

Geography

Topic – Rivers – National Park Topic with fieldwork on the Swale

Sticky Knowledge:

- The way that the water cycle works and the part that rivers play in this
 - That rivers are dynamic, and change the landscape in visible and dramatic ways
 - The journey of a river – its upper, middle and lower course
 - The causes and consequences of flood events in the UK
 - Why the River Swale is liable to flooding and the measures put in place to avert a major incident
 - The structure and formation of waterfalls and the physical geography, human geography, location and scale of three key waterfalls from around the world
- Locational Knowledge** - The location of the major rivers on each continent in the world, the location of three key waterfalls from around the world and their relative position, the location of the River Swale and its journey from source to our local area and beyond,
 - Place Knowledge** - That Niagara Falls in North America is not one, but in fact three different waterfalls; situated on the Niagara River flowing north from Lake Erie in the United States to Lake Ontario in Canada, That Angel Falls, at 979 metres high, located in Canaima National Park, Venezuela, is the highest uninterrupted waterfall in the world, Gaping Gill in North Yorkshire, at 100 metres is England's highest uninterrupted waterfall, the course of the River Swale
 - Human and physical Processes** - That rivers and river systems are dynamic; changing the landscape in visible and at times dramatic ways, the journey of a river through its upper, middle and lower course; from its source in the mountains, through the meanders of flatter land, to the estuary and its mouth, understand the process of flooding and why and how rivers breach their banks, understand the causes and consequences of flooding in real life and how flooding effects both people and places, The uses made of waterfalls from hydroelectric power
 - Disciplinary Skills: Map Skills, Field Work** - Use a case study of a recent flood events in the UK to see the causes and consequences of flooding in real life and how flooding effects both people and places, understand the significance of keys, contour lines, four figure and six figure grid references, grid squares, distance, scale and direction, answer questions and interrogate evidence

Computing

Purple Mash SOW

Areas of Study: **Animation, Simulations**
Spreadsheets Crash Course

Our Green
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RE

Enquiry Question:

How and why do believers show their commitments during the journey of Life?

PSHE

Areas of Study:
Dreams and Worlds

History

Topic: The effects of Anglo-Saxon, Viking and Scots Settlement in Britain

Key Substantive Concepts:

Foundations of the Modern World, Trade and Migration, Invasion and Conflict, People, Culture and Beliefs,

Sticky Knowledge:

- The origins of the Angles, Saxons, Jutes and Frisians
- The reasons that different groups had for invading and settling the British Isles
- That there was both conflict and collaboration between the settlers
- What it was like to live and worship in Anglo Saxon and Viking Britain
- The legacy of the Anglo Saxons and Vikings in Britain

EQ1: Consequence: 'How did the Anglo Saxons, Vikings and Scots have an impact on Britain?' - Looking at impact on life, religion, who ruled where, relationships between settlers, types of rulers etc.

EQ2: Interpretations: 'What stories do different interpretations tell us about the Vikings?' - Using different interpretations to help student understand that history is presented in different ways for different audiences.

Music - Developing Pulse and Groove Through Improvisation
How does music improve our world?

Musicianship: Understanding music	Listening: Appraisal	Singing	Playing Instruments/notation	Improvisation	Composition
To know the key of G major. To know the time signature of 3/4. To know dotted crotchets and their rests.	To know what a verse is and its purpose. To suggest why a piece of music was written. To know the features of choral and electronic dance music. To know what a keyboard and a violin look and sound like.	Sing expressively to attention to breathing and phrasing. Sing in parts. To lead a singing warm-up.	To know what a dotted crotchet and their rests look like and what they mean. To read and respond to crotchets, dotted crotchets and their rests. To know what a 'treble clef' is.	To improvise over a simple groove.	To compose over a simple groove. To create a simple melody using crotchets, dotted crotchets and their rests.

PE
Gymnastics – Partner Work – Pushing and Pulling

Knowledge - What a point of contact is

What a contrast is. Know how to contrast in terms of working at different levels; in different directions; in different pathways and at different speeds. How to work with a partner and perform in unison. How to act upon feedback from others. How to move from the same position to a contrasting one to my partner, and then back to the same. How to communicate and negotiate with others when composing. What the Schol Games values are, and the importance of applying them

Skills - Balance on different points and patches. Match a partner's moves in synchrony. Compose a sequence with a partner. Perform elements of my sequence in contrast to a partner. Match my partner's asymmetrical balances. Work with contrasting dynamics to my partner. Work alongside a partner to produce our best work. Create a sequence involving matching and contrasts. Work in a group. Help to compose, and then perform, a sequence with contrasting and matching shapes and moves. Work at contrasting levels. Perform in unison and canon.

Science

- NC Strands:
- compare how things move on different surfaces
- notice that some forces need contact between two objects, but magnetic forces can act at a distance
- observe how magnets attract or repel each other and attract some materials and not others
- compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- describe magnets as having two poles
- predict whether two magnets will attract or repel each other, depending on which poles are facing.

Areas of Study: Forces and Magnetism

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Design and Technology

NC Strand:

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
 - investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- select from and use a wider range of tools and equipment to perform practical tasks
 - select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]

Areas of Study:

Electrical Systems: Electric Posters

Art

NC Strands:

- to learn about great artists, architects and designers in history
- To describe similarities and differences between great designers and make links to their own work

Areas of Study: Every picture tells a story