

Y5/6 Cycle A Autumn 2 MTP: Volcanoes, Earthquakes and Natural Disasters

SUBJECT	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	
Geography	<p><b>What Are Mountains?</b> <b>SESSION 1A</b></p> <ul style="list-style-type: none"> <li>✓ To know the main physical features of mountains.</li> <li>✓ To know how to use six-figure grid references.</li> <li>✓ To know how to use a topographic map to recognise and compare land height.</li> </ul>	<p><b>What are earthquakes and why do they happen?</b> <b>SESSION 2A</b></p> <ul style="list-style-type: none"> <li>✓ To use knowledge of historical natural disasters and geographical understanding to share ideas and hypothesise about natural disasters.</li> <li>✓ To know how and why earthquakes happen.</li> <li>✓ To recognise that earthquakes can have a positive and negative impact.</li> </ul>	<p><b>What Are Volcanoes?</b></p> <ul style="list-style-type: none"> <li>✓ To identify and understand the main physical features of volcanoes.</li> <li>✓ To know how to collect and record data in a table and a bar chart.</li> </ul>	<p><b>What effect did the eruption of Mount Vesuvius have on Pompeii?</b> <b>SESSION 4A</b></p> <ul style="list-style-type: none"> <li>✓ To understand how the volcanic eruption in Pompeii changed the geographical landscape.</li> <li>✓ To use historical and geographical knowledge to hypothesise, with evidence, on changes to Naples over time.</li> </ul>	<p><b>How have natural disasters shaped our world?</b> <b>DOUBLE SESSION ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>✓ To understand how natural disasters have changed geographical features in Italy and the United Kingdom over time.</li> <li>✓ To know how to collect and record data in a table and a bar chart.</li> </ul>		
	<p><b>What Are Mountains?</b> <b>SESSION 1B</b></p> <ul style="list-style-type: none"> <li>✓ To know that mountains are part of the Earth's crust.</li> <li>✓ To know the difference between fold, fault-block and dome mountains.</li> <li>✓ To use satellite imagery to analyse the globe and to locate key locations from space.</li> </ul>	<p><b>What are earthquakes and why do they happen?</b> <b>SESSION 2B</b></p> <ul style="list-style-type: none"> <li>✓ To use knowledge of historical natural disasters and geographical understanding to share ideas and hypothesise about natural disasters.</li> <li>✓ To know that the Richter scale is used to measure the magnitude of earthquakes.</li> <li>✓ To use knowledge of earthquakes to compare the impact of different magnitudes on human and physical features.</li> <li>✓ To know how to draw a sketch map from a high viewpoint.</li> </ul>		<p><b>What effect did the eruption of Mount Vesuvius have on Pompeii?</b> <b>SESSION 4B</b></p> <ul style="list-style-type: none"> <li>✓ To understand how the volcanic eruption in Pompeii changed the geographical landscape.</li> <li>✓ To draw a sketch map from a high viewpoint.</li> </ul>			
Art & Design			<p><b>How did the artwork of the Ancient Greeks influence Roman artwork?</b></p> <ul style="list-style-type: none"> <li>✓ To understand how the Romans' conquering Greece influenced their art.</li> <li>✓ To know that there are similarities between Ancient Greek and Roman pottery in terms of design, imagery, colour and line.</li> </ul>	<p><b>How can I print using more than one colour?</b></p> <ul style="list-style-type: none"> <li>✓ To know how to use poly-block, a roller and paint to create poly-block printing in at least two colours.</li> <li>✓ To accurately use shape to create a printing block.</li> <li>✓ To know how to print onto a textile.</li> </ul>	<p><b>How can I replicate Exekias' style using printing?</b> <b>SESSION 3A</b></p> <ul style="list-style-type: none"> <li>✓ To use knowledge of Exekias' style to design their own poly-blocks considering use of colour, line and form.</li> </ul>	<p><b>How can I replicate Exekias' style using printing?</b> <b>SESSION 3B</b></p> <ul style="list-style-type: none"> <li>✓ To independently adapt and refine design choices as a result of evaluation with a partner.</li> <li>✓ To use knowledge of Exekias' style to design their own poly-blocks considering use of colour, line and form.</li> <li>✓ To know how to use poly-block, a roller and paint to create poly-block printing in at least two colours.</li> </ul>	

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						How can I replicate Exekias' style using printing? <b>SESSION 3C</b>
						To use knowledge of different types of stitches to apply decoration using needle and thread. DT
Science	How do humans change as they develop into old age? <b>SESSION 1A</b>	How do humans change as they develop into old age? <b>SESSION 1B</b>	<b>OPTIONAL SESSION</b> What is puberty?		How are the gestation periods of mammals different?	
	<ul style="list-style-type: none"> <li>✓ To know that humans change as they grow older.</li> <li>✓ To know the stages of the human life cycle.</li> <li>✓ To describe the different features of the different stages of the human life cycle.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To know and describe the physical changes (e.g., appearance) that occur from adulthood to old age.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To know that puberty occurs during adolescence.</li> <li>✓ To know that puberty is when sexual development occurs.</li> </ul>		<ul style="list-style-type: none"> <li>✓ To know that a gestation period is the length of time a foetus develops in the womb.</li> <li>✓ To explore ideas and identify different kinds of questions, with support, to be answered in scientific enquiry. (WS)</li> <li>✓ To record data and results of increasing complexity accurately using scientific diagrams and label, tables, scatter graphs, bar and line graphs, with support. (WS)</li> <li>✓ To analyse results and form conclusions which answer scientific enquiry questions, with support. (WS)</li> <li>✓ To use relevant and accurate scientific language to discuss, communicate and justify scientific ideas, with support. (WS)</li> <li>✓ To report and present findings from scientific enquiries in a variety of ways (presentations, displays etc.), including both oral and written forms, with increasing confidence. (WS)</li> <li>✓ To identify secondary sources which support ideas and findings, separating fact from opinion, with support. (WS)</li> </ul>	

