



Ambition - Community - Equality

ELMS FARM PRIMARY SCHOOL CURRICULUM



<b>Topic: What is a river's journey?</b>
<b>Year Group: 5      Term: Autumn 1 and 2</b>
<b>Ambition:</b> Know that ambitions can enable us to explore new places and find out about our world in the context of explorers
<b>Community:</b> Know that there are communities that rely on natural resources such as rivers
<b>Equality:</b> Know that we should all have equal ambitions regardless of background/ beliefs.

### Links to Prior Learning

<b>Y2 – Seaside</b> (learning about geographical features)	<b>Y3 – volcanoes</b>	<b>Y4 – 4-figure grid</b> references and use of OS maps including recognition of basic symbols	
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### Writing Opportunities Through Topic Lessons

<b>Explanation: The water cycle</b>	<b>Information: Parts of a river</b>	<b>Fact files: World's longest rivers and tallest mountains</b>	<b>Write a step by step guide to make their Christmas decoration</b>
<b>A1 Independent hot task Narrative: Story of the raindrop</b>  <b>A2 Independent hot task Geography – leaflet: Carding Mill Valley</b>	<b>Explanation text: How are mountains formed?</b> <b>Tourist board style leaflet persuading people to visit rivers and mountains in the UK.</b>		<b>Ed. Visit follow up: Information leaflet/booklet: Carding Mill Valley</b>

### Key Texts

<b>Touching the Void (Scholastic)</b>	<b>King of the Cloud Forests, Michael Morpurgo</b>	<b>Survivors, David Long &amp; Kerry Hyndman</b>	<b>Mountains of the World, Deiter Braun</b>
<b>-Fantastic Female Adventurers, Lily Dyu</b>	<b>Everest, Alexandra Stewart- How to climb a mountain</b>	<b>Mountain poetry</b>	<b>The Promise Nicola Davies</b>
<b>Where the river meets the sea, Eva Ibbotson</b>	<b>A River, Marc Martin</b>	<b>Once upon a raindrop, James Carter</b>	<b>The Sound Collector, Roger McGough</b>



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## Key Vocabulary

### Geography

rivers: tributary, estuary, floodplain, meander, mouth, source

mountains: base, plateau, face, mountain range, ridge, tree line, summit, snowline, slope, landscape

### Geography

how different types of mountains are formed: fold mountains, fault-block mountains, dome mountains, volcanic mountains, plateau mountains  
Ordinance Survey Map: 6-figure grid reference, symbol, contour lines

### Computing A1

Media format, video production/editing, editing software, editing techniques

Computing A2  
Systems, IP address, protocol, collaborative, public, private

### Art

Influence, tones, texture, watercolour, acrylic, effects, pastels, technique, layer, colour theory

## Projects

### Art project:

Explore the different techniques using watercolours and oil pastels to create a 'river scene'

### DT project:

Textiles  
Make a Christmas decoration with applique design

### Computing project:

A1 – Teach Computing  
Video Editing  
Geography  
Create a video about mountains/ivers  
A2 – Teach Computing  
Sharing Information

### Geography fieldwork



## Concrete Knowledge

### Geography

- Know the different types of mountains and how they are formed
- Know the at least 3 different parts of a river
- Know what human and physical features are in the area around Carding Mill Valley by using digi map
- Know the names and locations of some famous mountain ranges
- Know the names of some of the world's longest rivers and name some UK rivers (Trent, Avon, Severn and Thames)
- Know the names of some of the world's tallest mountains and name some UK mountain ranges (Pennines, Snowdonia, Cairngorms)

### DT

- Know how to use learning from mathematics to help design and make products that work (measuring and marking out to make a paper pattern)
- Know that materials have both functional properties and aesthetic qualities
- Know that a 3D textiles product can be made from a combination of fabric shapes
- Know that materials can be combined and mixed to create more useful characteristics

### Art

- Know different colours and tones are used to create a water effect
- Know that different paints create different effects

### Ed. visit follow up

Write up fieldwork and create graphs using the measurements taken



## Skill Progression

### Geography

I can label diagrams to show key geographical features of:

- rivers: tributary, estuary, floodplain, meander, mouth, source
- mountains: base, plateau, face, mountain range, ridge, tree line, summit, snowline, slope
- how different types of mountains are formed: fold mountains, fault-block mountains, dome mountains, volcanic mountains, plateau mountains
- the different stages of a water cycle

I can read and plot 6-figure grid references (to refer to OS map symbols)

I can use Digi Map to find to find out the height of hills and mountains using contour lines (Carding Mill Valley and other key mountains in the UK)

