

SPRING 1 and 2– Cycle 2 – Extreme Earth – UKS2



GEOGRAPHY

- **G 3 To communicate geographically**
- M 3a Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.
- M 3c Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.

History

This term is a geography focus

SCIENCE

Sc11 To understand the Earth's movement in space

M3a Describe the Sun, Earth and Moon as approximately spherical bodies.
M3b Use the idea of the Earth's rotation to explain day and night.

To investigate sound and hearing

- Find patterns between the pitch of a sound and features of the object that produced it
- Find patterns between the volume of a sound and the strength of the vibrations that produced it.

Recognise that sounds get fainter as the distance from the sound source increases.

ject, eg volcano eruption, tsunami etc

Computing

Natural Disaster coding project

C1 To code (using Scratch):

- **C1 M3g** Use a range of sensing tools to control events and actions
- **C1 M3e** Set events to control other events by 'broadcasting' information as a trigger

ART

AD 3 To take inspiration from the greats (classic and modern)

M3a Give details (including own sketches) about the style of some notable artists, artisans and designers.
M3b Show how the work of those studied was influential in both society and to other artists.
M3c Create original pieces that show a range of influences and styles
Hokusai's 'Great Wave'
AD2 To master techniques
Sculptures
M 3a Show life qualities and real-life proportions or, if more abstract, provoke different interpretations in clay
Drawing
M 3b Use choice of techniques to depict movement, perspective, shadows and reflection artistic tornadoes
Collage
M 3a mix textures (rough and smooth, plain and patterned)
• Combine visual and tactile qualities
Diorama of extreme habitats

PSHE

Core value: Truth

- To articulate and justify answers, arguments and opinions

BRIGHT: Improving

SEAL – Going for goals

- To explore learning and the skills and dispositions that make an effective learner and how this can help achieve goals.

PSHE:

- To work collaboratively towards shared goals.

Spring 1 – Show online respect (Gaming together)

- To understand how to show respect in social situations.
- To recognise the importance of tone in both face-to-face and online communications.
- To understand that computer use should be moderated and that overuse can impact on their physical and mental health.

(Lesson focusses around conduct online and the addictive nature of online gaming e.g. Fortnite, Roblox)

(information for Teachers

<https://www.youtube.com/watch?v=06QhTffGF0k>)

Core value: Freedom

- To speak audibly and fluently with an increasing command of Standard English (e.g. create a presentation to the class).

BRIGHT: Gifted

SEAL - Good to be me

- To develop self-awareness by discussions around feeling good about myself, taking risks; managing my feelings – relaxing, coping with anxiety; standing up for myself – assertiveness, standing up for my view.

PSHE:

- To understand that there are human rights shared by all people and all societies and that children have their own special rights set out by the UN Declaration of the Rights of the Child.

Spring 2 – Keep it private

- To know how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request.

NSPCC: Alex 'I saw your...'

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/teaching-resources/>

Bright Learners: Improving Core Value: Truth

P.E

Gym

- Develop flexibility, strength, technique, control and balance - Balance and movement

ENGLISH

Class reader Kenzuke's Kingdom
Explanation texts – tornadoes, earthquakes, tsunami
Journalistic writing
Formal /persuasive letters
Adventure narrative
Poetry Haiku/Kennings/Cinquains

MUSIC

Year 6 – Drumming

Mu 1 To Perform

M 3g Perform with controlled breathing (voice) and skillful playing (instrument).
M 3b Perform solos or as part of an ensemble.
Year 5 – Garage Band

Mu 2 To Compose

M3 d Thoughtfully select elements for a piece in order to gain a defined effect.
M 3g Use digital technologies to compose, edit and refine pieces of music

RE DISCOVER

Christianity 1 Is anything ever eternal?



Extreme Earth

Extreme Earth – Knowledge Organiser



Topic Overview

We will be learning about different climate zones and physical features around the world. We will explore what causes natural disasters and how we can help prevent them.

Big Questions

How are **volcanoes** made? Where can they be found?

What is an **earthquake** and what causes it?

How can we avoid **floods**?

How are **mountains** formed?

What different **climate zones** are there and why are they important?

Key Geographical Concepts:

- The earth is made up of a hard **crust**, a liquid **mantle**, an **outer core** and an **inner core** (see diagram).
- Giant land masses called **tectonic plates** make the crust which float above the **mantle** and are responsible for forming **mountains**, **volcanoes** and even creating **earthquakes**.
- There are many different **climate zones** across the earth which are home to a vast range of **biomes**.
- There are **three** main **types of mountains**: fold **mountains**, fault-block **mountains**, and volcanic **mountains**. They get their names from how **they were** formed.

Key Geographical Vocabulary

climate zones – What the climate is like eg temperature, amount of rain
biomes – What the habitats are like e.g. desert, forest...
mountains – a land mass that reaches up higher than 600m above the sea
fold mountains – Where the earth is pushed together to create a fold.
fault mountains – Where the earth is pulled apart creating cliffs.
volcanic mountains – Where a volcano creates a mountain
volcanoes – a mountain where lava/ ash/ gas from the earth escapes
earthquakes – earth tremors caused by tectonic plate movement
water cycle – the process of water evaporating and condensing to form rain.
Tectonic plates – Large land masses which make up the earth's crust.

Key Scientific Concepts

The earth is a near **spherical** shape in space.
 The earth takes 24 hours to rotate once on its **axis**.
 The earth take approx. 365 days to **orbit** the sun.
 The moon takes approx. 29 days to **orbit** the earth – this is known as a lunar month.

Sound travels as **waves** from a source.
 The **pitch** of a sound can be changed by changing the source.
 The greater the **volume**, the greater the **vibrations**

Key Scientific Vocabulary

Spherical – ball like shape
Axis – an imaginary line about which a body rotates.
Orbit – the curved path of an object round a star, planet, or moon.
Seasons – Spring, summer, Autumn, Winter
Sound waves – See diagram below
Pitch – the tone/ note of a sound e.g. high/ low
Volume – how loud a sound is
Sound Vibrations – When sound causes an object to move rapidly to and fro.

A simple cross section of a volcano



Diagrams and images

