

## Topic title: River Deep, Mountain High

# Endon Hall Primary School - Medium Term planning

Class: 5

Term: Summer

### Visual stimulus:



### National Curriculum links:

As Geographers we will be studying a range of places and environments in different parts of the world, using atlases, globes, maps and plans at differing scales to ask and answer geographical questions using appropriate vocabulary. We will name and locate counties and cities of the UK, geographical regions, their identifying physical characteristics and key topographical features (including hills, mountains, and rivers), and understand how some of these aspects have changed over time. We will describe and understand key aspects of: physical geography, including: rivers, mountains and the water cycle; human geography involving the distribution of natural resources including energy, food, minerals and water. We will be able to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Throughout the Geography study we will consider the geographical zones of the world. Our Science work will link mountain and river environments to living things and their habitats. As Musicians we will be studying and composing music based on the theme of water – a River Journey. We will be able to play either as a solo or in an ensemble, playing a range of musical instruments. We will attempt to improvise music for a purpose and base this on listening to a range of music, based on water e.g. Handel's *Water Music*. Through composing we will be introducing standard notation but also graphic symbols. We will also explore the music of the Alps, Himalayas – pan pipes and the *Sound of Music* – being able to perform pieces. As Artists we will study – Monet *Water Lilies*, Seurat and Pointillis, Hockney, *The Water Diver*, Abstract Art, Weaving and Collage. Other techniques may include felt making and using techniques with water colours, chalks and pastels and batik. As designers we will investigate the process and construction of instruments and explore making rain sticks or ocean drums; make a model of a dam or design and make a 3D model of a river bed / course of a river. The literacy links will be to retrieve and present information on different rivers and mountain ranges and study the texts *Wind in the Willows* and Michael Morpurgo's *This Morning I Met A Whale*. As Scientists, the children will describe the changes as humans develop to old age. They will also describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird as well as describe the life process of reproduction in some plants and animals. In Computing, they will be understanding computer networks and how they can provide multiple services and the opportunities they offer for communication and collaboration. They will use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. The children will select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. The children will learn to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour and identify a range of ways to report concerns about content and contact.

**The Arts:** As people who are passionate about a broad cultural education we will:

- Dramatise sections of our book study
- Learn new techniques in Art through Batik and felt making
- Listen to and explore music from the Alps – explore the 'Sound of Music'

**Possibilities:** As people who are open to new experiences that will broaden our aspirations we will:

- Explore the role of Environmentalists, the work of hydrologists, scientists (with respect to our water, water courses, rivers, water supplies) and engineers – with their role in controlling supplies of water.
- Explore what it is like to a 'Mountaineer Guide' or an explorer / climber- what is the motivation?

**Environment:** As people concerned with the environment we will:

- Study rivers – investigate physical processes that affect a river and explore the vital role it has on surrounding landscapes and eco-systems
- Or explore habitats by looking at canal, lake or river water. Discover the vital role that water has on the surrounding landscapes and eco systems. Use keys to identify the animals found on different bodies of water. [www.staffs-wildlife.org.uk](http://www.staffs-wildlife.org.uk)

**Outdoors/Local, National, International links:**

- Wolseley Centre Rugeley
- Westport Lake Stoke-on-Trent
- River Study at Stanley Head.

**Other links (BLP, Life skills, SMSC, PSHE):** We will explore the role of mountaineers, explorers – what are their life skills, personalities and attributes that makes them who they are and what they have achieved – self-belief, self-confidence, motivation, self-esteem, perseverance and determination amongst the life skills. With SMSC we will be able to explore different lifestyles and cultures of guides, who live in the Himalayas; personal beliefs and morals regarding tourists on the Himalayas. The children will learn to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom through developing good relationships and respecting the differences between people. They will learn that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view. They will learn to think about the lives of people living in other places and times, and people with different values and customs. The children will learn to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships. They will realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help. The children will learn to recognise and challenge stereotypes including the differences and similarities between people which arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.