

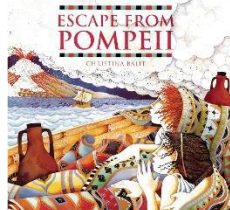
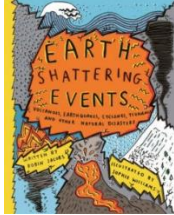
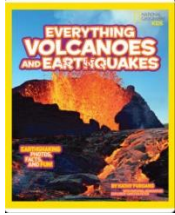




Curiosity and Exploration

How have natural disasters led to change?

<p>Focus Subject – Geography and DT - key performance indicators are in grey</p>	
<p>Geography and DT Content - (Mighty earth- UK, Iceland and Italy. Volcanoes and earthquakes.) Design and Technology (Designing and evaluating with pulleys to make a crane which will solve life problems for people)</p>	
<p>Influential People: Archimedes, Pliny the Elder</p>	
<div style="display: flex; justify-content: space-around;">   </div>	
<p>Key Concepts – achievements, community, change, sustainability</p>	<p>Values – fairness and togetherness</p>
<p>Key questions How can heavy loads be lifted easily? What is the effect of using more than one pulley on what you can lift?</p>	<p>I know that <i>fairness and togetherness</i> in DT is working together to design and make a project, and fairly listen to others' opinions to help improve the design. In geography, this is understanding that <i>working together</i> to ensure the environment is enabling <i>fair</i> equal living conditions for everyone to keep everyone safe; enabling them to flourish.</p>
<p>Critical Audience to view your work: Rolls Royce STEM ambassadors</p>	
<p>Assumed prior knowledge (from KS1)</p> <ul style="list-style-type: none"> • Pupil can investigate structures and how to strengthen them. • Pupils know levers and sliders can be used to make movement. • Pupils understand that cars need axels to move the wheels. 	<p>Linked reading opportunities</p> <div style="display: flex; justify-content: space-around;">    </div>

<p>Enriching experiences (experiential) To play with toy cranes. Visit local work places where they use cranes.</p>	<p>Sticky words (vocabulary) Rotate, pulley, mechanism, driver, shaft, belts, force, crane, hoist rope, rotation, groove, crane and counter weight (DT) Earth's crust, magna, tectonic plates, mantle, core, earthquakes, volcanoes and Coliseum (Geography)</p>
<p>Children will learn that... (declarative)</p> <p>DT</p> <ul style="list-style-type: none"> • I know when designing you need to explore ideas, create a plan and test out your plan to see if it works. • I know a pulley is a mechanical part which helps to lift loads. • I know that pulleys are wheel shaped with a groove that allows a cord to sit inside the groove. • I know that pulleys can be used by hand or attached to a motorised winch to increase the amount of weight that can be lifted. • I know that a single pulley changes the direction of force, making pulling down easier than lifting up. • I know that cranes, lifting a bucket from a well, raising a flag or adjusting window blinds are examples of single pulley systems. • I know washing machines and treadmills are example of belt pulley mechanisms • I know that a two-pulley mechanism reduces the force needed to lift an object. • I know a pulley is held on by a shaft and belts transfer movement from one pulley to another. • I know pulleys help to move objects we would normally be unable to lift by hand to help solve problems. • I know 1 rotation on a bigger pulley can make a smaller pulley rotate more. • I know an electrical motor can be attached to a pulley to make it move. • I know how to strengthen my crane by using supportive counter weights and beams. <p>Geography</p> <ul style="list-style-type: none"> • I know magna is molten rock, and it is a rock that has turned to liquid. • I know the Earth is made up of different layers. • I know the core is the centre layer made of mainly metal. • I know the mantle is the second layer, which is mainly rock. • I know the curst is the top layer and what I see. This is made of different pieces called tectonic plates. • I know these plates move around, slide past one another, and some bump into each other. 	<p>Children will learn to... (procedural)</p> <p>DT</p> <ul style="list-style-type: none"> • I can generate ideas for an item, considering its purpose and the users. • I can identify a purpose and establish criteria for a successful product. • I can plan the order of my work before starting. (English) • I can explore, develop and communicate design proposals by modelling ideas. • I can make drawings with labels when designing. (Art) • I can select appropriate tools and techniques for making my product. • I can use simple graphical communication techniques. (Art and computing) • I can join and combine materials and components accurately in temporary and permanent ways. • I can measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques. • I can measure, tape or cut with some accuracy. (Maths) • I can use finishing techniques strengthen and improve the appearance of my product using a range of equipment including (Computing) • I can evaluate my product against original design criteria e.g., how well it meets its intended purpose. (Writing-English) • I can disassemble and evaluate familiar products. <hr/> <p>Geography</p> <ul style="list-style-type: none"> • I can locate major cities in the UK and Europe. (History – the local area) • I can identify, locate and describe similarities and differences between volcanic/earthquake regions and those that do not. (History skills - the Romans/ Greeks) • I can use maps to locate countries of Europe (including Russia), focusing on their key physical and human characteristics. (History- where the romans and Greeks come from) • I can explain which are physical and which are human characteristics and why. (PSHE)

