

Creative Curriculum - Year 5: Term 6

Wonders of the World			Order of Teaching
Learning Links	<p>Cross curricular, trips, visits, visitors and homework:</p> <p>Trips: Visitors: Visit from a Florist or Bonsai expert? Homework: Collect items for mini garden. Literacy: Stories from other cultures, e.g. 1001 Arabian Nights, Ali Baba and the 40 thieves; adventure stories, e.g. Indiana Jones; and debate poetry. Cross Curricular: Other ancient civilisations, e.g. the Mayans or 'the lost city of Petra'.</p>		
Geography Wonders of the World: Cartography. Locating and comparing old and new wonders, natural wonders & UNESCO world heritage sites.	<p>Chn learn about the wonders of the world and where they are located.</p> <p>They could map the continents they are found in. They could carry out independent research to create a new wonders list. Chn should choose one wonder to focus on in greater detail. Chn could then work as cartographers to study and recreate maps of their chosen wonder.</p>	<p>LO: I can use atlases, maps and 6 figure references to locate and describe the natural wonders of the world.</p> <p>LO: I can make maps to locate and describe natural wonders of the world – including a scale, known ordnance symbols, and colours in keys.</p>	<p>1</p> <p>(E.g. Day 1...)</p>
DT The Hanging Baskets of Babylon – making hanging gardens	<p>Chn learn about Ancient Iraq's Hanging Gardens of Babylon – one of the original 'Seven Wonders' said to be located near Baghdad.</p> <p>They could learn that King Nebuchadnezzar supposedly built these for his homesick queen but unlike other wonders, they have never been found. Chn could find out about the types of structures (colours, shapes and materials) and plants that might have been used. Chn could then sketch, draw and paint what they think the gardens may have looked like (watercolour). They could then make their own mini gardens using painted stones, plant pots, polystyrene, corrugated cardboard and plants – real or artificial. (Depending on what they are made from the chn's gardens could be put into hanging basket to display around school.)</p>	<p>LO: I can make a model of the Hanging Gardens of Babylon.</p> <p>See success criteria</p>	<p>2</p> <p>(Day 2...)</p>



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<p>History & Literacy</p> <p>Ancient civilisations: Baghdad - Tales of 1001 Arabian Nights</p> <p>Art</p> <p>Making illustrations using mixed media – Tales of 1001 Arabian Nights</p>	<p>Chn learn about Baghdad c.AD 900 – an early Islamic civilisation - through the story of Scheherazade.</p> <p>Chn could learn that not far from the Hanging Gardens of Babylon was the city of Baghdad – the most populace city in the world at the time. They could read the story of Scheherazade (1001 Arabian Nights abridged for children) – who had to entertain her husband (the King) with a new story each night to stop him killing her.</p> <p>They could meet her and ask her questions (using AIR?) imagining she has been locked in the palace for 500 days and nights and is quickly running out of stories. Chn could research stories for her to keep her alive and write their own stories in Literacy. They could recreate the library of Baghdad's / House of Wisdom (book corner?) and create a new book of stories - illustrating the cover and pages with designs based on ideas and discoveries important in Baghdad at the time (e.g. design of the city and palaces; the giant walls; religion, trade, fashion, art and design; and the development of mathematics, science, astronomy, cartography and alchemy).</p> <p>(The chn should have opportunity to explore using a watercolour wash; different outlining styles (e.g. graphic ink, intermittent, precise or freehand, adding finer details in ink); combining different media including IT; and horizon points - for perspective and dimensions, etc.)</p>	<p>LO: I can devise and address historically valid questions about the significant and characteristic features of c.AD 900 Bagdad. (E.g. How was the city designed? Why? What ideas did they have about the stars? What equipment did they use? Etc.)</p> <p>LO: I can construct responses that involve informed and thoughtful selection and organisation of relevant historical information.</p> <p>LO: I can construct creative responses to what I've learned using all my art and design skills.</p> <p>LO: LO: I develop my own illustration style to transform the pages of my book. (See Art success criteria)</p> <p>LO: I can share my story and illustrations in role as Scheherazade the storyteller.</p>	<p>3</p> <p>(Day 3 onwards...)</p>
<p>Dance</p>	<p>Scheherazade – symphonic suite by Rimsky-Korsakov: Chn listen to Scheherazade and tell story to it through movement.</p>		
<p>Science</p>	<p><i>Growing up and growing old</i> (see Switched on Science)</p>		
<p>Computing</p>	<p><i>We are bloggers</i> – sharing experiences and opinions</p>		