








Summer 2: How do we share the planet?		
Driver: Geography		
Outcome: English: How can we use our voices to make positive change in our city?		
Core Text: Lonely Planet Kids: The Cities (focus on UK cities) Non-fiction article on Garden Bridge		Writing Genres: Informal letter postcard Non-fiction: formal letter of complaint,
Key vocabulary		Location knowledge, cities, London, bridges, positive contribution, nutrients, topographical features, prototype, branching database,
Subjects:	Learning Objectives:	Activities
Science: Plants 	I can 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.	Re-cap what a plant needs in order to grow and planting [observe over time] Pick 5 plants and predict which will grow best in a city Research which plants grow best in cities and why Create a fair test to test the 5 plants Conclusion on which plants are best in a city and why [write up over 2 lessons]
History 	Describe memories of key events in his/her life using historical vocabulary	Use historical vocabulary to explore memories in our city where we have noticed the need for positive change
Geography: 	Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) Explain about weather conditions / patterns around the UK and parts of the world Describe human features of UK regions, cities and /or counties	Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, Identify what topographical features are (hills, mountains, coasts, rivers) and identify these in the UK. Explore and be able to explain UK's weather conditions and compare with other parts of the world Describe human features of UK's cities; e.g. London focus Use Science knowledge to predict which plants would be sustainable in a city
Design and Technology: 	Use knowledge of existing products to design his/her own functional product Create designs using annotated sketches, cross-sectional diagrams and simple computer programmes Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them Safely measure, mark out, cut, assemble and join with some accuracy Investigate and analyse existing products and those he/she has made, considering a wide range of factors Strengthen frames using diagonal struts	Use VR headsets to explore different bridges Go on a walk around London in weeks 1-2 and take pictures of different bridges/ observational sketches Use sketches/images to create cross-sectional diagrams, annotated sketches and computer programs (3D paint?)- Use VR headsets Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them Begin building bridges in partners/ small groups safely measuring, marking out, cutting, assembling and joining. Learn how to strengthen frames using diagonal struts [over a few lessons] Analyse and evaluate products made
Art: 	Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas	Create observational sketches during walk around London of bridges and plants found near them.
Computing	Data and information – Branching databases on plant's needs (Y or N) questions	Create a branching database on what plants need in order to grow and thrive e.g. design questions such as- Do they need water each day? Yes or no using j2e Branch
Action/Exhibition:		
Action: Letter of complaint to the Mayor of London over the promised 'Garden Bridge' alongside prototypes of our own 'Garden Bridges'		
Trip ideas		Visit Blackfriars where Garden Bridge 'should' be. Walk along river to look at bridges and create sketches bridges/flowers with clipboards on trip
To be taught in a block and evidenced through floor books		 RE: Islam: Visual Art: What symbols are important in religion?  PSHE: Sex and Relationships Education, peer pressure and drug education