

## Theme Overview

Year	5	Term	Summer 1
Theme	Fairgrounds	Big Question	Why do people visit places?
<p>Focus of unit and scope of unit:</p> <p>The children will study the impact of tourism on a seaside location in the UK (Cleethorpes) and Eurodisney. They will look at the impact this has on human and physical features. They will learn about and visit the seaside so they have a better understanding of coastal features. The children will look at the work of Edward Calder and how nature influences his sculpture. They will work to design and create a wire sculpture using his wire designs and an influence.</p>			
Caring	Creative	Critical	SMSC/Equalities/British Values
<p>-The children will look at the positive and negative impacts that tourism has on the communities studies and how some of the negative impacts can be reduced. They will play together on the beach and take turns and share equipment.</p>	<p>The children will use wire to design and make a 3D sculpture to represent nature how they see it, exploring different techniques. The children will present their learning in Geography in different ways.</p>	<p>The children will use information from maps and data tables to make comparisons and draw conclusions. They will evaluate their designs. Children will use a field visit to Cleethorpes and ask geographical questions and make careful observations.</p>	<p>The children will extend their knowledge of the UK environment by visiting the coast and understanding the natural world. They will debate the positive and negative impact of tourism and have respect of other's points of view.</p>
Big Start		Big Finish	
<p>Give children several photos, objects of EuroDisney and Cleethorpes without telling them where it is. E.g. bucket and spade, photos, tourist maps. Ask the children to use the clues to guess what they might be studying.</p>		<p>Visit to Cleethorpes</p>	
		Experience	
		<p>Visit to Cleethorpes</p>	

# Geography

Year 5	Term: Tourism			
Sequence of Learning	Previous Learning		Next Steps in Learning	
	Children have previously compared their local environment to another in the UK. The children have studied mountainous regions and the impact this has on human activity and extend their knowledge by looking at tourism and how this impacts the local environment.		The children will move onto exploring further contrasting places such as the Antarctic and rainforest biomes and study the human and physical features of these and the impact of human activity.	
Knowledge and Skills	Locational Knowledge	Place Knowledge		Human and Physical Knowledge
	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>Know, name and locate the main regions and key land use patterns in the UK. Use all 12 regions:</li> <li>Land use patterns include: residential, commercial, industrial, agricultural, and natural</li> <li>Know the name of a number of countries and capital cities in the world: Egypt/Cairo, India/New Delhi, China/Beijing, USA/Washington, Australia/Canberra, Canada/Ottawa, South Africa/Cape Town</li> </ul>	<p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>Know the geographical similarities and differences between a place and human activity in the UK compared to one in Europe.</li> </ul>		<p><b>Tourism</b></p> <ul style="list-style-type: none"> <li>Know the importance transport plays in human activity.</li> <li>Know how human activity impacts and changes an area.</li> <li>Understand the impact of coastal erosion on landscapes.</li> <li>Know steps humans can take to reduce their impact on the environment.</li> </ul>
	Mapwork		Fieldwork	
	<ul style="list-style-type: none"> <li>Know how to use detailed sketch maps and symbols for a key to record geographical features and places.</li> <li>Know how to use Ordnance Survey symbols and six-figure grid references to locate features and places on a map: All symbols so far plus: theme park, camping, orchard, wind turbine, slopes, motorway.</li> <li>Know how to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>Know how to plan a journey from my town/city to another place in England.</li> </ul>		<ul style="list-style-type: none"> <li>Use fieldwork 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.</li> </ul>	
Vocabulary	Tourism Transport links Land use 6 figure grid references	Urban Rural coastal	Region Agricultural Commercial Industrial Residential	

## Design Technology

Year 5	Summer Term 1: CAD 1		
Sequence of Learning	Previous Learning		Next Steps in Learning
	<p>The children have previously studied levers. They have used their knowledge of joining techniques and axels to create a moon buggy. They have started producing more detailed plans with diagrams and evaluating their final design against given criteria.</p>		<p>The children will further develop their CAD knowledge in a more complex project in Year 6, using more detailed mechanisms and more independently construct a programmable moving model.</p>
Knowledge and Skills	Design	Make	Evaluate
	<ul style="list-style-type: none"> <li><i>Come up with a range of ideas after collecting information from different sources.</i></li> <li><i>Produce a detailed, step-by-step plan which could include step by step instructions, cross sectional diagram, prototypes.</i></li> <li><i>Suggest alternative plans; outlining the positive features and draw backs.</i></li> <li><i>Explain how a product will appeal to a specific audience and criteria.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Use a range of tools and equipment competently.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Evaluate appearance and function against original criteria.</i></li> <li><i>Suggest improvements that could be made, considering material and methods.</i></li> </ul>
	Cooking & Nutrition / Construction & Structures / Textiles / Mechanisms		Famous Designers
	<ul style="list-style-type: none"> <li><i>With support make a product using computer programming, monitoring and control to create movement.</i></li> <li>Understand and use mechanical systems in their products (gears) </li> </ul> <p><b>Science Objective</b> Explain how levers, pulleys and gears allow a smaller force to have a greater effect. (science objective to be covered in DT unit)</p>		
Vocabulary	<p style="text-align: center;">Computer aided design</p> <p>construct, deconstruct, rotation, motor, mechanism, gear</p>		

## Art and Design

Year 5	Term		
Sequence of Learning	Previous Learning		Next Steps in Learning
	Children have previously used dough and clay to sculpt using historical sculptures as an influence. They will extend their knowledge in this unit using wire sculpture and using nature as an influence.		The children will move into to using Modroc to create a sculpture with facial features using tools and fingers to sculpt features. They will use current cultural designs to influence their learning and study how the use of colour can impact on mood.
Knowledge and Skills	Being an Artist	Drawing / Painting / Sculpture	Elements of Art
	Understanding different techniques Developing and evaluating techniques  <ul style="list-style-type: none"> <li>• <i>Being to independently adapt and alter my ideas to create a finished piece of art.</i></li> </ul>	Knowing and applying techniques  <ul style="list-style-type: none"> <li>• <i>Know how to use fabric and paper to create a sculpture.</i></li> <li>• <i>To shape, form, model and construct from observation or imagination.</i></li> </ul>	Knowing and applying elements e.g. colour, form, line, pattern  <ul style="list-style-type: none"> <li>• <b>Form - <i>Further extend their ability to describe and model form in 3D using a range of materials.</i></b></li> </ul> <b>Colour - <i>apply colours to represent mood from observation</i></b>
	Work of Artists - Appreciation		Work of Artists - Art History
	<i>Reflect upon the artists' work ad their own art work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to... It is similar to.... The artists... and... are similar because...</i>  <ul style="list-style-type: none"> <li>• <i>Research the work of an artist and use their work to replicate a style.</i></li> </ul>		<ul style="list-style-type: none"> <li>• Wire Plant Sculpture – Alexander Calder</li> </ul>
Vocabulary	Bend Shape twist	Braid Loop join	

