

Year 5 2023-2024	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Focus	<p>The Benin Kingdom</p>  <p>Over a thousand years ago, a group of people known as the Edo lived in West Africa. Around the year 900CE, the Edo began to cut down trees and make clearings in the rainforests. Lots of villages joined together to make a kingdom known as Igodomigodo, which was ruled by a series of kings, known as the Ogisos or "Rulers of the Sky". The Kingdom of Benin was located in what is now southern Nigeria and was one of the oldest and most highly developed states in West Africa.</p>	<p>Informal Settlements</p>  <p>While the number of people living in the five biggest slums in the world amounts to 5.7 million, this is only just a drop in the ocean. Today, it is estimated that about 900 million people live in slums. But most experts agree that if you include different types of informal settlements, the number goes up to 1.6 billion – which represents 1/4 of the world's urban population. By 2030, it's estimated that 1 in 4 people on the planet will live in a slum or other informal settlement..</p>	<p>Medieval Monarchs</p>  <p>A knowledge of medieval history is very useful. Medieval history helps us understand the modern world in which we live because to understand how we live now, we need to know what existed before us. Many of our institutions, ideas, beliefs, and values have been around since medieval times. Learning about and understanding medieval times helps us understand what is new and what isn't and helps us understand why things changed in the past and what is likely to change in the future. began an unprecedented fight for equality that spanned two decades.</p>	<p>Earth's Biomes</p>  <p>There are five major types of biomes: aquatic, grassland, forest, desert, and tundra, though some of these biomes can be further divided into more specific categories, such as freshwater, marine, savanna, tropical rainforest, temperate rainforest, and taiga. Aquatic biomes include both freshwater and marine biomes</p>	<p>The Middle East (Reach)</p>  <p>Today, the Middle East is divided into many different countries. People disagree about precisely which countries are included in the Middle East, but it usually includes all of those nations west of India and south of Europe. Sometimes some of the northern African countries are included in the Middle East. However, many of these countries are very new. If we go back thousands of years, the Middle East was dominated by a number of successful empires living in the 'fertile crescent'..</p>	<p>Energy and Sustainability</p>  <p>Sustainability refers to human activity that considers the needs of people, the environment and the economy. For example, scooting and cycling provide a cheaper and more active mode of transport for people, reduce the pollution that is released into the environment and provide job opportunities. Living sustainably means using our planet's resources in ways that they will continue to be available for future generations.</p>

English Writing	<p>Reports and Journalistic Writing</p> <p><i>Cogheart by Peter Bunzl</i></p>	<p>Fiction:</p> <p>Classic Novels</p> <p>Significant Authors</p> <p>Hero Story</p> <p>Beowulf by Michael Morpurgo</p> <p>Non-Fiction:</p> <p>Argument and Debate</p> <p>Non-Chronological Reports</p> <p><i>Are Humans Damaging the Atmosphere? by Catherine Chambers</i></p>	<p>Fiction:</p> <p>Classic Fiction</p> <p>Significant Authors</p> <p><i>Kensuke's Kingdom by Michael Morpurgo</i></p>	<p>Non-Fiction:</p> <p>Instructions and Explanations</p> <p><i>Wallace and Gromit: Cracking Contraptions (Haynes Manual)</i></p>	<p>Fiction:</p> <p>Harry Potter and the Philosopher's Stone by J.K. Rowling</p> <p>Fiction:</p> <p>Fantasy</p> <p><i>Chitty Chitty Bang Bang and the Race Against Time by Frank Cottrell Boyce</i></p>	<p>Fiction:</p> <p>Biographies and Autobiographies</p> <p><i>Charles Dickens: Scenes from an Extraordinary Life by Mick Manning and Brita Granström</i></p> <p>Non-Fiction:</p> <p>Reports and Journalistic Writing</p> <p><i>Tuesday by David Wiesner</i></p>
Guided Reading Class Book	<p>Fiction:</p> <p><i>Beowulf by Michael Morpurgo</i></p>	<p>Fiction:</p> <p><i>Kensuke's Kingdom by Michael Morpurgo</i></p>	<p>Fiction:</p> <p><i>A Series of Unfortunate Events by Lemony Snicket</i></p>	<p>Fiction:</p> <p>Harry Potter and the Philosopher's Stone by J.K. Rowling</p>		<p>Fiction:</p> <p>Children of the Benin Kingdom by Dinah Orji</p>
Y5 Maths	<p>Power Maths</p> <p>Textbook A</p> <p>Place Value within 100,000</p> <p>Place value within 1,000,000</p>	<p>Power Maths</p> <p>Textbook A</p> <p>Graphs and tables</p> <p>Multiplication and Division (1)</p>	<p>Power Maths</p> <p>Textbook B</p> <p>Multiplication and Division (2)</p> <p>Fractions (1)</p>	<p>Power Maths</p> <p>Textbook B</p> <p>Fractions (2)</p> <p>Fractions (3)</p>	<p>Power Maths</p> <p>Textbook C</p> <p>Decimals</p> <p>Geometry – properties of shape (1)</p>	<p>Power Maths</p> <p>Textbook C</p> <p>Geometry – position and direction</p> <p>Measure – converting unites</p>

