






**Spring 2: How Does Our World Work?**

Driver: Science

Outcome: DT: How do the natural features influence the way of life in Trinidad and Tobago?

<p><b>Core Text:</b> Gregory Cool African and Caribbean folktales, myths and legends (focus on the tale from Trinidad)</p>	<p><b>Writing Genres:</b> Persuasive writing- informal letter to parents persuading them to let him go home or stay in Trinidad and Tobago (choose 1) Persuasive writing- Monkey Liver Soup Adverts</p>	
<p><b>Key vocabulary</b></p>	<p>Caribbean, volcano, mountain, earthquake, skeleton, bones, muscles, joints, feelings, empathy, loneliness, care, loss</p>	
<p><b>Subjects:</b></p>	<p align="center"><b>National Curriculum objectives</b></p>	
<p><b>Science:</b> Animals including humans</p> 	<p>I can 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.</p> <p>I can identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p><b>Success Criteria</b></p> <p>What basic survival needs do you need to survive after a natural disaster- e.g. earthquake, volcano. What animals are in the Caribbean and how do they compare to humans- focus on how their skeletons and muscles support and protect them.</p>
<p><b>Geography:</b></p> 	<p>Name geographical regions and identify human and physical characteristics, key geographical features (including hills, mountains, coasts and rivers)</p> <p>Demonstrate knowledge of features about places around him/her and beyond the UK Explain about weather conditions / patterns in parts of the world Identify physical and human features of localities studied (eg Caribbean islands)</p> <p>Describe and understand key aspects of physical geography - mountains, volcanoes and earthquakes</p>	<p>Use digimaps to recognise key geographical features in the Caribbean, focussing on Tobago. Chn to identify hills, mountains, coasts and rivers and compare with their knowledge of places around them. Identify human and physical features of Tobago and compare with the UK Research the different mountains, volcanoes and earthquakes which have taken place in Trinidad and Tobago and identify the features/causes of them</p>
<p><b>Art:</b></p> 	<p>He/she is able to create a collage using overlapping and layering Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours Explain what he/she likes or dislikes about their own work</p>	<p>Children to create a collage of a Caribbean landscape using complementary colours for tone and warmth</p>
<p><b>PSHE:</b></p>	<p>Relationships education: Families who live far away- Explore loneliness, empathy and caring for our environment and others- geography links</p>	<p>Refer to how Gregory would have been feeling being apart from his family. Explore loneliness when away from the family (How can we care for our environment following natural disasters?).</p>
<p align="center"><b>Action/Exhibition:</b> Sponsored charity work to support those in Trinidad and Tobago</p>		
<p><b>Trip ideas</b></p>	<p>UCL workshop: Come see how rocks can flow like water and form volcanoes at the surface.</p>	
<p><b>To be taught in a block and evidenced through floor books</b></p>	 <b>RE:</b> Christianity: What did Jesus teach about the poor?   <b>Computing:</b> Programming B – Events and actions	