- I know when tectonic plates bump into each other they can make mountain ranges.
- I know earthquakes are common in Iceland because it lies on two tectonic plates.
- I know volcanoes are found at the edge of tectonic plates.
- I know a volcano is an opening in the Earth's crust, where hot magma and gas escapes from below the surface.
- I know a volcano is a physical characteristic and the Coliseum is a human characteristic.
- I know England does not have volcanoes because it is not on the edge of a tectonic plate.
- I know where Derby, Liverpool, Sheffield, London, Rome and Reykjavik are on a map.

Community

- I know the more pulleys used, reduces the forces needed to move an object and support community to grow and work together.
- I know natural disasters encourage a community that cares for one another to help rebuild a community.
- I know that Pliny the Elder led the Roman navy on a voyage to save the people of Pompeii during the eruption of Mount Vesuvius in 79AD.

Change

- I know that cranes use pulleys and they help to move items that people together cannot move and change the way we live.
- I know volcanic eruptions are very dangerous and I can give examples when they have caused major changes to people's lives.

Achievements

- I know a crane for lifting heavy loads was developed by the Ancient Greeks in the late 6th century BC.
- I know that Greek philosopher and inventor Archimedes defined the principle of the lever and invented the compound pulley.
- I know that a rotary movement turns around and a linear movement is up and down.
- I know the Coliseum was built by the Romans and is a human characteristic.

Sustainability




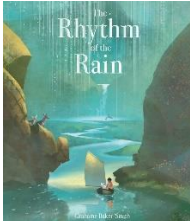
- I know cranes enable sustainability because people are reusing materials to build other objects by making them one place to another.
- I know volcanic eruptions may cause disasters but also create fertile land for us to live more sustainably.

- I can identify, understand and explain geographical similarities and differences between volcanic and mountainous regions. (Science and history)
- I can identify and describe natural disasters in a settlement and what conclusions can be drawn.
- I can look at maps, pictures and other sources to identify similarities and difference between a UK region and Iceland/Italy.
- I can build on my prior knowledge identifying patterns in locations in natural disasters such as earthquakes and volcanoes.
- I can use the language of 'north', 'south', 'east', 'west' to relate countries to each other. (Maths)
- I can use maps to locate countries and major cities of the UK and Europe.



Curiosity and Exploration

How can small actions make a difference?

<p>Focus Subject – Geography and DT - key performance indicators are in grey</p>	
<p>Geography and DT Content - Content – Geography (Comparing major cities, Derby and Freiburg in Germany. Investigating Mountains and Rivers). Design and Technology (Cooking and nutrition- making bread.)</p>	
<p>Influential people: Edna Ruth Byler, Lynn Allsop and Penny Curley – our school catering team</p>	
	
