

Spring Curriculum Unit- Mountains and Rivers

As geographers: We will learn about physical geography, rivers, mountains and the water cycle. Use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build our knowledge of the United Kingdom and the wider world.

Artwork
Lanscapes



Science
The water cycle

Technology
Research. Google Earth, Digimaps

Novel or Poem
Wordsworth -
Daffodils

Maths
Study climate graphs

English
Biographys linked to people
of the mountains

Key Learning:-

Children will be able to name and locate geographical regions and their identifying physical characteristics, including hills, mountains and rivers. They will learn about the Water Cycle. Children will have the opportunity to use maps, and digital/computer mapping. They will learn to use the eight points of a compass, four-figure grid references, symbols and key

Within music they will learn to improvise and compose music and listen with attention to detail and recall sounds with increasing aural memory

As computer technicians we will learn the key skills of email and typing and use these to aid our research into the mountains.

As artists we will focus on drawing landscapes using perspective and shade and tone using the paintings of Katsushika Hokusai as inspiration.

As scientists we will learn about why the water cycle is **important** to all life on earth.

4 Rs Resourcefulness Reciprocity Reflection, Resilience	Oracy	Be excited and curious to learn	Spirituality Soar in Faith	Nurture Soar in Talents	Wisdom	Serve others courageously
Children will have the opportunity to show resilience in answering research questions. Reciprocity; working in groups to research. Reflection; critiquing and evaluation information and their own work.	Children will share key learning facts and research with each other when they produce their results of research work	What if it didn't rain in Britain?	What if studying landscape involved loving attention to God's world	Use our talents in art to sketch landscapes for others and develop an environmental awareness in order to challenge cultural habits. (e.g. litter, excess packaging)	Respond to the knowledge of others. Ask and answer questions to further understanding	Challenge cultural ideas about waste and how this effects the environment

1 Pre-exposure	2 Preparation	3 Initiation & acquisition	4 Elaboration Incubation & memory encoding	5 Verification & confidence checking	7 Celebration & integration
Children will be made aware of the new focus for learning in previous term	Wow start. Ariel photographs. Sound of music	Teacher to provide necessary knowledge to develop skills and understanding	Children will have opportunities for individual research and group work to practise their understanding Children will develop their learning in different ways e.g. Posters, Explanation texts, Presentation displays	Children will present their learning in different ways to peers. Question and answer session	Displays
Links to British Values Learning about the natural environment gives the children a mutual respect of other people's views of how to use the natural environment			Other Resources		
Parental involvement Homework			Links with Experts /visitors/visits Hill walk to Great Hill and Rivington Pike		