

# Guerrilla Curriculum - Medium Term Planning: Explore Y5/6

The MTP will ID key learning and give a brief outline of context and activity. It will look at how to deliver key-skills and focus on what we will see if successful.

<b>Core Skills:</b>		
<p style="text-align: center;"><b>Active Learning</b></p> <ul style="list-style-type: none"> <li>To seek out and enjoy challenges</li> <li>To collaborate with others</li> <li>To show commitment and perseverance</li> <li>Assess themselves and others</li> </ul>	<p style="text-align: center;"><b>Basic Skills</b></p> <ul style="list-style-type: none"> <li>To speak clearly and convey ideas confidently</li> <li>To read and communicate ideas in writing efficiently and effectively</li> <li>To calculate efficiently and apply skills to solve problems</li> <li>To use new technologies confidently and purposefully</li> </ul>	<p style="text-align: center;"><b>Creative Thinking</b></p> <ul style="list-style-type: none"> <li>To ask questions to extend thinking</li> <li>To generate ideas and explore possibilities</li> <li>To overcome barriers by trying out alternatives</li> <li>To connect ideas and experiences in inventive ways</li> </ul>

<b>Themed Skills: Explore:</b>		
<ul style="list-style-type: none"> <li>Recognise that they can impact their environment and community</li> <li>Show a commitment to justice</li> <li>Recognise their roles as Global citizens</li> <li>Communicate their learning in relevant ways</li> <li>Show empathy</li> </ul>		
Key learning (What will the children learn?)	How What opportunities am I going to give the children so that they can learn?	Outcomes (What will the learning look like? How will the learning be recorded?)
<p>To independently locate countries on a map. Improve their knowledge of America.</p> <p><b>Formulate questions</b> to gather specific information and data.</p> <p>Identify and <b>summarise</b> a range of different views about a</p>	<p>Chd given atlases to find countries around the world. Focusing particularly on north, south and central America.</p> <p>Teacher input. Atlases. Video.</p> <p>Identify the position and significance of latitude and longitude, Equator, Northern Hemisphere and Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/</p>	<p>Labelled map. Chd to be able to identify the countries independently.</p> <p>Crossword, mind map, Locate on a map of the World. Time zones.</p>

# Guerrilla Curriculum - Medium Term Planning: Explore Y5/6

The MTP will ID key learning and give a brief outline of context and activity. It will look at how to deliver key-skills and focus on what we will see if successful.


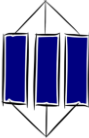
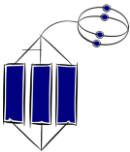
<p>geographical issue.</p> <p><b>Examine</b> an increasing range of sources to develop an understanding of key human and physical features.</p> <p><b>Combine</b> a range of sources to provide a detailed picture of a location or geographical process</p> <p><b>Observe</b> and explain some of the ways that human activities affect the environment.</p> <p><b>Create</b> a range of sources that demonstrates an understanding of the different ways that information can be presented and <b>appreciate</b> the impact that this can have on the audience.</p> <p><b>Judge</b> the validity of different views on geographical issues forming opinions and conclusions about them.</p>	<p>Greenwich Meridian and time zones (including day and night).</p> <p>Introduction to Refugee crisis. Chd to formulate their own questions.</p> <p>Refugees from Honduras trying to cross the Mexican border.</p> <p>Research land use in Honduras. Making notes. Chd to write a setting description.</p> <p>Opportunities to compare different types of settlements and land use across the countries. Economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>Chd to find out the answers to their questions using research. (PSHE link)</p> <p>Newspaper report</p> <p>Setting description.</p> <p>Research. Linked to making a filter system (DT and Science).</p>
---	---	---

# Guerrilla Curriculum - Medium Term Planning: Explore Y5/6

The MTP will ID key learning and give a brief outline of context and activity. It will look at how to deliver key-skills and focus on what we will see if successful.

--	--	--

## Geography Assessment

Geography Assessment		
Developing  	<ul style="list-style-type: none"> <li>• <b>Formulate questions</b> to gather specific information and data.</li> <li>• <b>Examine</b> an increasing range of sources to develop an understanding of key human and physical features.</li> <li>• <b>Describe</b> how a range of physical and human processes can change the environment.</li> </ul>	Names of children
Securing  	<ul style="list-style-type: none"> <li>• Identify and <b>summarise</b> a range of different views about a geographical issue.</li> <li>• Collect information from a variety of sources and <b>analyse</b> the results to identify patterns.</li> <li>• <b>Combine</b> a range of sources to provide a detailed picture of a location or geographical process</li> <li>• <b>Observe</b> and explain some of the ways that human activities affect the environment.</li> </ul>	
Enriched  	<ul style="list-style-type: none"> <li>• <b>Judge</b> the validity of different views on geographical issues forming opinions and conclusions about them.</li> <li>• Collect information from a variety of sources and use the results to <b>hypothesise</b> about the reasons for particular patterns, behaviours or reactions.</li> <li>• <b>Create</b> a range of sources that demonstrates an understanding of the different ways that information can be presented and <b>appreciate</b> the impact that this can have on the audience.</li> <li>• <b>Appreciate</b> the ways that human and physical processes</li> </ul>	

# Guerrilla Curriculum - Medium Term Planning: Explore Y5/6

The MTP will ID key learning and give a brief outline of context and activity. It will look at how to deliver key-skills and focus on what we will see if successful.

	can affect the environment and elaborate on how people/groups manage this impact.	
--	---	--