

St Ann's 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.

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

| Themed Skills: Explore: | | |
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| <ul style="list-style-type: none"> Recognise that they can impact their environment and community Show a commitment to justice Recognise their roles as Global citizens Communicate their learning in relevant ways Show empathy | | |
| 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>Formulate questions to gather specific information and data.</p> <p>Identify and summarise 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> |

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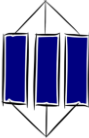
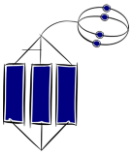
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| <p>geographical issue.</p> <p>Examine an increasing range of sources to develop an understanding of key human and physical features.</p> <p>Combine a range of sources to provide a detailed picture of a location or geographical process</p> <p>Observe and explain some of the ways that human activities affect the environment.</p> <p>Create a range of sources that demonstrates an understanding of the different ways that information can be presented and appreciate the impact that this can have on the audience.</p> <p>Judge 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> |
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Geography Assessment

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

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