Theme: We are conservationists! Year 5 **Term:** Autumn 1 (7 weeks)

Heatherlands Primary School

Curriculum drivers: The curriculum is underpinned by the school's Curriculum Drivers: Community, Communication and Consolidation. The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are also woven through the curriculum and developed through 'The Heatherlands Way' values of independence, resilience, motivation, aspiration and respect. The curriculum also consolidates the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We have identified the key concepts or overarching ideas within each subject. To enable the children to access them, we call these the 'Big Ideas'.

Key knowledge and skills

Geography

Big ideas: Location, diversity, impact

Enquiry: How do Brazil's five major ecosystems differ, and why are they important for the people and wildlife that depend on them?

- Locate the five principal ecosystems in Brazil, identifying key physical characteristics. **(location)**
- Understand that a vegetation belt is all of plant life within a certain area **(location, diversity)**
- Know that there are five major types of biomes: aquatic, grassland, forest, desert, and tundra. **(location, diversity)**
- Know that the Arctic and Antarctic deserts are tundra. **(location, diversity)**
- Know that a biome can contain many different habitats. **(location, diversity)** SCIENCE
- Understand that a country / continent can contain more than one biome. **(location, diversity)**
- Locate the Arctic Circle and Antarctica's place on the Earth and on a map. **(location, diversity)**
- Identify the position of the equator, explaining that it runs around the centre of the Earth at 0 degrees latitude. **(location)**
- Know that the lines of latitude and longitude are important in helping locate places in the world **(location)**

Key skills : Fieldwork

LOCAL AREA STUDY - To measure and record rainfall and log temperatures.

Key knowledge and skills

Science (see separate planning)

Big ideas: Investigation, explanation & observation

Enquiry: How are the life cycles of animals similar and how are they different?

- Know that there are 6 stages in the human lifecycle **(observation, explanation)**
- Know that each stage of the lifecycle shows development **(observation, explanation)**
- Understand the different gestation periods of other mammals **(observation, explanation)**
- Understand that the length of time in the womb for humans and other mammals varies considerably **(observation, explanation)**
- Compare different gestation periods to humans and look for patterns in data **(observation, explanation, experimentation)**

SC1:

- Record data and results of increasing complexity using scientific diagrams and labels
- To identify scientific evidence that has been used to support or refute ideas or arguments (explanation)

Sustainable development goals

Goals 12, 15 – Responsible consumption
Climate action, Life on land)
Deforestation, palm oil

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- Use maps, atlases, globes and digital/computer mapping to locate areas studied. (**location, diversity)**
- Use climate data to create climate graphs for a range of environmental regions. Compare this data to the UK. (Maths) **(location, diversity, impact)**
- Use a range of secondary data sources for geographical investigation including texts, maps, statistics, photographs or imagery, video or multimedia, databases, newspapers and government publications. **(location, diversity, impact)**

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Art

Big ideas: Inspiration, experimentation & expression

- Create environmental art using recycled materials and naturally found materials inspired by Benjamin Von Wong, Chris Jordan, Agnes Denes and Andy Goldsworthy **(inspiration, experimentation, expression)**

Computing (see separate planning)

Big ideas: coding, design & online safety

Concept maps

Databases

- Understand what a database is. **(design)**
- Design and create a database. **(design)**
- Build queries to find information. **(design)**
- Solve problems using a database.

Oracy:

Debate – persuasion, complex sentences, considering different viewpoints
Communication week
Speech – persuasion and complex sentences, asking questions
Asking informative questions based on information given (guest speaker)

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Key vocabulary:
Ecosystems, Brazil, physical characteristics, vegetation belt, biomes, aquatic, grassland, forest, desert, tundra, Arctic, Antarctic, 0 degrees latitude, lines of latitude and longitude

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life cycle, human, mammal, amphibian, insect, bird, reproduction, gestation, asexual reproduction, sexual reproduction, cell, gene, sperm, egg, fertilisation, germination, pollination, seed dispersal

environmental art, recycled materials, naturally found materials, Andy Golsworthy, Benjamin Von Wong, Chris Jordan, Agnes Denes

condition, data, database, edit, field, filter, group, linked tables, operator, query, record, sort, validation

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Previous linked learning to consolidate: 'Food and Fairtrade' – Y4 Trade links and economic activities, 'Leave only footprints' – Y5 Climate change/The Antarctic
What comes next? 'Fantastic Jurassic' – Y6 local area study

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