	Addition and Subtraction	Measure – area and perimeter	Fractions (2)	Decimals and percentages	Geometry – properties of shape (2)	Measure – volume and capacity
Science	<p>Rising Star - Switched On 'Out of this World'</p> <p>I can identify scientific evidence that has been used to support a theory.</p> <p>I can use simple models to explain scientific ideas.</p>	<p>Rising Star - Switched On 'Material World'</p> <p>I can plan comparative or fair tests and then take accurate measurements and make accurate observations.</p> <p>I can use relevant scientific language to explain their ideas.</p> <p>I can report and present findings from enquiries.</p>	<p>Rising Star - Switched On 'Circle of Life'</p> <p>I can take measurements and presenting findings from enquiries.</p> <p>I can report and present findings from enquiries.</p>	<p>Rising Star - Switched On 'Let's Get Moving'</p> <p>I can explain some of the effects of gravity.</p> <p>I can set up, carry out and make sense of a variety of investigations.</p> <p>I can design and make machines that use levers, pulleys, springs and gears.</p>	<p>Rising Star - Switched On 'Super Scientists'</p> <p>I can report and present findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p>	<p>Rising Star - Switched On 'Growing Up and Growing Old'</p> <p>I can identify scientific evidence that has been used and to support or refute ideas or argument.</p> <p>I can collect and compare data.</p>
History	<p>The Benin Kingdom</p> <p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. (Historical enquiry)</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information. (Historical enquiry)</p> <p>Understand how our knowledge of the past is</p>		<p>Medieval Monarchs</p> <p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. (Historical enquiry)</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information. (Historical enquiry)</p> <p>Understand how our knowledge of the past is constructed from a range of sources. (Historical enquiry)</p>		<p>The Middle East</p> <p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. (Historical enquiry)</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information. (Historical enquiry)</p> <p>Understand how our knowledge of the past is</p>	

	<p>constructed from a range of sources. (Historical enquiry)</p> <p>Make confident use of a variety of sources for independent research. (Historical enquiry)</p> <p>Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies. (Understanding of events, people and changes)</p> <p>Note connections, contrasts and trends over time and show developing appropriate use of historical terms. (Understanding of events, people and changes)</p> <p>Describe a local history study. (Understanding of events, people and changes)</p> <p>Use evidence to support arguments. (Understanding of events, people and changes)</p>		<p>Make confident use of a variety of sources for independent research. (Historical enquiry)</p> <p>Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies. (Understanding of events, people and changes)</p> <p>Note connections, contrasts and trends over time and show developing appropriate use of historical terms. (Understanding of events, people and changes)</p> <p>Use evidence to support arguments. (Understanding of events, people and changes)</p>		<p>constructed from a range of sources. (Historical enquiry)</p> <p>Make confident use of a variety of sources for independent research. (Historical enquiry)</p> <p>Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies. (Understanding of events, people and changes)</p> <p>Note connections, contrasts and trends over time and show developing appropriate use of historical terms. (Understanding of events, people and changes)</p> <p>Describe a local history study. (Understanding of events, people and changes)</p> <p>Use evidence to support arguments. (Understanding of events, people and changes)</p>	
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<p>Geography</p>		<p>Slums</p> <p>What is a slum?</p> <p>Why do slums develop?</p> <p>How are Rocinha and Dharavi similar and different?</p> <p>What challenges do people face living in slums?</p> <p>How can life in the slums be improved?</p> <p>How can crime be tackled in slums?</p>		<p>The Earth's Biomes</p> <p>Know and describe where a variety of places are in relation to</p> <p>physical and human features.</p> <p>(Locational knowledge)</p> <p>Know location of: capital cities of countries of British Isles and U.K.,</p> <p>seas around U.K., European Union countries with high populations</p> <p>and large areas and the largest cities in each continent.</p> <p>(Locational knowledge)</p> <p>Know about the wider context of places e.g. county, region and country.</p> <p>(Locational knowledge)</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>		<p>Energy and Sustainability</p> <p>What is sustainability?</p> <p>How has energy been produced?</p> <p>How can we produce energy sustainably?</p> <p>How is an area of Exeter sustainable? (needs to be edited for booklet)</p> <p>How is an area of Exeter sustainable? (needs to be edited for booklet)</p> <p>What does the future hold?</p>

