

|   | NATIONAL CURRICULUM CONTENT  | TEACHING & LEARNING OUTCOMES  | OTHER POINTS TO NOTE   |
|---|--|---|--|
| <p><b>Rough Guide to South America</b></p> <p>To include:</p> <ul style="list-style-type: none"> <li>• <b>Geography:</b> Compare UK to a South American Country</li> <li>• <b>History:</b> Mayan &amp; Inca Civilizations</li> <li>• <b>Art &amp; Design:</b> Carnival – Textile &amp; Collage</li> <li>• <b>Design &amp; Technology:</b> South American Food</li> <li>• <b>Music:</b> Carnival Music</li> <li>• <b>Religious Education (RE):</b> Journey of Life &amp; Death</li> </ul> <p><b>Possible Educational Visits:</b></p> <ul style="list-style-type: none"> <li>• British Museum</li> <li>• South American Restaurant</li> <li>• Food Suppliers, e.g. Tesco</li> <li>• Steel/Samba Band Performance</li> <li>• Local Place of Worship</li> <li>• School Visit by a Local Religious Leader or Inspirational Person</li> </ul> | <p><b>Geography</b></p> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>✓ Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>✓ Describe and understand key aspects of:                             <ul style="list-style-type: none"> <li>⇒ Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>⇒ Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> </li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>✓ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>✓ Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>✓ Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</li> </ul> | <ul style="list-style-type: none"> <li>• Know and locate the countries, capital cities and oceans of the World, in particular those located in and around the United Kingdom and South America.</li> <li>• Understand the key aspects of physical and human geography.</li> <li>• Identify and compare the geographical similarities and differences of the physical and human characteristics of the UK and South America.</li> <li>• Recognise how the different localities relate to each other, e.g. distance, economy and trade.</li> <li>• Explore a variety of maps (e.g. road, satellite, terrain) using direction, scale and key accurately; understanding how to give instructions using compass directions and grid references.</li> </ul>   |  |
|   | <p><b>History</b></p> <ul style="list-style-type: none"> <li>✓ A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300</li> </ul>  | <ul style="list-style-type: none"> <li>• Plot a variety of relevant world historic events during this period of time onto a chronological timeline and compare.</li> <li>• Locate Mayan and Inca settlements on a map.</li> <li>• Examine a range of archaeological sites and artefacts: What do they tell us? What was life like? What did they grow and eat? What did they wear?</li> <li>• Study Inca and Mayan Architecture, specifically the construction of pyramids, temple and palaces.</li> <li>• Investigate how the Inca and Mayan societies were organised; looking at the roles and positions of various people, from the emperor, nobles and priests down to farmers and slaves.</li> <li>• Explore the Mayan and Inca gods, and how they were worshipped including the need for human sacrifice.</li> <li>• Investigate the Mayan number, writing and calendar systems.</li> <li>• Consider the similarities and differences between the Mayan and Inca cultures, along with other ancient civilisations of that time.</li> <li>• Understand how the Inca civilisation came to an end after the arrival of the Spanish conquistadors, and why the Mayan cities were eventually abandoned.</li> </ul> | <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.twinkl.co.uk">www.twinkl.co.uk</a> – wide variety of teaching and display resources.</li> </ul>  |
|   | <p><b>Art &amp; Design</b></p> <ul style="list-style-type: none"> <li>✓ To create sketch books to record their observations and use them to review and revisit ideas</li> <li>✓ To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>✓ About great artists, architects and designers in history</li> </ul>   | <ul style="list-style-type: none"> <li>• Examine the traditions surrounding carnivals, including Rio, and its artists.</li> <li>• Investigate the characteristics of different carnival costumes and masks, as well as how they are made, from the pattern cutting to the gluing of sequins.</li> <li>• Identify the ways in which themes and ideas are successfully communicated visually.</li> <li>• Explore ideas; sketching and recording appropriate observations into sketch books.</li> <li>• Investigate and experiment with different textile techniques [e.g. sewing, collage]; assembling different materials together to create a carnival mask.</li> <li>• Evaluate work and identify possible areas for improvement.</li> </ul>   | <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Face/Eye Masks</li> <li>• Textile Supplies [e.g. Threads, Sewing, Needles, Coloured Felt]</li> <li>• Decorative Supplies [e.g. Feathers, Sequins, Paint, Glitter]</li> </ul>   |
|   | <p><b>Design &amp; Technology</b></p> <p><b>Cooking &amp; Nutrition</b></p> <ul style="list-style-type: none"> <li>✓ Understand and apply the principles of a healthy and varied diet</li> <li>✓ Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>✓ Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</li> </ul>  | <ul style="list-style-type: none"> <li>• Recognise some of the foods and cuisines associated with South America, e.g. corn, potatoes, peppers, seafood and guinea pig.</li> <li>• Identify the common ingredients (and food groups) found within a variety of savoury dishes.</li> <li>• Examine meals in terms of ingredients, nutritional value and cost.</li> <li>• Use appropriate vocabulary to describe dishes using sensory characteristics, e.g. taste, smell, touch and appearance.</li> <li>• Prepare and cook a range of South American dishes following simple recipes.</li> <li>• Use appropriate cooking techniques; practising the rules of food hygiene.</li> <li>• Know the ingredients predominantly produced in South America.</li> </ul>  | <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Utensils [e.g. Spatula, Wooden Spoons, Bowls, Chopping Boards, Sharp Knives, Cutlery, Crockery, Saucepans, Frying Pans, Oven Trays], Scales, Hob/Oven, Food Ingredients.</li> </ul> <p><i>It will be your responsibility to ensure you have the necessary ingredients. Consider each child providing a different ingredient.</i></p> |
|   | <p><b>Music</b></p> <ul style="list-style-type: none"> <li>✓ Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>✓ Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>✓ Listen with attention to detail and recall sounds with increasing aural memory</li> <li>✓ Use and understand staff and other musical notations</li> <li>✓ Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>   | <ul style="list-style-type: none"> <li>• Listen to and discuss a range of high-quality carnival music, including the Samba.</li> <li>• Improvise and copy rhythmic patterns.</li> <li>• Develop and perform rhythmic compositions in the style of the Samba, whereby each instrument has its own rhythm and becomes an inter-related part of the whole performance.</li> <li>• Use music notation, both informal and formal (staff), to record compositions.</li> </ul>   | <p><b>Musical Instruments:</b></p> <ul style="list-style-type: none"> <li>• Percussion</li> <li>• Drums</li> <li>• Xylophone</li> </ul>  |

