

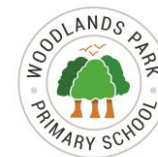


Topic: Our voyage into space

Term: Spring

Topic Length: 6 wks

INTENT	Vision	Together we all discover, learn, grow and succeed										
	Values	W	A	R	M	T	H					
		Well-Being	Aspire	Relationships	Motivation	Trust	Holistic					
	Curriculum Design	<i>The development of subject specific skills and learning behaviours coupled to the acquisition of knowledge</i>										
Learning Behaviours			Disciplinary Knowledge				Substantive Knowledge					
Attitudes and attributes for learning and life			Know How – Subject specific thinking and problem solving				Know What – Deep learning of the key knowledge					
IMPLEMENTATION	Our 10 Key Principles for Effective T&L	High Aspirations	Inspire and Challenge	Pupil Progress	Positive Habits	Variation	Developing Learning Behaviours	Relationships	Questioning and Feedback	Assessment for Learning	Subject Knowledge	
	Topic Purpose	<i>To understand the relationship between Earth and Space.</i>										
		<i>To understand the concept of Abstract Art and use this to create our own designs.</i>										
	Main Subjects	Science				Art				Geography		
	Key Performance Indicators	<ul style="list-style-type: none"> Describe the movement of the Earth and other planets relative to the sun in the solar system Describe the movement of the moon relative to the Earth Describe the sun, Earth and moon as approximately spherical bodies Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky Explain ideas with justifications. 				<ul style="list-style-type: none"> Recognise and group art from different movements e.g. surrealism and impressionism. Understand that abstract art is modern art which has colour, lines and shapes (form) but they are not intended to represent objects or living things. Notice patterns and themes in Art by a famous Artist (Peter Thorpe) Experiment using different techniques that could be used to create space art with an abstract background. Design a piece of Artwork inspired by Peter Thorpe. 				<ul style="list-style-type: none"> Understand country groupings of ‘British Isles’, ‘United Kingdom’ and ‘Great Britain’ Interpret maps and data to find out about the UK climate and understand the difference between climate and weather. Investigate maps to discover the key topographical features of the UK including hills, mountains, coasts and rivers. Name and locate counties of the UK and geographical regions, particularly in relation to agriculture and describe the key human and physical features. 		
Our Overarching Themes	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:

(e.g. computing, PE, music, MFL, PSHE, RE, etc...)

Subject	Key Performance Indicators
Computing	Learning how websites work and creating a website. <ul style="list-style-type: none"> • Use software (including internet services) to design and create programs, systems and content that accomplish given goals. • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour
PE	Gymnastics <ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. • Create extended sequences of movements involving the following gymnastics skills: Twisted shapes, Ways of travel, Balances, Moving out of balances, changes of level and Rolls.
PSHE	Dreams and goals <ul style="list-style-type: none"> • Share my dreams and goals. • Understand those the dreams and goals young people from different cultures might have. • Express how I feel about my dreams and goals and reflect on those of other people.



Key Objective Progression

Prior Knowledge	Year 6 - Our Voyage into space- Key Objective	Future Learning
Year 4- Locate the World’s countries using maps to focus on North and South America.	Geography -Name and locate counties of the UK and geographical regions, particularly in relation to agriculture and describe the key human and physical features.	KS3- Extend locational knowledge and special awareness of the world’s countries focusing on environmental regions such as polar and hot deserts.
Year 4- Locate the UK	Geography - Understand country groupings of ‘British Isles’, ‘United Kingdom’ and ‘Great Britain’	
Year 5- Physical Geography including climate zones and the water cycle.	Geography - Interpret maps and data to find out about the UK climate and understand the difference between climate and weather.	KS3- Build on their knowledge of globes maps and atlas’ and apply and develop this knowledge routinely in the classroom and in the field.
Year 5- Physical Geography including rivers, mountains, volcanoes and earthquakes.	Geography - Investigate maps to discover the key topographical features of the UK including hills, mountains, coasts and rivers.	KS3- Interpret Ordnance Survey maps in the classroom and in the field.
<u>Space is not taught below Upper Key Stage 2</u>	Science - Describe the movement of the Earth and other planets relative to the sun in the solar system	KS3- Pupils should be taught: <ul style="list-style-type: none"> • The composition and structure of the Earth • Gravity force • The sun as a star and other stars in the galaxy • Seasons related to Earth tilt • Day length at different times of the year • Light year as a unit of astronomical distance
	Science - Describe the movement of the moon relative to the Earth	
	Science - Describe the sun, Earth and moon as approximately spherical bodies	
	Science - Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky	
Lower Key Stage 2- Use straight forward Scientific evidence to answer question or to support their findings.	Science - Explain ideas with justifications	KS3- present reasoned explanations including explaining data in relation to predictions and hypothesis.

Report on finding from inquires including written and oral reporting.		
KS1 – Study of Jackson Pollock an abstract artist.	Art - Understand that abstract art is modern art which has colour, lines and shapes (form) but they are not intended to represent objects or living things.	- KS3 - Learn about the history of Art from Ancient times up to the present day.
Previous artists studied: KS1 Van Gogh (Surrealist artist) Jackson Pollock (Abstract artist) Georgia O’Keefe (Modernist artist) Andy Goldsworthy (Sculpture and land art) Local Artist (Impressionism) Giuseppe Archimboldo (Collage) Pauline Baynes (Illustration) William Morris (Art and craft- Pattern designer in a range of mediums)	Art - Recognise and group art from different movements e.g. surrealism and impressionism. Art - Notice patterns and themes in Art by a famous Artist (Peter Thorpe)	
<ul style="list-style-type: none"> Year 5- To improve their mastery of art and design techniques – drawing – using different techniques to create line, tone and shade to create form. 	Art - Experiment using different techniques that could be used to create space art with an abstract background.	KS3 - Use a range of techniques and media including painting. Increase their proficiency in the handling of different materials.
Year 5 - Design a piece of Art inspired by the Artist Pauline Baynes.	Art - Design a piece of Artwork inspired by Peter Thorpe.	KS3 - Use a range of techniques to record their observations and explore their ideas.