

<p><b>Title:</b> Ain't No Mountain High Enough</p>	<p><b>Term:</b> Spring</p>	<p><b>Year Group:</b> 6</p>
<p><b>British Values/Rights:</b> Article 17 (access to information from the media), Article 29 (goals for education - respect for environment), Article 31 (leisure, play and culture).</p>		
<p><b>Visits/Visitors:</b> N/A</p>		
<p><b>Wow Starter:</b> Set up rain gauge to collect data in order to make comparisons.</p>		
<p><b>Art:</b> Graffiti Art (Linked to English Writing - Debate/Discussion)  <b>Final outcome:</b> Graffiti art - using stencils.  <b>Skills:</b>  <b>Exploring &amp; developing ideas (ONGOING)</b>                      - Select &amp; record from first hand observation, experience &amp; imagination, &amp; explore ideas for different purposes                      - Question &amp; make thoughtful observations about starting points &amp; select ideas to use in their work                      - Explore the roles &amp; purposes of artists, craftspeople &amp; designers working in different times &amp; cultures  <b>Drawing</b>                      - Demonstrate a wide variety of ways to make different marks with dry &amp; wet media                      - Identify artists who have worked in a similar way to their own work                      - Develop ideas using different or mixed media, using a sketchbook  <b>Printing</b>                      - Be familiar with layering prints  <b>Breadth of study</b>                      - Investigate art, craft &amp; design in the locality &amp; in a variety of genres, styles &amp; traditions  <b>Evaluating &amp; developing work (ONGOING)</b>                      - Compare ideas, methods &amp; approaches in their own &amp; others' work &amp; say what they think &amp; feel about them                      - Adapt their work according to their views &amp; describe how they might develop it further. Annotate in sketch books.</p>	<p><b>DT:</b>  <b>Final outcome:</b>  <b>Knowledge:</b>                      Know that food is grown in the UK, Europe and world wide.                      Understand seasons may affect food.                      Understand how food is processed into ingredients that can be used.  <b>Skills:</b>                      Generate ideas by carrying out research using questionnaires and surveys                      Draw up specification for their design                      With growing confidence, develop a clear idea of what has been done taking into account availability and constraints of resources and cost.                      Confidently select appropriate tools and use them to make products.                      Evaluate their products identifying strengths and areas for improvement.                      Record evaluations using drawings and labels.                      Evaluate against criteria and suggest improvements.</p>	<p><b>History/Geography:</b>  <b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns</li> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (LAKE DISTRICT)</li> <li>Describe and understand key aspects of physical geography (MOUNTAINS)</li> <li>Describe and understand key aspects of human geography.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Suggest questions for investigating</li> <li>Use primary and secondary sources of evidence in their investigations.</li> <li>Investigate places with more emphasis on the larger scale; contrasting and distant places</li> <li>Collect and record evidence unaided</li> <li>Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it</li> <li>Describe features shown on OS map.</li> <li>Locate places on a world map.</li> <li>Use atlases to find out about other Use/recognise OS map symbols;</li> <li>Use atlas symbols.</li> <li>Draw/use maps and plans at a range of scales.</li> </ul>

