

Welcome to the planet's coldest lands—vast wilds and hostile territories—incredibly beautiful, yet often deadly! We will be learning about the Polar regions and what lives there and how they have adapted to their environment. We will be researching and collecting data and presenting it and linking this to our outdoor learning. This engaging, imaginative topic will take the children on a cold and hazardous journey; rescuing people from deadly icebergs and dangerous mammals!

Geography

Intent

To identify the position and significance of the Northern and Southern Hemisphere and the Arctic and Antarctic circle.

Prior Knowledge: Children have looked at time zones and countries of the world in Space topic.

Sequence of learning:

To use globes and atlases to find and name both polar regions and other significant geographical features of the world. Make a simplified global map and add a key for information.

To work in 'research teams' to identify the similarities and differences between the Arctic and Antarctic. Record data and information in simple charts, tables or spreadsheets using headings. Discuss and share findings.

To read a range of specialist polar travel brochures and websites. Write an imaginary postcard. Think about the impact of tourism on these regions.

Outcome

To use maps, atlases, globes and computer mapping to locate countries and describe features studied. To understand the importance of the Arctic and Antarctic circle.

Next Steps: Continue to look at similarities and differences and compare to islands of the world.

Science

Intent

To identify how animals and plants are adapted to suit their environment and that adaptation may lead to evolution.

Prior Knowledge: In Year 3/4, children looked at predators and recognised how environments can change and how this can pose dangers to living things.

Sequence of learning:

Choose a favourite animal from either polar regions and use a range of materials to find out about it. Describe how it evolved and how it might adapt in the future as the human and environmental threats in the polar regions increase.

Construct food chains to show how species are interdependent on each other. Describe using diagrams and scientific vocabulary and work to interlink into a food web. Consider the impact of the removal of one would have.

Find out about the biodiversity of the Arctic and Antarctic. Look at similarities and difference. Select a sea creature to investigate further and create an information page.

Outcome:

To describe how animals and plants must adapt to their habitats to survive and recognise the importance of the classification system and give reasons for how groups are chosen.

Next Steps: Look in more detail at Evolution and inheritance in Darwin's delights topic next half term.

History

Intent

To acknowledge different point of view expressed and explain why these are important in understanding and interpreting history.

Prior Knowledge: studied chronological knowledge beyond 1066—looked at rich and poor and crime and punishment

Sequence of learning:

To find out what conditions were like aboard the Titanic, describing how accommodation differed for rich and poor. Imagine they are a passenger writing a letter sharing their hopes and dreams.

To create an electronic timeline to show the history and development of Polar exploration.

Outcome

To understand how life was different 100 years ago and make comparisons to the past.

Next Steps: To learn about significant individuals—Charles Darwin and Mary Anning and their impact on our lives today.

Computing

Intent

To look at how flat file databases can be used to organise data in records

Prior Knowledge: New computing curriculum and no prior knowledge of databases. Will assess as necessary

Sequence of learning:

To create a paper based database

To use a computer based database to examine how information can be recorded and viewed

To use a database

To use search tools

To compare data visually

To use databases in real life

Outcome

To organise their data in records and use tools within a database to order and answer questions about data. They will create graphs and charts to help solve problems.

Next Steps: To develop understanding of computer systems and how information is transferred between devices.

PSHE

Intent

To learn about how to keep ourselves healthy in body and mind

Prior Knowledge: Children have been learning how to keep themselves safe and how to be good citizens.

Sequence of learning:

To learn about the importance of relaxation and practise yoga stretches

To learn about the benefits of a good nights sleep and how to take responsibility for ensuring they get good quality sleep

To understand that failure is a normal part of life and that we must not give up if something does not go according to plan

To set different goals for 3 different time frames and discover what they need to do to achieve these goals

To understand that we are responsible for our actions and feelings

To learn how to create a series of healthy meals.

Outcome:

Children will be able to make decisions based on their knowledge and understanding of how to be healthy and make informed choices.

Next Steps: look in more depth of how to keep their bodies healthy and understand how our bodies change as we grow up

Weekly Forest School sessions will look at den building, orienteering and researching temperature in and outside of shelters.

DT

Intent

To focus on nutrition and learn about ethical considerations of farming cattle (DT Focus)

Prior Knowledge: First unit on this no prior learning

Sequence of learning:

From Farm to Fork—Children learn how beef is farmed and made aware of key welfare issues surrounding the rearing of cattle

What does Healthy look like? - taste test 2 recipes and work on alternatives

Adapting and improving a recipe—teams to decide on a healthier bolognaise

Mamma Mia—Work together to make their own bolognaise sauce and design packaging that promotes the ethical and healthy choice.

Outcome

Children will have an understanding of what constitutes a healthy meal and design and make their own version of bolognaise

Next Steps: Deeper understanding of how to keep our bodies safe and healthy.

RE

Intent

To explore Creation and Science: Conflicting or complementary?

Prior Knowledge: Children have learnt what it means for Christians to believe that God is holy and loving.

Sequence of learning:

Read Genesis 1:1-23 in creative and interactive ways. What does the story mean? How does it make them feel? Are there any surprising, interesting or puzzling moments?

Look at its meaning and other versions of the same text. Compare the versions, interpret it and show awareness of different interpretations.

Explore the scientific account of cosmology and evolution and begin to make connections with Genesis and Science.

Think of questions about the Genesis text and the beginnings of the universe and life Reflect on why some people say Science and belief are in conflict or complementary.

Outcome

Children will learn the story of Genesis and understand the creation story and compare it to Scientific understanding. They will be able to show an understanding of why many Christians find science and faith go together.

Next Steps: Why do Christians believe that Jesus is the Messiah?

Music

Intent

To learn a song and the accompanying instruments and make own composition .

Prior Knowledge: First unit to be completed.

Sequence of learning:

Sing and start to learn the song
Make me feel your love by Adele

Learn the Bob Dylan Version
Make me feel your love and play instrumental parts

Sing song and improvise using voices, and or instruments within the song.

Sing the song and perform compositions within the song

2 X lessons on preparing for an end of term unit performance

Outcome

Children will have learnt a song, listened to rhythm and added instrumental compositions and performed to an audience

Next steps: The Fresh Prince of Bel Air—look at integrated approach to music.

Art

Intent

To create abstract forms and learn about a specific art genre

Prior Knowledge: Water colours

Sequence of learning:

Look at examples of Inuit art. Taking inspiration from their native style using simple block print, combining two or three colours.

Outcome

Children will have learnt about another culture and traditional art and improved their mastery of Art and Design techniques.

Next Steps: Observational drawings and sketch books.

Texts that match our topic:

