

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'.

Key knowledge and skills

Geography

Big ideas: Location, diversity, impact

Locational Knowledge:

- Use maps and atlases to locate the continent of South America and the country Brazil and surrounding countries. **(location)**
- Describe Brazil's environmental regions, the key physical and human features, and the major cities. **(diversity)**
- Locate the five principal ecosystems in Brazil, identifying key physical characteristics. **(location)**
- Locate Rio de Janeiro identifying key physical and human characteristics related to urbanisation. (SDGs) **(location, diversity)**
- Locate the Amazon rainforest using maps and identify the key physical and human characteristics. **(location, diversity)**
- Use maps and globes to locate Africa. **(location)**
- Identify the continents in the Northern hemisphere and the Southern hemisphere. **(location)**
- Extract information from maps regarding positions of countries studied in relation to the Northern and Southern hemispheres and the lines of latitude and longitude. **(location, impact)**
- To locate and describe the Tropic of Cancer and the Tropic of Capricorn in relation to countries studied. **(location, diversity, impact)**

Place Knowledge:

- Compare the climate of Brazil with that of the UK. **(location, diversity, impact)**
- Understand geographical similarities and differences through the study of urban and rural areas in Brazil. **(location, diversity)**

Key knowledge and skills

Science (see separate planning)

Big ideas: Investigation, explanation & observation

Enquiry: How are the life cycles of animals similar and how are they different?

- Know that there are 6 stages in the human lifecycle **(observation, explanation)**
- Know that each stage of the lifecycle shows development **(observation, explanation)**
- Understand the different gestation periods of other mammals **(observation, explanation)**
- Understand that the length of time in the womb for humans and other mammals varies considerably **(observation, explanation)**
- Compare different gestation periods to humans and look for patterns in data **(observation, explanation, experimentation)**

SC1:

- Record data and results of increasing complexity using scientific diagrams and labels
- To identify scientific evidence that has been used to support or refute ideas or arguments (explanation)

Sustainable development goals

Goals 12, 15 – Responsible consumption
Climate action, Life on land)
Deforestation, palm oil

- Compare urbanisation in Brazil to urbanisation in the UK. **(location, diversity, impact)**
- Locate Antarctica and identify its specific physical geography including Antarctica's size, makeup and surrounding oceans. **(location, diversity, impact)**
- Study the Antarctic ice types and fauna. **(location, diversity)**
- Study photographs, weather patterns, and maps to gain in depth knowledge of climate zones around the world. **(location, diversity, impact)**

Human and Physical Geography:

- Discuss different types of settlement and land use, services, economic activity, and the distribution of natural resources including energy, food, minerals and water. (SDGs) **(location, diversity, impact)**
- Examine human and physical push and pull factors related to urbanisation. **(location, diversity, impact)**
- Identify different forms of land and terrain. **(location, diversity, impact)**
- Identify key environmental issues including climate change & global warming. Discuss the impact of climate change and the consequences for the future. **(location, diversity, impact)**

Key skills : Fieldwork

LOCAL AREA STUDY - To measure and record rainfall and log temperatures.

- Use map scales and measure distances between places. (Maths)
- Use an 8-point compass to locate the directions between things. **(location)**
- Use maps, atlases, globes and digital/computer mapping to locate areas studied. **(location, diversity)**
- Use climate data to create climate graphs for a range of environmental regions. Compare this data to the UK. (Maths) **(location, diversity, impact)**
- Use a range of secondary data sources for geographical investigation including texts, maps, statistics, photographs or imagery, video or multimedia, databases, newspapers, telephone directories, and government publications. **(location, diversity, impact)**

Key vocabulary:

Longitude, Latitude, Prime Meridian, Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, Amazonian rain forest, Atlantic rain forest, caatinga (semiarid land), central cerrado (savanna), wetlands of the Pantanal, eight points of a compass, four and six-figure grid references, symbols, observe, measure, record, present, sketch maps, plans, graphs, digital technologies, climate data.

Art

Big ideas: Inspiration, experimentation & expression

- Create environmental art using recycled materials and naturally found materials inspired by Benjamin Von Wong, Chris Jordan, Agnes Denes and Andy Goldsworthy **(inspiration, experimentation, expression)**

Computing (see separate planning)

Big ideas: coding, design & online safety

Concept maps

Databases

- Understand what a database is. **(design)**
- Design and create a database. **(design)**
- Build queries to find information. **(design)**
- Solve problems using a database.

Oracy:

Debate – persuasion, complex sentences, considering different viewpoints
 Communication week
 Speech – persuasion and complex sentences, asking questions
 Asking informative questions based on information given (guest speaker)

life cycle, human, mammal, amphibian, insect, bird, reproduction, gestation, asexual reproduction, sexual reproduction, cell, gene, sperm, egg, fertilisation, germination, pollination, seed dispersal

environmental art, recycled materials, naturally found materials, Andy Golsworthy, Benjamin Von Wong, Chris Jordan, Agnes Denes

condition, data, database, edit, field, filter, group, linked tables, operator, query, record, sort, validation

Previous linked learning to consolidate: 'Food and Fairtrade' – Y4 Trade links and economic activities, 'Leave only footprints' – Y5 Climate change/The Antarctic

What comes next? 'Fantastic Jurassic' – Y6 local area study