

## Geography

Can I pin point the countries that refugees leave and arrive using maps, globes and atlases?

Can I describe why they leave these countries using geographical vocabulary?

Can I locate and discuss different climate zones around the world including the countries the refugees leave and arrive?

Can I explore and describe human and physical features? (Of countries explored above)

Extended learning/wider

## Skills

Can I describe a desirable fantasy country refugees would want to move to?  
Can I plan, organise and explain a refugee's journey including cost, travel types, maps, etc and compare to a non-refugee journey?  
Can I create a line graph showing numbers of refugees around the world?



## The Arts Art

Can I critique my own and others' art work?

Can I get an impression of a country (that refugees either leave or seek refuge) through art?

Can I explore Artists/Architects around the world?

Can I create a piece based on an artist around the world?

## Music

Can I listen to musical patterns and repeat them?

Can I use some musical notation?  
Can I play notes and patterns I have learned?

## Do people choose to be refugees?

Can I describe why they leave these countries using geographical vocabulary?

Can I plan, organise and explain a refugee's journey including cost, travel types, maps, etc and compare to a non-refugee journey?

Can I create a line graph showing numbers of refugees around the world?  
Can I create a piece based on an artist around the world?

**Hook**  
Refugee WOW day in class using videos, stories and real accounts.

Refugee interviews, videos and WOW day gives children insight into the reality of refugees today in society.

## Science

No Science this half term.

## DT

Can I design a desirable country refugees would want to move to?

## Computing

### We are meteorologists

Can I explore climate zones around the world using ICT?

Can I use a weather station to record weather in Manchester and compare to other climate zones?

Can I present data of climate zones using ICT?

**\*Bold statements taken directly from children's own questions**

**National Curriculum Statements**

**Geography**

- ✓ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- ✓ Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- ✓ Physical geography, including: **climate zones**
- ✓ Describe human and physical features of different countries around the world

**History**

- ✓ a local history study – links with history of refugees covered in WOW entry day

**Computing**

We are meteorologists

- ✓ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content

**RE**

- ✓ Why do some people think that life is like a journey and what significant experiences mark this?

**PSHE**

- ✓ To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people

**Art**

- ✓ To create sketch books to record their observations and use them to review and revisit ideas
- ✓ To improve their mastery of art and design techniques, including drawing
- ✓ To learn about great artists, architects and designers in history.

**Music**

- ✓ Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- ✓ Listen with attention to detail and recall sounds with increasing aural memory

RE/SMSC

**Why do some people believe that life is like a journey?**

Can I explain why some people think that life is like a journey and what significant experiences mark this?

**Can I explain why some religions are seeking refuge around the world (past and present)?**

✓ Use and understand staff and other musical notations