

## Curriculum Driver Only one planet Earth?

Year 5/6 Spring Term

**Linked people of study:** David Attenborough, Jane Goodall, (Robert Bradford, Rob Arnold- Artists) Greta Thunberg

**Linked texts:** The Last Wild (Piers Torday)  
The Hidden Forest (Jeannie Baker)  
All the Wild Wonders (Wendy Cooling)

**Trips/Visitors:** Ocean Plastic Art-Liz Franklin, Cornwall energy recovery centre

**Topic Composite/Finale:** E-Book

**Future Learning Link:** Prepared for KS3



### Geography

**Intent:** Children know what climate change is and the impact it is having in different areas of the world.

#### Skills, and Knowledge Components Focus

- Locate on a map human and physical characteristics of countries around the world and major cities including North and South America.
- Know the meaning of latitude, longitude, equator, tropics of Capricorn and cancer, arctic, Antarctic circles and time zones.
- Know where energy comes from.
- Know about the water cycle and natural resources and where they come from.
- Know the meaning of biomes and vegetation belts.
- Know about climate change.

#### Sticky Knowledge:

- I know that there are changes in the Earth's climate, especially the gradual rise in temperature, which is the result of human activity.
- I know that the water cycle explains the circulation of the Earth's water.
- I know that fossil fuels

**Key Vocabulary:** biome, climate, climate change, climate zone, pollution, source, water cycle, energy, vegetation, latitude, longitude, equator, tropics of Capricorn and cancer, arctic, Antarctic circles, time zones.

**Subject Composite:** Children will plan an event or item to sell and proceeds will be donated to the children's chosen charity that supports the effects of climate change/pollution.  
Plan and organise community beach clean.

**Impact:** Children will become responsible citizens because that have the knowledge of the impact climate change is having on their world.

### Science

**Intent:** Children understand that there are different life cycles of plants and animals and are able to ask pertinent questions and suggest reasons for similarities and differences.

#### Skills, and Knowledge Components Focus

- Describe the differences in the life cycle's of a mammal, amphibian, an insect and a bird.
- Describe the life process of reproduction in some plants and animals.
- Describe how living things are classified.

#### Sticky Knowledge:

- I know that the lifecycles of mammals, birds, amphibians and insects have similarities and differences.
- I know that metamorphosis is when the structure of the body of an amphibian or insect changes significantly.
- I know that reproduction is when an animal or plant produces one or more individual's similar to itself.
- I know that pollination occurs when pollen from the anther is transferred to the stigma by bee's and other insects. I know that pollen then travels down and meets the ovule. When this happens seeds are formed, this is called fertilization.
- I know that there are two different types of reproduction sexual and asexual.

**Key Vocabulary:** reproduction, anther, bulb, cell, dispersed, embryo, fertilization, ovule, germination, life cycle, metamorphic, metamorphosis, pollen, pollination, seed, stigma, sexual and asexual, off-spring

**Subject Composite:** Create to create a class e-book on Life Cycles of plants and animals from different environments. E.g. the rainforest, the ocean, the dessert, prehistoric times.

**Impact:** Children can talk about and write about life cycles accurately and will technical vocabulary.

### Art

**Intent:** Children are able to use recyclable materials to create a piece of art that stimulates thought and emotions.

#### Skills, and Knowledge Components Focus

- Explore materials to create sculptures (modroc, clay, household objects, chicken wire)
- Collaborative work large scale model/sculpture.
- Create art in a public sphere.
- Use art to express an abstract concept (caring for planet Earth)
- Use the work of a famous artist as a stimulus for their own work.
- Use other artists work as a basis for critique.
- Research and develop the techniques of other artists to use in their own work.
- Work in the environment or for a particular role, e.g. school/playground. Look at real life art in situ. Such as the Angel of the North, M5 Wicker Man.

#### Sticky Knowledge:

- I know that art can be used to provoke thought and emotions.
- I know sculpture is a form of art.
- I know that art can be created using a range of recycled materials.

**Key Vocabulary:** sculpture, abstract concept, representation, techniques, stimulus

#### Subject Composite:

- Create a piece of art for an area within the school or outdoor area. Linked to theme of 'pollution'. Items collected from beach clean to be used in making of the sculpture.

**Impact:** Children understand their responsibility in looking after the world and are able to think creatively in how we can reuse and recycle waste products.

### Computing

**Intent:** Children have an understanding of basic programming skills building on their prior learning.

Children are able to use the skills acquired over their primary school years to create a personal e-book.

#### Skills, and Knowledge Components Focus

- Create and implement a range of programs and content to accomplish specific goals.
- Design and write programs that control stimulation and physical systems.
- Work with variables and various forms of input and output to test programs.
- Understand several key algorithm's that reflect computational thinking for sorting and searching.

#### Sticky Knowledge

- I know how to create an electronic book using a program
- I can write an app that performs a calculation and explain how it works.

**Key Vocabulary:** e-book, generate, variable, value, condition, random number

**Subject Composite:** E-Book to sell at Summer Fair.

**Impact:** Children have the necessary skills and awareness to create an E-book in another curriculum area.

Children have basic coding skills which they can build upon in KS3.