<p>Key Concepts – achievements, community, change, sustainability</p>	<p>Values – fairness and togetherness</p>
<p>Key questions</p> <ul style="list-style-type: none"> • What affect does changing the ingredients in the bread recipe have on the taste of the bread? • How do rivers and mountains link together? • How have Freiburg’s small changes made a difference to how they live more sustainably? 	<p>I know that fairness and togetherness in DT is ensuring people are paid fairly for the work they complete and if we all share this opinion we can make a change in working conditions.</p> <p>I know that fairness and togetherness in geography is ensuring people are paid fairly for the work they complete and if we all share these opinions we can make a change in working conditions.</p>
<p>Critical Audience to view your work: Lynn Allsop and Penny Curley</p>	
<p>Assumed prior knowledge (from KS1)</p> <ul style="list-style-type: none"> • Pupils how to make a healthy plate in science. • Pupils know how the water cycle works- Science Autumn term 1. 	<p>Linked reading opportunities</p>   

<p>Enriching experiences (experiential)</p> <ul style="list-style-type: none"> • Visit Hardwick Hall to see the allotments • Visit Wirksworth Gardens- next to school – to see the allotments. • Visit local bakeries. • River field study at Matlock- Whistletop Discovery Centre. • Visit to Derby Cathedral or the Pickford House. 	<p>Sticky words (vocabulary)</p> <p>Yeast, rising, mixed, kneading, dough, crops, recipe, harvested, fair-trade and hygienic (DT)</p> <p>Tectonic plates, island, erode, sediment, fair-trade, settlement, land-use, Europe, urban areas, rivers, gorges and canyons.</p>
<p>Children will learn that... (declarative)</p> <p>DT</p> <ul style="list-style-type: none"> • I know the basic recipe for bread. • I know small changes in a recipe will affect the taste and texture of the bread. • I know different times of the year yield different crops: Potatoes are harvested in July to September. Pumpkins are harvested in October. Carrots and tomatoes from June to August. Apples from August to September. • I know that presentation of food makes it more appealing to eat. • I know how to knead and make dough, which will make bread. • I know what fair trade is and can identify the logo on food products. <p>Geography</p> <ul style="list-style-type: none"> • I know Wirksworth is in Derbyshire and was an old lead mining town. • I know that Derby is a city in the UK. • I know that Europe is a continent and can locate this on a world map. • I know that Freiburg is a city, in Germany, which is in Europe. • I know UK is an island surrounded by the North Sea, the English Channel and the Irish sea. <ul style="list-style-type: none"> • I know mountains can be made by tectonic plates on the Earth’s crust bumping into each other and forming a mountain range such as the Alps in Italy. • I know that the Alps are a mountain range that runs through several countries such as Italy, Germany and France. • I know a river is a moving body of water that flows from its source on high ground, across land, and then into another body of water, which could be a lake, the sea, an ocean or even another river. • I know that Rivers usually begin in upland areas, when rain falls on high ground and begins to flow downhill. They always flow downhill because of gravity. • I know rivers flow, they erode – or wear away – the land. Over a long period of time rivers create valleys, or gorges and canyons if the river is strong enough to 	<p>Children will learn to... (procedural)</p> <p>DT</p> <ul style="list-style-type: none"> • I can generate ideas for an item, considering its purpose and the users. • I can identify a purpose and establish criteria for a successful product. • I can plan the order of my work before starting. (English) • I can explore, develop and communicate design proposals by modelling ideas. • I can make drawings with labels when designing. (Art) • I can select appropriate tools and techniques for making my product. • I can use simple graphical communication techniques. (Art and computing) • I can join and combine ingredients accurately to make bread that can be eaten. • I can weigh and measure accurately. (Time, dry ingredients, liquids). (Maths) • I can demonstrate hygienic food preparation and storage. (PHSE) • I can apply the rules for basic food hygiene and other safe practices e.g., hazards relating to the use of ovens (PSHE, Science) • I can evaluate my product against original design criteria e.g., how well it meets its intended purpose. (Writing-English) • I can disassemble and evaluate familiar products. <hr/> <p>Geography</p> <ul style="list-style-type: none"> • I can build on prior knowledge of the UK, locating counties, identifying land-use patterns and how these have changed over time. • I can name and locate geographical regions of the UK, including the key human, physical and topographical features (hills, mountains, coasts and rivers).(Science) • I can compare a region of the UK with a region of Europe, including their types of settlement and land use over time (Derby and Freiburg). • I can locate key human characteristics, relating these features to the locality, e.g., population sizes near tourist landmarks/rivers, transport links to mountains. (History)

erode rock. They take the sediment – bits of soil and rock – and carry it along with them.

