

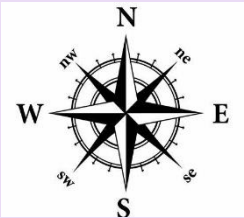
Curriculum Driver:
Discovery

Trips/Enrichment:
Clifton Field Trip

Cross-curricular subject
links: English

GARP/GASP: Who are the Sherpa?

Compass



Tectonic Plates



Globe



Core Knowledge

A continent is a large area of land that is separated from others by water or other physical features. The countries in the world are grouped into continents. Most countries accept there are 7 continents.

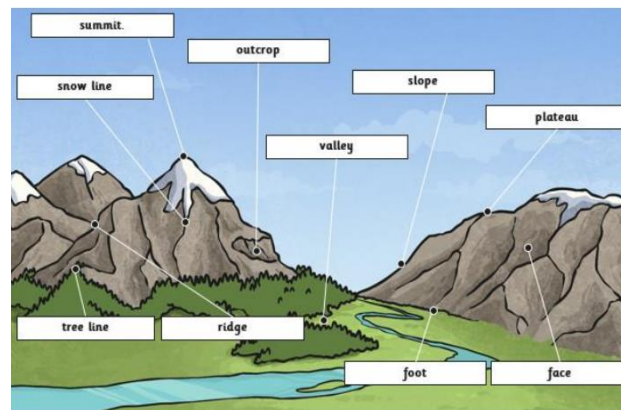
The Earth is made up of different pieces called plates. Plates move in 3 different ways - moving towards each other, away from each other and rubbing together side by side. Through this movement, mountains can be formed. **Mountains** are areas of land that are much higher than the land surrounding them. They are higher and usually steeper than a **hill** and must be over 300 metres (1000ft). They are often found together in a group called a **mountain range**. There are 5 types of mountain: fold, fault block, volcanic, dome and plateau.

As the tectonic plates carry on moving in different directions over long periods of time, friction causes energy to build up. Eventually it becomes so great that the energy is released, which creates a shock wave - an **earthquake**.

The location of The Seven Summits

- Kilimanjaro: Tanzania, Africa
- Mount Elbrus: Russia, Europe
- Denali: Alaska, North America
- Mount Aconcagua: Argentina, South America
- Mount Everest: Nepal, Asia
- Vinson Massif: Antarctica
- Mount Kosciuszko: Australia
- Mount Carstensz: Papua New Guinea,

Features of Mountains



Vocabulary

<p>Mountain - A landform that rises high from its surroundings</p>	<p>Summit - The top of a mountain.</p>	<p>Snowline - The lower boundary of a mountain covered in snow.</p>
<p>Slope - A surface of which one end or side is at a higher level than another; a rising or falling surface</p>	<p>Valley - A low area of land between hills or mountains.</p>	<p>Plateau - An area of raised land that is flat on top.</p>
<p>Ridge - An elevated part of the mountain.</p>	<p>Tree Line - The edge of a mountain where trees grow.</p>	<p>Earthquake - The shaking, rolling or sudden shock of the earth's surface.</p>
<p>Fieldwork - The process of observing and collecting data about people and natural environments.</p>	<p>Digital maps - An electronic image of a Geographical area created by technology such as a computer.</p>	<p>Tectonic plates - Plates of land that the Earth's crust is broken up into.</p>

Quiz

1. What is the difference between human and physical geographical features?
2. How would a coastline change over time?
3. How has living at the base of Mount Everest affected the Sherpa's way of life?
4. Name and identify the continents of the world.
5. Name and identify the types of mountains.
6. What causes an earthquake to happen?



Subject/Conceptual knowledge/skills: French

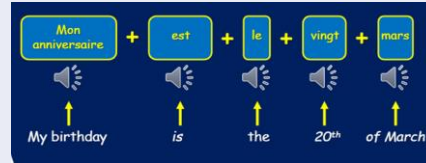
French speaking, reading, writing and grammar

LEAPS:

- I can take part in short conversations using sentences and familiar vocabulary.
- I can present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning.
- I understand and can express simple opinions using familiar topics and vocabulary.
- I can read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school).
- I can write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank).
- I can check spellings with a dictionary.

Core Knowledge

January Janvier	July Juillet
February Février	August Août
March Mars	September Septembre
April Avril	October Octobre
May Mai	November Novembre
June Juin	December Décembre



Key Vocabulary

- Quelle est la date ?
• What's the date?
- Quelle est la date aujourd'hui ?
• What's today's date?
- C'est quand ton anniversaire?
• When is your birthday?
- Mon anniversaire est le...
• My birthday is the

Subject/Conceptual knowledge/skills: Computing

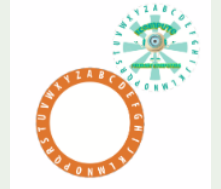
Computing/ICT/crypto

LEAPS:

- I know that messages can be sent and received secretly using encryption.
- I can understand decrypt signalling messages.
- I can decode data transmitted through Morse code.
- I can encode/decode messages using a simple shift cipher.
- I can use frequency analysis to decipher encrypted text.
- I know the importance of cryptography historically, including the Enigma Machine.

Core Knowledge

We use computers to send/receive sensitive information which can be intercepted and read if it isn't protected. A cipher is a secret message which needs a key to decode.



Key Vocabulary

Cryptography, Encrypt, Decrypt, Cipher, Key, Shift, Binary.

Subject/Conceptual knowledge/skills: RE

Christianity: Is the Christmas story true? Incarnation, God, Belief.

