.  Observe and describe how oxidisation of (e.g. of steel) creates a new material and is not reversible.  Observe and describe how adding an acid (e.g. to bicarbonate of soda) creates a new material and is not reversible.  **Collage**  Curriculum Companion – ‘Cultural tradition in Art’  • Why have many cultures used art to tell stories?  • How did some cultures create feelings of pride and strength in their art?  • How did the Ancient Mayans express emotions through their art?  • Find out more about a culture of your choice to discover how emotion is created through the art.  • Investigate the images used for the writing system of the Ancient Maya civilisation and how stories were told to evoke different emotions.  • What is folk art?  • What may inspire a folk artist to produce his/her artwork?  • How do folk artists develop their artistic talent?  • Summarise the reasons why folk artists are inspired to create their art. Use your findings to explain what is meant by ‘selfexpression’.  • True or false? Folk art is not as impressive to look at as other styles of art because the artists have not had formal training.  • Describe the features of the example of Indian folk art shown.  • What are the typical inspirations and themes of Indian folk art?  • Describe how an older piece of Indian folk art was typically produced.  • Experiment with the materials used by Ancient Indian folk artists to create your own piece of art in the style of Madhubani art.  Research to find out the connections between different styles of Indian folk art including: • Phad • Warli • Kalamkari • Gond.  • Give an example of a common feature of cultural art that has been used across different cultures around the world.  • Describe the types of patterns that may be repeatedly used.  • Copy the examples of shapes provided to produce your own coloured repeating pattern in a piece of art.  • Compare and contrast the use of repeating patterns in a piece of folk art from two different cultures.  • In which ways are the styles and features of religious art and that of art based on cultural tradition similar or different?  Artsist Spotlight  Richard Kimbo  • Give examples of materials that may be used in the batik process.  • Why do batik artists use a wax or a similar substance during the process?  • What is often used by African batik artists instead of wax?  • Explain the importance of using a resistant substance like wax in the process of creating a batik.  • Investigate batik creations in other part of Africa, such as Nigeria, where the skills are considered to be the most developed.  • How did Richard Kimbo develop his skills to create batiks?  • Why is the name of the gallery where Kimbo studied significant in relation to encouraging new artists?  • What does Kimbo say was his initial inspiration for creating batiks to sell?  • Why do you think places like the Paa Ya Paa Gallery are important to keep cultural traditions alive?  • Always, sometimes, never? Artists are inspired to learn and develop their craft by having an occupation and earning money.  • What was Nelson Mandela well known for wearing?  • Why did the shirts he wore become known as Madiba shirts?  • Copy the style of a Madiba shirt to sketch your own coloured batik clothing design.  • Find out more about the different batik shirts worn by Nelson Mandela to compare and contrast the colours and designs.  • Investigate contemporary clothing fashions to see if cultural traditions, like batik designs, are used as inspiration.  • Describe Kimbo’s use of colour in the example of a batik he created.  • List the features of the batik that represent African culture.  • Why does this batik have a dramatic style?  • Develop your own batik design in the style of Kimbo to create a dramatic scene from a bustling African location.  • In which ways do Richard Kimbo’s batik example and Ernst Ludwig Kirchner painting Street, Dresden, studied in the Expressionism topic, compare and differ?  **Computing:**  Using Kodu  I can design a game linked to Mayan’s or South America.  I can code a game in Kodu.  I can use selection in Kodu.  Pupils will write the algorithms for their game.  Pupils will implement their algorithms as code within Kodu.  Pupils will test and debug their games in Kodu.  Pupils will evaluate each other’s games.  **Maya Civilisation:**  Who were the Maya?  •When was the golden age of the Maya?  •List some of the Maya's scientific achievements. •Describe what happened to the Maya civilisation. •When was their civilisation at its peak?  •List some famous Maya cities.  •Describe a Maya settlement.  •List the things you would see in a Maya settlement.  •List some of the farming methods the Maya used. •Describe what is meant by the word 'architect'.  When did the Maya people develop writing?  •How many symbols made up the Maya writing system?  •What was the name of the ruler of a city-state?  What are the names of the ancient Maya codices that have survived to this day?  •Describe what is meant by the word 'anthropologist' | |
| **3. What will every learner experience?**  Create collages of their countries flags.  Word Book Day – Literacy through art and drama  Virtual author visit.  Walk to the moon fundraising event for Edukids  **7. WOW Products**  Stunning start: Dress up in the colours of one the South American Flags.  Marvellous Middle – Rio De Janerio Carnival day – making headdresses and pinatas.  Fabulous Finish –  Singing of the South American Countries song. Show a South American dance – music playing – quiz and board games with parents. | **What will the children understand?**  **(Geography)**  **‘Take a Walk on the Wild Side’**  **South America**  **9. Skills**  **(see curriculum coverage map)** | **5. What novels, poems and other texts will they learn through?**  Non-fiction: **Jungle Survival** - Write instructions, how to survive as a child during the Blitz.  Fiction: **Paraphernalia** (Film unit) – Narrative writing around a space theme.  Poetry:  **Bethlehem** (Carole Anne Dufy)  **Whole Class Shared Text:**  The Nowhere Emporium - Kelpies 1 by Ross MacKenzie  An Eagle in the snow – Michael Morpurgo  Below Zero – Dan Smith |
| **8. Global to local**  How do areas of South America, in particular Chile or Brazil compare to Devon? Weather, human geographical features, physical geographical features, economy, import/export, foods? If there are differences, why do we think this is the case? What about susatainability – could we learn anything from each other? | **6. Christian/Spiritual Focus**  RE Today Unit: Why is the Torah important to Jewish people?  **Understand the impact:**  Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice)  **Make sense of belief:**  Identify and explain Jewish beliefs about God  Give examples of some texts that say what God is like and explain how Jewish people interpret them  **Understand the impact:**  Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. use of mezuzah, tefillin, etc.)  **Make connections:**  Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today  **Understand the impact:**  Make clear connections between Jewish beliefs about the Torah and how they use and treat it  Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice)  **Make connections:**  Consider and weigh up the value of tradition, ritual, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish.  **Understand the impact:**  Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws)  Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice)  **Make connections:**  Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today  Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish.  **Understand the impact:**  Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice)  **Make connections:**  Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today  Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish | |