Curriculum Driver

Year 4/5 Spring Term 2021

Topic Question? What is the fun in exploring?

Linked texts: Fiction stories from other cultures. The Shaman's Apprentice by Lynn Cherry and Mark Plotkin

The Great Kapok by Lynne Cherry

Adventure stories

The Explorer by Katherine Rundell

Journey to the River Sea by Eva Ibboston

Linked people of study: Christopher Columbus, Andy Warhol

Trips/Visitors: Museum

Linked Prior Learning: Knowledge about the world, the UK and their locality. Name and locate the

TROON COMMUNITY PRIMARY SCHOOL AND NURSERY
To be the best we can...

Geography

Intent: Children will learn about the human and physical geography in the United Kingdom and compare it to America.

Skills, and Knowledge Components Focus:

- Locate the world's countries using maps to focus on Europe including Russia, North and South America. Concentrating on their environmental regions, key physical and human characteristics, countries and major cities.
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land-use patterns and how some aspects have changed over time
- Identify the position and significance of latitude, longitude, Equator. Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circle., the Prime/Greenwich Meridian and time zones (including day and night)
- Locate on a map human and physical characteristics of countries around the world and major cities including North and South America.
- Study geographical similarities and differences between countries around the world, including North and South America.

Sticky Knowledge:

- I know where the United Kingdom, Europe, Russia, North America and South America are located on a map.
- I know some physical geographical features of the above places including rivers and mountains
- I know some human geographical features of the above place including population, settlements and trade
- I know some counties and cities in the United Kingdom
- I know some countries/states/cities in North and South America
- I know some geographical features in the United Kingdom including hills, mountains, coasts, and rivers
- I know some human geographical features in the United Kingdom including populations, cultures, languages settlements and trade
- I know where the invisible lines of latitude and longitude are: Equator, The Tropics of Capricorn and The Tropics of Cancer, Arctic Circle, Antarctic Circle, Prime/Greenwich Meridian
- I know some similarities and difference between the United Kingdom and North America and South American
- I know the eight points of a compass.

Key Vocabulary: human geography, physical geography, rivers, mountains, population, settlements, trade, hills, coast, latitude, longitude, Equator, Tropics of Capricorn, Tropics of Cancer, Arctic Circle, Antarctic Circle, Prime/Greenwich Meridian, similarities, differences, North America, South America, United Kingdom, Europe, Russia

Subject Composite: Creating a geography ebook on Book Creator comparing the regions from this topic.

Impact: Children will have an understanding of their locality within the United Kingdom and its similarities and differences with America.

Art

Intent: Children will explore art from different American cultures and make links between their similarities and differences whilst using difference techniques inspired by them

Skills, and Knowledge Components Focus:

- Build up a portfolio of work in sketchbook
- Decorate fabric using different materials to finish
- Using joining techniques such as slotting, tying, pinning and sewing when creating 3D structures
- Have an in-depth knowledge of a famous artist and be able to link their work to them
- Begin to critique their own and others work based on a set criteria

Sticky Knowledge:

- I know some patterns used South American cultures
- I can decorate fabric in a South American pattern
- I know Andy Warhol was an American pop-artist
- I can create pop-art in the style of Andy Warhol

Key Vocabulary:

Patterns, symmetry, colour, vibrant, culture, fabric, pop art

Subject Composite:

Children will create a final piece of art in their chosen style inspired by Andy Warhol

Impact:

Children will be aware that art is influenced by the culture in that region

Design and technology

Intent: Children will engage with the design, make and evaluation process linked to a culture explored in their Geography learning.

Skills, and Knowledge Components Focus:

- Explain their ideas, purpose, choice of materials, any necessary changes and how it will be made
- Suggest ways to improve theirs and others work based on how effective the product is
- Consider how people and products have helped the world
- Create a detailed design criteria
- Use specialist equipment safely and accurately
- Select from a range of materials based on their appearance and use

Sticky Knowledge:

- I can explore and critique some Native American totem poles
- I can create a totem pole deign criteria
- I can design and make an animal inspired totem pole to reflect my interests and beliefs
- I can evaluate my totem pole against its criteria

Key Vocabulary:

Design criteria, evaluate, totem pole, Native American, culture, beliefs, interests, materials, tools

Subject Composite:

Making Native American inspired totem pole to reflect their beliefs and interests

Impact:

Children will have a deepen understanding of the design and make and evaluation process relevant to the cultures explored in their topic.