LEAPS:

- I can start to explain how 'true' could mean different things to different people, and how stories can be 'true' in different ways.
- I can start to explain the Christian belief that Jesus was the Incarnation of God
- I can start to express an opinion on whether the Christmas story is true and what this might mean to Christians.
-

Core Knowledge.

Christmas is an important time for Christians as it celebrates Jesus being born. Christians believe Jesus is God in human form. This is called incarnation.



Key Vocabulary

Christmas, Jesus, Mary, Joseph, Wise Men, Gifts, Incarnation, Eyewitness, Account, Truth.

Subject/Conceptual knowledge/skills

Music: South and West Africa' - World Music - Listening, Composing, Performing

LEAPS:

- I can identify visually and aurally a range of ensembles from different countries and traditions.
- I can compare, discuss and evaluate music using detailed musical vocabulary.
- I can improvise coherently within a given style.
- I can combine rhythmic patterns (ostinato) into a multi-layers composition using all the inter-related dimensions of music to add musical interest.
- I can sing songs in two or more parts in a variety of styles from memory with accuracy, fluency, control and expression.
- I can work as a group to perform a piece of music, adjusting dynamics and pitch in response to the score.
- I can keep in time and communicate with others when performing as a group.
- I can combine ostinatos into a multi-layers composition, using all the inter-related dimensions of music to add musical interest.

Core Knowledge

A call and response song is where one person sings a line and the other people respond, either repeating the same line as the caller, or singing a different line.



Music Key Vocabulary

Capella, break, call and response, chords, chord progression, diction, djembe, duo, dynamics, eight-beat break, ensemble, expression, improvisation, major chord, master drummer, metronome, performance, polyrhythms, pronunciation, pulse, ostinato, rests, rhythm, soloist, syncopation, tempo, tuned percussion, unaccompanied, vocals

Subject/Conceptual knowledge/skills: PSHE

PSHE: Valuing Differences

LEAPS:

- To define some key qualities of friendship
- To describe ways of making friendship last
- To explain why friendships sometimes end.
- To rehearse active listening skills
- To demonstrate respectfulness in responding to others
- To respond appropriately to others.
- To develop an understanding of discrimination and its injustice and describe this using examples.
- To empathise with people who have been and currently are subjected to injustice, including through racism.
- To consider how discriminatory behaviour can be challenged.
- To identify and describe the different groups that make up their school/wider community/ other parts of the UK
- To describe the benefits of living in a diverse society
- To explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this
- To understand that the information we see online, either text or images is not always true or accurate
- To recognise that some people post things online about themselves that aren't true, sometimes this is so that people will [object File] like them
- To understand and explain the difference between sex, gender identity, gender expression and sexual orientation
- To recognise that some people can get bullied because of the way they express their gender
- To give examples of how bullying behaviours can be stopped

Core Knowledge

Friendship is having a good relationship with someone and showing them respect. A friend is someone we talk to and like to spend time with.

There are many different groups of people who live in our communities. This makes them diverse.



Discrimination is when a person is treated differently and negatively because of some aspect of their identity. It is against the law. It can include things like: race, religion, ethnicity, age, disability, sexuality or gender identity.

Key Vocabulary

- Key Vocabulary
- Friendship
- Communities
- Talking
- Listening
- Respect
- Discrimination
- Prejudice
- Diverse
- Multicultural society

Subject/Conceptual knowledge/skills:

PE, OAA (Orienteering) and Dance

LEAPS:

Outdoor Adventure Activity

- I can listen to and follow instructions from a partner/ adult and within a group.
- I can use and interpret maps.
- I can explain the physical skills needed for orienteering: agility, balance, co-ordination whilst holding or looking at the map
- I can identify orienteering symbols and colours using a map key
- I can explain why the key is the most important part of the map
- I can think activities through and problem solve using general knowledge.
- I can organise and plan an event using map reading skills
- I understand that the orienteering map is a 'bird's eye view' diagram of the ground
- I can apply map reading skills to navigate in pairs to and from orienteering controls (orienteering signs)
- I can set up an orienteering course using the school orienteering map
- I can work in relay teams, planning and communicating tactics and techniques to win a relay STAR event
- I can demonstrate and provide feedback on how to stay safe in a range of environments.

Dance

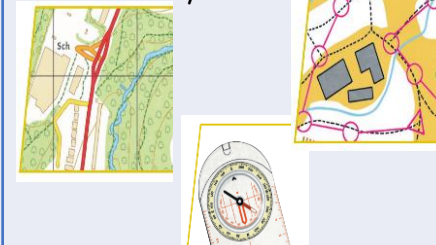
- I can begin to exaggerate dance movements and motifs (using expression when moving)
- I can demonstrate strong movements throughout a dance sequence.
- I can combine flexibility, techniques and movements to create a fluent sequence.
- I can move appropriately and with the required style in relation to the stimulus e.g using various levels, ways of travelling and motifs.
- I can begin to show a change of pace and timing in their movements.
- I can improvise with confidence, still demonstrating fluency across their sequence.
- I can modify parts of a sequence as a result of self and peer evaluation.
- I can use more complex dance vocabulary to compare and improve work.

Core Knowledge

OAA - Outdoor Adventure Activity (OAA) can involve walking, orienteering and outside challenges.

Some activities will require map-reading, problem solving and team work to solve.

Sometimes, a compass will need to be used to find the directions for an activity.



Dance - Dance is a performing art form, which consists of sequences of movement.

These sequences can be pre-planned (choreographed) or improvised (made up as the dance is dancing)

PE Key Vocabulary

OAA - Orienteering, Map, May symbols, Strategy, Problem solving, Environment

Dance - Dance is a performing art form, which consists of sequences of movement. These sequences can be pre-planned (choreographed) or improvised (made up as the dance is dancing)