



Badger Class UKS2

Spring Term Curriculum Planner

History – America!

In 1492 Christopher Columbus, an Italian Explorer accidentally landed on the shores of a New Land, previously undiscovered. After that many other explorers came from France, Spain, England and Holland and claimed parts of this land. In 1607, England sent 100 men to America to found a new colony. The colony was named Jamestown after King James I. It would become the first English colony to succeed in America. The colonists were hoping to find gold easily but didn't. Tragically many settlers died in the first year because of the harsh winters, poor planning, and disease. But under the leadership of the colonist John Smith, the colony began to succeed. They grew tobacco, which was sent back to England and sold for profit. With the profit, the colonists had the money to plant other crops, such as wheat, grapes, and corn, which is a food native to North America.

By 1620, Jamestown plus other settlements that sprang up nearby had a population of about 4,000.

In 1892 Ellis Island, a little island of land off the New York coast was designated as an immigration station for the streams of people pouring into the country. Apart from the very wealthy, everyone who came off a ship had to go through Ellis Island to see whether they were healthy enough and with means to support themselves in the USA. 12,000,000 people came through Ellis Island from 1892 until it closed in 1954 from all over the world.

George Washington was the first American President. Martin Luther King was a civil rights activist who stood up for the rights of the black people and insisted on equal opportunities for all. In 1965 he made his most famous speech ... I have a dream. During this unit children will also develop their historical enquiry:

- Year 5:
- Can use some key dates as important markers of events
 - This piece of evidence must be handled carefully. We need to know who produced it and why. Who was the audience? Their answers are structured and provide supporting evidence for statements made
 - Can understand that people's experiences varied depending on status
- Year 6
- Can successfully match simple iconic images to each of the periods studied
 - Shows awareness of the need to think about why the source was produced without prompting.
 - They are able to describe and explain ways of life at different levels of society and understand that people would have different outlooks on life depending on their social standing.

Geography - Oceans & Rivers The Amazon

Study the Amazon Basin in South America. Become environmental scientists as you explore this resource-rich environment, investigating the impact of human activity on the natural resources and communities of the region. Use mathematical measures and analysis to create a report on land use, cultural vulnerabilities, environmental impact and economic trade, for presentation at your own Earth summit.

- I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- I can 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
- I can 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.
- I can 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
- I understand geographical similarities and differences through the study of human and physical geography of North and South America

- Year 5
- I can use maps, atlases, globes and digital/computer mapping to locate countries in South America.
 - I can use maps, atlases, globes and digital/computer mapping to locate the major cities in South America.
 - I can find and label South America's environmental regions and key geographical features on a map.
 - I understand geographical similarities and differences through the study of human and physical geography of North and South America
 - I can research and state physical aspects of a region in South America. (Weather, climate and landscape.)
 - I can research and state human aspects of a region in South America. (Places)
 - I can explain why settlements develop in certain locations.
 - I can explain what settlers need.
 - I can create a map of a settlement.

Art – Seascapes

J M W Turner was a famous British artist who painted a range of seascapes inspired by the changing state of light. Turner's most famous works create atmospheric effects

Children will learn that

- adding layers of paint can add detail.
- Selecting colours carefully can affect the mood of a piece of artwork.
- The effect of light / reflection can be created through omitting colour and/or using light colours.

Painting: I can

Year 5

- Make own selection of colour adhering to conventions of culture and tradition and as part of a larger collaborative piece
- Create a colour wash, as a base/background to a painting, recognizing how a wash differs from painting subsequent layers (diluted strength) and how it is built upon by subsequent layers of stronger colour to arrive at the final piece.
- Mix a full range of colours and shades from a standard water colour palette
- Understand darkness as the absence of light,
- Recognise and make choices around the elements of dark against light and light against dark

Year 6

- Convey tonal features
- Investigate different type faces – what is their impact on the reader? How does typeface reflect the time, culture, purpose of the piece?
- Mixing and matching colour for effect (to resemble precious metals)
- Confidently make and apply decisions about the use of colour to accentuate the message conveyed by the design of the magazine cover, use block fill, fading, blending tools to manipulate colour.
- Consider how colour is used in both subject and background and how it links with the choice of font and arrangement of text.

Music – Charanga – Music teaches us about the past!

Year 5 – Emotions and musical styles

Year 6 – Understanding structure and form

- Children will also learn to:
- Use body percussion, instruments and voices.
- Find and keep a steady beat.
- Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.
- Copy back melodic patterns

Computing

During Science lessons, children will be learning

- using software know how to add data into a prepared spreadsheet to answer simple questions. For instance using Excel.

Using Scratch programmes children will learn to:

- Use customisation to change a working program to change its effect backgrounds and sprite in scratch)

Design & Technology

Children will learn about structures in a variety of contexts

Designing

- Carry out research into user needs and existing products, using surveys, interviews, questionnaires and web-based resources.
- Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost.
- Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches. Making
- Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used.
- Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks.
- Use finishing and decorative techniques suitable for the product they are designing and making.

Evaluating

- Investigate and evaluate a range of existing frame structures.
- Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests.
- Research key events and individuals relevant to frame structures.

PHSE – Keeping Myself Safe and Healthy

Children will be learning about how to keep themselves healthy and safe, physically as well as mentally including the outcomes below. Please see the website for detailed planning.

- Identify role models of healthy lifestyles and describe what makes them healthy.
- Describe positive and negative effects on my health and wellbeing.
 - Describe the benefits of a healthy lifestyle.
 - Identify the everyday choices I make about my health and wellbeing.
 - Explain how to take care of my body and mind.
 - Identify how the media portrays healthy, fit, successful people.
 - Explain whether the media's portrayal of people is realistic and how it might affect us.
 - Give examples of risky situations that happen online (e.g. on a phone) and what I can do to make them less risky.