

# prospects



## Wild Water! Year 5

### Essential Knowledge

By the end of this unit children will know...

- Use maps, atlases, globes and digital/computer mapping to locate rivers within cities and counties in the UK, countries in the continents around the world.
- Use their understanding to describe how rivers are formed; how the journey of the river progresses from source to mouth; the process of the water cycle.
- Describe and understand how settlements have been made around rivers.
- Carry out fieldwork at a local river, making observations and measurements, then recording using a range of methods, including sketch maps, plans and graphs, and digital technologies.

### Launch

#### Secret River Scavengers

Team challenges using mapping skills in local school environment to carry out orienteering to find clues relating to UK Rivers.

Scavenge facts to create clues about a Secret River for presentation.

### Explore

Children to research and watch news clips of natural disasters impacting on communities e.g. local flooding, bridge collapsing, tsunami.

Develop news reports through green screening to report on the events and the impact on the environment and community.

### Energise

#### River Challenge Day

Dr. R Nile is to set the scene for practical challenges. Children are to build rivers using natural materials in the outdoor environment.

### Celebrate

Invite parents and carers into school for a celebration event. Create rivers using natural materials. Demonstrate the bridge models show video clips of green screen 'news reports' from Workington.

Possible School Performances/Assemblies

<http://www.assemblies.org.uk/pri/346/water>

<http://www.assemblies.org.uk/pri/187/water-of-life>

## Core Subjects:

Links to theme

### English

- Journalistic Writing – Children will write newspaper reports about flooding and the effect of bridge collapse on the community of Worthington.
- Explanation– Water Cycle/ Journey of the river/ erosion and corrosion.
- Poetry-shape poetry/ haiku.

### Mathematics

#### Measures

- Fieldwork-length and depth speed of flow.

#### Data Handling

- Use data about UK/World Rivers to draw graphs and tables.
- Analyse data from statistics.
- Use mean, mode median and range.

#### Calculating

- The Great Bridge Challenge: Enterprise. Costing of resources to build the longest, strongest and cheapest bridge.

### Science

#### Science:

- Changing State: Solids, liquids and gases – water.
- Study of the Water Cycle and its importance.

## Wild Water! Year 5: Theme Content

### Personal Development

#### Spiritual

- River Ganges– symbolism and importance.
- Relevance of water in baptism.
- Biblical stories (floods-Noah).

#### Moral

- Why do natural disasters—floods happen to good people?
- How does this make us feel?
- How do we express these emotions?

#### Social

- Children will work collaboratively.
- They will learn to think and empathise with others when thinking about the impact of flooding on people and communities.

#### Cultural

- How do we adapt to change in our lives – reflect on experiences of victims of natural disasters
- What lessons or strategies can we learn from this to support us in changes within our lives? – Link to transition.

### Foundation Subjects

#### History, Geography and Citizenship

##### History:

- Looking at why settlers throughout history have chosen to settle near rivers.

##### Geography:

- Map Skills – Locating Rivers in the UK and worldwide naming the counties, countries and continents where they can be found.
- Physical geography: Looking at the physical features of rivers, and the role of the Water Cycle.
- Human geography: Study of people and place – why do people live near rivers.
- Fieldwork in the local environment– observations, measurements and recording data using a variety of methods and digital technologies.

#### Art and Design and Design Technology

Art: 'Take One Picture' Artist study on the work of Monet (Impressionism), and his piece 'Water lilies'.

Design Technology: Design and build a bridge – selecting, joining and combining materials to make a strong bridge.

#### Music, Languages and Physical Education

Music: Creating a soundscape to describe the journey of a river.

#### Computing

- Using Spreadsheets to organise and present data-Enterprise 'Bridge Challenge'.
- Converting information to present using a range of software and devices.

# Wild Water! Year 5: Links to National Curriculum Framework

## Core Subjects:

### English

- Pupils should understand the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check meaning is clear.
- Poetry– haiku and poems which convey imagery.
- Explanations– journey of a river/Water cycle.
- Journalistic style—reports on flooding.

### Mathematics

- Solve comparison, sum and difference problems using information presented graphs.
- Convert between different units of measure.
- Solve number problems and practical problems involving money.

### Science

- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. (Y4).

## Foundation Subjects

### History, Geography and Citizenship

#### Geography:

- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including cities, and rivers.
- Describe and understand key aspects of physical geography, including: rivers and the water cycle.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

### Art and Design and Design Technology

#### Art and Design:

- Improve their mastery of techniques- painting and use of materials /media.
- About the greatest artists in history (Claude Monet).

#### Design Technology

- Use safely and increasingly effectively a wider range of tools, equipment and materials.
- Use constructive comments from others to improve their work.
- Understand key events and turning points in DT (significance of bridge building).

### Music, Languages and Physical Education

#### Music:

- Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds as part of an aural memory.

### Computing

- Select, use and combine a variety of software (a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

## Wild Water! Year 5: Assessment Opportunities/Tasks within theme

### Core Subjects

#### English

- Write a newspaper report detailing event of flooding in Worthington and its effect on the community.
- Write an explanation of the journey of the river reflecting understanding of processes and key technical terms.

#### Mathematics

- Fieldwork: make accurate measurements using equipment, techniques and units appropriately.
- Bridge Challenge: Research, compare and create reflecting how much it would cost to build a bridge to set criteria.

#### Science

- Explanation of The Water Cycle, reflecting understanding of the key processes and changes in state.

### Foundation Subjects

#### History, Geography and Citizenship

- Locate and name key rivers (UK and worldwide) using an atlas or map.
- Work cooperatively in a team to carry out fieldwork, making and recording appropriate measurements and observations.

#### Art and Design and Design Technology

- Take One picture: Can combine pastel and paint to create depth and texture to 'Waterlilies' piece of art.
- **DT:** Can select, join and use tools safely and with control to create a strong bridge.

#### Music, Languages and Physical Education

- Music: Composition and creation of soundscape for a river.

#### Computing

- Effective and confident use of multi-modal software to present information gathered.