



Ambition - Community - Equality

ELMS FARM PRIMARY SCHOOL CURRICULUM

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

Links to Prior Learning

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

Explanation: The water cycle	Information: Parts of a river	Fact files: World's longest rivers and tallest mountains	Narrative: The journey of a raindrop.
Explanation text: How are mountains formed?	Tourist board style leaflet persuading people to visit rivers and mountains in the UK.	RE: Information: Gurdwara Information text – (Linked to ed visit) Langar Kitchen	Ed. Visit follow up: Information leaflet/booklet: Carding Mill Valley Recount- fieldtrip
Diary: Edmund Hillary			

Key Texts

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



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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
 Ordnance Survey Map: 6-figure grid reference, symbol, contour lines

Computing A1

Infographic, one-level deep, two-level deep, analogous, complementary, display text, image file formats, copyright, creative commons license
 Computing A2
 Email, instant/direct messaging, social media, Wiki, Fake news, misinformation, disinformation

Art

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

Projects

**Art project:
Landscape**

**Computing project:
Aut 1 – Entrust
Infographics**

**Final project:
Geography/history**

**Design an infographic
about rivers/mountains**

**Computing project:
Aut 2:
Computers for
Communication and
Collaboration**

**DT project:
Textiles
Make a Christmas
decoration with
applique design**



Concrete Knowledge

<p>Geography Know the different types of mountains and how they are formed</p>	<p>Geography Know the different parts of a river</p>	<p>Geography Know what human and physical features are in the area around Carding Mill Valley</p>	<p>Geography Know the names and locations of some famous mountain ranges</p>
<p>Geography Know the names of some of the world's longest rivers and name some UK rivers (Trent, Avon, Severn and Thames)</p>	<p>Geography Know the names of some of the world's tallest mountains and name some UK mountain ranges (Pennines, Snowdonia, Cairngorms)</p>		
<p>Art Know different colours and tones are used to create a water effect</p>	<p>Art Know that different paints create different effects</p>		<p>Ed. visit follow up Write up fieldwork and create graphs using the measurements taken</p>

Skill Progression

<p>Geography I can label diagrams to show key geographical features of:</p> <ul style="list-style-type: none"> • rivers: tributary, estuary, floodplain, meander, mouth, source • the different stages of a water cycle 	<p>Geography I can label diagrams to show key geographical features of:</p> <ul style="list-style-type: none"> • mountains: base, plateau, face, mountain range, ridge, tree line, summit, snowline, slope 	<p>Geography I can label diagrams to show key geographical features of:</p> <ul style="list-style-type: none"> • how different types of mountains are formed: fold mountains, fault-block mountains, dome mountains, volcanic mountains, plateau mountains 	<p>Geography I can label diagrams to show key geographical features of:</p> <ul style="list-style-type: none"> • the different stages of a water cycle
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Geography
I can read and plot 6-figure grid references (to refer to OS map symbols)

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

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

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

Art
I can select which artist will influence my work

Art
I can experiment with and compare watercolour and acrylic paint

Art
I can create different effects by painting in layers

Art
I can mix colours shades and tones confidently

Art
I can use light and dark tones within a painting to create perspective

Art
I can apply colour theory to express moods

Computing – Autumn 1

- I can make judgements on the design of an infographic to evaluate its effectiveness
- I understand that colour can impact the design of an infographic due to meanings and associations as well as colour combinations I know that carefully selecting images to convey the right message is important
- I understand that I should abide by copyright licences if I am to use someone else’s image in my own work
- I can use charts and graphs appropriately to display data
- I have considered the overall design and limited my use of colour and images so as not to distract from the intention of the infographic
- I have used a variety of presentation skills such as layering, transparent images, coloured text, filled text boxes and background fills to design my infographic
- I have carefully chosen interesting and related facts and stats to convey the intended message for my infographic

Computing Autumn 2

- I know that the internet allows us to communicate with people all over the world through audio, text and video
- I can explain what some of the risks are when communicating online with others
- I know what email is and how to write an email
- I know what instant or direct messaging is
- I know that instant/direct messaging can be to one person or to many at the same time
- I know what a wiki is I know the difference between misinformation and disinformation
- I can suggest suitable strategies to help with spotting fake news when gathering information online
- I can work collaboratively 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



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

Science A1
Living things and their habitats

Science A2
Properties and changes of materials

Music A1
Looping and remixing
Dance music

Music A2
Changes in pitch, tempo and dynamics
Rivers

R.E. A1
Caring for Others, Animals and the Environment
Sharing and being generous

R.E. A2
Being hopeful and visionary
Being loyal and steadfast

PSHE A1
Rights and responsibilities

PSHE A2
Keeping myself safe

P.E. A1
Invasion Games

P.E. A2
Gymnastics

French
Phonetics 1,2 & 3
Selection of Core Vocabulary lessons

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

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