



Impact

By the end of this unit children will...

By the end of this unit children will be able to discuss key topographical features around the world and comment on the effect that humans and nature have had on them. They will be able to consider whether humans have had a negative effect on the earth and be able to suggest solutions that can help make the world a better place. Children will have an understanding of what the difference is between weather and climate, before applying their knowledge to countries and animals around the world. Prior knowledge of forces will enable the children to have an understanding of erosion and the part this plays in creation. As we explore the role humanity has had on the world around them, we will discuss the meaning of “God blessed them, and God said to them, “Be fruitful and multiply, and fill the earth and subdue it; and have dominion over the fish of the sea and over the birds of the air and over every living thing that moves upon the earth.” (Genesis 1:28). We will delve into the concepts of “dominion” and “stewardship” and explore whether or not humanity has taken on the role gifted to them by God.

Intent

“The joys and the hopes, the griefs and the anxieties of the men of this age, especially those who are poor or in any way afflicted, these are the joys and hopes, the griefs and anxieties of the followers of Christ.”

[Gaudium et Spes](#) – “The Joys and Hopes” paragraph 1, (1965)

Through the delivery of this unit children will explore the inequalities of humanity and how many people live without basic human rights. They will use their privilege and voice to raise awareness and campaign for the lives of their fellow brothers and sisters.

Building the Kingdom

Big Question

Are we caretakers or owners?

Further questions?

What causes more harm humans or nature?

Are natural disasters a response to human activity?

Is water crucial to our existence?

Will our water ever run out?

Catholic Social Teaching

Community and Participation

We are not created by God to live alone. Living in community is an essential expression of who we are. But Community does not just happen – it is something that men and women must work together to develop.

“...A community needs a soul if it is to become a true home for human beings. You, the people must give it this soul.”

John Paul II

Are we Caretakers or Owners? Year 5: Knowledge and Skills:

Core Subjects

English

Narrative –dilemma story

Children will write a story with the title ‘the day the water ran out’ they will make cross curricular links with their geographical knowledge to form the setting for their story.

- Noting and developing ideas drawing upon research where necessary
- Consider how authors develop characters and settings
- Use a wide range of devices to build cohesion within and across paragraphs

Newspaper report- Natural disaster (flood)

- Identify the audience and purpose for writing
- Use further organisational and presentational devices to structure text and guide the reader
- Assess the effectiveness of their own and other’s writing

Class book: One Well (Rochelle Straus)

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously

Science

Animals including Humans- Children will learn about the life processes that take place in living organisms (MRS GREN) and the importance of our health.

Pupils should be taught to:

- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans

Foundation Subjects

History and Geography

Geography

Locational Knowledge:

- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns
- understand how some of these aspects have changed over time

Physical Geography

- Describe and understand key aspects of physical geography including rivers, mountains and the water cycle

Art and Design and Design Technology

DT : Water Aid challenge

Design: Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit to purpose, aimed at particular individuals or groups

Make: Generate innovative ideas, drawing on research. Make design decisions, taking account of constraints such as time, resources and cost

Plan: Explain their choice of materials and components according to functional properties and aesthetic qualities

Music

Cornets and Baritones (once per week)

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- listen with attention to detail and recall sounds with increasing aural memory
- rhythmic & pitched notation including stave

Computing

Pupils should be taught to:

- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- 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
- Select appropriate applications to devise, construct and manipulate data.

Are we Caretakers or Owners? Year 5: Knowledge and Skills:

Core Subjects

Maths

Decimals

- Recognise and write decimal equivalents of any number of tenths or hundredths.
- Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths
- Solve simple measure and money problems involving fractions and decimals to two decimal places.
- Convert between different units of measure

Property of Shape

- Identify 3-D shapes, including cubes and other cuboids, from 2-D representations.
- Use the properties of rectangles to deduce related facts and find missing lengths and angles.
- Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
- Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. Draw given angles, and measure them in degrees.
- Identify: angles at a point and one whole turn (total 360°), angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°) other multiples of 90°

RE

Easter

Pupils will know:

- that the Easter Vigil is the Church Celebration of the Resurrection of Christ.
- the structure of the Vigil
- the meaning attached to some of the symbols used during the Vigil.
- importance of Christian belief in eternal life.

Foundation Subjects

P.E.

Dance

Pupils will be able to:

- perform dances using a range of movement patterns
- evaluate and recognise their own success

Rounders

Pupils will be able to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Peacemakers

Peaceful Communities

- What is a community?
- Which parts of the community do we know/not know?
- What is a peaceful place?
- How can we have a positive effect on a community?
- Does everybody experience a peaceful community?

Children will celebrate Mental Health Awareness Week during this half term.