



Year 5 Spring 2

Mountains

Linked Texts: Great Adventurers,
World of Mountains

End of topic composite: Children
to climb the Cornish 3 Peaks,
Carn Brea, Carn Marth, St Agnes
Beacon



Geography

Intent: Children learn about how mountains are formed. They explore mountain ranges around the world with a focus on the Himalayas and Everest. Children learn about what humans use mountains for and the impact humans have on mountains.

Skills and knowledge:

Describe and explain physical processes.
Describe what a mountain is, the key features and its formation through tectonic plate movement.
Select information to answer questions such as: How have mountains changed over time? What is the human impact of this?
Use maps and atlases to identify mountains and mountain ranges
Compare and contrast our locality to other parts of the world.
Gather information using fieldwork skills

Sticky knowledge:

Mountains are formed when tectonic plates move towards each other. This causes the plate to buckle and push the crust upwards, forming a mountain.
Contour lines help us to identify where mountains are on a map and what shape and height they are.
Mountain climates can be harsh and changeable. Reduced altitude can affect human oxygen levels. Mountains are cold and windy climates, where glaciers can form and snow lines appear, depending on the height and temperature of the peak.
Everest is the highest point on Earth. It is found in the Himalayas. It is a famous peak for climbers to summit. It is a dangerous peak to climb, with a death zone where humans struggle to survive without oxygen. The peak is at 8849m.
The negative effects of tourism on mountains are: vegetation clearance, soil erosion, removal of scarce habitat, altering of landscapes and water flow, water and air pollution and wildlife relocation.

Vocabulary: summit, altitude, collision zone, subduction, glacier, oxygen level, convergence, snow line, crevasse, mountaineer, scree, ascent, descent, death zone

Subject composite: Children to climb the Cornish 3 Peaks, Carne Brea, Carne Marth, St Agnes Beacon

Impact: Children have a greater understanding of the world around them. They know how mountains are formed and are inspired to explore the world.



Science Animals including humans

Intent: Children will build on their understanding of life cycles to explore the life cycles of humans. They will also explore puberty.

Skills and knowledge:

Describe the changes as humans develop to old age.
Plan different types of scientific enquiry to answer questions.
Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
Use relevant scientific language and illustrations to discuss, communicate and justify scientific ideas.
Identify scientific evidence that has been used to support or refute ideas or arguments.

Sticky knowledge:

The human life cycle has six main stages - foetus, baby, child, adolescent, adult and elderly adult.
After puberty, humans can reproduce.
Most babies and toddlers hit certain milestones in their first two years such as crawling and walking,
Key changes that happen to females during puberty include; the start of periods, growth of underarm and pubic hair, mood swings, spots and growth of breasts.
Key changes that happen to males during puberty include; growth of body hair, growth of the penis and testicles, spots, mood swings and deepening of the voice.
A person is classed as an adult from the age of 18 onwards.

Vocabulary: adolescent, baby, foetus, toddler, child, elderly adult, life cycle, milestone, womb, reproduce, puberty, hormone, life expectancy, gestation, mammal, offspring, correlation, anomaly

Subject composite: Children will take part in discussions and scientific enquiries to explore the topic of human life cycles.

Impact: Children will understand more about themselves, their bodies, how they have developed so far in their lives and what will happen in the future.



Science Life cycles

Intent: Children will build on their prior knowledge of life cycles and compare the types of animals life cycles.

Skills and knowledge:

Describe the differences in life cycles of a mammal, an amphibian, an insect and a bird.
Use relevant scientific language and illustrations to discuss, communicate and justify scientific ideas.
Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
Report and present 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.

Sticky knowledge:

Most mammals give birth to live young and have mammary glands that produce milk to feed their young.
The life cycle of a frog has four stages; frog spawn, tadpole, froglet and adult frog.
There are four main stages of a life cycle of an insect; egg, larva, pupa and adult
The cycle of birds include five stages; egg, hatchling, nesting, fledgling and adult bird.

Vocabulary: monotreme, offspring, mammary gland, mammal, life cycle, amphibian, frogspawn, tadpole, froglet, metamorphosis, larva, pupa, chrysalis, insect, bird's egg, hatchling, nesting, fledgling, adult bird

Subject composite: Children to explore life cycles using observation, illustration and information texts.

Impact: Children have a clear understanding of all animals and can talk about similarities and differences within their life cycles.



Art

Intent: Children are introduced to abstract landscape art by exploring David Hockney's unique style, encouraging them to simplify landscapes into shapes and colours and to express themselves boldly. Through hands-on experimentation with painting techniques like blending, layering, and brushwork, children will gain confidence and develop key skills.

Skills and knowledge:

Produce Creative Work, Exploring Ideas and Recording Experiences
Become Proficient in Drawing, Painting, and Other Art Techniques
Evaluate and Analyse Creative Works Using the Language of Art, Craft, and Design
Know About Great Artists, Craft Makers, and Designers
Improve Mastery of Art and Design Techniques in Using Colour, Pattern, Texture, Line, Shape, Form, and Space

Sticky knowledge:

I can use vibrant contrasting colours like David Hockney's landscapes.
I know I can use light and dark colours to make my paintings look like they have depth, showing which parts are closer or further away.
I can use different brush techniques to show texture.

Vocabulary: abstract, composition, blending, layering, base layer, brush techniques, line, contrast, colour pallet, shadows, highlight, landscape, foreground, middle ground, background, perspective, exaggeration

Subject composite: Children to create a mountain picture inspired by the work of Hockney

Impact: Children build an understanding of art concepts such as composition, contrast, and perspective, enriching their art vocabulary and critical thinking. They will gain pride in their artwork and a record of ideas in their sketchbooks, capturing their artistic journey from concept to completion.