

## The River Tyne

From Sea to Source



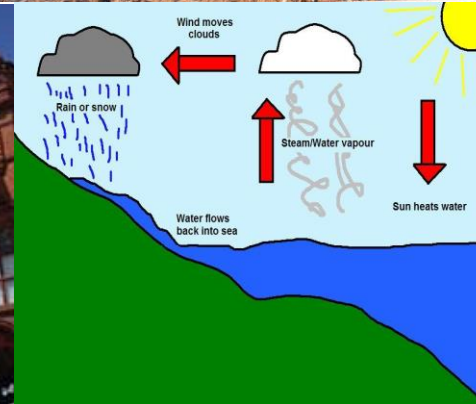
### Areas of

**As Historians** we will be finding out about Charles Palmer from Newspaper Articles and photographs and why he is such an important figure in Jarrow's history. We will also be looking at The River Tyne and Jarrow shipyards and how the local area has changed over time. We will also develop an understanding of The Jarrow March and its importance to the local area.

**As Geographers** we will be studying water and the effect it can have upon landscape and peoples lives. We will look at the physical features of rivers and the process of erosion. We will look at environmental issues caused by drought and flooding. We will name and locate cities, regions and features of UK. And make comparisons with the local area.

**As scientists** we will investigate reversible materials, the part evaporation and condensation play in the Water Cycle and also describe changes that occur when materials are mixed. We will use knowledge of solids, liquids and gases to investigate how mixtures might be separated. We will link this to pollution in the River Tyne

**As Artists** we will be studying paintings by LS Lowry and design our own work in his style.



### Enterprise

As enterprising people we will:

Investigate the designs of leaflets and develop a leaflet which gives both information about water and promotes how to save water.

### Environment

As people concerned with our environment we will:

Find out about countries which suffer from droughts such as Africa and what people are doing to deal with this. Also we will look at areas which suffer from flooding and what precautions are being put in place to prevent future floods.

### Social and Emotional

In our spiritual and moral development we will:

We will explore the fact that some people are denied the basic right of clean water. We will learn about organisations such as Water Aid and the importance of their work in Africa.

### Communities

As members of a community we will:

Explore how communities work together both locally and globally. For example how the community of Jarrow worked together during the depression and how communities suffering from drought or flooding pull together.

## Learning across the curriculum

### Using communication

#### Writing, presenting and broadcasting

- Stories
- Plays
- Instructions
- Recounts
- Persuasive writing
- Explanations
- Non-chronological reports

### Using mathematics

#### Modelling

- Predict, plan and try out options for the costing of the food product - children will apply logic to their reasoning for the choice of their food product

#### Calculating

- The quantities, cost and benefit of growing your own

#### Interpreting data

- Using nutritional information from food packaging and websites to find out which foods have the lowest cost and highest nutritional value

#### Justifying

- Using mathematical language to communicate the effectiveness of growing your own

### Using ICT

#### Searching

- Using the internet to find information about life for children during World War II

#### Developing ideas and making things happen

- Identifying patterns in lifestyles during WWII through looking at data found on websites

#### Communication

- Children choose ways to present their learning using ICT.

### Personal development

#### Learning and thinking skills

- Children will ask their own questions about conflict
- During the process of planning their food product, children will try out alternatives and experiment with ideas
- Children will communicate their ideas in advertisements for soup and will try to persuade others to make small changes to their lifestyle
- Children will evaluate the success of their ideas

#### Personal and emotional skills

- Children will set themselves personal targets for small changes to their lifestyle

#### Social skills

- Children will work collaboratively
- They will negotiate, respecting others' roles within the group, and they will resolve conflicts as they arise
- They will adapt their behaviour to suit the situation
- They will explain how conflict can devastate the lives of the people involved

## Subject Key Skills

### History, geography and citizenship

#### Investigate

Undertake investigations and enquiries, using various methods, media and sources.

#### Analyse

Compare, interpret and analyse different types of evidence from a range of sources.

#### Communicate

Present and communicate findings in a range of ways and develop arguments and explanations using appropriate specialist vocabulary and techniques.

#### Consider and respond

Consider, respond to and debate alternative viewpoints in order to take informed and responsible action.

### Science and design technology

#### Generate ideas

Observe and explore to generate ideas, define problems and pose questions in order to develop investigations and products.

#### Investigate, observe and record

Engage safely in practical investigations and experiments and gather and record evidence by observation and measurement.

#### Design, make and improve

Apply practical skills to design, make and improve products safely, taking account of users and purposes.

#### Explain

Communicate and model in order to explain and develop ideas, share findings and conclusions.

#### Evaluate

Continually make systematic evaluations when designing and making, to bring about improvements in processes and outcomes.

### Art, dance and drama

#### Explore

Explore, investigate and experiment from a range of stimuli and starting points, roles, techniques, approaches, materials and media.

#### Create

Create, design, devise, compose and choreograph individual and collective work.

#### Improvise

Improvise, rehearse and refine in order to improve capability and the quality of artworks.

#### Present

Present, display and perform for a range of audiences, to develop and communicate ideas and evoke responses.

#### Evaluate

Use arts-specific vocabulary to respond to, evaluate, explain, analyse, question and critique their own and other people's artistic works.

## PSHE

#### Reflect and evaluate

Reflect on and evaluate evidence when making personal choices or bringing about improvements in performance and behaviour.

#### Plan and implement

Generate and implement ideas, plans and strategies, exploring alternatives.

#### Move with control

Move with ease, poise, stability and control in a range of physical contexts.

#### Present

Present, display and perform for a range of audiences, to develop and communicate ideas and evoke responses.

#### Evaluate

Use arts-specific vocabulary to respond to, evaluate, explain, analyse, question and critique their own and other people's artistic works.