**MEDIUM TERM PLANNING | UNIT OBJECTIVES**

Zetland Primary School

Year Group: 5/6

# *The Journey of the Tees*

## Geography Intent

The children will explore the journey of the River Tees from source to mouth. Pupils will learn that rivers and river systems, are dynamic; changing the landscape in visible and at times dramatic ways. While only a fraction of the world's fresh water is visible in lakes and rivers, river systems can have a fundamental impact on peoples' lives. Pupils begin by examining a model river system, following the journey of a river through its upper, middle and lower course; from its source in the mountains, through the meanders of flatter land, to the estuary and its mouth. They will also understand the process of flooding and why and how rivers breach their banks. Using a case study of recent flood events in the UK, pupils then see the causes and consequences of flooding in real life and how flooding effects both people and places – this will link into the study of climate change and how our local area could be affected by these changes.

| English – National Curriculum and skills | Overview |
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| **Composition**<br>• Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader noting and developing initial ideas, drawing on reading and research where necessary;<br>• In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action;<br>• Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning | While the main focus of writing/reading will be on non-fiction, there will be opportunities to write in a fiction style through the study of poetry and action/adventure inspired by 'Saving Celeste' by Timothee de Fombelle.<br><br>The Water Cycle: the children will retell the story of a particle of water as it travels through the various stages of its journey. This will be in the form of a story but backed up with scientific research. |

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| • Using a wide range of devices to build cohesion within and across paragraphs<br>• Use the range of punctuation taught at key stage 2 correctly (e.g. semicolons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.<br>**Handwriting and Presentation**<br>• write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; choosing the writing implement that is best suited for a task.<br>**Vocabulary, grammar & punctuation**<br>• Understand active and passive voice; Use paragraphs for clarity and structure; Use organisational devices (headings, bullet points, underlining); Advanced punctuation: brackets, dashes, commas to show parenthesis; Selecting vocabulary and grammatical structures that reflect the level of formality; Varying sentence starters; Researching and selecting relevant information; Use organisational devices (headings, bullet points, underlining); Use modal verbs; Use coordinating and subordinating conjunctions; Use semi-colons, colons or dashes to mark boundaries. | River Tees Tourist Guide: Using tourist brochures as a stimulus, children will write a persuasive information text to encourage visitors to experience the various sights that can be found alongside the River Tees.<br><br>River Poetry: Children will explore and experiment with various forms of short poetry to explain about the river Tees.<br><br>Saving Celeste: Inspired by the story of 'Saving Celeste', children will write a piece from the point of view of Celeste as her lonely benefactor tries to save her.<br><br>Letter to MP: Using information gathered from a variety of sources, children will write a letter to our local MP to highlight issues and areas of need for our local area based on the possible effects of climate change. |

| **Geography** | Overview |
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| Describe and understand key aspects of:<br>• Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle<br>• Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water | To understand the key processes of the water cycle: This will be completed using English as the main driving vehicle to create a narrative of the journey of a water particle.<br>To identify the features of a river system: We will focus on the River Tees and its features, starting from the source in Cross Fell to the Teesmouth Estuary. |

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| • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied<br>• Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world<br>• Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. | To identify the characteristics of the three stages of a river: Again, using the Tees as an example, we will focus on the characteristics of the 3 courses of the river and its typical features.<br>To investigate features of the River Thames on maps and satellite photos: This will be used as a contrast with the Tees.<br>To think about the different ways we use water: Using 'Water – The World Water Crisis' video as a stimulus, we will explore the various uses of water and how it can be conserved.<br>To understand the impact of floods and droughts: Link with climate change – how does flooding and drought affect populations? Examine the causes of both. |

| **Design Technology** | **Overview** |
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| • 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<br>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design<br>• apply their understanding of how to strengthen, stiffen and reinforce more complex structures | The children's over-arching task will be to complete a 3d model of the River Tees, using a variety of materials. Plan, using OS maps, how the river looks on paper. Collect materials and then create the course of the river using cardboard and aluminium. |

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| Other Subjects | Overview |
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| PE – Cricket/ Rounders and athletics | Children will continue to develop their striking and fielding skills, focussing on improving their own and others performance. |
| RE – What do major religions share in common? | Focus on the 5 major world religions, contrasting and comparing major similarities and differences. |
| Computing – Networks | Understand computer networks including the Internet, learn how they can provide multiple services, such as the World Wide Web, and explore the opportunities they offer for communication and collaboration. |
| Science – Human Body | Link to nutrition(from DT). Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans. |

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| Key Questions | Wider Experiences | Vocabulary |
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| • How are rivers formed and where do they lead?<br>• Do rivers change over their lifetime?<br>• What will the River Tees look like in 50/100 years time? | Journey to High Force and Low Force<br>North Gare and South Gare | Meander, deposition, erosion, changeable, bank, bed, current, mouth |

| Linked Texts | Home Learning Opportunities |
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| Saving Celeste – Timothee de Fombelle<br>To the River Charles – Henry Wadsworth Longfellow<br>The Brook - Alfred Lord Tennyson<br>Wind in the Willows – Kenneth Grahame | Research one of the world's major rivers<br>Research forms of renewable energy |