

<b>TOPIC</b>	<b>Magnificent Mountains</b>		<b>Driver subject(s)</b>	Geography
<b>Values (s)</b>	Responsibility – How can we take responsibility for others and ourselves? Ambition – How can I challenge myself to be the best I can be?			
<b>Learning Links</b>	<b>Past</b> – How are mountains formed and how long ago were they created? <b>Present</b> – Where are the major mountain ranges in the world? <b>Future</b> – With the rising sea levels due to global warming, will we be forced to live on mountains?	<b>Global Themes</b>		<b>EDI/Cultural Capital</b>
		Equality, Diversity & Inclusion (EDI) Aspiration Environment		
<b>Opening Wow /Immersive classroom</b>	Sarah Hepworth – Shakespeare Immersive Workshop	<b>End of topic showcase (Sharing with parents)</b>	Monologue performances for Othello and DT 3D Mountains project	
<b>Trips/Visitors</b>	n/a			
<b>What do the children want to learn?</b>	Who has explored different mountains? Where do their names come from? Do all mountains have snow on top? How many mountains are there in the world? How are they formed? What classifies a mountain? Most climbed mountain?			
<b>English Text</b> Inc. Genre/Text Type	<b>Humanities (Geography &amp; History)</b>	<b>Creative (Art/DT/Music/Computing/French)</b>	<b>Science</b>	<b>RE/PSHE/RSE</b>
<b>Othello</b> Tragedy (classical)  Monologue Police incident report Letter	<b>Magnificent Mountains:</b> I know about, name and locate many of the world’s most famous mountainous regions.  I know that The Alps stretches over 8 countries and I can name at least 4 of them.  I can name and locate mountains in the UK	<b>DT – 3D Models:</b> I can explain and justify how a product will appeal to a specific audience. I can use my knowledge to independently plan by suggesting what to do next. I can learn to use a wide range of tools and equipment safely, appropriately and accurately. I can explain the importance of reviewing each construction phase to	<b>Working scientifically – Electricity:</b> Know how to stay safe when working with electricity. Describe the use of different components within a circuit: cells, wire, switch, buzzer, bulb, motor (consolidation) Represent and reproduce simple circuits in diagrams using recognised symbols Describe the differences between series and parallel circuit.	<b>RE SACRE</b> <b>Christmas</b> <b>Concept: Incarnation</b> <b>Key Question:</b> <b>Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?</b> <b>Religion: Christianity</b>

	<p>I can name and locate mountains in the East midland's region.</p> <p>I can understand the similarities and difference of a mountain in my region and another type of mountain in North America. (The Rocky Mountains)</p> <p>I can understand why people choose to visit mountainous regions.</p> <p>I know how different mountains are formed.</p> <p>I know the features of mountains.</p> <p>I know and can describe the climates of some mountain environments.</p> <p>I know what mountains are.</p> <p>I can describe and understand key features of mountains in relation to their physical features.</p>	<p>ensure that each part works and is secure to achieve a fully effective end product.</p> <p>I understand and can demonstrate that mechanical and electrical systems have an input, process and output.</p> <p>I can explain how mechanical systems, such as cams, create movement and use mechanical systems in their products.</p> <p><b><u>Music – Charanga Scheme:</u></b> Classroom Jazz 2</p> <p><b><u>French – Salut Scheme:</u></b> Family</p>	<p>Design and build a game that involves an electric circuit</p> <p>Construct simple series circuits and identify the uses of different components.</p> <p>Investigate how differences in voltage affect the performance of components within a circuit</p> <p>Plan and carry out an investigation of wires, ensuring a fair test</p> <p>Make accurate measurements and draw conclusions based on results, using a range of scientific equipment.</p> <p>Record data and results using circuit diagrams, tables and line graphs.</p> <p>Build simple series and parallel circuits to solve problems</p>	<p><b><u>RSE</u></b> <b><u>Myself and My Relationships - My Emotions</u></b></p> <p>How can we make mental wellbeing a normal part of daily life, in the same way as physical wellbeing?</p> <p>What does it mean to have a 'strong sense of identity' &amp; 'self-respect'?</p> <p>What can I do to boost my self-respect?</p> <p>How do I manage strong emotions?</p> <p>How can I judge if my own feelings and behaviours are appropriate &amp; proportionate?</p> <p>How do I recognise how other people feel and respond to them?</p> <p>What is loneliness and how can we manage feelings of isolation?</p> <p>How common is mental ill health and what self-care techniques can I use?</p> <p>How and from whom do I get support when things are difficult?</p>
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