


Hazelbury Learning Quest

The Future is Us

Year 5	Where is Life Found?
	<p>Intent</p> <p>We intend for the pupils to develop their understanding of mountains and rivers in settlements, travel and farming. Whilst exploring this the children will understand the significance of these physical features and the importance of respecting the landscape around them and know the negative impact that human activity can have.</p> <p>Implementation</p> <p>In geography, the children will understand the physical features of rivers and give reasons for their geographical similarities and differences between countries, with a particular emphasis on the River Thames and the River Nile. Pupils will also look at the effects of human activity and use a range of geographical resources, including aerial photographs and atlases.</p> <p>In D&T, children will explore different materials and select appropriate materials to make a bridge to cross a river. The pupils will cut materials using appropriate tools and show an understanding of the quality of different materials. They will get inspiration from past bridge designers and evaluate techniques used which can be incorporated into their own designs.</p> <p>In science, children will be learning about and exploring how forces affect everything around us. They will learn about the effects of gravity, friction, air and water resistance and recording their findings using scientific vocabulary.</p> <p>Impact</p> <p>Children will know that there are similarities and differences between different mountains and rivers across the world. They will understand that humans can have a positive and negative impact on the physical environment.</p>

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Hazelbury Value – Respect

Various aspects of demonstrating respect will be explored during the weekly Valuing Our Future and family assemblies.

Citizenship Focus (PSHCE)

Children will explore the positive qualities of a team, learning how to disagree respectfully and communicate effectively. They will look at the key qualities and skills needed for a team to be successful. Children will develop their understanding of working and learning collaboratively and how to compromise to ensure a group task is completed successfully. Children will discuss different types and effects of unkind behaviour and explore strategies for helping situations by creating team support networks. Children will also develop their understanding of the importance of caring for team members and the shared responsibilities a team has.

UNCRC Articles (Article 15 - freedom of association)

Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Respect and tolerance

Children will discuss the importance of respecting their environment and the impact that it may have on future generations.

Engage, Enrich, Experience

Real experience

Pupils will participate in special assemblies from poets Neal Zetter and Paul Lyalls in the build up to National Poetry Day.



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Internet Safety - To understand that information that I put online reflects my image.
To understand how to prevent and respond to cyber bullying.

Digital Learning – Computing Systems and Networks: Systems and Searching:

In this unit children will develop their understanding of computer systems and how information is transferred between systems and devices. They will consider small-scale systems as well as large-scale systems. They explain the input, output, and process aspects of a variety of different real-world systems. Children will explore and learn how information is found on the World Wide Web, through learning how search engines work (including how they select and rank results) and what influences searching, and through comparing different search engines.

Writing across the curriculum

Pupils will communicate their geographical understanding through writing a script for a documentary about rivers. Additionally, the children will create a poem or a rap about the water cycle.

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Subjects covered: Geography, D&T, Music and Science

National and School curriculum

Geography	D&T	Science	Music
<ul style="list-style-type: none"> - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> - Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 	<ul style="list-style-type: none"> - To create sketchbooks to record their observations and use them to review and revisit ideas. - To improve their mastery of art and design techniques (drawing). - To get inspiration from great artists and designers. 	<p>Forces</p> <ul style="list-style-type: none"> - 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. 	<p>Charanga Unit 1 – Livin’ on a Prayer (Bon Jovi)</p> <ul style="list-style-type: none"> - Listen and appraise the song and other rock songs. - Musical activities to learn and build on knowledge and understanding of inter-related dimensions of music. - Learn to sing and perform the song to an audience. - Learn musical vocabulary including – pulse, rhythm, pitch, tempo.