UPLANDS JUNIOR SCHOOL CREATIVE CURRICULUM PLAN



<p><b>English links:</b> <b>English book study:</b> <b>Cross-curricular writing opportunities:</b> Explanation text - how mountains are formed.</p> <p><b>Additional texts/reading links:</b></p>	<p><b>Maths links:</b> Reading tables - weather data Line Graphs of weather data</p>	<p><b>E-Safety:</b></p>	<p><b>Other curriculum links: music/computing/PSHE:</b> <b>Knowledge:</b> <b>Skills:</b></p>
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Subject Area	Skill	Knowledge	Activity (including resources if applicable)	Resources
D&T	Generate ideas by carrying out research using questionnaires and surveys Draw up specification for their design	Know that food is grown in the UK, Europe and worldwide. Understand seasons may affect food. Understand how food is processed into ingredients that can be used.	<p>*Discuss what makes a good soup? Why do we like soup so much? What are the health benefits? Do we eat different soups at different times of year?</p> <p>*Investigate different soups, taste tinned, fresh and dried packet.</p> <p>*Look at the lists of ingredients - what is the same, what is different. Did the ingredients affect the flavour of the different soups? How many ingredients are on each list?</p> <p>*Research different flavour of bought soups. Look at containers that children may have brought in or research flavours on the internet.</p> <p>*Discuss the processing of foods to take them from the raw ingredient to the food we eat on out plates. - Look at Food a Fact of Life Website</p> <p>*Make a basic vegetable soup as a demonstration activity, showing how to chop vegetables safely and which order to cook them in. Demonstrate using the blender to make a smooth soup or leave chunks in. Taste and compare the freshly made soup with the bought ones from last week.</p> <p>*Create a survey to find out what kind of soups teachers in school like and the times of year that they prefer to eat them.</p>	range of soups  ingredients to make demo soup: tomatoes, leeks, onion, stock, tomato puree
D&T	Draw up specification for their design With growing confidence, develop a clear idea of what has been done taking into account availability and constraints of resources and cost.	Know that food is grown in the UK, Europe and worldwide. Understand seasons may affect food. Understand how food is processed into ingredients that can be used.	<p>In groups, design a soup for the chosen user - <b>Criteria for the design: The soup must meet the user's preferences of taste, texture, aroma, appearance, choice and seasonality of vegetables.</b></p> <p>Research ingredients: seasonal availability; nutritional value; costs- where to buy from etc.</p> <p>*Discuss what makes a good soup? Why do we like soup so much? What are the health benefits? Do we eat different soups at different times of year?</p> <p>*Investigate different soups, taste tinned, fresh and dried packet.</p> <p>*Look at the lists of ingredients - what is the same, what is different. Did the ingredients affect the flavour of the different soups? How many ingredients are on each list?</p> <p>*Research different flavour of bought soups. Look at containers that children may have brought in or research flavours on the internet.</p> <p>*Discuss the processing of foods to take them from the raw ingredient to the food we eat on out plates. - Look at Food a Fact of Life Website</p>	iPads Completed questionnaires soup recipes

UPLANDS JUNIOR SCHOOL CREATIVE CURRICULUM PLAN



<p>D&amp;T</p>	<p>Confidently select appropriate tools and use them to make products. Evaluate their products identifying strengths and areas for improvement. Evaluate against criteria and suggest improvements.</p>	<p>Know that food is grown in the UK, Europe and worldwide. Understand seasons may affect food.</p>	<p>Groups to prepare their ingredients and make their soup. Ask other children to taste the soup and comment on it. Send a portion of the soup to the member of staff for their feedback. Complete evaluation, considering what worked well and how you would improve the soup if you made it again.  Challenge: Locate highest peaks and the country each is located in.</p>	<p>soup ingredients  cooking utensils</p>
<p>Geography</p>	<p>Investigate places with more emphasis on the larger scale; contrasting and distant places. Use atlases to find out about other places.</p>	<p>Name and locate counties and cities of the UK, geographical regions and their identifying characteristics and features Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (LAKE DISTRICT)</p>	<p><u>To compare locations within the UK.</u> <u>To locate mountainous regions within the UK</u>  Show images of the Lake District and discuss. Do children know where it is? How is it different to Wolverhampton? Focus on physical features of both locations. Demo how to use an atlas to find the UK. Locate Wolverhampton and the Lake District - how do the locations compare?  <b>Activity 1:</b> Use iPads/laptops to compare lake district to Wolverhampton. Complete table of information.  Show children a map of the world's physical features Why are different places shaded in different colours? Direct children towards the legend - this shows us the height of each area above sea level - the more orange/ brown an area is, the higher it is above sea level.  <b>Activity 2:</b> Using the atlas, label mountain regions.  Challenge: Identify highest point of each mountain range.</p>	<p>Comparison worksheets  LCP Mapping pg 69 - reduce A5</p>