RE

- Understand the ways in which religions often see life as a journey with rituals that celebrate different stages.
- Understand why rites of passage are important to religious believers.
- Explore marriage and death ceremonies across a wide range of religions; identifying the symbols and key concepts.
- Understand the different beliefs about life after death and what teachings they are based upon.
- *Link to ancient Inca and Mayan beliefs about life and death.*

**Resources:**

- Religious Stories/Books.
- Artefacts from a variety of religions.

## Extreme Survivors

To include:

- **Science:** Evolution & Inheritance

**Possible Educational Visits:**

- Natural History Museum.
- Kew Gardens

Science

**Working Scientifically**

- ✓ Asking relevant questions and using different types of scientific enquiries to answer them
- ✓ Setting up simple practical enquiries, comparative and fair tests
- ✓ Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- ✓ Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- ✓ Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- ✓ Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- ✓ Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- ✓ Identifying differences, similarities or changes related to simple scientific ideas and processes
- ✓ Using straightforward scientific evidence to answer questions or to support their findings.

**Evolution & Inheritance**

- ✓ Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- ✓ Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- ✓ Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

- Investigate and discuss how the characteristics of living things, for example, height, size or colour, vary from individual to individual.
- Explore inheritance; understanding how characteristics are passed on from parents to offspring within both plants and animals.
- Examine the advantages and disadvantages associated with selective breeding.
- Explore how a variety of living things are adapted to suit their particular environment.
- Analyse the pros and cons of specific adaptations, such as being on two feet rather than four, having a long or short beak, having gills or lungs, tendrils on climbing plants.
- Know how changes in an environment can cause extinction.
- Examine fossils of plants and animals to determine how living things have evolved over time as well as use findings to suggest the environment in which they may have lived.
- Understand the process of natural selection.
- Explore scientific theories from palaeontologists, such as Mary Anning, and ideas on evolution, Charles Darwin and Alfred Wallace.

See Collins Connect 'Snap Science' Teaching Framework and Online Platform - <http://connect.collins.co.uk>

UNIT: Everything Changes

**Incorporate across all topics**

To include:

- **Computing:** E-Safety and Digital Literacy
- **Computing:** Programming and Computer Science
- **Computing:** Creative use of ICT
- **PHSE:** Health and Wellbeing
- **PHSE:** Relationships
- **PHSE:** Living in the Wider World

Computing

- ✓ Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- ✓ Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- ✓ Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

- ✓ Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- ✓ Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- ✓ Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

- ✓ Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information – *Word Processing, Presentation, Graphics, Digital Media (capturing video & sound footage, photography, animation) and Data Handling*

**Suggested Software:**

- World Wide Web (www) – Search Engine
- CEOP – [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- LGFL: E-Safety Framework
- LGFL London Mail
- 2Simple Software (& Purple Mash)

**Suggested Software:**

- 2Simple Software (& Purple Mash): 2Go, 2Logo, 2DIY, 2DIY 3D, 2Simulate
- Roamer World (with 2Paint A Picture)
- Purple Mash 2Code: Gorilla Lessons, Debug Challenges Gorilla
- J2Code [www.j2e.com/j2code](http://www.j2e.com/j2code)
- Scratch [www.scratch.mit.edu](http://www.scratch.mit.edu)
- Flowol3

**Suggested Equipment:**

- Floor Robots - BeeBot, Pro-Bot, Roamer
- FlowGo Interface
- FlowGo Mimics
- Electrical Circuit Components [e.g. Wire, Light Switches, Proximity Switches, Small Pressure Pad Switches, 6V Light Bulbs & Holders, 6V Square Buzzers, Motors]
- K'NEX & Lego Construction Sets

