

Curriculum drivers: The curriculum is underpinned by the school's Curriculum Drivers: **Community**, **Communication** and **Consolidation**. The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are also woven through the curriculum and developed through 'The Heatherlands Way' values of independence, resilience, motivation, aspiration and respect. The curriculum also consolidates the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We have identified the key concepts or overarching ideas within each subject. To enable the children to access them, we call these the '**Big Ideas**'.

<p>Key knowledge and skills</p> <p>Geography</p> <p><i>Big ideas: Location, diversity, impact</i></p> <p>Locational Knowledge:</p> <ul style="list-style-type: none"> • Use OS maps to locate Parkstone, Poole, Sandbanks and other significant places in Dorset. (location) • Locate the Jurassic coast on a map and identify the human and physical features of Durdle Door, Tynham Village and Lulworth Cove. (location, diversity, impact) <p>Place Knowledge:</p> <ul style="list-style-type: none"> • Use google maps, local maps (OS) and aerial photographs to identify key features of the Jurassic coast. (location, diversity, impact) • Examine historical maps to identify how the Jurassic coast has changed over time. (History) (location, diversity, impact) • Share findings, reason and offer opinions in a clear, concise way drawing conclusions, offering longer term solutions. (location, diversity, impact) <p>Human & Physical Geography:</p> <ul style="list-style-type: none"> • Describe human characteristics, key topographical features and land use patterns. (location, diversity, impact) • Explain, discuss and debate the impact of tourism on the Jurassic Coast. (SDGs) (location, diversity, impact) • Explain the process of coastal erosion. (location, diversity, impact) 	<p>Science (see separate planning)</p> <p><i>Big ideas: Investigation, explanation, observation</i></p> <p>Enquiry: How can animals, plants and microorganisms be identified, grouped and classified?</p> <ul style="list-style-type: none"> • Understand that living things can be grouped based on their characteristics. (observation, explanation) • Understand how to ask questions to divide groups of living things. (observation, explanation, investigation) • Understand different animal classes and their characteristics. (observation, explanation) <p>SC1:</p> <ul style="list-style-type: none"> • To identify and share scientific evidence that has been used to support or refute ideas or arguments (explanation) • To report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations (observation/explanation) <p>Art</p> <p><i>Big ideas: Inspiration, experimentation, expression</i></p> <ul style="list-style-type: none"> • Consolidate skills and produce detailed drawings, reflecting, editing and reviewing techniques learned. (inspiration, experimentation, expression) • Know that a focal point is an area of emphasis that demands the most attention and to which the viewer's eye is drawn, pulling it into the painting (experimentation, expression)
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<ul style="list-style-type: none"> Describe how the Jurassic coast has changed over time and predict how it will look in 100 years' time. (location, diversity, impact) <p>Geographical Skills and fieldwork:</p> <ul style="list-style-type: none"> Use sketch maps, OS maps, plans, graphs and digital technology to observe human and physical features. location, diversity, impact Use four and six figure grid references, symbols and keys. (Maths) Take photos and make field sketches of land use and the impact of tourism over time on the Jurassic Coast. (Computing) location, diversity, impact 	<ul style="list-style-type: none"> To use single focal point to create perspective. (experimentation, expression) To know that the vanishing point is the point at which receding parallel lines viewed in perspective appear to converge. (experimentation, expression) To demonstrate scale and proportion when drawing in sketch books (expression) To observe how highlights and shadows change on an object, when observed from different angles. (experimentation, expression) Understand artists develop styles through life and apply techniques to their own work. (inspiration, experimentation, expression) Record observations in a sketchbook (use them to review and revisit ideas) (inspiration, experimentation, expression) Create texture with paint and layer colours to create depth, linking their understanding to more complex colour spectrum. (experimentation, expression) <p>Computing (see separate planning) <i>Big ideas: coding, design & online safety</i></p> <p>Networks</p> <ul style="list-style-type: none"> Understand what a computer network is and identify examples of networks at home, school and in the wider world. Understand the difference between the internet and the World Wide Web and explore the services they provide. Explore how the internet can be used for communication and collaboration, and how to do this safely and respectfully. Explore who is in charge of the internet and how rules and website blocking can affect people, society and online platforms. <p>Oracy Debate on tourism Articulate and justify answers, arguments and opinions</p>
<p>Key vocabulary: Jurassic coast, coastal erosion, fossils, grid reference, Topography, human settlement, historical maps, region, aerial photographs, impact, diversity, findings, opinions, tourism, solutions.</p>	<p>Identify, group, classify, vertebrate, invertebrate, species, classification, sorting diagram, mammal, fish, bird, reptile, amphibian, characteristics, classification</p> <p>sketch, watercolour, line, shape, features, natural world, environment, design, technique, tints, shades, spectrum, tone, tint, hue, focal point, perspective, vanishing point, scale, proportion, highlights, shadows, depth</p> <p>online safety, network, internet, world wide web, communication, collaboration, website blocking, online safety</p>