*I can draw a sketch map (Carding Mill Valley using OS map symbols)*

- *I can use the 8 compass points (during fieldwork orienteering)*

### Art

#### Artistic Elements: Tone and Texture

- I can select which artist will influence my work
- I can experiment with and compare watercolour and acrylic paint
- I can create different effects by painting in layers can mix colours shades and tones confidently
- I can use light and dark tones within a painting to create perspective
- I can apply colour theory to express moods

### Computing – Autumn 1

Teach computing - Video editing Microsoft photos (for windows 10)

Final project – Geography Create a video about mountains/ivers

- I can explain what makes a video effective
- I can use a digital device to record video
- I can capture video using a range of techniques
- I can create a storyboard
- I can improve my video through reshooting and editing
- I can consider the impact of the choices made when making and sharing video

### Computing Autumn 2

Teach computing - Sharing information Microsoft Powerpoint

- I can explain that computers can be connected together to form systems
- I can recognise the role of computer systems in our lives
- I can recognise how information is transferred over the internet
- I can explain how sharing information online lets people in different places work together
- I can contribute to a shared project online
- I can evaluate different ways of working together online



**DT: Design**

- I can describe the purpose of their products
- I can indicate the design features of their products that will appeal to intended users
- I can explain how particular parts of their products work carry out research, using surveys, interviews, questionnaires and web-based resources
- I can identify the needs, wants, preferences and values of particular individuals and groups
- I can develop a simple design specification to guide my thinking
- I can model my ideas using prototypes and pattern pieces (mark out using a ruler and create pattern pieces)
- I can generate innovative ideas, drawing on research
- I can use annotated sketches to develop and communicate my ideas

**DT: Make**

- I can select tools, materials and equipment suitable for the task
- I can explain their choice of tools and equipment in relation to the skills and techniques they will be using
- I can produce appropriate lists of tools, equipment and materials that I will need
- I can formulate step-by-step plans as a guide to making
- I can follow procedures for safety and hygiene
- I can accurately measure, mark out, cut and shape materials and components (make a paper pattern)
- I can accurately assemble, join and combine materials and components
- I can accurately apply a range of finishing techniques, including those from art and design (applique, embroidery, backstitch)
- I can use techniques that involve a number of steps

**DT: Evaluate**

I can investigate and analyse:

- how well products have been designed
- how well products have been made
- why materials have been chosen
- what methods of construction have been used
- how well products work
- how well products achieve their purposes
- how well products meet user needs and wants

I can investigate and analyse:

- how much products cost to make
- how innovative products are
- how sustainable the materials in products are what impact products have beyond their intended purpose
- I can identify the strengths and areas for development in their ideas and products
- I can consider the views of others, including intended users, to improve their work
- I can critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make
- I can evaluate my ideas and products against my original design specification



Science, Music, R.E., PSHE, French and P.E. units

<b>Science A1</b> Living things and their habitats	<b>Science A2</b> Properties and changes of materials	<b>Music A1</b> South and west Africa African songs and instruments	<b>Music A2</b> Christmas Production: singing focus
<b>R.E. A1</b> Caring for Others, Animals and the Environment Sharing and being generous	<b>R.E. A2</b> Being loyal and steadfast Being hopeful and visionary	<b>PSHE A1</b> Rights and responsibilities	<b>PSHE A2</b> Keeping myself safe
<b>P.E. A1</b> Coach: Invasion Games CT: Basketball	<b>P.E. A2</b> Coach: Dance CT: Hockey	<b>French A1</b> Phonetics lesson 3 & My family	<b>French A2</b> The Date
<b>E-safety</b> A1 Self-Image and Identity Online relationships	<b>E-safety</b> A2 Online reputation		

Maths in Context

Coordinates of landmarks in Carding Mill Valley/ Church Stretton (6-figure grid references)	Measuring the depth of the stream in Carding Mill Valley at different points to create a cross-section		
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Cultural Capital

Self-control and self-discipline	Adaptability & Resilience	Taking responsibility	Self-reflection
Our place in the world	Ambition	Care and respect	Appreciation
Livelihood	Communication	Cultural diversity and equality	Technological advancements

Cultural and Artistic Icons

Rembrandt	Claude Monet	Albert Handell	
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**Health Education, Money Management, Environmental Education**

Understand the terms loan, credit, debit and interest

Know what a habit is and why it can be hard change

Know that all medicines are drugs but not all drugs are medicine

**Rights Respecting**

Article 24: Every child has the right to access clean water and nutritious food

Wider links

Wider links

Wider links

**Enrichment experiences and Community Involvement**

Carding Mill Valley: river measurements, OS map, orienteering

Visit to a Gurdwara

St. Giles Christmas performance

(PSHE) Know and understand the roles of local councils