- I know Freiburg is a city in Germany and physical characteristics include the river Dreisam, and its location at the edge of the Black Forest.
- I know Derby is a major town near Wirksworth and the physical characteristics are the river Derwent flows through it.
- I know Kinder Scout is the highest mountain point in the Peak district.
- I know the human characteristics in Derby is Derby Cathedral and Pickford House.

Community

- I know fair trade is about paying people a fair wage for the work they do and stickers on food labels tell me this is being applied, to build a fair community.
- I know that many people believe American entrepreneur Edna Ruth Byler to be one of the first people in history to engage in fair trade
- After a visit to Puerto Rico in the 1950s, she met women who produced fine quality needlework on linen, and took their work home to America to sell to family and friends.

Sustainability

- I know the cost of making bread and the importance of not wasting food, so food production is sustainability and can feed everyone.
- I know that Freiburg ensures sustainability by using cloth nappies, composting food waste and use of electric trams to reduce pollution.

Change

- I know how to change the basic bread recipe to make other types of bread.
- I know Freiburg in Germany have made small changes to make them more sustainable as a city.

Achievements

- I know bread is bought by 99.8% of British households, and the equivalent of nearly 11 million loaves are sold each day.
- I know achievements in Derby include Rolls Royce and the Railway Industry.

- I can explain the terms settlement and land use. **(History)**
- I can describe similarities and differences in settlement and land use within a region in the UK and a region of Europe. **(History)**
- I can identify the hilliest and flattest areas on a map, and decide which rivers I think are the largest.
- I can study maps to make assumptions about the different areas e.g., using map keys to identify mountainous and urban areas.
- I can make plans and maps using symbols and keys.
- I can locate (and label) *counties*, cities, rivers and mountains on a UK map.
- I can use four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom.
- I can use fieldwork instruments e.g., camera, rain gauge. *(Science)*
- I can plan the steps and strategies for an enquiry. *(Science)*
- I can use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
- I can make fieldwork sketches/diagrams – *(Art.)*
- I can measure straight-line distances using the appropriate scale. *(Maths)*
- I can draw accurate maps with more complex keys. *(Maths)*



Curiosity and Exploration

How might we live in the future?

<p>Focus Subject – Geography and DT – key performance indicators are in grey</p>	
<p>Geography and DT Content – Geography – Biomes, climate zones/vegetation belts. South America, the Brazilian Rainforest and Antarctica. Designing with electricity and gears.</p>	
<p>Influential people: Richard Arkwright, Roald Amundsen, Matthew Henson, Robert Peary, Barbara Hillary</p>	
<p>Key Concepts – achievements, community, change, sustainability</p>	<p>Values – fairness and togetherness</p>
<p>Key questions: How have gears changed the way we live? How can renewable power help us live in the future?</p>	<p>I know that fairness and togetherness in DT is working together to design and make a project, and fairly and respectfully listening to others’ opinions to help improve the design.</p> <p>In geography, fairness and togetherness, is listening to others, working with them to mutually respect differences and celebrate what make us similar and ensuring we treat each other fairly, as equals. (Brazilian culture)</p>
<p>Critical audience</p> <ul style="list-style-type: none"> • Helen Brocklehurst – Engineer • John Greenough – Engineer 	
<p>Assumed prior knowledge</p> <p>Pupils can locate Derbyshire, the UK, and Europe on a map. Pupils can name and locate some European countries on a map. Pupils can read four-figure grid references. Pupils are able to explain the difference between a human and physical geographical feature.</p>	<p>Linked reading opportunities</p>

