



Mining

Year 5 Summer 1

Linked Texts: The Tale of Tom Trevorrow, All about mines

Trips and Visits:
School of Mines
Geevor Tin mine
King Edward Mine



History

Intent: Children continue to develop a knowledge of local history and understand the impact this has had on the area they live. Children devise questions and look at a range of sources to gain a deeper understanding of historical events and historical figures.

Skills, and Knowledge Components Focus

Talk in depth about the theme in relation to other historical events and the impact of these linking to modern day. Understand the methods of historical enquiry including how it is used to make historical claims. Identify significant events, make connections, draw contrast and analyse trends. A detailed study of a particular famous person and their historical legacy form at least two different points of view.

Sticky Knowledge

I can plot key events in Cornish Mining onto a scaled timeline Mining is often thought of as a male dominated job but women and children played their part in the mining process too. Known as Bal maidens these woman would help to separate the tin from other mined substances. By 1839 around 7000 children worked in the Cornish mines. Cornish tin has been traded across Britain for approximately 4000 years. Parts of the mining landscape in Cornwall are World Heritage Sites. Humphry Davy invented the miner's safety lamp and I can talk about its impact. The events of the Levant mining disaster impacted on safety developments in mining.

Key Vocabulary: mining, engine, shaft, engine house, bronze age, extraction, Bal maiden, Tin, ore, knocker, piskie, production, Davy lamp, World Heritage Site, drill, King Edward Mine, Great Flat Lode, Levant mine, Humphry Davy, legacy

Subject Composite: Children to produce an ebook showcasing their work from across the curriculum.

Impact: Children are able to talk about the local history of Troon and Cornwall. The have some secure facts that they know about mining and are keen to learn more about local history. Children are inspired to learn more and share their knowledge with family and friends when visiting places in Cornwall. Children are aware of current mining opportunities across Cornwall and beyond.



Science

Reversible and irreversible changes

Intent: Children develop their understanding of flowering plants by exploring the reproductive parts in more detail. Children learn about pollination and carry out a range of experiments.

Skills and knowledge:

Describe the life process of reproduction in some plants and animals. Working scientifically – Recording data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables, scatter graphs, bar charts and line graphs. Working scientifically – Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations. Working scientifically – Identifying scientific evidence that has been used to support or refute ideas or arguments. Working scientifically – Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Working scientifically – Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.

Sticky knowledge:

Plants reproduce sexually through pollination. Pollination involves the transfer of pollen from the male anther of a flowering plant to the female stigma of a flowering plant. Some plants reproduce asexually by producing new plants at the end of runners or by producing bulbs or tubers. A starfish is an example of an animal that reproduces asexually.

Vocabulary: anther, filament, stigma, style, ovary, ovule, pollen, stamen, pistil, pollination, fertilisation, clone, runner, tuber, bulb, asexual reproduction, independent variable, dependent variable, controlled variables, cutting, parent plant, compost

Subject composite: Children will plan and carry out a range of experiments

Impact: Children understand pollination and reproduction in plants. The have developed their scientific working skills.



Art

Intent: Children explore the expressive potential of charcoal as a medium while exploring the impactful work of Henry Moore. By learning about his Pit Notebooks and the harsh realities faced by coal miners, children will develop an understanding of how artists capture atmosphere, mood, and storytelling through art. The lessons aim to build technical skills like mark-making, exploring tonal values, and using chiaroscuro.

Skills and knowledge:

Develop mastery of art and design techniques, particularly focusing on drawing with charcoal. Explore pressure, mark-making, and tonal values to create atmosphere and a sense of space. The children will learn about the work of Henry Moore, particularly his 'Pit Notebooks', to understand how artists capture mood and atmosphere. The use of sketchbooks is integral to recording observations, reflecting on their work, and revisiting ideas. This supports developing a reflective approach to their creative process.

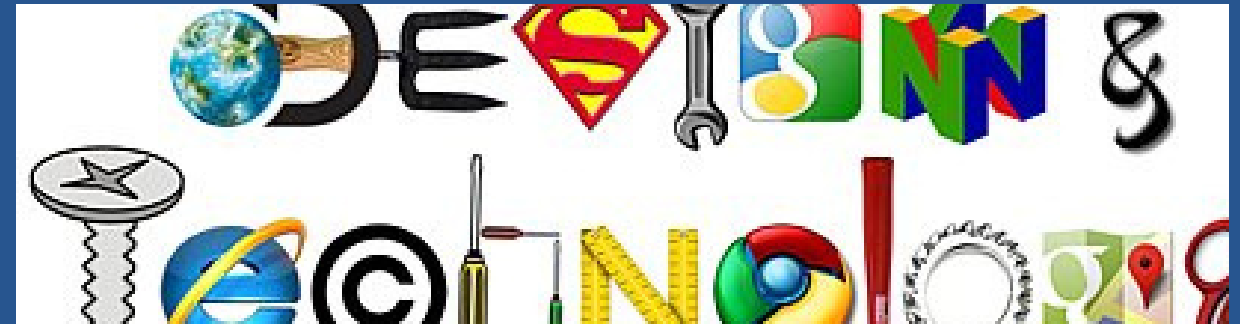
Sticky knowledge:

Henry Moore is a famous artist who is best known for his sculptures however he is also known for other art forms. Charcoal can create a wide range of tones and textures I know that chiaroscuro is the contrast between light and dark I know that art can be used to create mood and evoke emotion (make you feel a certain way).

Vocabulary: observation, atmosphere, space, dark, light, tone, background, foreground, chiaroscuro, depth, pressure, shadow, cross hatching, lighting, intensify, charcoal

Subject composite: Children to create their own 'pit notebook' taking inspiration from Henry Moore's work and a visit to a mine.

Impact: Children will have improved their drawing techniques and gained confidence in experimenting with charcoal to create depth and emotion. They will understand how to use light and dark to create a sense of space and atmosphere, applying these skills to their own work.



Intent: Children build upon their knowledge of a balanced diet and have a good understanding of how food helps our body to function. They gain further skills in food preparation and cookery and can design and make their own Cornish pasty.

Skills, and Knowledge Components Focus

Understand which foods will provide a healthy, varied and balanced diet. Understand which food groups help our bodies to function. ·Understand why we can only grow some foods in our country and why we need to get some foods from other countries. ·Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. ·Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Research existing products and develop design criteria. Create detailed design criteria for a product. Communicate ideas by developing sketches, labelled diagrams and notes to support their design. Communicate ideas through discussion, presentation and peer critique. Select, name and use appropriate tools and equipment safely and accurately. Suggest ways of improving their own and others' work, using their criteria Evaluate their ideas, prototypes and products against a specific set of criteria.

Sticky Knowledge:

I know the 5 principles for healthy eating is; eat lots of fruit and veg, eat more fibre, eat less saturated fat, eat less sugar, eat less salt. I know to use the bridge and claw cutting technique when using a knife. This is when you arch your hand to create a bridge when holding food and hold with a claw like grip. I can use technical vocabulary when writing a recipe e.g. rubbing, season

Key Vocabulary: pasty, savoury, varied, balanced, dairy, protein, fibre, vitamins, minerals, carbohydrates, flavour, texture, appearance, crimping, rubbing in, diced, glaze, elastic, dough, beat, season, rest, preheat, ridge and claw cutting technique Subject Composite: Children to design, make and evaluate a Cornish pasty.

Impact: Children are aware of their bodies and how food helps it to function. Children know that it is important to have a balanced diet and think carefully about the food choices they make. Children are able to independently prepare simple snacks for themselves and are ware of the safety precautions they need to take. Children know the history of the pasty and are able to follow a simple recipe to create their own.