

## Year 5 Geography Earth Explorers

<b>Assessment Questions</b>		
<ul style="list-style-type: none"> <li>- Name and describe some different mountain ranges in the UK and the world (show on maps). What is the height of the tallest mountain in the world?</li> <li>- What is a biome? How is Snowdonia different to the mountains of the Alps? Show on maps.</li> <li>- Name and describe the different layers of a rainforest. Where are the Brazilian rainforests in relation to the equator/Tropics of Cancer and Capricorn and why is this important?</li> <li>- What is deforestation and why is it happening?</li> </ul>		
KNOW	DO	UNDERSTAND
<p><b><u>Locational Knowledge</u></b> Know the names of different mountain ranges within the UK and some across the world. Know the location of the world's main rainforests.</p> <p><b><u>Human and Physical Geography</u></b> Know that a tropical rainforest is an example of a biome. (A biome is a large region of Earth that has a certain climate and certain types of living things. Major biomes include tundra, forests, grasslands, and deserts. The plants and animals of each biome have traits that help them to survive in their particular biome.)</p> <p>Know the names of the layers of the rainforest. Know the Brazilian rainforests position in relation to the equator, tropic of Cancer and tropic of Capricorn.</p> <p><b><u>Vocabulary</u></b> <b>Mountains, u shaped valleys, glaciers, Alps, Snowdonia Tropical rainforest, biome, climate, equator, tropic of Cancer/Capricorn Layers of the Rainforest – forest floor, understory, canopy, emergent, deforestation</b> <b>Geography Core Concepts:</b> Resources (natural and economic) Physical Processes Environment Climate</p>	<p><b><u>Locational knowledge</u></b></p> <ul style="list-style-type: none"> <li>• locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</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, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul> <p>Find major mountain ranges using maps/atlasses of the world. Use different types of maps in atlases to explore the land height of some mountains (Alps, Snowdonia, Nevis)</p> <p>Using atlases and world maps, identify the position of the world's largest rainforests. Understand the significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn when identifying the position of the South American rainforests.</p> <p><b><u>Place knowledge</u></b> <b>NC: 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, and a region within North or South America</b> Explore similarities and differences of a settlement on the Amazon river with Stratford Upon Avon (draw on knowledge from previous topic), exploring human and physical geography.</p> <p><b><u>Human and physical geography</u></b> <b>NC: describe and understand key aspects of: ♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ♣ 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</b> Explain how the mountain ranges were formed (glaciers and U shaped valleys) Label and describe layers of the rainforest. Describe physical features of the rainforest (climate, biome, river). Describe the process of deforestation, why it is happening, and the effect it has on the wildlife and community.</p>	<p>In this topic children learn what a rainforest looks like, where in the world it can be found and what its physical features are. They gain more understanding that a rainforest's climate is directly related to its position in the world with reference to the equator, Tropic of Cancer and Capricorn. Knowing which continents rainforests can be found in, will further deepen the children's locational knowledge of the world. Children link this to their knowledge about earth and its position in the Solar system – how the equator is always closest to the sun etc. They will consider the effect deforestation is having on the rainforest's wildlife and community. Is it sustainable?</p>

Year 5 MUSIC Topic 5: Earth Explorers		
KNOW	DO	UNDERSTAND
<p>I know that:</p> <ul style="list-style-type: none"> <li>• Films have a musical narrative which add an extra element to the experience of the visuals.</li> <li>• Film composers will use different techniques to create effects (changes in music elements such as dynamics, timbre, tempi as well as ‘micky mousing’, ‘spotting’ and the use of musical cliché.</li> <li>• A story board (of events, or graphic notation) can be used to plan the structure of sounds.</li> <li>• A film score needs to be performed in time with the visuals and so will need to have a cue score with time sheet.</li> <li>• You need to listen critically to your music and evaluate the effectiveness of it. The score must work alongside the visuals to add to the film experience.</li> </ul> <p><b>Vocabulary:</b>  dynamics  pitch  duration  timbre  melody  structure  <b>Mickey mousing</b>  <b>Spotting</b>  <b>Cue score</b></p>	<p><b>Music express:</b>  <b>At the movies (6)</b>  Children will watch films from the 1920s with music accompanying and look at how it uses the ‘micky mousing’ technique (where the music reflects what is going on in the movie). They will then explore how graphic notation represents the different elements in the film and explore using any sound makers. They will then look at simple cartoon representations of emotions and scenarios and consider how to put sound effects into sequence (reflect on dynamics, tempo, timbre). They will watch and listen to ‘Abstract Albert’ and talk about how a ‘Foley artist’ has had to use add sound effects using every day sound sources.</p> <p>The children will then create their own sound effects for the silent movie reflecting on how in time they are, whether the dynamic/tempo and use of instrument matches the movement and if the music adds an extra element to the film. They will then work with the music to ‘Action mouse’ and look at how a change in tempi changes the effect. They will look at the melodic structure (there are 4 phrases) and will use this structure to change speeds when creating a ‘running rodent’ composition. The children will develop their understanding further by looking at how musical clichés are used for different scenarios e.g. suspense, love, comedy, horror.</p> <p>They will use the film <i>fANTastic ANTics</i> to compose a film score, experiment with different pitches, timbres, tempi and dynamics for effect. They will use all of this knowledge to create a piece of music around the animation ‘space dust’. They will have to use timings to refine sound effects and ‘spotting’ (deciding which points need a hit of music) to develop a cue score. The children will perform and review their film scores with each other.</p>	<p><i>The children have had experience of making different sound effects and using sound makers to compose music. They have not explored matching sound to visuals to enhance the experience, as is required in film making. They are aware of the musical elements of tempo, pitch., timbre, dynamics and will need to utilise this knowledge when exploring sound effects.</i></p> <p><b>NC Areas covered:</b></p> <ul style="list-style-type: none"> <li>• Pupils develop an understanding of the history of music</li> <li>• Pupils listen with attention to detail and recall sounds with increasing aural memory</li> <li>• Pupils develop an understanding of musical composition, organising and manipulating ideas within musical structures</li> <li>• Pupils explore tempo, texture, structure, duration, and appropriate musical notations</li> </ul>