ROSE WOOD ENQUIRY DRIVEN CURRICULUM

ROSE WOOD ACADEMY

Where would you locate a Great British theme park?

Year 5 Summer 2

Rose Wood Academy: Enquiry Driven Learning Overview

Year Group: 5	**Where would you locate a Great British theme park?**	**Term**: Summer 2

Context:

Children will build upon their knowledge of the UK, from previous years to develop a greater understanding of the physical and human processes of trade, travel and economics. They will use their geographical skills to describe the characteristics of an area and say how it has changed over time. Children will know the differences between cities, town and villages and, using knowledge from Y3, will have a better understanding of how cities/towns grow and change and be able to discuss some of the reasons for this. Children will use their fieldwork skills to carry out traffic and land use surveys and record these in a range of different ways (including using Digimap for Schools). The road network of the UK will be discussed and how this is used by developers to select sites for potential new developments. Children will use this knowledge to select an area of the UK in which to build their own theme park and be able to justify their reasons. As developers, children will work within a budget to design and cost their own theme park, ensuring that they have all the essential elements – including accessibility.

Prior Learning (Direct Pathway)

History

- Understand that Middlesbrough has changed significantly over time. The town has grown and swallowed up places that were previously outlying villages. The population has increased dramatically since 1820. (Y3)

Prior Learning (Indirect Pathway)

Science

- The way objects move (e.g. distance and speed) can vary depending on the type of surface it is placed on. (Y3)
- Some forces need contact between two objects, but magnetic forces can act at a distance. (Y3)
- Magnets have two poles – a north pole and a south pole. (Y3)
- Magnets attract or repel each other. Like poles (e.g. 2 north poles) repel whereas opposite poles (north and south) will attract. (Y3)

Rose Wood Academy: Enquiry Driven Learning Overview

Enquiry Question

Where would you locate a Great British Theme Park?

During science, the children will be studying 'forces.' This will include how gravity acts on objects, the power of water and air resistance and how levers and pulleys work.

For PSHE, the children will be exploring the topic 'Growing and Changing' and for RE they will be learning about what it means to be a Muslim in Britain today. From the book, A Ride to Remember, children will also discuss civil rights, discrimination and equality.

Content on Direct Pathway

Our project this term asking the question 'Where would you locate a Great British theme park?' We will be exploring this question primarily through geography and DT. For geography, we will be looking at where theme parks are located and how they are structed.

As designers, the children will be creating their own rotational theme park ride using a computer software. They will programme the theme parks movement and design the structure.

Using a book, A Ride to Remember, the children will write blogs about the events that take place. We will also have a variety of non-fiction texts about theme parks and explore how they are promoted.

Learning Showcase

Through studies of regions of the UK children will use this knowledge to plan their theme park. They will create promotional leaflets. Children will create working rides with ICT using the crumble kits.

The booklets and videos of the working rides will be shared with parents via dojo

Rose Wood Academy: Enquiry Driven Learning Overview

Knowledge Narrative

There are 4 countries within the UK and England is divided into 9 regions. Within the UK, there is an economical north and south divide. Theme parks are an expensive tourist attraction and are located all around the UK. They have many human and physical features surrounding them that would attract visitors, thus creating tourism and improving local economies.

Rose Wood Academy: Enquiry Driven Learning Overview

Unit Title: Where would YOU locate a Great British theme park?

Y5
Summer 2
Geography

End Point - The aim of this unit is for pupils to:

- Understand what a region is, where they are located in England and some of their features
- Understand the physical and human features of the UK
- Understand the impact of tourism and how sustainable tourism can protect biodiverse environments

End of unit assessment task:

Create a promotional leaflet about their theme park and its location. Being able to say where it is located and why

Links

Text – A Ride to Remember – Sharron Langley
Science – Forces
Geography – Local area study (Y1 & Y3)
Geography – Know about tourism (Y4 S1)

Prior Knowledge

- Know the four countries of the UK and their capital cities and the surrounding seas
- Know the 8 compass points
- Name and locate Middlesbrough on a map
- Know about the affect human activity can have on a place

Key Aspects of the Unit:

Map and atlas work/Fieldwork and investigation

Location

Physical Features: Understand that physical features are natural features in an environment. Understand that physical features can include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and volcanoes.

