Y5/6 Cycle B summer MTP: South America

SUBJECT	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12
Geography					**Where are the Americas?**	**What are the environmental regions of South America?**	**How do the environmental regions determine the resources South America produces and trade around the world?**	**What are primary, secondary and tertiary processes of a supply chain?**	**How does trade in South America compare to our local area and the UK?**	**What is a marine biome?**	**What are mangroves and where are they located in South America?**	**How are humans having an impact on marine biomes?**
					✓ To know and locate the world's countries focusing on North and South America and their major cities. ✓ To identify the biomes and vegetation belts of North and South America. ✓ To locate the countries in North and South America and their major cities by selecting and using maps, atlases, globes or computer mapping.	✓ To identify the biomes, climate and elevation of regions of South America. ✓ To independently select relevant maps, atlases, globes or computer mapping to follow a line of enquiry.	✓ To describe and understand trade links and the distribution of natural resources from South America. ✓ To know the difference between import and export. ✓ To know some of the foods exported from South America.	✓ To know what primary, secondary and tertiary processes are in a supply chain. ✓ To describe and understand trade links and the distribution of natural resources from South America.	✓ To identify the different forms on industry in their locality. ✓ To use their knowledge of trade and industry in their locality, the UK and South America to make comparisons. ✓ To know how to use a range a fieldwork techniques to gain knowledge about local industry.	✓ To identify, describe and understand the physical features of the marine biome.	✓ To know what a mangrove is and where these are located in South America. ✓ To identify, describe and understand the physical features of the marine biome.	✓ To understand and describe human threats to the marine biome.
												What makes South America a unique location? ASSESSMENT
												✓ To describe and understand trade links and the distribution of natural resources from South America. ✓ To identify the biomes,

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												✓ To know the climate and elevation of regions of South America. ✓ To know some of the foods exported from South America. ✓ To identify, describe and understand the physical features of the marine biome.
Science				**EVOLUTION AND INHERITANCE** **How has the Earth changed over millions of years?**	**How do animals change to survive in their habitat?** **SESSION 3A**	**How do plants change to survive in their habitat?**	**How have humans evolved?**	**What can living things inherit from their parents?**	**LIVING THINGS AND THEIR HABITATS** **Session 1A** **What is classification?**	**Session 1B** **What is classification?**	**Session 1C** **What is classification?**	**Session 1D** **What is classification?**
				✓ To know that the surface of the Earth has changed over time, leading living things to adapt in order to survive. ✓ To know that living things have changed over time. ✓ To know and explain what adaptation is. ✓ To know that living things adapt to their environment to survive. ✓ To know and give examples of some animals that have become extinct e.g., dinosaurs. ✓ To explain how some living things that do not adapt become extinct. ✓ To know that some living things become extinct due to the actions of humans e.g., forced changes to their environment, poaching etc.	✓ To know and explain what adaptation is. ✓ To know that living things adapt to their environment to survive. ✓ To explain how some living things that do not adapt become extinct. ✓ To use knowledge of adaptation to explain some examples of how animals have adapted to suit their environment.	✓ To know and explain what adaptation is. ✓ To use knowledge of adaptation to explain some examples of how plants have adapted to suit their environment. ✓ To record data and results of increasing complexity accurately using scientific diagrams and label, tables, scatter graphs, bar and line graphs. (WS) ✓ To analyse results and form conclusions which answer scientific enquiry questions. (WS)	✓ To know and explain what evolution is. ✓ To know that adaptation over many years may lead to evolution.	✓ To know and explain what inheritance is. ✓ To know that living things produce offspring of the same kind. ✓ To know that offspring are not identical to their parents. ✓ To know that living things inherit characteristics and features from their parents. ✓ To know that variation in offspring can lead to features which make animals more or less able to survive in particular environments.	✓ To know what vertebrates and invertebrates are. ✓ To identify similarities and differences between living things. ✓ To classify living things according to their common observable characteristics. ✓ To use knowledge of observable characteristic to justify the groups livings things have been classified in. ✓ To explain what classification is. ✓ To use and develop keys to identify, classify and describe living things and materials. (WS)	✓ To explain how scientific ideas have developed over time. (WS) ✓ To identify evidence that refutes or supports a scientific idea. (WS) ✓ To identify secondary sources which support ideas and findings, separating fact from opinion. (WS)	✓ To use and develop keys to identify, classify and describe living things and materials. (WS) ✓ To identify evidence that refutes or supports a scientific idea. (WS) ✓ To classify living things according to their common observable characteristics. ✓ To use knowledge of observable characteristic to justify the groups livings things have been classified in.	✓ To use and develop keys to identify, classify and describe living things and materials. (WS) ✓ To select and plan the most appropriate type of scientific enquiry to answer a scientific question. (WS) ✓ To record data and results of increasing complexity accurately using scientific diagrams and label, tables, scatter graphs, bar and line graphs. (WS) ✓ To predict wider results and trends based on the analysis of data gathered. (WS)

