



TOPIC – Natural Disasters

Week 1: W/B 7 th January	What and how are earthquakes caused? Human and physical geography describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
Week 2: W/B 14 th January	How are volcanoes formed? What makes them erupt? Human and physical geography describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
Week 3: W/B 21 st January	Where have earthquakes/volcanoes occurred in the world? What effects do they have on people? Place knowledge: <ul style="list-style-type: none"> 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 North or South America
Week 4: W/B 28 th January	Can a building be disaster resistant? <ul style="list-style-type: none"> DESIGN MAKE EVALUATE TECHNICAL KNOWLEDGFOOD CONSTRUCTION – How can the design of a building help keep people safe when a disaster strikes?
Week 5: W/B 4 th February	Can a building be disaster resistant? <ul style="list-style-type: none"> DESIGN MAKE EVALUATE TECHNICAL KNOWLEDGFOOD CONSTRUCTION – How can the design of a building help keep people safe when a disaster strikes?
Week 6: W/B 11 th February	How can we show a natural disaster? <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials about great artists, architects and designers in history.

TOPIC –Natural Disasters/Multi - Cultural Great Britain

Week 8: W/B 25 th February	Where do natural disasters occur in the world? Is there a reason why?
Week 9: W/B 4 th March	Extreme Weather – What types of extreme weather do we have in Cumbria/ Great Britain/Worldwide?
Week 10: W/B 11 th March	Is Cumbria a safe place to live in? - link to extreme weather Geographical skills and fieldwork: <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
Week 11: W/B 18 th March	Multi - Cultural Great Britain What do places of worship teach us about religions? What is a community? How is church a community? How does a church help Christians to remember their beliefs about Jesus? What can we learn from a visit to a church?
Week 12: W/B 25 th March	Multi - Cultural Great Britain What do places of worship teach us about religions? How does prayer in a mosque strengthen the Muslim community? How does giving zakah in a mosque strengthen the Muslim community? What can we learn about the ummah from a visit to a mosque?



English Links Including Speaking and Listening		Mathematics Cross Curricular Opportunities
Suggested Texts Kensuke's Kingdom – Michael Morpurgo Kennings Non-Chronological Reports – How a volcano is formed?	Additional S+L Opportunities: <ul style="list-style-type: none"> Open Afternoon – explanation to parents (volcano/earthquake) Class assembly 	Weather Station – Data Loggers Positive and Negative numbers – thermometer investigation

Enterprise and Building Learning Power:	Outdoor Opportunities / Trips and Visitor
Reflectiveness: Meta Learner Reflectiveness: Distil 	Comparing places of worship – Islam/Christianity –Mosque/Cathedral comparison Friction Investigation – outside surfaces Shoe Racism the Red Card - Carlisle

Spiritual, Moral, Social, Cultural inc. British Values Opportunities	Famous/Significant People Places and Events
<ul style="list-style-type: none"> School Council and Peer Mentors- Ongoing Weekly Learning Hero Vote See also Religious Education and SEAL Objectives 	Pupils might find out how scientists, for example, Galileo Galilei and Isaac Newton helped to develop the theory of gravitation.

 <h2 style="display: inline;">Science Opportunities</h2> 					
Explore	X	Observation	X	Fair Test	X
Pattern Seeking	X	Identification	X	Research	X
Forces Pupils should be taught to: <ul style="list-style-type: none"> explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. 					




History


N.C - Pupils should be taught about:

To understand chronology

- Use dates and terms accurately in describing events.
- Opportunity to research the biggest volcanoes and earthquakes in history.


Geography


N.C - Pupils should be taught to:

Human and physical geography describe and understand key aspects of:

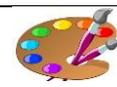
- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, **volcanoes and earthquakes**, and the water cycle

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 North or South America

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world


Art and Design


Improve their mastery of DIGITAL MEDIA – link to earthquakes/volcanoes

N.C - Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.


Music


Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Music Express – World Unite

Children will get into the groove by exploring rhythm and melody in singing, movement and dance. The children will learn about beat, syncopation, pitch and harmony, and take a trip around the world to celebrate the universal language of music.

Design Technology

N.C - When designing and making, pupils should be taught to:

- **DESIGN**
- **MAKE**
- **EVALUATE**
- **TECHNICAL KNOWLEDGFOOD**



CONSTRUCTION – research construction of buildings – How can the design of a building help keep people safe when a disaster strikes?	
<h2>Computing and ICT</h2>	
<p>E-Safety – ongoing throughout</p> <p>Information Technology</p> <ul style="list-style-type: none"> Use Excel, Data Loggers (weather/temperatures) and podcasting equipment. Insert a range of media (images, text and sound) into a document. <p>Computer Science</p> <ul style="list-style-type: none"> Understand parallel execution as creating two independent threads that run alongside each other. Understand, use and create programmes that use the terms <i>sequence, looping, conditional statement, variable, event handling, parallel execution, keyboard input, random numbers, Boolean logic.</i> 	
<h2>Religious Education</h2>	
<p>Multi-Cultural Great Britain (WORSHIP FOCUS) Compare Christianity and Islam/Cumbria to a major city</p> <p><u><i>To understand practices and lifestyles</i></u></p> <ul style="list-style-type: none"> Explain the practices and lifestyles involved in belonging to a faith community. Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. Show an understanding of the role of a spiritual leader. 	
 <h2>Physical Education</h2> 	
<p>1.Dance 1.Gym (Key steps) 2.Multi skills – High 5 netball 2.Badminton</p>	