Rose Wood Academy: Enquiry Driven Learning Overview

	**Human Features**: Understand that human features are features in an environment that have been made by people. Understand that human features can include: city, town, village, factory, farm, house, office, port, harbour and shop.
	**Human Processes** understand the processes that humans have developed across the globe including travel trade and economics.

Key Aspects of the Unit:

Physical Features: Understand that physical features are natural features in an environment. Understand that physical features can include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and volcanoes.

Human Features: Understand that human features are features in an environment that have been made by people. Understand that human features can include: city, town, village, factory, farm, house, office, port, harbour and shop

Key Knowledge:

- Know the countries of the UK and their capital cities
- Be able to locate Middlesbrough on a map of the UK
- Know the main bodies of water surrounding the UK (North Sea, English Channel, Irish Sea, Atlantic Ocean)
- Know that the UK is made up of 9 regions
- Know that there are areas of the UK which cannot be built upon and the reasons why
- Begin to understand that UK has areas of biodiversity which need to be protected and plot these on a map
- Understand what tourism is and how this can be both good and bad for an area
- Know and understand the term sustainable
- Know OS symbols
- Be able to read OS Symbols on a map of the UK (both digital and paper map formats)
- Understand what contour lines are and how to read these on a map (both digital and paper map formats)
- Know the 8 compass point and add these to maps of the UK

Geographical Skills:

Mapping:

- Select a map for a specific purpose (E.g. choose atlas to find the USA but an OS map to find local village)
- Use thematic maps for specific purposes
- Draw a sketch map of an area using symbols and a key

Rose Wood Academy: Enquiry Driven Learning Overview

- Begin to draw thematic maps based on simple data
- Describe and interpret relief features
- Begin to use 8 compass points;
- Use symbols and a key on a map
- Use/recognise a broader range of OS symbols
- Use models and maps to talk about contours and slope
- Measure straight line distances on a map, using scale
- Use 6 figure grid references to locate features on a map
- Internet map sites
- Use maps at a range of scales

Fieldwork:

- Begin to complete enquiries based on own suggested questions – Where would you place a Great British Theme Park?
- Evaluate own observations, compare them with others and begin to draw conclusions
- Use the eight points of a compass and use to follow/describe routes
- Apply age-appropriate Maths knowledge to understanding of geography (e.g. length, distance, mass, capacity/volume, angles, area scales, negative numbers for temperature, equivalences between metric and imperial measures)

Vocabulary

Land use	What the land used for
Topographical	Detailed description of the surface features of a region.
Distance	The length of the space between two points.
Region	A large area of land containing many towns and villages that are typically thought of as one connected area
Hemisphere	A half of the earth e.g. the Northern and Southern
Environment	Everything around us - the natural world of land, sea, air, plants and animals
Tourism	Tourism is the business of encouraging and supporting tourists
Biodiversity	The variety of plant and animal life in the world or in a particular habitat
Sea	A large body of salty water
Compass Points	Any of the main points of a compass: north, south, east, west, north-east etc
Sustainability	The process of protecting our planet for animals, plants and future generations