<p>Pupils know how to create an electrical circuit and make their own switches. (Y3/4)</p> <p>Pupils know that solar panels can make an electrical circuit work. (Y3/4)</p> <p>Pupils know how to use a crumble controller to make sensory measurements. (Y5/6 YA)</p>	
<p>Enriching experiences (experiential)</p> <p>Visit to Rolls Royce/JCB or Bombardier to see gears in action.</p>	<p>Sticky words (vocabulary)</p> <p>Hydraulic power, water mill, pulley, gears, driver, gear train, direction, movement and speed (DT)</p> <p>Climate, biomes, vegetation belts, The Equator, Tropic of Cancer and Capricorn, latitude, longitude, carbon dioxide, indigenous tribes, Artic and Antarctic circles.</p>
<p>Children will learn that... (declarative)</p> <ul style="list-style-type: none"> • I know that gears are wheels with teeth around the outside. • I know that gears can change the direction of movement. • I know that gears can change the speed of movement. • I know gears can grip together and can withstand a greater force, enabling them to move large items such as cars or bicycles. • I know gear trains are when two or more gears are joined together. • The first gear in a gear train is a driver gear and causes the driven gear to move in the opposite direction. • I know an electrical motor can be attached to a gear to move. • I know hydraulic power can move gears and pulleys. • I know how to make a moving vehicle/mechanics using my understanding of electricity, wind and hydropower. <p>Geography</p> <ul style="list-style-type: none"> • I know that South America lies on the Equator. • I know the Arctic and Antarctic are at the top and bottom of the Earth, and have cold and dark climates. • I know that countries that lie on the equator and fall between the tropics have very hot and wet climates. • I know countries that lie near the Arctic and Antarctic have colder and wetter climates. • I know that global warming is the rise in the Earth's core temperature, which effects the melting of icebergs and the increase in the amount of water on the Earth. • I know the size of rainforests and trees are reducing on Earth. • I know trees help reduce the amount of carbon dioxide in the atmosphere. 	<p>Children will learn to... (procedural)</p> <p>DT</p> <ul style="list-style-type: none"> • I can generate ideas through brainstorming and identify a purpose for my product. (English) • I can draw up a specification for my design. (Science, maths, art, topic, geography) • I can develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail. (Science, maths, art, topic, geography) • I can use results of investigations, information sources, including ICT when developing design ideas. (Computing, science, writing) • I can develop a design specification. (Art, maths, Forest schools) • I can cut and join with accuracy to ensure a good-quality finish to the product (Forest school, science) • I can achieve a quality product. (Art, science, English) • I can make modifications as I go along. (Art, maths, Forest schools, English) • I can use skills in using different tools and equipment safely and accurately. (Forest school, science, maths) • I can assemble components make working models. (Art, maths, Forest schools, English). • I can construct products using permanent joining techniques. (Art, maths, Forest schools, English) • I can evaluate my products, identifying strengths and areas for development, and carrying out appropriate tests. (Science, writing) • I can record my evaluations using drawings with labels. (Maths, art, science, English)

- I know as carbon dioxide in the atmosphere has increased the Earth's temperature has increased.

Achievements

- I know that Richard Arkwright designed the first power driven water frame.
- I know that Robert Peary was the first-person to travel to the Arctic circle and Roald Amundsen was the first person to travel to the Antarctic.
- Matthew Henson reached the Pole as a member of an expedition to the Arctic led by the explorer Robert E. Peary in 1909. However, racial prejudice at the time kept him from receiving credit for his accomplishments.
- On April 23, 2007, Barbara Hillary became the first black woman to reach the North Pole.
- On January 6, 2011, at the age of 79, Hillary became the first African American woman on record to set foot at the South Pole.

Change

- I know that gears help change the direction of movement and can help movement to become easier.
- I know that global warming is changing the Earth, and how we live.

Sustainability

- I know that solar panels are one way for us to live our lives sustainably without burning fossil fuels.
- I know that indigenous tribes can live sustainably in the Brazilian Rainforest.

Community

- I know community is changing the planet and influencing our environment.
- I know the development of the gear changed how community lived and mechanisms helped community develop.