UPLANDS JUNIOR SCHOOL CREATIVE CURRICULUM PLAN



<p>Geography</p>	<p>Use atlases to find out other features of places e.g. Mountain regions. Draw/use maps at a range of scales. To locate places on a world map.</p>	<p>Describe and understand key aspects of physical geography including mountains. Understand the processes that give rise to key physical and human geographical features of the world.</p>	<p><u>To locate mountain regions of Europe</u> What mountain regions in the world can children name? Revise atlas skills to finding different continents in an atlas.</p> <p>Focus on the colour of the map to quickly identify mountain regions. Children use an atlas to correctly name mountain regions that have been identified on a world map. (LCP mapping sheets) Key questions: What colours are used to show mountain regions? What colour are the highest mountains?</p> <p>Challenge: Research the highest peaks - complete chart. <b>Look at the scale in an atlas - provide copies of a world map with physical features identified.</b> <b>Use scale to work out approximate distance between mountain ranges. Use video at:</b> <a href="https://www.youtube.com/watch?v=V3QxrXOMYu4&amp;t=5s">https://www.youtube.com/watch?v=V3QxrXOMYu4&amp;t=5s</a> <b>Activity:</b> Using map, identify mountain ranges and countries they are in. (2 sections of table complete)</p>	<p><b>Resources:</b> LCP Mapping pg 65 - Europe map</p> <p>PPT</p>
<p>Geography</p>	<p>Use atlases to find out other features of places e.g. Mountain regions. Draw/use maps at a range of scales. To locate places on a world map.</p>	<p>Describe and understand key aspects of physical geography including mountains. Understand the processes that give rise to key physical and human geographical features of the world. Name and locate countries and cities of the UK, geographical regions and their identifying physical characteristics and key topographical features.</p>	<ul style="list-style-type: none"> <li>• <u>To use a map to find countries and their key features.</u></li> <li>• <u>To locate key mountain ranges of the world.</u></li> </ul> <p>Challenge children to name as many <u>world</u> mountain regions as they can. Revise European mountains from last week.</p> <p><b>Activity 1:</b> Revise how to use an atlas - index etc. Using atlases, children research the location of the world's major mountain ranges using the <b>LCP map and table.</b></p> <p><b>Writing task:</b> <b>Activity 2:</b> Choose one of the mountains and create a <b>fact file</b> using iPads/laptops for research. Use Twinkl examples as a reference.</p>	<p><b>Resources:</b> Example fact file</p> <p>atlases</p> <p>world map (LCP mapping pg 61)</p> <p>Silver: Table to complete (LCP mapping pg 62)</p>

UPLANDS JUNIOR SCHOOL CREATIVE CURRICULUM PLAN



<p>Geography</p>	<p>Investigate places with more emphasis on the larger scale; contrasting and distant places</p>	<p>Describe and understand the key aspects of physical geography including mountains.</p>	<ul style="list-style-type: none"> <li>• <u>To describe the key features of a mountain range.</u>                      Ask children to draw a mountain. After one minute, stop them and ask them to show their picture to a partner. How are your drawings similar? Are there any differences between your drawings?                      Watch <a href="http://www.bbc.co.uk/education/clips/z27tfq8">http://www.bbc.co.uk/education/clips/z27tfq8</a> and ask children to look loosely at the shapes of the mountains in the clip. How many looked like your drawing? Note that not all mountains are single summits. Some mountains are smooth edged; some, like The Andes, are rockier. Watch <a href="http://www.bbc.co.uk/education/clips/ztm487h">http://www.bbc.co.uk/education/clips/ztm487h</a> to see Mount Roraima in Guyana - a mountain with sheer sides.                      Although the mountains around the world are very different from one another, they share many of the same features. Share the labelled diagram with children, discussing each key feature in turn. Which features do you think all mountains have? Which ones might only some mountains have?  <u>Activity:</u> Children draw and label a diagram with the key features.  <u>Plenary:</u> Did you draw the same shape as at the start of the lesson? Did you include the features you have learnt about today?</li> </ul>	<p>(Twinkl lesson 4)</p>
<p>Art</p>	<p>Demonstrate a wide variety of ways to make different marks with dry and wet media. Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, colour and shape.</p>	<p>N/A</p>	<p>Show children examples of line drawings. Discuss the strategies used and the impact they create. Children fold their A4 paper into 16 sections. Within each section, children fill the space with line drawings/patterns exploring different strategies. Work to be completed during Mindfulness time that week.</p>	<p>White paper Pencils</p>

