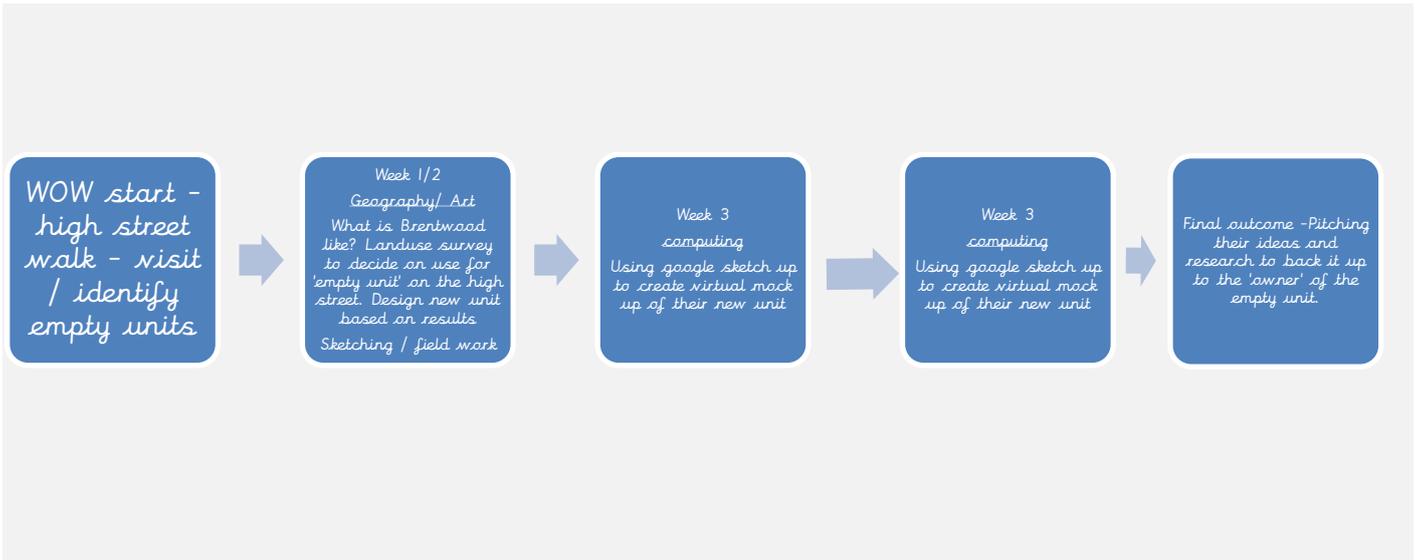


Year 5/6 Geography based unit - 'A better Brentwood' (3 weeks)



Overview of unit: The main focus of this unit is exploring the settlement where the children live and doing field work to investigate land use in the main high street. They will carry out surveys to help them identify what facilities exist and what are missing (possibly linked to current issues in area). They will then design a new unit for the high street to try and meet this need using google sketch up to realise their ideas in digital form. Using Charanga, the children will compose a piece of music to accompany their advertising campaign. The project will finish with an 'apprentice' style 'pitch building on presentation skills.

Geography skills	Art skills
<ul style="list-style-type: none"> • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area (sketch maps, plans and graphs) • Record the results in a range of ways. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps) • Describe key aspects of human geography, including: land use, economic activity including trade links. • Create maps of locations identifying patterns • Economic • Field work • Facilities <p>Previous knowledge Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of the compass, four-figure grid references, symbols and keys to communicate knowledge of the United Kingdom and the wider world Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Describe key aspects of: Physical geography, including: rivers and mountains</p>	<ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Perspective • Annotate • Composition <p>Previous knowledge: to improve their mastery of art and design techniques, including drawing and painting with a range of materials learn about great artists in history (Frida Kahlo) Claude Monet - painting, <u>Previous Vocabulary:</u> inspiration, style, vibrant colours</p>

human geography, including: settlements and land use. (learn key facts for each country e.g. population)

Vocabulary:

Latitude longitude Equator Northern hemisphere Southern hemisphere Tropic of Cancer Tropic of Capricorn Arctic Circle Antarctic Circle Prime/Greenwich Meridian

Music

- Play and perform in ensemble contexts using their voices and playing musical instruments using increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Use and understand staff and other musical notation
- Appreciate and understand a wide range of live and recorded music from different traditions and composers

- **Ensemble**
- **Staff**
- **Dimensions**

Previous knowledge

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
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

Computing skills

- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

Basic skills to be taught alongside:

- Chooses the ICT tools independently - year 5
- Is aware of security software in use in school and at home - year 6
- Is aware of compatibility issues between different programs or versions of the same program - year 6

- **Multimedia**
- **Software**

Previous knowledge

- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration

Basic skills to be taught alongside:

- Can consider which program to use for a task - year 3
- Selects and appropriate ICT method to present their information - year 3
- Can find information using a variety of ICT sources - year 4
- Can choose the type of program for a given task - year 4

Human and physical features exist within a settlement and can affect how a piece of land is used.

A business will be successful, dependent on the demand for its services.

Economic activity can be affected by the wealth of the people living in the local area and the economy of the country in general.

In order to generate ideas, firstly you must identify the needs of an area and the people living in it. This can be achieved by devising, carrying out and analysing the results of a survey.

Musical notes are written on a staff - a crotchet is a single beat, a minim is worth two beats and a semi-breve is worth four beats.

A quaver is worth half the beat of a crotchet.