

OUR LEAD STATE OF BEING IS: GEOGRAPHER



We are **GEOGRAPHERS**

Locational knowledge: locate the world's countries, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, **Place knowledge:** understand geographical similarities and differences 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 South America. **Human and physical geography:** Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle; human geography, including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water. **Geographical skills and fieldwork:** use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.



WE ARE MATHEMATICIANS

Decimals and Percentages. Y4-decimals up to 1 decimal place. Y5-recognizing decimals up to 3 decimal places Understand thousandths; Y6-Understanding and calculating percentages Y6-Ratio and Algebra.
Y4, Y5 and 6-Converting units; area, perimeter, volume and statistics.

Our First Enquiry Question in Term 4 is: Where is our Twin?

OUR SUPPORTING STATES OF BEING ARE: ENGINEER AND SCIENTIST

We are **ENGINEERS**

Engineer's Skills -D&T: Design, generate, develop, model & communicate their ideas **Make:** select from & use a wider range of tools & equipment – textiles. Pupils will be sewing a banner to represent a 'twinned' city.

We are **SCIENTISTS- Working Scientifically-** recording [interpreting and re-presenting] data and results of increasing complexity using scientific diagrams and labels, tables, and bar and line graphs



Core Subjects Coverage:

Focused Texts: *The Explorer* by Katherine Rundell

Grammar and punctuation: Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] (Y6). Use hyphens. Use a range of sentence starts and structures. Develop the use of language for effect. Further pupils use of their 'Writing Checklist' targets in all writing.

Spelling: Spell and use all statutory words for their year group. Exploring prefixes and suffixes. Contractions, exploring different phonemes and their pronunciations.

Reading: Develop a reading habit based on reading for pleasure. Take part in informal book talk. Read a range of texts with fluency, building stamina to increase their words read per minute. **Inference:** write detailed answers to questions using the text.

WE ARE AUTHOR-WRITERS



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Where is our Twin?

OUR SUPPORTING
STATES OF BEING
ARE: ENGINEER
AND SCIENTIST

Using the Twin Towns of Salisbury we will explore the physical geography of both areas as well as a contrasting city of the same size in Brazil to provide cross-cultural as well as geographic understanding. Pupils will then design and make a textile banner to represent one of the chosen cities.



KEY VOCABULARY

comparison
region
physical features
human features
population
culture
economy
South America
Brazil
France

MILESTONES IN LEARNING

IKH Milestone

Learners are able to extract, compare and re-present geographical information and compare information scientifically. Learners are able to complete simple sewing skills.

IKO Milestone

Learners are able to explain the key geographical features (human and physical) of another country.

PKO Milestone

Learners can demonstrate different geographical terms that they have learnt

PKH Milestone

Learners will have a rationale as to why they have chosen the range of representations. Learners have used sewing skills to complete or contribute to an individual/class banner/flag.