- I can evaluate against my original criteria and suggest ways that my product could be improved. (Writing, science)

Geography

- I can identify the position and significance of the Equator, the tropics of Cancer and Capricorn and the Northern and Southern hemispheres. (Maths)
- I can identify the position and significance of latitude and longitude and the position of the Arctic and Antarctic Circle. (Maths)
- I can identify the position and significance of the Prime/Greenwich Meridian and time zones, including day and night. (Maths)
- I can understand and explain similarities and differences between geographical regions with different climate zones: Brazilian Rainforest, Antarctica and the Sahara Desert – natural resources, including energy, food, minerals and water. (science)
- I can develop informed opinions about an environmental issue related to the world and develop reasoned arguments about our role on the planet. (Speaking and listening, PSHE, forest Schools)
- I can ask questions about an environmental issue (global warming). (PHSE)
- I can use photographic evidence to raise questions about the climate and living conditions in different regions around the world. (Computing, PSHE, French, English, RE)
- I can raise questions about the different hemispheres and make predictions about how life could be different in the two hemispheres. (Computing, PSHE, French, English)
- I can identify and describe different climate zones (e.g., in the Brazilian Rainforest, Antarctica and the Sahara Desert). (science)
- I can understand the term 'biome' and 'vegetation belt'. I can identify and describe the different biomes and vegetation belts around the world. (reading)
- I can describe and explain the distribution of natural resources, including energy, of the key places I am studying. (Science, DT)
- I can explain the climates of given countries in the world and relate this to knowledge of the hemispheres, the Equator and the Tropics.
- I can use atlases/maps to describe and locate places using four-figure grid references. (Maths)
- I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. (Maths, ICT, French)



Curiosity and Exploration

Do we always appreciate what we have got?

<p>Focus Subject – Geography and DT- key performance indicators are in grey</p>	
<p>Geography and DT Content –(Water worlds. Sea, sand and tourism – comparison between UK and US – trade links, economy. DT- Textiles, upcycling)</p>	
<p>Influential people: Coco Chanel, Edward Cartwright, Anni Albers, William Morris, Nick Cave (Designer), Charles Darwin, Sylvia Earle</p>	
<p>Key Concepts – achievements, community, change, sustainability</p>	<p>Values – fairness and togetherness</p>
<p>Critical audience A seamstress from Wirksworth.</p>	<p>I know that fairness and togetherness in DT is working together with others to design and make a project; fairly and respectfully listening to others' opinions to help improve the design.</p> <p>In geography, fairness and togetherness, is listening to others, working with them to mutually respect differences and celebrate what make us similar and ensuring we treat each other fairly, as equals. (USA culture)</p>
<p>Assumed prior knowledge (from KS1 and Y3/4)</p> <p>Pupils can locate Derbyshire, the UK, and Europe on a map.</p> <p>Pupils can name and locate some European countries on a map.</p> <p>Pupils can read four-figure grid references.</p> <p>Pupils are able to explain the difference between a human and physical geographical feature.</p> <p>Pupils can use a basic embroidery cross stitch, overstitch and back stitch, applying sequins to fabric using a needle and thread. (Art in Y3/4)</p> <p>Pupils know what fair-trade is and can identify the logo on food items.</p>	<p>Linked reading opportunities</p>

