

Year 5 Spring 2

What is life like in the Alps?

Hook (curiosity):

The Alps Investigation

Text (Reading, language, communication):

The Alps by Lynn Peppas

Journey to Jo'burg by Beverley Naidoo

Poems for the Geography Classroom by Mark Cowan

End products (engagement):

To create a tourist advertising brochure/leaflet

Ski lift using a pulley system

Vocab (Reading, language, communication):

Climate hemisphere glacier latitude land height tourism

Sticky knowledge (Learning that sticks):

To know the Alps are the highest mountain range that is entirely in Europe

To know that the Alps are located in the same climate zone as the UK

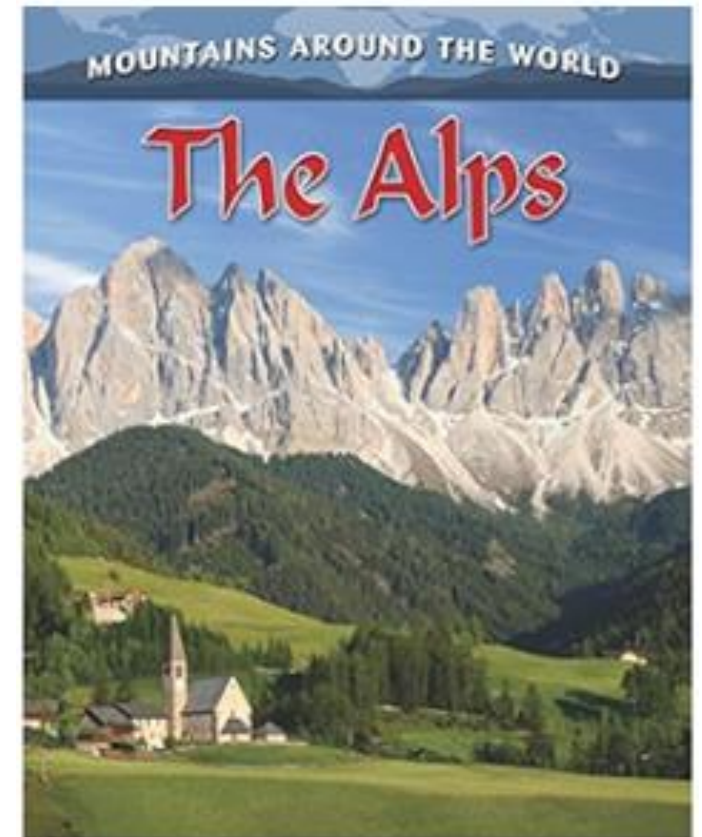
To know that the Alps are a popular tourist destination (skiing, climbing, hiking, sight-seeing)

To know that there are glaciers in the Alps that are melting (climate change)

To know that Mont Blanc (White Mountain) is the highest peak in the Alps 4,809 m above sea level.

Driver: Geography

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like
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Music (Holi from Kapow)

National Curriculum reference

- Play and perform in solo and ensemble contexts, using voice and musical instruments with increasing accuracy, fluence, control and expression
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions

Progression of skills

See Kapow document

Geography

National Curriculum references:

- locate the world's countries, using maps to focus on Europe (including the location of Russia)
- Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe
- Types of settlements in modern Britain: villages, towns, cities.
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Progression of skills:

- Compare 2 different regions in UK rural/urban.
- Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.

**Design technology
Mechanical Systems**

National Curriculum reference:

Designing: Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources.

- Develop a simple design specification to guide their thinking.
- Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views.

Making: Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team.

- Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost.

Evaluating: Compare the final product to the original design specification.

- Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose.
- Consider the views of others to improve their work.
- Investigate famous manufacturing and engineering companies relevant to the project.

Progression of skills:

- To investigate, analyse and evaluate existing everyday products that incorporate pulley systems
- Understand that mechanical and electrical systems have an input process and output.
- Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement.
- Know and use technical vocabulary relevant to the subject.

Art and Design
See Spring 1

History
See Spring 1

Physical Education

Netball and football

Skills:

- Use a variety of throwing techniques with some control under increasing pressure.
- To catch and intercept a ball using one or two hands with some success in games situations.
- Dribble with feet with some control under increasing pressure.
- Create and use space for self and others with some success
- Understand the need for tactics and know when to use them in different situations.

PSHE

National Curriculum references:

- Physical health and wellbeing in the media
- Mental health and wellbeing – dealing with feelings

Progression of skills - To learn:

- about choices that support a healthy lifestyle, and recognise what might influence these
- about some of the different ways information and data is shared and used online, including for commercial purposes
- about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation
- how feelings can affect people's bodies and how they behave
- a varied vocabulary to use when talking about feelings; about how to express feelings in different ways
- to recognise that not everyone feels the same at the same time, or feels the same about the same things
- about ways of sharing feelings; a range of words to describe feelings
- about strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations
- to recognise that feelings can change over time and range in intensity
- about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better

Computing

- **National Curriculum reference:**
- **use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.**
- **understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration**
- **Progression of skills:**
- **I understand that websites like Wikipedia are made by users. I can discuss how this might affect its reliability.**
- **I use strategies to check the reliability of information e.g. cross checking with books, comparing with a trusted site.**
- **I can use website names & domain names (e.g. .gov, .org) to help me decide if a website is reliable.**
- **I can edit & improve my recording**
- **I can judge when to answer a question online & when not to.**
- **I understand how to change my privacy settings & how this keeps me safe online.**
- **I can explain what good online behaviour is.**
- **I behave as a good citizen online or friend, not as a “digital bystander” who does nothing when things are wrong.**
- **I use different websites to check the information I have found online.**
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Science

Forces

National Curriculum reference:

- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect

Progression of skills:

- 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
- 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