UPLANDS JUNIOR SCHOOL CREATIVE CURRICULUM PLAN



<p>Geography</p>	<p>Investigate places with more emphasis on the larger scale; contrasting and distant places</p>	<p>Describe and understand the key aspects of physical geography including mountains.</p>	<ul style="list-style-type: none"> <li>• <u>To explain how different types of mountains are formed.</u>  <b>Can You Remember What's under Your Feet?</b> Recap the layers that make up the Earth, and how the Earth's crust is split into tectonic plates. <b>How Can You Move Your Plates?</b> Children use their pieces of coloured card to investigate ways that tectonic plates can move around together. Ask them to think about what effect the movements might have. Reveal the three ways plates can move, looking at each one in turn. Allow children time to act out the movement with their pieces of card.                      Ask children to discuss with a partner <i>What happens when magma escapes through gaps in the Earth's surface?</i> We call this a volcano. Over time the layers build up and form a volcanic mountain. This is one way in which mountains are formed, but there are others... Watch the video at <a href="http://www.bbc.co.uk/education/clips/z4dxn39">http://www.bbc.co.uk/education/clips/z4dxn39</a> to find out another way.                      Talk through each type of mountain - point out the forces causing movement each time. Ensure children are aware that these processes happen over millions of years - for example, the Himalayas started forming over 45 million years ago!  <b>Activity:</b>                      Show children information on the different types of mountains using video and PowerPoint slides: <b>Fold Mountain, Dome Mountain, Volcanic Mountain, Plateau Mountain and Fault-block Mountain</b>                      As children listen to/watch information, they make notes on their planning sheet.  <b>Extended Writing:</b>                      Children split page into 4 sections.                      Children choose 4 mountain types and write an explanation/information leaflet of how different types of mountains are formed. <b>FOCUS ON CORRECT USE OF VOCABULARY</b>  <b>Plenary:</b> Show children the images of different mountains. Can you work out how you think each mountain might have been formed?</li> </ul>	<p>lesson slides - inc video link  planning sheet</p>
<p>Geography</p>	<p>Collect and record evidence unaided. Analyse evidence and draw conclusions. Use primary and secondary sources of evidence in their investigations.</p>	<p>Describe and understand key aspects of physical geography including mountains, climate zones. Collect, analyse and communicate with a range of date</p>	<p><u>To describe a mountainous climate</u>                      Look at weather in mountain regions (Curriculum Visions pupil book pg 16-19)                      Provide children with weather data for Wolverhampton Himalayas                      Set questions to compare the given data: wettest month/warmest month/sunniest month.                      Plot a line graph of the data of both locations in different colours - children choose which set of data they would like to present: rainfall, temperature or sunshine.                      Silver - Provide completed axis for line graph - children plot given data.                      Write a conclusion of what their data shows.</p>	<p>Curriculum Vision pupil book  Weather data Twinkl ppt</p>