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				Who is Charles Darwin? ✓ To explain how scientific ideas have developed over time. (WS) ✓ To identify secondary sources which support ideas and findings, separating fact from opinion. (WS) ✓ To explore ideas and identify different kinds of questions to be answered in scientific enquiry. (WS)	**How do animals change to survive in their habitat?** **SESSION 3B** ✓ To know and explain what evolution is. ✓ To know that adaptation over many years may lead to evolution. ✓ To explain how some living things that do not adapt become extinct. ✓ To identify different causal relationships and trends in data. (WS) ✓ To record data and results of increasing complexity accurately using scientific diagrams and label, tables, scatter graphs, bar and line graphs. (WS) ✓ To analyse results and form conclusions which answer scientific enquiry questions, with support. (WS)	**What is palaeontology?** ✓ To know and explain that fossils provide information about living things that inhabited the Earth millions of years ago.						

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Art	How does Henri Rousseau create depth and movement in his paintings?	How is tone created?	How is perspective created? How does altering tone create texture?	How do light sources create tone? How do I create my own composition in the style of Henri Rousseau? Session 6A	How do I create my own composition in the style of Henri Rousseau? Session 6B	How do I create my own composition in the style of Henri Rousseau? Session 6C						
	✓ To know that Henri Rousseau was a painter who created work with a tropical theme. ✓ To know how Henri Rousseau created depth and movement in his paintings.	✓To know that tone can be changed by the use of tonal gradient, layering and use of directional lines when drawing. ✓To know that different drawing mediums can create varied tonal effects when used individually and when layered.	Session 3 ✓To know how artists alter the vanishing point and horizon line to change the perspective, focal point and depth in a composition. ✓To know how to change perspective by altering the vanishing point and horizon line in their work. Session 4 ✓ To know how different drawing techniques (such as hatching, scumbling and stippling) can alter tone to create texture. ✓ To independently select drawing materials to match an intended purpose.	Session 5 ✓ To know that the position of a light source can create cast shadows, dark sides and light sides to alter tone. ✓ To independently select drawing materials to match an intended purpose. Session 6A ✓ To use knowledge of perspective, tone, texture and light to select appropriate drawing techniques to create a composition influenced by Henri Rousseau.	✓ To use knowledge of perspective, tone, texture and light to select appropriate drawing techniques to create a composition influenced by Henri Rousseau.	✓To use knowledge of perspective, tone, texture and light to select appropriate drawing techniques to create a composition influenced by Henri Rousseau. ✓To know how their work has been influenced by the techniques of Henri Rousseau and to identify how they have innovated to create their own personal style.					
D&T							How does seasonality affect our food choices?	Why do we source our food from so many different countries?	How does nutritional content affect our food choices? SESSION 3A	Where do our eggs come from?	How can we adapt recipes to suit our lifestyle?	How can we safely prepare a nutritious meal? SESSION 6A

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							✓ To know that food is grown, reared and caught in the UK, Europe and the wider world. ✓ To know that the seasons affect food availability, and this is called seasonality. ✓ To know that Rachel Green is a farmer and chef focussed on seasonality.	✓ To know that food is grown, reared and caught in the UK, Europe and the wider world.	**SESSION 3A** ✓ To use knowledge of a healthy and varied diet to plan and evaluate meals for different lifestyles.	✓ To know that food is grown, reared and caught in the UK, Europe and the wider world. ✓ To know the difference between cage-reared and free-range eggs.	✓ To use knowledge of cooking, nutrition and seasonality to adapt recipes for different lifestyles and diets. ✓ To know how to accurately scale a recipe up or down.	**SESSION 6A** ✓ To know what cross-contamination is, and how to maintain a high level of hygiene when preparing raw and cooked food to prevent this. ✓ To know how to remove bones from cooked fish so it is safe to eat. ✓ To know how to use a heat source safely to prepare savoury dishes.
									How does nutritional content affect our food choices? **SESSION 3B**			**How can we safely prepare a nutritious meal?** **SESSION 6B**
									SESSION 3B ✓ To know that different varieties of the same type of food can vary in terms of cost, convenience, nutritional value and taste.			**SESSION 6B** ✓ To know how to use a knife safely to peel, chop, dice and slice fresh ingredients for a savoury dish. ✓ To know what cross-contamination is, and how to maintain a high level of hygiene when preparing raw and cooked food to prevent this. ✓ To know how to remove bones from cooked fish so it is safe to eat. ✓ To know how to use a heat source safely to prepare savoury dishes.