



Street dance workshop  
Amery links – T-shirt design  
Alton College  
America Day  
Pizza Express Visit

**Rationale:** To compare and contrast urban landscapes and life with their own. Understand the different problems that are faced in the world and specifically in large urban areas such as New York. The children will have the opportunity to experience the trends, art and fashions that have recently originated from urban roots.

## Geography

- PoS**
1. In undertaking geographical enquiry, pupils should be taught to:
    - a. ask geographical questions [for example, 'What is this landscape like?', 'What do I think about it?']
    - c. analyse evidence and draw conclusions [for example, by comparing population data for two localities]
    - e. communicate in ways appropriate to the task and audience [for example, by writing to a newspaper about a local issue, using email to exchange information about the locality with another school].
  2. In developing geographical skills, pupils should be taught:
    - a. to use appropriate geographical vocabulary [for example, temperature, transport, industry]
    - c. to use atlases and globes, and maps and plans at a range of scales [for example, using contents, keys, grids]
    - f. to use ICT to help in geographical investigations [for example, creating a data file to analyse fieldwork data]
  3. Pupils should be taught:
    - a. to identify and describe what places are like [for example, in terms of weather, jobs]
    - e. to identify how and why places change [for example, through the closure of shops or building of new houses, through conservation projects] and how they may change in the future [for example, through an increase in traffic or an influx of tourists]
      - Populations – Compare major cities around the world. Differences between 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> world.
      - Urban centres – city statistics. What businesses you might expect. Services and facilities e.g transport.
      - Case Study – New York
      - Skyline, Central park, land prices (see Tokyo), Suburbs, cultural background, immigration.
      - Slums, Shanties, Favelas e.g Rio De Janeiro.

## Science AT1:

## PSHE:

- Gangs, Racism, Staying safe, Legality
- Going for Goals and Good to be Me

**Texts:** Gangsta Granny – David Walliams

## English:

- Arguments/ Persuasive – Graffiti
- Journalistic writing – gangs
- Formal and informal writing – Leaflets – city attractions (London)
- Report – Newspapers about Graffiti/ Urban Animal and adaptaion to habitat
- Recount – settling in America
- Narrative – Film 9

## Maths

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## ICT

- PoS**
1. Pupils should be taught:
    - a. to talk about what information they need and how they can find and use it
    - b. how to prepare information for development using ICT, including selecting suitable sources, finding information, classifying it and checking it for accuracy [for example, finding information from books or newspapers, creating a class database, classifying by characteristics and purposes, checking the spelling of names is consistent]
  5. During the key stage, pupils should be taught the knowledge, skills and understanding through:
    - b. working with others to explore a variety of information sources and ICT tools [for example, searching the internet for information about a different part of the world, designing textile patterns using graphics software, using ICT tools to capture and change sounds]
      - Mixing tunes – overlaying beats, recording beatboxing (see music)
      - Athletics
      - Graphic Modelling – 3d modeling of houses
      - Lego stop motion animation

## P.E:

- PoS**
1. Pupils should be taught to:
    - a. consolidate their existing skills and gain new ones
  3. Pupils should be taught to:
    - a. identify what makes a performance effective
    - b. suggest improvements based on this information.
    - CM Sports – Games Football and rugby (outdoor) Dance and Gym (indoor)
    - **Jump rope** – Creating a routine
    - **Urban dance** – Street dance workshop, body popping

## Art & DT:

- PoS**
1. Pupils should be taught:
    - c. collect visual and other information [for example, images, materials] to help them develop their ideas, including using a sketchbook.
    - b. apply their experience of materials and processes, including drawing, developing their control of tools and techniques
  2. Pupils should be taught to:
    - c. use a variety of methods and approaches to communicate observations, ideas and feelings, and to design and make images and artefacts.
  4. Pupils should be taught about:
    - a. visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space, and how these elements can be combined and organised for different purposes
    - b. materials and processes used in art, craft and design and how these can be matched to ideas and intentions
      - T-shirt designs - link to urban landscape pictures in monochrome
      - Graffiti tags and designs

## R.E.

- Prophecy – Fact or Ficiton? – Magi Visit
- Nirvana – Buddhism
- Easter – Christian Story – Persuasive writing – **God doesn't care about the World**

## Music:

- Sampling and beatboxing on computers.
- Looplabs.com