



**Coundon Primary School**  
**T**ogether **E**veryone **A**chieves **M**ore



## Spring Term Year 5 Wild Water!

### 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.

### Launch

#### River Study

Visit to Lake View Park  
to study the river.

What can we see?

What lives in the river?

What is near the river?

What makes a healthy river?

### Explore

Children to explore river features  
and explore through art work.

Research information about rivers  
around the UK and the world.

Watch and learn about how rivers  
can cause flooding.

### Energise

#### Second River Study

Explore the river  
near us at the  
Coundon Wedge.

### Celebrate

Create Artwork based on Coundon Wedge.  
River displays – including how they were made  
and the processes involved.

Display what else they have learnt from the  
study.

## Spring Term Year 5 Wild Waters: Theme Content

### History and Geography

#### History:

Identify periods of rapid change in history and explain how water has advanced technology.

#### Geography:

Collect and analyse statistics and other information in order to draw clear conclusions about locations. Identify and describe how the physical features affect the human activity within a location. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. Use different types of fieldwork sampling (random and systematic) to observe and record the human and physical features in the local area. Record the results in a range of ways. Analyse and give views on the effectiveness of different geographical representations of a location. Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Map Skills – Locating Rivers in the UK and worldwide naming the counties, countries and continents where they can be found. I can describe how countries and geographical regions are interconnected. I can four-figure grid references, symbols and a key to communicate knowledge of the United Kingdom. Describe how locations around the world are changing and explain some of the reasons for change. Describe how countries and geographical regions are interconnected and interdependent. Physical geography, including rivers, mountains and the water cycle. Human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including, food and water supplies. Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. 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’  
Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches, resources, and present ideas imaginatively in a sketchbook. Use the qualities of materials to enhance ideas. Comment on artworks with a fluent grasp of visual language. Give details (including own sketches) about the style of some notable artists, artisans and designers. Show how the work of those studied was influential in both society and to other artists. Create original pieces that show a range of influences and styles. Build up layers of colours. Create an accurate pattern, showing fine detail. Sketch (lightly) before painting to combine line and colour. Create a colour palette based upon colours observed in the natural or built world. Use the qualities of watercolour. Combine colours, tones and tints to enhance the mood of a piece. Use brush techniques and the qualities of paint to create texture. Develop a personal style of painting, drawing upon ideas from other artists. Use a choice of techniques to depict perspective. Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). Build up layers of colours. Create an accurate pattern, showing fine detail. Show precision in techniques. Mix textures (rough and smooth, plain and patterned). Combine visual and tactile qualities.

#### Design Technology:

Design and build a bridge for Mr R Nile. Design with the user in mind. Make products through stages of prototypes, making continual refinements. Ensure products have a high-quality finish, using art skills where appropriate. Use prototypes, cross-sectional diagrams to represent designs. Cut materials with precision cutting or a more precise scissor cut after roughly cutting out a shape). Show an understanding of the qualities of materials to choose appropriate tools to cut and shape. Develop a range of practical skills to create products (such as cutting and gluing). Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. Create innovative designs that improve upon existing products. Evaluate the design of products to suggest improvements to the user experience.

### English

Use dictionaries to check the spelling and meaning of words  
use a thesaurus  
Write legibly, fluently and with increasing speed  
Proofread for spelling and punctuation errors

#### Explanation of the water cycle and parts of the river:

Retrieve, record and present information from non-fiction.  
Using further organisational and presentational devices to structure text and to guide the reader

#### Persuasive River Pollution Poster:

Provide reasoned justifications for their views.  
Noting and developing initial ideas,  
Drawing on reading and research where necessary  
Use persuasive techniques to engage the reader.

#### River Poetry:

Read a range of poetry  
Use poetic devices such as personification, alliteration, powerful imagery and expanded noun phrases.

#### Newspaper Report from the Boscastle Flooding:

Distinguish between fact and opinion.  
Noting and developing initial ideas,  
drawing on reading and research where necessary  
Use appropriate tenses and verb agreement.

