

Medium Term Plan	Year Group	5	Term	1	Theme	Extreme Earth
-------------------------	-------------------	----------	-------------	----------	--------------	----------------------

Main hook - Experienceology

Main Hook: Showing the children pictures and videos of different weathers. Asking questions. What has happened here? Creating a question wall – questions we want answered.

Experienceology: Suggestion – Organise for a person from University of Reading Meteorological Unit to come and discuss predicting weather / Extreme weather monitoring etc.

Areas of learning

As geographers, we will be improving our locational knowledge by exploring the different hemispheres in the world and what weather conditions they experience (tornadoes, storms, droughts and floods). We will be exploring the significance of the tropics of Cancer and Capricorn and how they affect the different climates around the world. We will be finding out about the tectonic plates that make up the Earth and how earthquakes happen. We will also be thinking about the after effects of earthquakes such as tsunamis.

As Historians we will study previous earthquakes, tsunamis and storms that have had a permanent impact on the places that have experienced extreme weather. We will also look back in time to see how climate has changed over time and to think about the future of our planet.

As Artists we will be learning about and recreating a famous painting called ‘Great Wave’ by Hokusai, which was inspired by past tsunamis. We will be learning about using layers within our drawing to create distance.

Confident Individuals	Responsible Citizens		
Enterprise	Environment	Spiritual and Moral	Communities
<p>As enterprising people we will:</p> <p>Become engineers and we will try our best to design a weatherproof building (earthquake, tsunami, cyclone, tornado etc.). We will be creating the design as part of our homework project. When we hand</p>	<p>As people concerned with our environment we will:</p> <p>Be discussing climate change and how our current government are dealing with the issue. Comparing with the rest of the world.</p>	<p>In our spiritual and moral development we will:</p> <p>Exploring our response to extreme weather as we are a country that does not often get extreme weather. How can we help? What is our role in it? How can we help to preserve the Earth?</p>	<p>As members of a community we will:</p> <p>Explore how communities cope with disasters. How shared values brings communities together.</p>

<p>in our project, we will then take part in our very own <i>Dragons' Den</i>. We will watch the TV show to get an idea of how it works and we will try to convince our panel of 'dragons' (teachers!) that the designs we have made as designers are worthy of their investment.</p>			
---	--	--	--

Learning across the curriculum		
Using Communication – English Links, MFL	Using Mathematics – links to other subjects	Using ICT and E-Safety Opportunities
<p><u>Reading (including love of reading)</u></p> <p>Guided reading – people's recounts of experiencing extreme weather conditions.</p> <p><u>Writing (including free writing)</u></p> <p>Recount of an experience of earthquake</p> <p>SPAG</p> <p><u>Handwriting:</u> Handwriting / Penpals – reminders of handwriting focus when writing.</p>	<p>Revisiting 12 and 24-hour clock through looking at time zones.</p> <p>Recap on co-ordinates by looking at maps with longitude and latitude.</p>	<p>Using the iPad clock to compare time zones. Using search engines appropriately and understand how they work.</p>

Subject Key Skills			
History, geography and citizenship	Science and design technology	Art, music and drama	PSHE, RE, R-Time
<p>Investigate Undertake investigations and enquiries, using Google Earth, iPads and media to understand different weathers around the world.</p> <p>Analyse Compare, interpret and analyse different types of evidence from a range of sources.</p> <p>Communicate Develop the skills to express our thoughts on big issues and devastating events around the world in reference to weather.</p> <p>Consider and respond Consider, respond to alternative viewpoints when discussing climate change.</p>	<p>Generate ideas Thinking about living things in the world and their environments and how the weather affects these (plants – how their seeds get dispersed)</p> <p>Investigate, observe and record</p> <p>Design, make and improve</p> <p>Explain Communicate where living things live and how they adapt to their environment.</p> <p>Evaluate Discreet: life cycle of plants, reproduction of a plant, seed dispersal.</p>	<p>Explore Famous artist – Hokusai and what skills are needed to create the tsunami painting.</p> <p>Create The painting ourselves using new skills learnt about depth.</p> <p>Improvise Using the instruments to create a stormy piece of music.</p> <p>Present Recreated picture to partner</p> <p>Evaluate Peer evaluation compared to original and success criteria.</p>	<p>Explore our role in society when these events happen</p> <p>R-time: roles and responsibility. Looking at the diamond rule of: caring of everyone and everything.</p>

Personal Development – Curriculum Drivers		
Independent Learning	Possibilities – making the impossible possible	Emotional Awareness
<p>Working collaboratively in pairs to discuss and investigate.</p> <p>Showing curiosity towards the topic and initial immersion by asking their own questions.</p> <p>Researching answers to their questions.</p>	<p>Taking a risk to see if their pitch to the Dragons Den pays off.</p> <p>Becoming artists through careful listening and following steps.</p>	<p>Becoming self-aware of how they might respond to a devastating situation to do with weather.</p> <p>Discussing how people can put themselves at risk to help others.</p>