**Suggested Software:**

- 2Simple Software (& Purple Mash): 2Paint A Picture, 2Design and Make, 2Type, 2Create a Story, 2Create, 2Publish, 2Connect, 2Photo, 2Animate, 2Count, 2Graph, 2Question, 2Investigate, 2Calculate, 2Music – Explore, Beat & Sequence
- Purple Mash Topics [www.purplemash.com](http://www.purplemash.com)
- Clicker 6
- Microsoft Office: Word, PowerPoint, Excel
- Microsoft Movie Maker

**Suggested Equipment:**

- Tablets
- Digital Cameras
- Tuff Cams
- Recordable Microphones
- Film Production Equipment, e.g. lighting, green screen, tripod
- Data Loggers

**Pupil should have the opportunity to learn:**

- ✓ what positively and negatively affects their physical, mental and emotional health (including the media)
- ✓ how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'
- ✓ to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet
- ✓ to recognise how images in the media do not always reflect reality and can affect how people feel about themselves
- ✓ to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals
- ✓ to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others
- ✓ to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them
- ✓ about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement
- ✓ to differentiate between the terms, 'risk', 'danger' and 'hazard'
- ✓ to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience
- ✓ to recognise their increasing independence brings increased responsibility to keep themselves and others safe
- ✓ that bacteria and viruses can affect health and that following simple routines can reduce their spread
- ✓ that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media
- ✓ to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong
- ✓ school rules about health and safety, basic emergency aid procedures, where and how to get help
- ✓ what is meant by the term 'habit' and why habits can be hard to change
- ✓ which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others
- ✓ how their body will, and emotions may, change as they approach and move through puberty
- ✓ about human reproduction
- ✓ about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact their body autonomy and rights; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers
- ✓ strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), safety in the environment (including rail, water and fire safety), and safety online (including social media, the responsible use of ICT and mobile phones)
- ✓ the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others
- ✓ about people who are responsible for helping them stay healthy and safe and ways that they can help these people

PHSE

**Pupil should have the opportunity to learn:**

- ✓ to recognise and respond appropriately to a wider range of feelings in others
- ✓ to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships
- ✓ to recognise ways in which a relationship can be unhealthy and who to talk to if they need support
- ✓ to be aware of different types of relationship, including those between acquaintances, friends, relatives and families,
- ✓ that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment
- ✓ to be aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don't absolutely want to do so
- ✓ that their actions affect themselves and others
- ✓ to judge what kind of physical contact is acceptable or unacceptable and how to respond
- ✓ the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'
- ✓ to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view
- ✓ to work collaboratively towards shared goals
- ✓ to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves
- ✓ that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)
- ✓ to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help)
- ✓ to recognise and manage 'dares'
- ✓ to recognise and challenge stereotypes

**Pupil should have the opportunity to learn:**

- ✓ to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people
- ✓ why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
- ✓ to understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child
- ✓ that these universal rights are there to protect everyone and have primacy both over national law and family and community practices
- ✓ to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation
- ✓ to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities
- ✓ that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment
- ✓ to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices
- ✓ what being part of a community means, and about the varied institutions that support communities locally and nationally
- ✓ to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing
- ✓ to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
- ✓ to think about the lives of people living in other places, and people with different values and customs
- ✓ about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer
- ✓ to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)
- ✓ that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
- ✓ about enterprise and the skills that make someone 'enterprising'
- ✓ to explore and critique how the media present information

Also to cover:

- **Music:** African Drumming
- **Music:** Performance - Singing
- **PE:** Ball Skills – Rigby/Football
- **PE:** Athletics
- **Languages:** Spanish

Music

- ✓ Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- ✓ Improvise and compose music for a range of purposes using the inter-related dimensions of music
- ✓ Listen with attention to detail and recall sounds with increasing aural memory
- ✓ Use and understand staff and other musical notations

**Musical Instruments:**

- African Drums

PE

- ✓ Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- ✓ Listen with attention to detail and recall sounds with increasing aural memory
- ✓ Use running, jumping, throwing and catching in isolation and in combination
- ✓ Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- ✓ Compare their performances with previous ones and demonstrate improvement to achieve their personal best

- Perform in ensemble contexts using voices with increasing control and expression (Summer Show).

PE

- ✓ Use running, jumping, throwing and catching in isolation and in combination
- ✓ Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- ✓ Compare their performances with previous ones and demonstrate improvement to achieve their personal best

**Possible Educational Visits:**

- African Drumming Worksop
- Wembley Stadium
- Saracens Stadium
- Queen Elizabeth Olympic Park

Languages

- ✓ Listen attentively to spoken language and show understanding by joining in and responding
- ✓ Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- ✓ Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- ✓ Speak in sentences, using familiar vocabulary, phrases and basic language structures
- ✓ Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- ✓ Present ideas and information orally to a range of audiences
- ✓ Read carefully and show understanding of words, phrases and simple writing
- ✓ Appreciate stories, songs, poems and rhymes in the language
- ✓ Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- ✓ Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- ✓ Describe people, places, things and actions orally and in writing
- ✓ Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English