Working Scientifically– Year 4

Ask relevant questions and using different types of scientific enquiries to answer them

Set up simple practical enquiries, comparative and fair tests

Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers

Gather, record, classify and present data in a variety of ways to help in answering questions

Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

Working Scientifically– Year 5

With prompting, plan different types of scientific enquiries to answer questions

With prompting, recognise and control variables where necessary

Select, with prompting, and use appropriate equipment to take readings

Take precise measurements using standard units

Take and process repeat readings

Record data and results

Record data using labelled diagrams, keys, tables and charts

Use line graphs to record data

Science Year 4– Sound and Electricity

Intent: Children will explore and develop their understanding of circuits and creating sound.

Skills, and Knowledge Components Focus

- Identify how sounds are made
- Find patterns between pitch and features of the object that produces it
- Find patterns between the volume of a sound and the vibrations that produce it.
- Recognise the link between distance and faintness of sound.
- Identify common electrical appliances
- Construct and name the components in simple series circuits
- Recognise insulators and conductors

Sticky Knowledge:

- I know that we hear sounds through our ears
- I know that some sounds are made through vibrations
- I know how the pitch of the sound can be effected by the features of the object
- I know that the stronger the vibrations the louder the volume
- I know that the further away from the sound I am the fainter it will sound
- I know the names of some electrical appliances
- I know how to make a simple circuit
- I know the names of the components of a circuit are: a cell, wires, bulbs, switches, motors and buzzers.
- I know what is needed for a bulb to light up in a circuit.
- I know what a switch does in a circuit
- I know the names of some good metal conductors
- I know the names of some insulators

Key Vocabulary:

Vibrations, sound waves, volume, amplitude, pitch, distance, patterns, objects , ear drum, cell, battery, motor, wires, switch, buzzers, bulbs, circuit, appliances, components, metal, conductors, insulators, materials

Subject composite: .

Children will make a steady-hand wire circuit game using buzzers.

Impact:

Children will have a deepened understanding of how everyday appliances work and how we hear.

Science Year 5– Earth & Space and Properties & Changes in Materials

Intent: Children will develop their understanding of the solar system and everyday materials.

Skills, and Knowledge Components Focus

- Describe the movement of Earth and other planets relative to the Sun, and the Moon relative to Earth.
- Describe the Sun, Earth and Moon as approximately spherical bodies
- Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky
- Compare and group materials on the basis of their properties: hardness, solubility, transparency, conductivity (thermal & electrical), and response to magnets
- Use knowledge of solids, liquids and gases to separate mixtures through: filtering, sieving and evaporating.
- Know reversible and irreversible changes

Sticky Knowledge:

- I know that the Earth rotates (spins) on its axis. It does a full rotation once in every 24 hours.
- I know that as the Earth is rotating, it is also orbiting (revolving) around the sun. It takes a little more than 365 days to orbit the sun. The sun does not move.
- I know that all 8 planets orbit the sun, the further away they are the longer it takes.
- I know that daytime occurs when the side of Earth is facing towards the Sun. Night occurs when the side of Earth is facing away from the sun.
- I know that the moon orbits Earth. This takes 28 days. At various times in a month, the Moon appears to be different shapes.
- I know that the 8 planets in order from the sun are: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune.
- I know how to compare and group materials
- I know that some materials dissolve in liquid to form a solution. I know dissolving is a reversible change and how to recover a material in a solution through evaporation.
- I know how to separate mixtures using filtering, sieving and evaporating.
- I can give reasons for the use of metals, wood and plastic in everyday objects.
- I know that some changes are irreversible and result I the formation of a new material e.g. burning or acid on bicarbonate soda.

Key Vocabulary: Earth, moon, sun, planets, rotate, orbit, solar system, day, night, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune. Materials, conductors, solutions, mixtures, solids, liquids, gases, dissolving, evaporating, separating, filtering, sieving, reversible, irreversible,

Subject composite: Children will make and label a scaled down model of our solar system.

Impact: Children will develop their awareness of the wider solar system and of everyday changes.