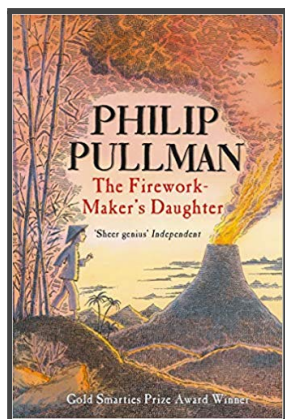


Year 5

Angry Earth



Term	Topic Name	Key Text / supporting texts	Key Focus	Key emotional, physical and social intent
Autumn 2	Angry Earth	The Firework Maker's Daughter	Geography	What can you do to resist pressure?

History and Geography objectives coverage

Key Question	Ancillary Questions and content focus	Geography/History Objectives	Learning outcome, taken from skills progression document
How do volcanoes and earthquakes affect us geographically, socially and economically?	<p>What is the difference between a mountain and a volcano?</p> <p>How are volcanoes formed?</p> <p>Why are volcanoes not found everywhere in the world?</p> <p>What is the difference between an earthquake and a volcano?</p> <p>Why was Pompeii such a significant volcanic disaster?</p> <p>What causes earthquakes?</p>	<p>Describe and understand key aspects of physical geography, including: mountains, volcanoes and earthquakes.</p> <p>Begin to identify primary and secondary sources.</p> <p>Use evidence to build up a picture of life in time studied.</p> <p>Select relevant sections of information.</p> <p>Confident use of library, e-learning, research.</p>	<p>To demonstrate an understanding of how mountains / volcanoes are formed</p> <p>Summarise the differences between active, dormant and extinct volcanoes</p> <p>Make reasoned judgments about how volcanic eruptions and earthquakes affect our society.</p>

		<p>Compare accounts of events from different sources - fact or fiction.</p> <p>Offer some reasons for different versions of events.</p> <p>Start to understand the difference between primary and secondary evidence and the impact of this on reliability.</p> <p>Find and analyse a wide range of evidence about the past.</p>	<p>Recognise all active and dormant volcanoes using Atlas skills.</p> <p>Critique and evaluate primary and secondary historical sources to consider which ones are most useful (link to Pompeii)</p> <p>Empathise with the people of Pompeii, both survivors and those that perished.</p>
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English coverage

Text types	Key skills
Wishing Story - Following your dreams to get what you want. - The firework maker's daughter (Cinderella story)	<p>In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.</p> <p>Indicate degrees of possibility using adverbs (perhaps, surely...)</p> <p>Use of modal verbs (might, will, must, should) to express probability</p>
Talk for writing - newspaper report on Pompeii. Model text (earthquakes)	<p>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Note and develop initial ideas, drawing on reading and research where necessary</p> <p>Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining</p> <p>Relative clauses - devices to build cohesion</p> <p>Parenthesis (Brackets, commas, dashes.</p>

Science coverage

<u>Topic</u>	<u>Objectives</u>
Working scientifically	<ul style="list-style-type: none">- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs- using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations- identifying scientific evidence that has been used to support or refute ideas or arguments
Forces Magnetic force	<ul style="list-style-type: none">- To identify and evaluate the effects of friction between moving surfaces.- To explain the relationship between gravity and air resistance- identify the effects of air resistance that act between moving surfaces

	- Understand that the upthrust in water is greater than that in air.
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PSHE coverage

<u>Topic</u>	<u>Objectives</u>
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • How to keep yourself safe and be aware of danger • To discuss how to make positive choices • To know who to talk to regarding peer group pressure <p>'What can you do to resist pressure?'</p>

Other subject coverage

<u>Subject</u>	<u>Objectives</u>	<u>Learning opportunities</u>
Art and / or DT	<ul style="list-style-type: none"> - Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. - Work on preliminary studies to test media and materials. - Create imaginative work from a variety of sources. 	Volcano art - mixing paints. Artist study - Any Warhol
RE	Key Question : How do Christians show commitment to God?	Children explore Christian beliefs, practises and ceremonies during RE day.
Computing	<ul style="list-style-type: none"> Understand how encryption works on the web -Understand the opportunities networks offer for communication and collaboration. - Online safety coverage- the importance of password security 	We are cryptographers

PE	<p>To explore 'Outdoor adventures' and develop teamwork skills</p> <p>Team building recap</p> <p>Map work recap – full school jigsaw</p> <p>Complete orienteering courses:</p> <p>Playground</p> <p>Hall</p> <p>Field</p> <p>Whole school</p> <p>Use variety of orienteering styles; number order, words, code breaking</p> <p>Find solutions to problems and challenges</p> <p>Produce own school maps with relevant key</p>	Team building games
Music	NC: Playing and performing; listening and recalling sounds	Learning the ukulele as a group