Rose Wood Academy: Enquiry Driven Learning Overview

SUBJECT: SCIENCE			
Subject Specific Vocabulary		Declarative Knowledge	Aspect
Word	Definition		
Forces	A push or a pull in a particular direction.	Unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and a falling object.	Physics
Rotate	A turning around as on an axis.		
Motor	A machine, especially one powered by electricity, which supplies power for a vehicle or for another device with moving parts.	Some forces can make things begin to move, get faster or slow down.	
		Friction is a force between two surfaces that are sliding, or trying to slide, across each other.	
Programme	A series of coded software instructions to control the operation of a computer or other machine.		
		Some forces can make things begin to move, get faster or slow down.	
Structure	An object constructed from several parts	Air resistance is a type of **friction** between **air** and another material affecting how different objects such as parachutes and sycamore seeds fall.	
Physics	Learning about movement, forces and magnets and their effect.		
friction	Friction is a force between two surfaces that are sliding, or trying to slide, across each other.	Water resistance is a type of **friction** between **water** and another material affecting how objects move through the water.	
gravity	Gravity is a force which tries to pull two objects toward each other.		
air resistance	Air resistance is a type of friction between air and another material. For example, when an aeroplane flies through the air.	Some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	
water resistance	If you go swimming, there is friction between your skin and the water particles.		
levers	A lever can be described as a long rigid body with a fulcrum along its length.	Scientists such as Galileo Galilei and Isaac Newton helped to develop the theory of gravitation (non-statutory).	
pulleys	Pulley is a simple machine and comprises of a wheel on a fixed axle, with a groove along the edges to guide a rope or cable.	Unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and a falling object.	
gears	Gears are wheels with teeth that slot together. When one gear is turned the other one turns as well.		
parachute	A parachute is a device used to slow down an object that is falling towards the ground. As the parachute opens, the Air resistance increases.	Procedural Knowledge	
		Children will use secondary sources to research Galileo	Working scientifically
Galileo	Galileo developed the telescope to enable close observation of the night sky.	Children perform a fair test using air resistance and parachutes. children will also recall their knowledge of friction	
		Observe the effects of water resistance and preform a fair test	

Locational Knowledge Map

Rose Wood Academy: Enquiry Driven Learning Overview

<table>
<tr><td colspan="2"><u>Year Group:</u> 5</td><td><u>Term</u>: Summer 2</td></tr>
<tr><td colspan="2"><u>Title</u>: Where would you locate a Great British theme park?</td><td><u>Key Focus</u>: DT/Science/Geography</td></tr>
<tr><td colspan="3">Project Enhancements:
VR experiences</td></tr>
<tr><td colspan="3"><u>How can you help?</u>

At home, please could you:
continue to listen to your child read a minimum of three times a week,
help your child to learn new spelings weekly.
help your child to learn their times tables and dvision facts up to 12 x 12
If you wish to do additonal homework with your child, you could:
Do some research about theme park rides and how they move.
Look at some adverts for theme park rides.</td></tr>
</table>

Rose Wood Academy: Enquiry Driven Learning Overview

Spiritual

For this, the children will be using their imagination and creativity to design their theme park ride.

Social

During our DT project, the children will be working in teams. As the children will be answering the question, there will be multiple opportunities to debate their opinion about where they will locate their theme park ride.

Be kind and REAP the rewards

As the children will be working in groups, they will need to be kind to one another and show empathy if others need more support.

Moral

As the children will be choosing a location for their theme park ride, they will look at the surrounding areas and decide whether it would be appropriate to place it there. For example, thinking about wildlife areas.
Through the book, A Ride to Remember, children will discuss civil rights, discrimination and equality and why this happened historically and still continues today.

Cultural

In RE, the children will be improving understanding of and showing respect for different faiths as they are going to be looking at what it means to be a Muslim in Britain today.
Children will discuss why people are discriminated against because of the their religion and the colour of their skin.

Rose Wood Academy: Enquiry Driven Learning Overview

British Values through EDC

Democracy	The children will take part in a vote to decide where the best place is to locate a Great British theme park.
The Rule of Law	Understanding that some parts of the UK are protected by law and placing a theme park here would break that.
Individual Liberty	When making a decision on where to locate a theme park, the children are able to make their choice and not everyone in the class will agree with them.
Mutual Respect & Tolerance	When making a decision on where to locate a theme park, the children are able to understand how there is an economical north and south divide in the UK. They will take this into consideration and choose a location that would allow people from all socio-economic backgrounds to attend.