

### Geography

- Can I **find out** about Mount Vesuvius and Pompeii?
- Can I **describe** the climate of Italy?
- Can I **locate** the Mediterranean and **explain** why it is a popular holiday destination?
- Can I **compare and contrast** Venice and Manchester?

### Skills

- Can I **collect, interpret and present** data about Italy's weather conditions?
- Can I **calculate** the time it would take to travel to Italy using different modes of transport?
- Can I **plan and write** a story set in Venice/ Italy??
- Can I **persuade** someone to visit Italy?



### Extended learning

- Can I **find out** about the life and work of a famous Italian artists?
- Can I find out where famous buildings and landmarks are located in Italy?

### The Arts

- Can I **compare** the work of Leonardo da Vinci, Raphael and Michelangelo?
- Can I **paint** in the style of Leonardo da Vinci, Raphael and Michelangelo?
- Can I **learn** and **appraise** Italian songs?

## Why do so many people go to Italy for their holiday?

- Can I **explain** why the Mediterranean is a popular holiday destination?
- Can I **compare and contrast** Venice and Manchester?
- Can I **persuade** someone to visit Italy?
- Can I **paint** in the style of a famous Italian artist?

### Science

- Can I **identify** and **describe** the functions of different parts of flowering plants?
- Can I **explore** the requirements of plants for life and growth?
- Can I **investigate** the way in which water is transported within plants?
- Can I **explain** the life cycle of flowering plants?

### Hook

Italian day to start topic in class

### Computing

- Can I **create** my own survey?
- Can I **collect data** from my survey?
- Can I use my data to create bar charts and graphs?
- Can I use software to **present** the results of my survey?

### SMSC

- Can I **explore** customs and traditions of people from a different culture and how their values and customs may differ from my own?
- Can I **find out** about the practises and beliefs of people living in Italy?
- Can I **discuss** how people of different beliefs use prayer?
- Can I debate whether Britain should have stayed in the European Union or not?

\*Please see attached POS for National Curriculum coverage.

Geographical Skills: Locational knowledge, Human and Physical Geography

Pupils should be taught to:

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 name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, recognise key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time; identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

**Place knowledge:** Comparison study with region of Europe- Italy

Pupils to be taught to:

Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country (Venice) and a region within North or South America

**Human and physical geography**

Pupils to be taught to:

Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Science: Plants

Pupils should be taught to:

Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers

Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant

Investigate the way in which water is transported within plants

Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

Animals including humans

Pupils should be taught to:

Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat

Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Computing

Pupils should be taught to:

Solve problems by decomposing them into smaller parts, use sequence, selection, and repetition in programs;

Work with variables and various forms of input and output

Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

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 that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

### Design: **Food Study**

Pupils to understand and apply the principles of a healthy and varied diet and the role of this in developing and maintaining a healthy lifestyle

Art: Pupils should be taught how to:

Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

How 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, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

About great artists, architects and designers in history: Michelangelo, Raphael, Leonardo da Vinci.

### Music: **Reflect, Rewind and Replay**

Pupils should be taught to:

Sing and play musically with increasing confidence and control

How to develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

Improvise and compose music for a range of purposes using the inter-related dimensions of music

Listen with attention to detail and recall sounds with increasing aural memory

Use and understand staff and other musical notations

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Develop an understanding of the history of music.

### R.E/ SMSC

#### Religious Education: **Why do people pray?**

Pupils should be supported to:

Learn in depth from different religious and spiritual ways of life about prayer: the practice, symbols, words and significance of prayer are studied alongside some key beliefs about prayer, so that pupils can develop thoughtful ideas and viewpoints of their own about prayer.

This unit implements the **principal aim of RE**, which is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.