

## Go with the Flow Year 5 Learning Journey

Start Date:	Monday 08 January	Unit Length:	12 weeks
	<p><b>Links to Host Country (Qatar)</b></p> <ul style="list-style-type: none"> <li>We will find out about rivers and other bodies of water in Qatar.</li> <li>We will find out how water is purified for drinking in Qatar.</li> </ul>	<p>During this unit our students will be:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="background-color: red; color: white; padding: 5px 15px; border-radius: 10px;">Collaborators</div> </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="background-color: brown; color: white; padding: 5px 15px; border-radius: 10px;">Thinkers</div> </div>	
<p><b>Go with the Flow</b> We will be learning about journeys of rivers and how they play a vital role in shaping the geography of our planet. Why are rivers considered one of our planet's most precious resources? We will need to be geographers, scientists, and historians to find out how rivers both threaten and sustain lives.</p>			
<p><b>Entry Point</b> For the Entry Point, children will take part in a fun water adventure at school. They will play different games and complete challenges involving water. Children will think about how this links to our new unit 'Go with the Flow'.</p>			
<p><b>Knowledge Harvest</b> To begin the unit, we will look at photos of different rivers. Children will try to identify different features and will think about what they can see, sharing any prior knowledge.</p>			
<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>Children will use different maps to find and identify the major rivers around the world.</li> <li>Children will work in groups to research a major river, finding out its geographical location and facts about the river.</li> <li>We will think about why people choose to live in settlements next to rivers.</li> <li>As a class, we will think about what the different parts of the river look like.</li> <li>Children will use this information to create a detailed cross-section of part of a river.</li> <li>We will then work in groups to make a detailed model of a river.</li> <li>We will find out how rivers are formed and how this results in the different features of a river.</li> <li>Children will find out about floodplains and how floods happen.</li> <li>We will find out what flood defence mechanisms can be put in place and why some are more effective than others.</li> <li>As a class, children will make a model of different parts of the River Nile, this models will be joint together to make a complete model.</li> </ul>			
<p><b>History</b></p> <ul style="list-style-type: none"> <li>Children will research the River Nile and will share their findings by creating an infographic.</li> <li>We will look at how the land surrounding the Mississippi river has changed over time.</li> </ul>			
<p><b>Science</b></p> <ul style="list-style-type: none"> <li>As a class we will find out about the water cycle.</li> <li>We will carry out an experiment to replicate the water cycle.</li> <li>Children will find out about stalactites and stalagmites, before using this knowledge to grow their own.</li> <li>We will find out how water becomes purified and safe for us to drink.</li> </ul>			

- We will think about the impacts of not having access to clean water.
- We will find out how water can be used to create energy.
- Children will find out what wildlife is present in different river.

**Design, Technology, and Innovation**

- We will design bridges that would be able to span a river.
- Children will then use a variety of materials to construct their bridges, before testing them to ensure that they can withstand the weight of a toy car.
- We will then test the bridges to ensure that boats would be able to pass under the bridge.

**Art**

- As a class, we will look and compare different paintings of river scenes.
- Children will recreate paintings using materials of their choice.
- Thinking about their learning from the unit, children will create a 3D piece of artwork to demonstrate what they have learnt.

**International**

- We will find out about the controversies surrounding the building of the Aswan High Dam.
- Children will create arguments for and against the building of the dam, thinking about the people that the dam will impact.

**Exit Point**

For the Exit Point, children will set up a gallery of their learning. This will include presenting their work to other pupils in school, through the use of presentations, written work and artwork.

**Assessment**

Geography 3.11 Be able to name and describe geographical features of the earth.			
Mastering	Secure	Developing	Emerging
<p>I can:</p> <ul style="list-style-type: none"> <li>• Compare the landforms and natural features of Earth with another planet.</li> <li>• Talk about the differences between continents.</li> <li>• Think about the benefits and challenges presented by a range of geographical features.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>• Talk about the 4 main types of landforms on the earth.</li> <li>• Sort the observable natural processes on earth into groups.</li> <li>• Talk about lots of the geographical features of the earth that make it different to all the other planets.</li> <li>• Use the correct words to describe the inside layers of the earth.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>• Talk about 2 or more of the most common landforms on the earth.</li> <li>• Describe some of the natural processes that can be observed on the earth.</li> <li>• Talk about at least one geographical feature of the earth that makes it different to any other planet.</li> <li>• Discuss how continental plates are related to the continents.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>• Talk about one of the most common types of landforms on the earth.</li> <li>• Identify some of the natural processes that can be observed on the earth.</li> <li>• Explain how the earth is one of the group of planets, that are revolving around the sun.</li> <li>• Explain how we can use the word 'continent' when talking about landforms and groups of countries.</li> </ul>