<p>Enriching experiences (experiential)</p> <p>Visit the power loom in Belper or Lea Mills.</p>	<p>Sticky words (vocabulary)</p> <p>Cross stitch, back stitch, weave, loom frame, upcycling, pin and sew (DT) Imports, exports, goods, supply, demand, tourism, upturn, slump, trading, economic and energy (geography)</p>
<p>Children will learn that... (declarative)</p> <p>DT</p> <ul style="list-style-type: none"> I know how to use different stitches, how to weave to make another item which can be worn. I know how to plan and design a piece of clothing. <p>Geography</p> <ul style="list-style-type: none"> I know North and South America are different continents. I know the equator runs through South America and is part of the tropics. I know trade is buying and selling goods. I know the UK make items, which they sell to other countries and this is called exporting. I know other countries like North and South America sell items to us this is called imports. I know the UK imports more goods than it will export. I know to sell goods to others there needs to be a demand to want to buy the items. I know if a country has a lot of goods that are in high demand, then it can become wealthier by selling them. I know this is as a boom or an upturn. I know if demand falls, then prices will too, making the country poorer. I know this is a slump, or a downturn. I know Florida is a state in North America. I know below Florida is a chain, or archipelago of islands made of sand and coral, called the Florida Keys. I know Florida's main industry is farming and tourism. I know the Galapagos islands are off the country of Ecuador in South America and a home to a range of different types of plants and animals I know the Galapagos islands are protected so people can only visit parts of the island and are not allowed to fish. <p>Achievements</p> <ul style="list-style-type: none"> I know Edward Cartwright is the inventor of the first electric powered loom. I know Anni Albers was influenced by the impressionist and designed fabrics. I know William Morris designed wallpaper and fabrics, which was based around flowers. 	<p>Children will learn to... (procedural)</p> <p>DT</p> <ul style="list-style-type: none"> I can generate ideas through brainstorming and identify a purpose for my product. (English) I can draw up a specification for my design. (Science, maths, art, topic, geography) I can develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail. (Science, maths, art, topic, geography) I can use results of investigations, information sources, including ICT when developing design ideas. (Computing, science, writing) I can develop a design specification. (Art, maths, Forest schools) I can cut and join with accuracy to ensure a good-quality finish to the product. (Forest school, science) I can achieve a quality product. (Art, science, English) I can make modifications as I go along. (Art, maths, Forest schools, English) I can use skills in using different tools and equipment safely and accurately. (Forest school, science, maths) I can pin, sew and stitch materials together and create a product. (Art) I can sew using a range of different stitches, weave and knit I can evaluate my products, identifying strengths and areas for development, and carrying out appropriate tests. (Science, writing) I can record my evaluations using drawings with labels. (Maths, art, science, English) I can evaluate against my original criteria and suggest ways that my product could be improved. (Writing, science) <hr/> <p>Geography</p> <ul style="list-style-type: none"> I can build on prior knowledge and identify major cities, trading and environmental regions within North and South America. I can describe the different biomes and vegetation belts in North and South America and explain similarities and differences between them. (Science, Forest Schools)

- I know Coco Chanel was a fashion designer who created a new style of clothing for women.
- I know Nick Cave makes sound suits where the clothing makes a sound, which you can perform in.
- I know Charles Darwin visited the Galapagos islands in 1835 and observed how animals adapted to their environment, in order to create his theory of natural selection.
- I know that Sylvia Earle is an explorer-in-residence at National Geographic - In less than 12 months, she created and gathered funding for the Sustainable Seas Expedition, which explores and researches 12 National Marine Sanctuaries that surround the North American continent, working to increase recognition and caring for the oceans.

Community

- I know upcycling and reusing material to make other items makes community aware of the importance of not wasting products and consumerism.

Change

- I know sewing, weaving and knitting can change things into other objects.
- I know how we manipulate the environment can affect and change the way we live our lives, now and in the future.

Sustainability

- I know the cost of designing and making clothes.
- I know the importance of fair trade and buying clothing that is ethically sourced and made to improve sustainability.
- I know how to upcycle clothing to produce a new outfit/item by cutting and sewing items together.
- I know how to use plastic bags to create a new item by weaving or knitting.
- I know upcycling will help the world become more sustainable and create less landfill/waste.

- I can understand and explain geographical similarities and differences between a region in North and South America – economic activity, including trade links; biomes and vegetation belts. (*Writing, PSHE and maths*)
 - I can reach reasoned and informed solutions and discuss the consequences for the future, with regard to trade, the environment and humanity. (*Speaking and listening, PSHE, Forest Schools*)
 - I can reflect on the importance and value of the tourism industry in North and South America. (*DT – food technology*)
 - I can discuss how we are linked to different places across the world, via trade. (*Maths, PSHE, DT – food technology*)
 - I understand what trade is and why it is important to countries. (*History and PHSE*)
 - I can use the compass points N, NE, E, SE, S, SW, W, NW to direct and locate using a compass. (Maths)
 - I can use four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and wider world. (Maths)
 - I can draw accurate maps with more complex keys.
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