



Medium Term Planning

History And Geography focus with Art and DT as Secondary Subjects

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| Term and Year: Summer term Year 5&6 | Topic: Extreme Earth |
| Teacher: Mrs Appleby | Key question(s): What makes Earth angry? |

All challenge activities and related 'I can' statements are to be highlighted in green.

| Subject | National Curriculum Objectives | | 'I can...' Statement(s) | Activities |
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| History | Pupils should be taught: <ul style="list-style-type: none"> • | Lesson 1 | LO: <ul style="list-style-type: none"> • | |
| Subject | National Curriculum Objectives | | 'I can...' Statement(s) | Activities |
| Geography | Pupils should be taught to: <p><i>Locational knowledge</i></p> <ul style="list-style-type: none"> • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p><i>Human and physical geography</i></p> <ul style="list-style-type: none"> • describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <p><i>Geographical skills and fieldwork</i></p> <ul style="list-style-type: none"> • use maps, atlases, globes and | Lesson 1 | LO: To find out about the Earth's climate and areas of extreme temperatures. <ul style="list-style-type: none"> • I can describe the general climate of places in the world near the equator • I can explain why the coldest places in the world are by the poles • I can describe how climates and weather conditions vary around the world | 1. Share information – words to describe weather, what is climate?, the hottest and coldest places in the world, extreme conditions (the wettest places, driest places and 'Tornado Alley') 2. Use given facts to answer questions about extreme weather conditions on Earth. Challenge - complete line graphs of average daily temperatures to compare hottest and coldest inhabited places |
| | | Lesson 2 | LO: To find out about the water cycle and the distribution of water across the world. <ul style="list-style-type: none"> • I can explain that all the water in the world moves in a continuous cycle • I can describe the different stages of the water cycle • I can describe what a drought is and how they are caused | 1. Share information - Where does rain come from? - a continuous cycle which is driven by the sun's energy. What a drought is? What causes a drought? - natural and human causes of drought and the effects of droughts on the environment. 2. Draw a diagram to show how the water cycle works. Challenge - use given information to answer questions about droughts. |

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| | digital/computer mapping to locate countries and describe features studied | Lesson 3 | <p>LO: To find out about extreme weather conditions across the world.</p> <ul style="list-style-type: none"> • I can identify and name examples of extreme weather • I can explain why some of these examples of extreme weather occur • I can communicate my knowledge of extreme weather in a variety of ways | <p>1. Share information - freak weather occurrences can happen anywhere in the world and some parts of the world frequently have to endure extreme weather. What kinds of extreme weather are there? – tropical storms, tornadoes, blizzards, etc.</p> <p>2. Work in pairs using what they have learned to complete table to describe different extreme weather conditions – what are they, effects/damage, most likely to happen.</p> <p>Challenge - to imagine that they were in Moore, Oklahoma at the time of the tornado described and write a diary recount of what happened</p> |
| | | Lesson 4 | <p>LO: To find out about earthquakes and what causes them.</p> <ul style="list-style-type: none"> • I can explain what causes earthquakes • I can explain why some places in the world are more prone to earthquakes than others • I can use maps to identify areas that are prone to earthquakes | <p>1. Share information - what is an earthquake? What causes earthquakes? Moving tectonic plates, where they are most likely to happen, effects on landscapes and people, the Richter scale. Practise an earthquake drill.</p> <p>2. Identify where in the world each of the earthquakes (given on cards) took place and mark on the map and use a key to show what each earthquake measured on the Richter scale.</p> <p>Challenge - using an Earthquake Zone Map, compare this to own annotated map. What do you notice?</p> |
| | | Lesson 5 | <p>LO: To find out about tsunamis and how they are caused.</p> <ul style="list-style-type: none"> • I can explain that a tsunami is caused by movement of tectonic plates • I can describe the effects of a tsunami • I can identify areas of high risk on a world map | <p>1. Share information - What do you think causes tsunamis? How they are caused and the effects they can have. Asian tsunami in 2004 - worst to have happened in modern times because of the massive loss of life.</p> <p>2. Describe a tsunami.</p> <p>3. Complete research to answer questions about 2004 tsunami.</p> <p>Challenge - use world map from previous lesson to identify countries most likely to be hit by a tsunami.</p> |