UPLANDS JUNIOR SCHOOL CREATIVE CURRICULUM PLAN



		gathered through experiences of fieldwork that deepen their understanding of geographical process.	<p>Looking at the data for Lobujya. Discuss weather patterns. Ask children to summarise the climate. What patterns do they notice in the data? How does this climate differ to Wolverhampton?</p> <p>Discuss risks of being in the mountains (Twinkl ppt/pg 20-23 of pupil book)</p>	
Geography	Analyse evidence and draw conclusions e.g. comparing land use. Suggest questions for investigating. Investigate places with more emphasis on the larger scale; contrasting and distant places	Describe and understand key aspects of human geography. Including land use	<ul style="list-style-type: none"> <li>To describe how tourism affects mountain regions. Discuss: Why do people visit mountains? Watch video at <a href="http://www.bbc.co.uk/education/clips/zy2pvcw">http://www.bbc.co.uk/education/clips/zy2pvcw</a>.</li> </ul> <p><b>Task 1:</b> <b>Reading Focus Task:</b> Read information about activity in mountain regions Retrieve: underline activities carried out Compare: Complete 3 way Venn diagram showing what type of activity is completed in each region. Discuss overlapping activities.</p> <p>Use PPT to discuss impact of tourism on mountain regions. As you discuss children's answers, ensure positive impacts are identified as well as negative impacts. Tourism has economic, social and environmental impacts. Explain these in the context of the increase in the classroom population.</p> <p><b>Task 2:</b> In small groups, children use the <b>Tourism Impact Sorting Activity</b> and sort the cards into positive and negative. They then note down the impacts in table form. <b>MA:</b> Children sort the cards into Economic, Social and Environmental groups, and then split each group into positive and negative impacts.</p> <p><b>Plenary/Assessment task:</b> <b>Would You like to Live in the Mountains?</b> Given all the information they have learnt about life in the mountains so far, would children like to live in a mountainous environment or not? Has their opinion changed from the last session?</p>	<p>Life on mountains texts x 4</p> <p>Venn diagram sheets</p> <p>Sorting cards</p> <p>PPT</p>



UPLANDS JUNIOR SCHOOL CREATIVE CURRICULUM PLAN



<p>Art</p>	<ul style="list-style-type: none"> <li>- Demonstrate a wide variety of ways to make different marks with dry &amp; wet media</li> <li>- Identify artists who have worked in a similar way to their own work</li> <li>- Develop ideas using different or mixed media, using a sketchbook</li>   <li>- Question &amp; make thoughtful observations about starting points &amp; select ideas to use in their work</li> </ul>		<p><b><u>Through sketching, to develop ideas and techniques for art work comprising stylised graffiti lettering.</u></b></p> <p>Use <b>PDF slides</b> to discuss idea of graffiti (follow on from English discussion work)</p> <p>Graffiti often features text. Text pieces are sometimes called 'throw-ups' or 'throwies'. The slides show examples of these. Discuss the effects created, e.g. highlights, shadow, depth, movement, decoration.</p> <p><b>Notebook Task slides</b></p> <p><b>Sketchbook activity:</b> Children are challenged to develop ideas for their own 'throwie' graffiti art in sketchbooks, additionally featuring highlights and shadows.</p> <p><b>Optional collaborative activity:</b></p> <p>Graffiti artists work from sketches, onto much larger spaces or canvasses. Provide small groups of children with large sheets of paper. With either ready-mixed paint or pencils/felts, children are challenged to plan how they will work. They must: choose one of the lettering styles to make a large word (of their choice); discuss the order in which things should be done; allocate roles; and select appropriate equipment and colours.</p>	<p>Slides</p> <p>pencils, pens, ready-mixed paints, brushes, paint pots</p>
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UPLANDS JUNIOR SCHOOL CREATIVE CURRICULUM PLAN