				<p>(Human and physical geography)</p> <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary - urban, rural, land use, sustainability, tributary, trade links etc.</p> <p>(Geographical skills and fieldwork)</p>		
<p>Computing</p> <p>Teach Computing</p> <p>Y5 Content</p>	<p>Computing systems and networks – Sharing information</p> <p>In this unit, learners will develop their understanding of computer systems and how information is transferred between systems and devices. Learners will consider small-scale systems as well as large-scale systems. They will explain the input, output, and process aspects of a variety of different real-world systems. Learners will also take part in a collaborative online project with other class members and develop their skills in working together online.</p>		<p>Creating Media – Video Editing</p> <p>This unit gives learners the opportunity to learn how to create short videos in groups. As they progress through this unit, they will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video. Active learning is encouraged through guided questions and by working in small groups to investigate the use of devices and software. Learners are guided with step-by-step support to take their idea from conception to completion. At the teacher's discretion, the use of green screen can be incorporated into this unit. At the conclusion of the unit, learners have the opportunity to reflect on and assess their progress in creating a video.</p>		<p>Programming A – Selection in physical computing</p> <p>In this unit, learners will use physical computing to explore the concept of selection in programming through the use of the Crumble programming environment. Learners will be introduced to a microcontroller (Crumble controller) and learn how to connect and program components (including output devices- LEDs and motors) through the application of their existing programming knowledge. Learners are introduced to conditions as a means of controlling the flow of actions and make use of their knowledge of repetition and conditions when introduced to the concept of selection (through the if, then structure).</p>	

<p style="text-align: center;">Design Technology</p>		<p style="text-align: center;">Design and create a water filter and stand.</p> <p>Use research he/she has done into famous designers and inventors to inform the design of his/her own innovative products. (Processes)</p> <p>Use his/her knowledge of famous designs to further explain the effectiveness of existing products and products he/she have made. (Processes)</p> <p>Generate, develop, model and communicate his/her ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design. (Processes)</p> <p>Use technical knowledge accurate skills to problem solve during the making process. (Processes)</p> <p>Apply his/her knowledge of materials and techniques to refine and rework his/her product to improve its functional properties and aesthetic qualities. (Processes)</p> <p>Use a wide range of methods to strengthen, stiffen and reinforce complex structures and can use them accurately and appropriately. (Processes)</p>		<p style="text-align: center;">To explore and create geometric domes</p> <p>Use research he/she has done into famous designers and inventors to inform the design of his/her own innovative products. (Processes)</p> <p>Use his/her knowledge of famous designs to further explain the effectiveness of existing products and products he/she have made. (Processes)</p> <p>Generate, develop, model and communicate his/her ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design. (Processes)</p> <p>Apply his/her understanding of computing to program, monitor and control his/her product. (Processes)</p> <p>Apply his/her knowledge of materials and techniques to refine and rework his/her product to improve its functional properties and aesthetic qualities. (Processes)</p>		<p style="text-align: center;">To Create a Healthy Pasta Sauce to Go With a Meal</p> <p>Understand the main food groups and the different nutrients that are important for health. (Cooking and Nutrition)</p> <p>Understand how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable / tasty to eat. (Cooking and Nutrition)</p> <p>Select appropriate ingredients and use a wide range of techniques to combine them. (Cooking and Nutrition)</p> <p style="text-align: right;">)</p>

