



**Title:** Cracking Coasts

**Year:** Year 5 Term 6

**Subject Focus:** Geography

Rationale: Local study of the coast. This term we will be studying coastal areas and understanding the effects of coastal weather and erosion over time. We will also be studying the effects of human influence on coastal areas and use of man made materials such as plastic on the coastal environment. We will be investigating coastal areas around the world and what makes them good tourist destinations.

**Start Date:** 03.06.19

**End Date:** 19.07.19

**Opportunities for Home Learning:**

- Posters for Ocean conservancy
- Investigate how people can reduce plastic waste in their local area
- Create a list of plastics in your home and what they are used for
- Investigate what different communities and countries are doing to reduce plastic use around the world
- Draw coastal pictures

**How will we deepen learning:**

Links with children who live near the Coast and compare and contrast the difference of living inland

**Outcome:**

Understand how the Coast is made and its physical features  
 Compare with the physical features of being inland  
 Understand the importance of the Coast and how it is used  
 Create a map of the sea front  
 Explore other coastal areas around the world  
 Discuss the dangers of plastic in the oceans

**Hook:**

Trip to Deal Coast with Warden House

**Sharing Success:**

- Assembly to the school about plastic in the ocean



**How will we embed our school values?**

Aspire: Assembly sharing learning  
 Positive: working in partners and teams  
 Resilience: Inquiry based lessons with discussion and not given the answers  
 Success: Celebrating success with peers/in assembly

**Milestones Covered in this Topic:**

<p><b>Lead Subject: Geography</b></p>	<ul style="list-style-type: none"> <li>• <b><u>Identify and describe how the physical features affect the human activity within a location.</u></b></li> <li>• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> <li>• Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</li> <li>• <b><u>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</u></b></li> <li>• Describe how countries and geographical regions are interconnected and interdependent.</li> <li>• Describe how locations around the world are changing and explain some of the reasons for change.</li> <li>• <b><u>Describe and understand key aspects of:</u></b></li> <li>• <b><u>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</u></b></li> <li>• <b><u>human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</u></b></li> <li>• <b><u>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</u></b></li> </ul>
<p><b>English</b></p>	<p>Identify the audience for writing. Choose the appropriate form of writing using the main features identified in reading.</p> <p>To use imaginative description</p> <p>Use the techniques that authors use to create characters, settings and plots</p> <p>Create vivid images by using alliteration, similes, metaphors and personification.</p> <p>To organise writing appropriately</p> <p>Guide the reader by using a range of organisational devices, including a range of connectives.</p>



	<p>Choose effective grammar and punctuation.</p> <p>Ensure the correct use of tenses throughout a piece of writing.</p> <p>To use paragraphs</p> <p>Write paragraphs that give the reader a sense of clarity. Write paragraphs that make sense if read alone.</p> <p>Write cohesively at length</p> <p>To use sentences appropriately</p>
<b>Art</b>	<ul style="list-style-type: none"><li>• Develop and imaginatively extend ideas from starting points throughout the curriculum.</li><li>• Collect information, sketches and resources and present ideas imaginatively in a sketch book</li><li>• Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li><li>• Sketch (lightly) before painting to combine line and colour</li><li>• Develop a personal style of painting, drawing upon ideas from other artists.</li><li>• Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li><li>• Use a choice of techniques to depict movement, perspective, shadows and reflection.</li><li>• Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li><li>• Use lines to represent movement.</li></ul> <p>Study the work of famous coastal painter J.M.W Turner</p>
<b>Science</b>	<ul style="list-style-type: none"><li>- describe the changes as humans develop from birth to old age.</li></ul>