

**Topic: Where is my tribe?****Term: Autumn 1 2020****Topic Length: 6 weeks**

<b>INTENT</b>	<b>Vision</b>	<b>Together we all discover, learn, grow and succeed</b>					
	<b>Values</b>	<b>W</b>	<b>A</b>	<b>R</b>	<b>M</b>	<b>T</b>	<b>H</b>
		Well-Being	Aspire	Relationships	Motivation	Trust	Holistic
	<b>Curriculum Design</b>	<i>The development of subject specific skills and learning behaviours coupled to the acquisition of knowledge</i>					
		<b>Learning Behaviours</b>		<b>Skills</b>		<b>Knowledge and Understanding</b>	
	Attitudes and attributes for learning and life		Subject specific skills required to attain and excel		Deep learning of the key concepts of our curriculum and the National Curriculum		

<b>IMPLEMENTATION</b>	<b>Our 10 Key Principles for Effective T&amp;L</b>	<b>High Aspirations</b>	<b>Inspire and Challenge</b>	<b>Pupil Progress</b>	<b>Positive Habitats</b>	<b>Variation</b>	<b>Developing Learning Behaviours</b>	<b>Relationships</b>	<b>Questioning and Feedback</b>	<b>Assessment for Learning</b>	<b>Subject Knowledge</b>	
	<b>Topic Purpose</b>	To study the colonisation of North America during the mid-nineteenth century and understand its impact on indigenous peoples, and to compare the different landscapes of modern day Ivybridge and 19 <sup>th</sup> century Iowa/Dakota.										
		Hook: 'Discovery' of Native American camp, local fieldwork						Outcome: Presentation of argument for or against colonisation of North America.				
	<b>Main Subjects</b>	Geography						Art and Design				
	<b>Key Performance Indicators</b>	<ul style="list-style-type: none"> <li>Locate the world's countries using maps to focus on Europe, and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</li> <li>Understand geographical similarities and difference through the study of human and physical geography of a region of the United Kingdom, a region in a European Country and a region within North or South America</li> <li>Use maps atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>						<ul style="list-style-type: none"> <li>To create sketchbooks to record their observations and use them to review and revisit ideas.</li> <li>To recreate pattern and design in the tradition Native American style using totem poles.</li> <li>To improve their mastery of art and design techniques, including drawing, painting and sculpture.</li> <li>Explore Native American prints and create/carve a tile to print on a t-shirt.</li> </ul>				
<b>Our Overarching Themes</b>	Relationships	Mastery	Community	Vocabulary / Oracy	Being Healthy / Active	Equity of Education	Developing Learning Behaviours	Fluency				



### Discrete Learning Opportunities

During the topic, the following subjects will also be taught. Although there will be some connection to our current topic, the learning is more discrete: (eg computing, PE, music, MFL, PSHE, cricket, etc...)

Subject	Key Performance Indicators
Computing	Logging in, use a search engine, copy and paste an image, typing a sentence
PE	Cricket coaching, ball skills (throw/catch/field)
MFL	French (colour, number, greeting)
PSHE	Children's rights