Art	<p>Exploring the Art of the Benin Kingdom</p> <p>I can research and discuss various artists and designers from the Benin Kingdom. (Learning)</p> <p>I can make initial choices for my tile designs based on previous learning. (Learning)</p> <p>I can develop my ideas so that they can be used for my final tile. (Learning)</p> <p>I can sketch out my tile design explaining my choices. (Techniques)</p> <p>I can border and complete my medieval scene. (Techniques)</p> <p>I can evaluate my work against the intended outcomes. (Techniques)</p>		<p>Create Medieval Tapestry</p> <p>I can begin to create my medieval scene using quilling. (Techniques)</p> <p>I can design my medieval tapestry considering the new techniques learnt. (Techniques)</p> <p>I can systematically investigate the potential of new materials and how they can be used. (Learning)</p> <p>I can continue creating my medieval scene embellishing my ideas for effect. (Techniques)</p> <p>I can border and complete my medieval scene. (Techniques)</p> <p>I can evaluate my work against the intended outcomes. (Techniques)</p>		<p>Exploring Middle Eastern Art</p> <p>I can systematically investigate the potential of new materials and how they can be used. (Learning)</p> <p>I can analyse and find artistic elements within my research. (Learning)</p> <p>I can create a marble background to express mood and show colour tones. (Techniques)</p> <p>I can use a range of media to create my geometric pattern. (Techniques)</p> <p>I can enhance my learning to create a finished piece. (Techniques)</p> <p>I can evaluate my work against the intended outcomes. (Techniques)</p>	
Music		<p><u>What shall we do with the drunken sailor?</u></p> <p>Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids.</p>		<p><u>Three little birds</u></p> <p>Improvise rhythms using the chords D and G to create a bassline and chord accompaniment.</p>		<p><u>Kis nay banaayaa</u></p> <p>Create a soundscape for some of the creatures in the world.</p> <p>Sing unaccompanied in two or three parts.</p>

		<p>Keep the beat playing a 'cup' game.</p> <p>Sing a sea shanty expressively, with accurate pitch and a strong beat.</p> <p>Sing in unison while playing an instrumental beat (untuned).</p> <p>Play bass notes, chords, or rhythms to accompany singing.</p> <p>Talk about the purpose of sea shanties and describe some of the features using music vocabulary.</p>		<p>Sing a chorus in three parts following the score.</p> <p>Play the melodic riff or melody of the chorus by ear.</p> <p>Develop a knowledge and understanding of the origins, history, and social context of Reggae music.</p>		<p>Play a simple accompaniment on tuned instruments.</p> <p>Listen and explore a range of timbres to use in the creation of a soundscape.</p>
<p>PSHE and SMSC</p>	<p>Me and My Relationships</p> <p>To work collaboratively towards shared goals.</p> <p>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise; to give rich and constructive feedback and support to benefit others as well as themselves.</p> <p>To recognise and respond appropriately to a wider range of feelings in others.</p> <p>To recognise what constitutes a positive, healthy relationship and</p>	<p>Valuing Difference</p> <p>To recognise different types of relationships, including those between acquaintances, friends, relatives and families. To listen and respond respectfully to a wide range of people; to feel confident to raise their own concerns; to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view. To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. That differences and similarities between</p>	<p>Keeping Myself Safe</p> <p>What is meant by the term 'habit' and why habits can be hard to change. To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.</p> <p>To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk.</p>	<p>Rights and Responsibilities</p> <p>What positively and negatively affects their physical, mental and emotional health. How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.</p> <p>To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</p> <p>What being part of a community means and about the varied institutions</p>	<p>Being My Best</p> <p>What positively and negatively affects their physical, mental and emotional health. How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.</p> <p>To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</p> <p>What being part of a community means and about the varied institutions</p>	<p>RSE</p> <p>Year 5 Growing and Changing</p>

