



Year 5      Topic: Our Ocean Planet

Term: Spring  
Term 1<sup>st</sup> Half

Topic Length: 6 wks

<b>INTENT</b>	<b>Vision</b>	<b>Together we all discover, learn, grow and succeed</b>										
	<b>Values</b>	<b>W</b>	<b>A</b>	<b>R</b>			<b>M</b>	<b>T</b>		<b>H</b>		
		Well-Being	Aspire	Relationships			Motivation	Trust		Holistic		
	<b>Curriculum Design</b>	<i>The development of subject specific skills and learning behaviours coupled to the acquisition of knowledge</i>										
<b>Learning Behaviours</b>				<b>Skills</b>			<b>Knowledge and Understanding</b>					
Attitudes and attributes for learning and life				Subject specific skills required to attain and excel			Deep learning of the key concepts of our curriculum and the National Curriculum					
<b>IMPLEMENTATION</b>	<b>Our 10 Key Principles for Effective T&amp;L</b>	<b>High Aspirations</b>	<b>Inspire and Challenge</b>	<b>Pupil Progress</b>	<b>Positive Habitats</b>	<b>Variation</b>		<b>Developing Learning Behaviours</b>		<b>Relationships</b>	<b>Questioning and Feedback</b>	<b>Assessment for Learning/ Subject Knowledge</b>
	<b>Topic Purpose</b>	For children to learn about the importance of the ocean in its many ways and how different geographical features affect its use.										
		<p><b>Hook:</b> The children will be introduced to a real life Ocean Planet Crew made up of sailors, explorers, scientists, researchers and geographers. Each session they will learn about an different aspect of the oceans around the UK and the world, leading them to think about the impact of how we have, are and will continue to use the oceans. This links with our PSHE of dreams and goals thinking about our aspirations for our future and the things we might do or people we need to support us to reach our dreams.</p>					<p><b>Outcome:</b></p> <ol style="list-style-type: none"> <li>1. The children will be able to use an atlas to name and locate the oceans, capital cities and seas around the UK as well as the oceans and continents of the world.</li> <li>2. The children will be able to describe how we use the sea in different ways particularly describing the importance of ports for trade within the UK and around the world.</li> <li>3. The children will learn about the effect of the water cycle, the effect of temperature on evaporation rates, what climate zones are and how latitude affects it and how ocean currents affect climate.</li> </ol>					
<b>Main Subjects</b>	<b>Geography - Oceans</b>					<b>Geography – Volcanoes and Earthquakes</b>						



<b>Our Overarching Themes</b>	Key Performance Indicators	<ul style="list-style-type: none"> <li>Physical geography, including: climate zones and the water cycle</li> <li>Human geography, including: land use, economic activity and the distribution of natural resources including energy and water</li> <li>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</li> </ul>				<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country,</li> <li>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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.</li> </ul>				
	Relationships	Mastery	Community	Vocabulary / Oracy	Being Healthy / Active	Equity of Education	Developing Learning Behaviours	Fluency		

**Discrete Learning Opportunities**

During the topic, the following subjects will also be taught. Although there will be some connection to our current topic, the learning is more discrete:

(e.g. computing, PE, music, MFL, PSHE, RE, etc...)

Subject	Key Performance Indicators
<b>Computing</b>	Video Editing– NCCE scheme - Planning, capturing, and editing video to produce a short film.
<b>PE – Spring 1</b>	Invasion Games – Basketball, Football, Netball, Handball – application of invasion games skills across various sports.
<b>Music– Spring 1</b>	<p><b><u>The Ocean –</u></b></p> <ul style="list-style-type: none"> <li>To listen to BBC Sea Dragon Song and Debussy’s sunken Cathedral Music- Analyse using a musical vocabulary- dynamics, tempo and pitch.</li> <li>To listen to Debussy’s ‘La Mer’ and analyse using a musical vocabulary (tempo, dynamics, timbre, pitch, mood, )</li> <li>To compose a Seascape to the rondo structure ABACA (A - calm sea, B- rippling waves and C- storm) using pentaonic scale CDE GA using chime bars and tuned instruments and effective choices of percussion</li> </ul>
<b>PSHE</b>	Dreams and Goals – learning to build aspirations and think about the journey it takes to get to achieving dreams. What we need to know, who can help us achieve our dreams and goals.