

## Y5 Learning Challenge: Marvellous Maps of London

**Prime question:** What do different maps show us about London?

### **Subsidiary questions:**

- What region of the UK is London in? (South East England)
- What boroughs are in London?
- What can we learn about land use from maps of London?
- What can we learn about topographical features from maps of London?
- What is the difference between human and physical characteristics of an area?
- How do maps show how London has changed over time? (before/after Great Fire of London, Victorian maps)
- What is the main physical feature in London? (River Thames)

### **Science (link to RSE)**

Pupils should be taught to:

- Describe the changes as humans develop to old age.

### **Geography**

Pupils should be taught to:

- Name and locate geographical regions and their identifying physical and human characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.
- Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs, and digital technologies. (Draw maps based on a fieldtrip, draw a graph and map on a template to show boroughs with a premiership football club and those without)
- Use symbols and a key from maps including Ordnance Survey maps.

### **History**

### **Art**

Pupils should be taught:

- About great artists and designers: Camille Pissarro (The Avenue in Sydenham – stayed and painted in Sydenham and Crystal Palace) and Monet's London pictures – e.g. Big Ben from a different perspective (both paintings are in the National Gallery)

### **DT:**

- Select from and use a wide range of materials according to their functional properties and aesthetic qualities (create a Monet inspired piece of weaving using ribbon, fabric, paper (mixed media) – looking at the different shades).
- Evaluate ideas and products against their own design criteria and consider the views of others to improve their work.

### **Music**

Pupils should be taught to:

- Improvise and compose music for a range of purposes using the interrelated dimensions of music: inspired by the River Thames (and other sounds we hear when walking around London)

### **Computing**

#### **We are architects**

- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
- Use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content