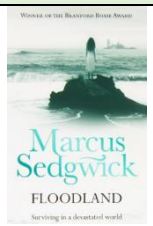
Summer 1: How Do We Organise Ourselves		
Driver: Geography		
Outcome: Are we prepared for floods and what innovations are needed?		
Core Text: 	Writing Genres: Newspaper Articles x 2 (first three weeks) Next three weeks focus on persuasive language Persuasive Letter Persuasive Speech – 5 paragraphs written in boxes (opening paragraph, argument 1, argument 2, argument 3 and conclusion). 5 children in 6 groups to jigsaw their speech and each group to present and petition to different classes.	
Vocabulary	Rivers, erosion, deposition, rain gauge, rainfall, water resistance, friction, soluble, insoluble, reversible /non- reversible change, barrier	

Subjects:	Learning Objectives:	Activities
Science: Materials	I can compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. I know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. I can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. I can demonstrate that dissolving, mixing and changes of state are reversible changes. I can explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.	Test out a range of products and group them according to their properties. Work out which material would be best for each scenario. An experiment looking at rain water and seeing if it is clean or whether there is dirt when it is filtered through filter paper. Look at solids, liquids and gases, and think about salt in water. Sieve, filter and evaporate the water to removed substances from mixtures. Think about how this is reversible. Test metals, wood and plastic for hardness, solubility, transparency, conductivity and response to magnets. Class experiment showing how acid (vinegar) reacts with bicarbonate of soda. Think about how plastics, metals and wood are made and how it is not reversible.
Geography:	Understand why there are similarities and differences between places Know about the physical features of coasts and begin to understand erosion and deposition Know how rivers erode, transport and deposit materials Describe and understand key aspects of physical geography – rivers Describe and understand key aspects of physical geography - climate zones Understand how coasts and rivers have changed over time Know location of: capital cities of countries of British Isles and U.K., seas around U.K., the largest cities in each continent Use fieldwork instruments e.g. camera, rain gauge	Case studies of Rochester: Kent Look at the Jurassic coast and begin to understand erosion and deposition. How has it changed over time? Look at how rivers are made and label the sections. Focus on the River Thames and how it has changed over time. Look at climate zones and understand the key concepts. Study capital cities of countries of British Isles and U.K, understand the seas around UK, countries in Europe and know the largest cities in each countries Test rain over time using rain gauge, could this lead to flooding?
Design and Technology:	Use his/her research into existing products and his/her market research to inform the design of his/her own innovative product Create prototypes to show his/her ideas Produce step by step plans to guide his/her making, demonstrating that he/she can apply his/her knowledge of different materials, tools and techniques Make careful and precise measurements so that joins, holes and openings are in exactly the right place Make detailed evaluations about existing products and his/her own considering the views of others to improve his/her work Build more complex 3D structures and apply his/her knowledge of strengthening techniques to make them stronger or more stable Understand how to use more complex mechanical and electrical systems	Research Flood Barriers in the UK, understanding the key components. Children design and plan how to make their own flood barrier, labelling the key parts. Make their own mini model using materials they decided on in science making precise measurements. Ensure the structure is strong and stable. Create a step by step brochure demonstrating how to make a flood barrier. Take pictures of each step. At the end of the brochure, evaluate their model. Create a Flood Barrier
PSHE	Work together to bring about change.	Completed through final Action. Chn to independently/ in groups plan how they will conduct a whole school petition.
Action: School Petition and Persuasive Speeches		
Trips:	Thames barrier and walk along the Thames, Creekside discovery centre: Rivers at low tide (https://www.creeksidecentre.org.uk/education/key-stage-2)	
To be taught in a block	RE: Islam and Social Action: How do Muslims help those in need? Computing: Programming A- Selection in physical computing	