



This geography unit will teach children about how and why the global population changes over time, including why the population rose dramatically after the 1950s. We will explore birth and death rates, migration and why people choose to migrate, and the impact of climate change on the population. We will look at population density in different parts of the world and learn about the reasons why some areas are more densely populated than others. Children will have the chance to practise data collection skills as they learn about the way the global population is impacting the environment.

A study of population growth and change.

SUBJECT AREAS

COMPUTING

Year 5:

- To use a form to record information
- To compare paper and computer-based databases
- To outline how you can answer questions by grouping and then sorting data
- To explain that tools can be used to select specific data
- To explain that computer programs can be used to compare data visually
- To create a spreadsheet to plan an event

Year 6:

- To create a data set in a spreadsheet
- To build a data set in a spreadsheet
- To explain that formulas can be used to produce calculated data
- To apply formulas to data
- To use a real-world database to answer questions
- To choose suitable ways to present data

MFL

Year 5:

- To recognise, read and respond to directional language.
- To read and give directions in French
- To identify features of countries in the French-speaking world.
- To investigate climate data from the French-speaking world using authentic materials.
- To ask and answer questions about different countries in the French-speaking world.

Year 6:

- To begin using the near future tense.
- To identify and form the present and near future tenses.
- To describe which clothes to pack for a holiday.
- To read and understand a story about a summer holiday.
- To plan a holiday to France.

SCIENCE	RELIGIOUS EDUCATION
<ul style="list-style-type: none"> ● To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. ● To identify scientific evidence that has been used to support or refute ideas or arguments. ● To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. ● To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. ● To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. ● To record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. 	<ul style="list-style-type: none"> ● To explain some causes of suffering by exploring scripture and experience. ● To understand the concept of free will through exploring scripture. ● To investigate beliefs about human wrongdoing through religious perspectives. ● To explore beliefs about suffering and goodness through scripture and personal responses. ● To explore different beliefs about God's role in suffering. ● To examine how teachings about Jesus affect some Christian responses to suffering.
PHYSICAL EDUCATION	GEOGRAPHY
<p>Year 5:</p> <ul style="list-style-type: none"> ● swim competently, confidently and proficiently over a distance of at least 25 metres ● use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ● perform safe self-rescue in different water-based situations <p>Year 6:</p> <ul style="list-style-type: none"> ● Develop flexibility, strength, technique, control and balance by learning and performing a range of different jumps and leaps. ● To accurately perform a cat leap full turn and a stag leap. ● Develop flexibility, strength, technique, control and balance by learning and performing a range of rolls. ● To accurately perform a dive forward roll and a pike backward roll. ● Develop flexibility, strength, technique, control and balance by learning and performing different vaulting movements. ● To accurately perform a straddle over a vault. ● Develop flexibility, strength, technique, control and balance by learning and performing a hurdle step into cartwheel and round-off. ● To perform a hurdle step into a cartwheel and a round-off. 	<ul style="list-style-type: none"> ● To understand the change and distribution of the global population. ● To define birth and death rates and describe why they change. ● To recognise the push and pull factors influencing migration ● To begin to understand the impact climate change can have on the global population. ● To collect data showing how population impacts the amount of traffic and litter in an area. ● To write a report on the fieldwork process, analyse findings and make suggestions to improve a situation.

	PSHE		DT
	<ul style="list-style-type: none"> ● To understand the need to be careful about how they present themselves online. ● To know the information which should and should not be shared online. ● To know how to safeguard their online information. ● To be able to apply their knowledge of which information to share online when creating profiles. ● To be able to review and improve their online profiles. ● To be able to evaluate their own profiles to ensure that private information is not shared. ● To develop safe approaches to setting up passwords. ● To know what to do if they see something online which makes them feel uncomfortable. 		<ul style="list-style-type: none"> ● To explore how to reinforce a beam (structure) to improve its strength. ● To build a spaghetti truss bridge. ● To build a wooden truss bridge. ● To complete, reinforce and evaluate my truss bridge.