

Hazelbury Learning Quest

The Future is Us

Year 5	Where is Life Found?
	<p>Intent We intend for the pupils to develop their understanding of mountains and rivers in settlements, travel and farming. Whilst exploring this the children will understand the significance of these physical features and the importance of respecting the landscape around them and know the negative impact that human activity can have.</p> <p>Implementation In geography, the children will understand the physical features of rivers and give reasons for their geographical similarities and differences between countries, with a particular emphasis on the River Thames and the River Nile. Pupils will also look at the effects of human activity and use a range of geographical resources, including aerial photographs and atlases.</p> <p>In D&T, children will explore different materials and select appropriate materials to make a bridge to cross a river. The pupils will cut materials using appropriate tools and show an understanding of the quality of different materials. They will get inspiration from past bridge designers and evaluate techniques used which can be incorporated into their own designs.</p> <p>In science children will be working scientifically to plan experiments, ask questions, make predictions, observations and explain their findings using scientific vocabulary.</p> <p>Impact Children will know that there are similarities and differences between different mountains and rivers across the world. They will understand that humans can have a positive and negative impact on the physical environment.</p>
<p>Hazelbury Value – Collaboration Various aspects of working collaboratively will be explored during family assemblies.</p>	

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Citizenship Focus (PSHCE)

Children will develop an understanding of what a digital footprint is and how it can affect their online relationships. They will understand the rules and principles of keeping safe online and how to recognise risks, harmful content and how to report them. Through discussion, children will explore the positive and negative impacts of the internet and understand that their online actions can affect others and can have a lasting impact on mental wellbeing.

UNCRC Articles

Setting up or joining groups (Article 15)

Every child has the right to meet with other children and to join other groups and organisations, provided this does not stop other people from enjoying their rights.

Access to information from the media (Article 17)

Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

Respect and tolerance

Children will discuss the importance of respecting their environment and the impact that it may have on future generations.

Engage, Enrich, Experience

Visit – Local Firs Farm Wetlands

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Digital Learning - Internet Safety - To understand that information that I put online reflects my image.
To understand how to prevent and respond to cyber bullying.

Computing

Programming A – Selection in physical computing

In this unit, learners will use physical computing to explore the concept of selection in programming through the use of the Crumble programming environment. Learners will be introduced to a microcontroller (Crumble controller) and learn how to connect and program components (including output devices- LEDs and motors) through the application of their existing programming knowledge. Learners are introduced to conditions as a means of controlling the flow of actions and make use of their knowledge of repetition and conditions when introduced to the concept of selection (through the if, then structure).

Writing across the curriculum

Pupils will communicate their geographical understanding through writing a script for a documentary on rivers. Additionally, the children will create a poem or a rap about the water cycle.

Subjects covered: Geography, D&T, Music and Science

National and School curriculum

Geography	D&T	Science	Music
<ul style="list-style-type: none"> - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time 	<ul style="list-style-type: none"> - To create sketchbooks to record their observations and use them to review and revisit ideas. - To improve their mastery of art and design techniques (drawing) - To get inspiration from great artists and designers. 	<p>Working Scientifically Ideas and evidence</p> <ul style="list-style-type: none"> • Understand how experimental evidence and creative thinking have been combined to provide a scientific explanation • Distinguish opinion and scientific evidence and use evidence rather than opinion to support or challenge scientific arguments 	<p>Charanga Unit 3 – Make you feel my love. (Adele)</p> <ul style="list-style-type: none"> - Listen and appraise the song - Listen and appraise other pop ballads. - Learn to sing and perform the song to an audience

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<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 		<p>Select from a range of sources of information when trying to answer a scientific question</p> <p>Planning</p> <ul style="list-style-type: none"> • Raise questions containing scientific knowledge and understanding • Identify key variables to be considered <ul style="list-style-type: none"> • Where appropriate make predictions based on scientific knowledge and understanding • Identify several approaches and select the most appropriate <p>Plan to collect sufficient data to gain reliable results</p> <ul style="list-style-type: none"> • Select suitable equipment from a range of similar equipment provided and decide on appropriate accuracy • Make a series of observations and explain using scientific vocabulary • Include repeat readings • Record in a table that includes repeat readings 	<ul style="list-style-type: none"> - Learn musical vocabulary – pulse, rhythm, pitch
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		<p>Extend presentation of data to include line graph</p> <ul style="list-style-type: none"> • Can interpret data from a range of graphs and see relationships between graphs Make comparative statements linked to the variable being investigated and use scientific knowledge and understanding to form an explanation • Can use data to support or contradict a prediction and give an explanation • Can explain the accuracy of their data, whether they controlled variables and had sufficient evidence - Evaluate the effectiveness of my working methods, making practical suggestions for improving them 	
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