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| | | Lesson 6 | <p>LO: To find out what volcanoes are and how they are formed.</p> <ul style="list-style-type: none"> • I can how volcanoes are formed • I can explain why volcanoes erupt • I can describe volcanoes using geographical and descriptive language | <p>1. Share information - What is the difference between a volcano and a mountain? How they are formed, why they erupt and where the active volcanoes in the world are.</p> <p>2. Make exploding volcanoes – in small groups – draw and label picture of volcano with explanation.</p> <p>Challenge - write a write a poem about volcanoes/recount to describe what they did and what happened (activity 2).</p> |
| | | Lesson 7 | <p>LO: To know how volcanoes erupt and to find out about the destruction of Pompeii</p> <ul style="list-style-type: none"> • I can explain what happened in Pompeii in 79AD • I can describe how people have learned about Pompeii | <p>1. Share information - Mount Vesuvius, Mount Stromboli and Mount Etna in Italy - active volcanoes - locate on map of Italy. Harmful substances which are released when a volcano erupts can have huge effects on the life in the surrounding area. Pompeii - an ancient Roman city near Mount Vesuvius completely destroyed and buried by a volcanic eruption in 79AD. Excavation work 1748 – many objects were well preserved because the ash covering them stopped any air or moisture reaching them and causing damage and decay - ruins of Pompeii are now an extremely popular tourist site.</p> <p>2. Create a leaflet for tourists about past and present day Pompeii.</p> <p>Challenge - in pairs, tour guide and a tourist. Think of questions and answers including what volcanoes are, how and why they erupt, what happened in Pompeii, and what they can see here today. Create a role play using this information.</p> |
| Subject | National Curriculum Objectives | 'I can...' Statement(s) | | Activities |
| Art | <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to improve their mastery of art and design techniques, including drawing with a range of materials • to improve their mastery of art and design techniques, including painting with a range of materials | Lesson 1 | <p>LO: To explore and recreate Hokusai's 'The Great Wave'.</p> <ul style="list-style-type: none"> • I can explain who Hokusai was and how he created 'The Great Wave' • I can use a variety of skills to recreate 'The Great Wave' • I can evaluate my version of 'The Great Wave' and express how it makes me feel | <p>1. Share information – who was Hokusai and what was the Great Wave?</p> <p>2. Recreate 'The Great Wave' using whichever medium they feel most appropriate – use watercolours, strips of tissue paper, mosaics, pastels, etc. Chn to plan what they will do and explain why they have chosen the medium they have chosen.</p> <p>Challenge - Evaluate work – considering skills used and finished product.</p> |

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| | <ul style="list-style-type: none"> to improve their mastery of art and design techniques, including sculpture with a range of materials about great artists in history | Lesson 2 | <p>LO: To use colour, line and shading to create artistic tornadoes.</p> <ul style="list-style-type: none"> I can make decisions about colours to use in my work I can use tone and shading in my work to produce different effects I can evaluate my finished work and say what I think and feel about it | <ol style="list-style-type: none"> Share information - what tornadoes are and what effects they have on the landscape. Reactions to pictures of tornadoes. Consider colours, backgrounds and effects. Practise shading – rectangles that are lighter inside. Create colour tornadoes using tone and shading. <p>Challenge - Evaluate own work and work of peers – colour, tone and shading.</p> |
| | | Lesson 3 | <p>LO: To be able to create a clay sculpture of an animal that lives in extreme conditions.</p> <ul style="list-style-type: none"> I can work with an image, exploring line and shape, to gather ideas I can use clay to create a sculpture of a particular animal I can evaluate the work of others and say what I think and feel about it | <ol style="list-style-type: none"> Share information - animals have adapted to be able to survive in extreme conditions – challenge to portray one of these animals using sculpture. What is sculpture? What materials can you use for sculpture? How to use clay and clay tools to create a sculpture of an animal, including how to paint and varnish the sculpture. Use pictures to create a detailed design, and then find out about the animal. Create a clay sculpture based on design. <p>Challenge - Critically evaluate work of others, commenting on what has been done well, as well as what could be improved.</p> |
| Subject | National Curriculum Objectives | 'I can...' Statement(s) | | Activities |
| DT | <p>Pupils should be taught to:</p> <p><i>Design</i></p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer- | Lesson 1 | <p>LO: To be able to design, make and evaluate a waterproof container.</p> <ul style="list-style-type: none"> I can investigate how waterproof various materials are I can design and make a waterproof container using a variety of materials and techniques I can evaluate my finished product effectively | <ol style="list-style-type: none"> Share information - different materials that could be used to design and make a waterproof container to be used during a natural disaster. Considering how to make joints of container watertight and how it will open and close quickly in the event of a disaster. Test a variety of materials (both waterproof and not waterproof), e.g. plastic bags, bubble wrap, fabric, oil cloth, card, etc. Design and make an effective waterproof container. <p>Challenge - test and evaluate finished product.</p> |

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| | <p>aided design</p> <p><i>Make</i></p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities | Lesson 2 | <p>LO: To be able to design, make and evaluate interactive info-boxes.</p> <ul style="list-style-type: none"> I can design a variety of interactive features to present information I can follow a design to create an interactive info-box I can evaluate my finished work and identify areas of strength and weakness in my design | <ol style="list-style-type: none"> Share information - creating an information box which presents information in an interactive and aesthetically pleasing way. Using spinners, shapes and springs to present the information in different ways. From a variety of materials, select which could be used to create effective interactive features – create design. Complete interactive information box from design. <p>Challenge – evaluate design noting what works well and suggesting how and where improvements could be made.</p> |
| | <p><i>Evaluate</i></p> <ul style="list-style-type: none"> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <p><i>Technical knowledge</i></p> <ul style="list-style-type: none"> understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] | | | |

PE – *planned by Sports Partnership* – Invasion games/Net & wall games/Athletics

MUSIC – *Managed by the Music Co-Ordinator (Charanga to be used in school)*

PSHCE – *See separate planning (SEAL/LGBT/RSE)*

RE – *Durham Units planned by Isobel Short* - What do we now know about Christianity?

SCIENCE – Properties and Changes of Materials/Forces in Action

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| <p>Key Challenge Questions to lead the journey:</p> <ul style="list-style-type: none"> What causes a volcano to erupt? Which are the famous volcanoes in the world? How do volcanoes impact on the lives of people and why do people choose to live near them? How can we recreate an erupting volcano through art? How has extreme weather had an impact in our country? What causes an earthquake and how are they measured? Can you create an effective measure of the volcano? Which countries have experienced earthquakes in our life time? |
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