Save our planet

Geography

What we should already know:

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and 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 understand how some of these aspects have changed over time
- 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
- Use maps, atlases, globes and digital/computer mapping.
- Use the eight compass directions to describe locations.
- Follow a route on a simple map.
- Draw a detailed map with symbols and a key.
- Use four figure grid references.
- Use fieldwork to observe, measure, record and present the human and physical features in the local area

As geographers, we will :

- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

- Use the eight compass directions to describe locations.

- Follow a route on a simple map.

- Draw a detailed map with symbols and a key.

- Use four figure grid references.

- Use fieldwork to observe, measure, record and present the human and physical features in the local area

Trip to Worsborough Reservoir to observe the human and physical features along with the litter pollution.

Vocabulary : terrain, political map, topographic
map, urban, relief, sea level, time
zones. estimate

Save our planet

Science

What we should already know:

- Explore and compare the differences between things that are living, dead, and things that have never been alive

- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other

- Identify and name a variety of plants and animals in their habitats, including microhabitats

- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name sources of food

As scientists, we will:

- Recognise that living things can be grouped in a variety of ways

- Explore and use classification keys to group, identify and name a variety of living things in their local and wider environment

- Recognise that environments can change and that this can sometimes pose dangers to living things

- Construct and interpret a variety of food chains, identifying producers, predators, consumers and prey

- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature

Vocabulary : group, variety, identify, classification, key, environment, kingdom, species, fungi, bacteria, climate change, characteristics, extinction, pollution, producer, predator, prey, consumers, producer, primary, secondary, tertiary, evaporation, condensation, water vapour, water cycle, precipitation

Save our planet

Design Technology

What we should already know:

- Design purposeful, functional, appealing products for themselves and other users based on design criteria

- Generate, develop, model and communicate their ideas through talking, drawing, templates, mockups and, where appropriate, information and communication technology.

- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

- Explore and evaluate a range of existing products

- Evaluate their ideas and products against design criteria
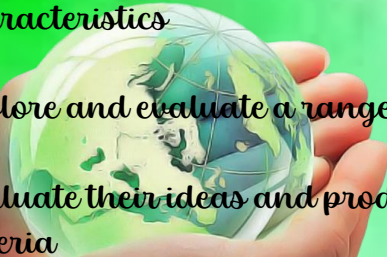
As design technologists, we will:

- 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

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

- 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

- 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

Vocabulary : Suitable, enlarged, market research, proportion, questionnaire

Outcome – To upcycle our old t-shirts into reusable bags

Save our planet

Art

What we should already know:

- Use sketch books to collect, record and review artistic ideas from a range of different sources.
- Develop technical skills by experimenting with, and testing the qualities of a range of different materials and techniques.
- Select, and use appropriately, a variety of materials and techniques in order to create their own work
- Reflect upon what they like and dislike about their own work in order to improve it.
- Know about and describe the work of some artists, craftspeople, architects and designers
- Be able to explain how to use some of the tools and techniques they have chosen to work with.
- Develop a range of techniques to create a range of textures (e.g. using sand, sawdust, flour, scratches, dotting, splashing, layering).

As artists, we will:

- Use sketch books purposefully to develop and refine ideas and plan for an specific outcome. (e.g. sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.)
- Investigate the nature and qualities of different materials and processes systematically.
- Apply the technical skills they are learning to improve the quality of their work. (e.g, in painting they select and use different brushes for different purposes)
- Reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.
- Know about and describe some of the key ideas, techniques and working practices of a variety of artists, crafts makers, architects and designers that they have studied
- Develop an awareness of midground, foreground and background.

Vocabulary: Texture: splash, wash, scratch, scrape, layering
Colour: dark, light, intensity, value tone, tint, shade, gradual, complementary, contrast

Learn about the famous artist Hokusai