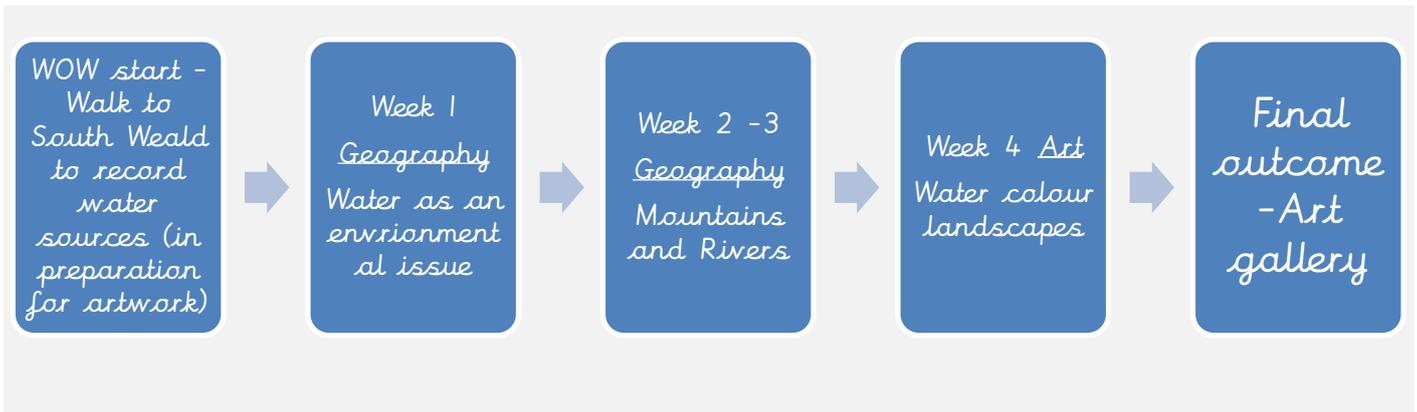


Year 5/6 Geography based unit - 'Rivers deep, mountains high'



Overview of unit: The unit focuses on the importance of water in the world and looks at both the impact of the lack of water (drought etc) and too much water (global warming). Then they learn about the physical geography of mountains and rivers and how these are linked. Finally, children will create water colour landscapes of mountains and rivers.

<u>Geography skills</u>	<u>Art skills</u>
<ul style="list-style-type: none"> • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including mountains, rivers. <ul style="list-style-type: none"> • Name and locate geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers); and understand how some of these aspects have changed over time • Describe how locations around the world are changing and explain some of the reasons for change. • Describe and understand key aspects of physical geography, including: rivers, mountains, and the water cycle. • Use the eight points of a compass, six-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. • Create maps of locations, identifying patterns (such as: rivers, height of land). • Identify and describe how the physical features affect the human activity within a location. <ul style="list-style-type: none"> • Drought • Topographical 	<ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Comment on artworks with a fluent grasp of visual language. • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural world. • Use the qualities of watercolour paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists. <ul style="list-style-type: none"> • (to create sketch books to record their observations and use them to review and revisit ideas • To improve their mastery of art and design techniques, including drawing and painting with a range of materials (water colour, pastels) • About great artists in history) <ul style="list-style-type: none"> • Colour palette • Harmonious colours • Complementary <p>Previous knowledge: to improve their mastery of art and design techniques, including drawing and painting with a range of materials</p>

<ul style="list-style-type: none"> • Precipitation <p><u>Previous knowledge</u></p> <ul style="list-style-type: none"> • Use maps, atlases to find key water features around the world (rivers, lakes, seas) particularly those in the UK and Europe; and sketch own maps. • Describe and understand how the water cycle works. • Describe and understand key aspects of the distribution of natural resources including energy, food, minerals and water. <p><u>Previous Vocabulary</u> Maps, Atlases, Water Cycle, Evaporation, Precipitation, Condensation, Run-off</p>	<p>learn about great artists in history (Frida Kahlo) Claude Monet - painting, <u>Previous Vocabulary:</u> inspiration, style, vibrant colours</p>
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<p>Music -</p>	<p><u>Previous knowledge</u> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>
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Extra Words

- Topographical
- Water cycle
- Climate
- Biomes
- Vegetation belt
- Natural resource
- Mountain
- River
- Physical/human features
- Characteristics
- Impact
- Colour palette
- Tone
- Environment
- Drought
- Flood

Sources