



BRABIN'S ENDOWED PRIMARY SCHOOL

Class: Oak Year 5/6 Term: Summer 2
2021 Curriculum Unit - London

Key Learning Overview;-

Geography- children will study the physical and human geography of London and understand why it is capital city of the UK. They will use a range of maps to study changes to the city throughout history. **Science**- Children will study the classification of living things including: micro-organisms, plants and animals. They will learn the meaning of the terms 'vertebrate' and 'invertebrate' and be able to classify types of these animals. This will also include the classification on plants.

Music- Children will follow the journey of music through the ages, with a particular focus on classical music genres. They will listen to a range of pieces, understand how musical elements are combined, understand how music was/is produced and know that time and place can influence how music is created and performed.

Writing Opportunities-we will write: a range of reports on London, create our own play script and produce a collection of figurative poems

Class Novel, key texts and extracts-Novel: The Imaginary Extracts of: a novel and play script linked to the Summer Production, play scripts based on children's classic fiction and a collection of figurative poems.

Curriculum Shapers

- Be Curious: engage in first hand experiences by visiting the capital city of London
- Be Knowledgeable: nurture a thirst for knowledge
- Be Adventurous: work outside of your comfort zone (Summer Production)
- Be Ambitious: link with experts and develop responsibility for one's own learning
- Be Collaborative: work with each other as a team (Summer Production)
- Be Positive: develop self- esteem

Key Questions

- What is the history of London?
- What are London's physical features?
- What are London's human features?
- How many people live there?
- What is the population of London like?
- Why is London important for the UK?
- How can living things be classified?
- What are vertebrates and invertebrates?
- What are some of the similarities and differences between the characteristics of living things?
- How has British music changed over throughout history? Over the last 100 years?
- How have classical composers influenced modern music?

Key Skills Coverage - Geography

Prior Knowledge

Year 1/2: United Kingdom- countries and capitals

Year 1/2: A study of Blackpool- the seaside then and now

Year 3/4: Local Study- Ribchester Year 3/4: European study

Key Geographical Skills

Locational Knowledge

- Locate the world's countries, using maps to focus on where the UK is in Europe
- Identify the position and significance of latitude, longitude, Northern Hemisphere and the Prime/Greenwich Meridian and time zones (including day and night).

Physical and Human Geography

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes.
- 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.

Mapping

- Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied.
- Relate different maps to each other and to aerial photos.
- Begin to understand the differences between maps
- Choose the most appropriate map/globe for a specific purpose.
- Use the scale bar on maps and compare map scales

Fieldwork

- Use eight cardinal points to give directions and instructions.
- Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies.
- Interpret data collected and present the information in a variety of ways including charts and graphs.
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Enquiry

- Ask and answer questions that are more causal

Key Vocabulary

Time Zone- a region in which all the clocks are set to the same time. The earth is divided into twenty-four time zones. The time in each zone is one hour earlier than it is in the zone to its east. **Greenwich Meridian**- a borough of London, England, through which the prime meridian passes. An imaginary line. **City**- large town. London is a city. **County**- a region of Britain or Ireland which has its own local government **urban**- belonging to, or relating to, a town or city **rural**- places which are far away from cities or towns **environment**- surrounding area in which a person lives **green belt**- an area of open land around a city, on which building is restricted. **Suburb**- an outlying district of a city, especially a residential one



Key Skills Coverage - Science

Prior Knowledge

- Year 1/2: Animals including humans- hygiene
- Year 1/2: Animals including humans- exercise and survival
- Year 1/2: Living things and their habitats
- Year 1/2: Plants
- Year 3/4: Plants
- Year 3/4: Rocks and Fossils
- Year 3/4: Habitats and Animals
- Year 3/4: recognise that living things can be grouped in a variety of ways
- Year 3/4: explore and use classification keys to help group, identify and name a variety of living things in their local area and wider environment

Key Scientific Skills

Knowledge

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics.

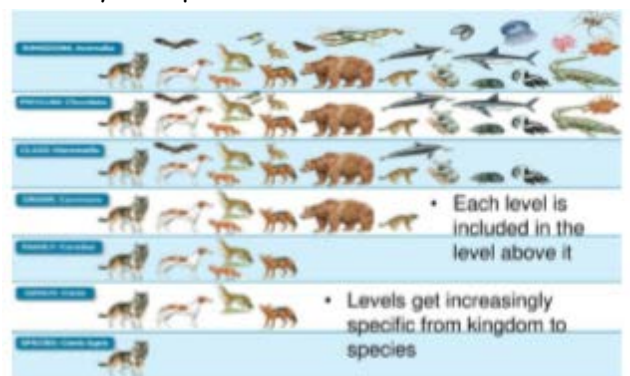
Working Scientifically

- Report and present findings from enquiries, including conclusions and causal relationships, in oral and written forms such as displays and other presentations, using appropriate scientific language
- By using classification systems and keys.
- By identifying and classifying] some animals and plants in the immediate environment.
- By researching unfamiliar animals & plants from a broad range of other habitats & decide where they belong in the classification system



Key Vocabulary

- Classification key**- a system which divides things into groups or types
- environment**- all the circumstances, people, things, and events around them that influence their life
- food chain**- a series of living things which are linked to each other because each thing feeds on the one next to it in the series
- habitat**- the natural environment in which an animal or plant normally lives or grows
- characteristics**- the qualities or features that belong to them and make them recognisable
- species**- a class of plants or animals whose members have the same main characteristics and are able to breed with each other
- Prey**- an animal hunted or captured for food
- predator**- an animal that kills or hunts another animal for food
- Vertebrate**- a creature with a spine or backbone
- invertebrate**- a creature which does not have a spine
- Carnivore**- an animal that eats meat
- omnivore**- animal which eat all kinds of food- plants and meat
- herbivore**- an animal that only eats plants



Key Skills Coverage - Music

Prior Knowledge

Year 1/2: Latin Music (performing and listening) Year 3/4: Rock and Roll (history of music, performing and listening)
Year 3/4: European Composers (history of music, listening and composing)

Key Musical Skills

Knowledge

- develop an understanding of the history of music.
- use and understand staff and other musical notations

Listening

- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Musical Elements (Revise all briefly through listening process)

1. Pitch: Identify short phrases and long phrases, prominent melody patterns in a piece of music, Improvise a melodic patterns and melodies.
2. Duration: Perform rhythmic patterns and ostinato, identify a silence in a rhythmic pattern with a gesture, indicate strong and weak beats through movements and recognise a metre.
3. Dynamics: Recognise crescendo, diminuendo assess the appropriateness of dynamic.
4. Tempo: Identify the differences between fast and slow tempos and identify the tempo of music as fast, moderate, slow, getting faster or getting slower.
5. Timbre: Identify groupings of instruments and recognise the instruments heard in a piece of music.
6. Texture: Understand how the texture might vary in a song.

Key Vocabulary

orchestra - a large group of instruments, usually classical
structure- the order of a piece
bar - a regular section on a staff, separated by vertical lines. Contains the beat
staff - five horizontal lines on which notes are written
notation - a method of writing music
clef - a symbol on written music, defining what pitch to play the note
rest - moment when a note is not played for a defined length of time
beat- unit of rhythm

Note lengths

♩ Semibreve – 4 beat
♪ Minim – 2 beats
♪ Crotchet – 1 beat
♫ Quaver – ½ beat
♬ Semiquaver – ¼ beat