<p>Art</p>	<ul style="list-style-type: none"> <li>- Demonstrate a wide variety of ways to make different marks with dry &amp; wet media</li> <li>- Identify artists who have worked in a similar way to their own work</li> <li>- Develop ideas using different or mixed media, using a sketchbook</li> </ul>		<p><b><u>Through sketching, to develop ideas for improving a public space with street art.</u></b></p> <p>Show the first few slides, which explain how graffiti has become increasingly seen as an art form, and here some history about graffiti in New York City and how it became increasingly elaborate over time.</p> <ul style="list-style-type: none"> <li>• Today, street artists may be commissioned to create works of art on buildings, or in public spaces. They rarely have a neat, rectangular canvas, like many artists choose to work on. Show images of unusual shaped spaces with graffiti. Additionally, show images of work by street artists which use unusual techniques or materials.</li> <li>• Why do you think graffiti and other forms of street art are chosen to decorate public spaces? Do you think it has improved the spaces we've looked at? Discuss, then show some suggestions.</li> </ul> <p><b>Sketchbook activity:</b></p> <p>Children are to develop ideas for street art that would improve one of the unusually-shaped spaces shown. Glue in picture and annotate ideas. Use space to sketch what their ideas would look like. Think about the different aspects of the building. If time, children may produce a larger, 'final' piece using pencil, felts or paints either in sketchbooks or on art paper.</p>	<p>images to annotate slides</p>
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<p>Art</p>	<p>- Carry out preliminary studies, test media &amp; materials - Work from a variety of sources, including those researched independently</p>		<p><b><u>To develop techniques for creating street art using stencils.</u></b>                  Look at <a href="#">PDF Slide 3</a> to discuss satirical graffiti.                  Use <a href="#">PDF Slide 4</a> to introduce Banksy. Explain Banksy is a street artist who makes satirical, humorous art using stencils and spray paint. Show some examples. Challenge children to discuss what they think the 'message' of each piece is.                  • Explain that Banksy's works are now considered to be valuable. What do you think about this? How can street art be valuable? Discuss.                  • Show examples of stencil street art advertising. Explain that graffiti and street art appeals to advertisers for precisely the same reasons that street artists developed their distinctive styles: it can be bright, bold, eye-catching, easy to replicate (like a logo), easy to understand, and memorable.                  • Banksy often uses stencils to create all or part of his designs. How are stencils made? How are they used? What effect do they create? Why do you think many street artists use them? Discuss, then show the suggested answers.                  • Explain, in greater detail, how stencils are made, including creating extra stencils for a layered effect.                  Use video <a href="https://www.bbc.co.uk/bitesize/clips/zsqhdmn">https://www.bbc.co.uk/bitesize/clips/zsqhdmn</a>  <b>(Play in microsoft edge)</b>  <b>Task:</b>                  Complete activity as in video - paint onto cardboard</p>	<p>Cardboard boxes cut to A4/A3 size                   paper plates                   paint                   scissors</p>
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<p>Art</p>	<p>- Carry out preliminary studies, test media &amp; materials &amp; mix appropriate colours                  - Work from a variety of sources, including those researched independently                  Be familiar with layering prints. Compare ideas, methods &amp; approaches in their own &amp; others' work &amp; say what they think &amp; feel about them</p>		<p><b><u>To create street art using stencils.</u></b>                  Use <b>PDF Slides from slide 6</b></p> <p>How could we make stencil designs more complex, interesting, or add detail? Discuss, then show a number of suggested techniques including:</p> <ul style="list-style-type: none"> <li>◆ Using different colours within the same stencil to add detail</li> <li>◆ Slightly shifting the stencil and using a contrasting colour to create a shadow/3-D effect</li> <li>◆ Using additional stencils of the same original image, where different parts have been cut out</li> </ul> <p><b>Task:</b>                  Use stencils and 2 contrasting colours for shadow effect. Move on to GDS activity.</p> <p><b>Evaluate:</b>                  Allow some time for children to look at each other's work and comment on it. Invite a few children to describe their process and, optionally, appraise their own work in front of the class.</p>	<p>images for stencils                  card/board to paint on                  paints</p>
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