	<p>develop the skills to form and maintain positive and healthy relationships.</p> <p>To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious, or that they think is wrong.</p> <p>To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</p> <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling'; how to respond and ask for help.</p> <p>To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of</p>	<p>people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010).</p> <p>To recognise and challenge stereotypes. About the difference between, and the terms associated with, sex, gender identity and sexual orientation.</p> <p>To examine critically what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others.</p> <p>That their actions affect themselves and others.</p>	<p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling'; how to respond and ask for help.</p> <p>Strategies for keeping physically and emotionally safe including road safety (including cycle safety - the Bikeability programme) and safety in the environment (including rail, water and fire safety).</p> <p>To recognise and manage 'dares'.</p> <p>That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media.</p> <p>The importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.</p> <p>Which, why and how, commonly available substances and drugs (including alcohol, nicotine in</p>	<p>that support communities locally and nationally.</p> <p>To recognise their increasing independence brings increased responsibility to keep themselves and others safe.</p> <p>About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.</p> <p>To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.</p>	<p>that support communities locally and nationally.</p> <p>To recognise their increasing independence brings increased responsibility to keep themselves and others safe.</p> <p>About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.</p> <p>To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.</p>	
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	<p>individuals and communities; to develop strategies for getting support for themselves or for others at risk.</p>		<p>tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others.</p> <p>To differentiate between the terms, 'risk', 'danger' and 'hazard'.</p>			
RE	<p>What does it mean if Christians believe God is holy and loving?</p> <p>I can develop my own ideas on the concept of a divine being.</p> <p>I can explore the Bible for ideas about God.</p> <p>I can explore Christian music for ideas about God.</p> <p>I can explore Cathedrals and Churches for ideas about God.</p> <p>I can consider why Christians believe God is holy and loving.</p> <p>I can decide on guidelines for living.</p>	<p>Creation and science: conflicting or complementary?</p> <p>I can recall the story of Genesis.</p> <p>I can consider how the Big Bang theory contradicts with Genesis.</p> <p>I can consider how the theory of evolution contradicts with Genesis.</p> <p>I can ask philosophical questions.</p> <p>I can consider my opinion on Genesis.</p> <p>I can explain my opinion on Creation vs Science in detail.</p>	<p>Why do Christians believe Jesus was the Messiah?</p> <p>I can identify the 'big story' of the Bible.</p> <p>I can explore prophecies in the Old Testament.</p> <p>I can identify Jesus as the Messiah in the New Testament.</p> <p>I can use evidence that suggests Jesus is the Messiah.</p> <p>I can consider whether Jesus is the Messiah.</p>	<p>How do Christians decide how to live? 'What would Jesus do?'</p> <p>I can explore 'The Wise and Foolish Builders'.</p> <p>I can explore 'The Sermon on the Mount'.</p> <p>I can explore 'The Centurion's Servant'.</p> <p>I can examine how prayer and healing are inspired by Jesus.</p> <p>I can examine how friendship and justice are inspired by Jesus.</p> <p>I can question whether Jesus' teachings make Christians better people.</p>	<p>What do Christians believe Jesus did to 'save' people?</p> <p>I can revise my understanding of Holy Week.</p> <p>I can recognise that Jesus' death was a sacrifice.</p> <p>I can question whether life is determined by God.</p> <p>I can explain what a Holy Communion is.</p> <p>I can consider types of sacrifice.</p> <p>I can explore the statement: Sacrifice is good and necessary for making the world a better place.</p>	<p>For Christians, what kind of king is Jesus?</p> <p>I can consider how to make the world a better place.</p> <p>I can explore what the Kingdom of God is.</p> <p>I can explore the parable of the Great Banquet.</p> <p>I can explore what kind of King Jesus is.</p> <p>I can explore how Churches work towards a better world.</p> <p>I can consider what kind of King Jesus is to Christians.</p>
PE	<p>Tag Rugby: passing and foot control.</p>	<p>Netball: passing and foot control.</p>	<p>Tennis: understanding rules and applying tactics</p>	<p>Dance: group work, select, refine and assess sequences.</p> <p style="text-align: center;">+</p>	<p>OAA: Athletics: enhancing field and track skills and technique</p>	<p>Rounders: enhancing striking and fielding skills, developing understanding on rules and tactics. Field Gun: developing</p>

				Gymnastics: group work, select, create and review sequences.		understanding of field gun.
Spanish	Describing me and others (Rachel Hawkes Azul Term 1)	Saying what I and others have (Azul Term 1)	Saying what I and others do (Azul Term 2)	Saying how many and describing things (Azul Term 2)	Describing things and people (Azul Term 3)	Expressing likes and saying what I and others do (Azul Term 3)
Curriculum Enrichment Activity	Benin Kingdom	Slums	Medieval Monarchs	Earth's Biomes	The Middle East	Energy and Sustainability
			Exeter Museum	Eden Project	Electricity Workshop	Exeter Energy from Waste Facility & Pinbrook Recycling Centre https://zone.recycledevon.org/site-visits/