

Does where we live define how we live?



Impact

By the end of this unit children will...

Children will expand upon their geographical knowledge of the world. They will begin to make links between social and economic factors and how these affect everyday life. Children will compare the human and physical geography of Brazil, in South America and England in the UK drawing conclusions based upon their research. Through their exploration of South America, they will discuss the inequalities of life in cities with contrasting living circumstances and discuss whether where we live determines how we live. As children develop their own opinions on life in other countries they will explore how global concerns such as child poverty can be traced back to here in the UK. They will use their voice, as Gospel activists to raise awareness of child poverty in the UK, and how we can work in solidarity to be the voice of the most vulnerable in our society.

Intent

It is a simple fact that we cannot live and exist well independently of others, we are interdependent beings. Solidarity looks upon this interdependence as something good, something positive, a thing to be cherished.

Through the study of this unit children will explore how united in belief they can change the future for themselves and for the wellbeing of others around the world.

Building the Kingdom

Big Question:

Does where we live define who we are?

Further questions to explore:

Are people presented with the same opportunities?

Are we responsible for the actions of others?

Is ignorance bliss?

Can a small change make a big difference?

Catholic Social Teaching

Solidarity

“We are all one family in the world. Building a community that empowers everyone to attain their full potential through each of us respecting each other’s dignity, rights and responsibilities makes the world a better place to live”

Sollicitudo rei socialis – ‘On Social Concern’ (1987)

Core Subjects

English

During this topic, pupils will read 'Trash' by Andy Mulligans.

- Summarise the main ideas; identifying key details that support the main ideas.

Setting description: Pupils will use figurative language to describe settings in Brazil and London.

- Selecting appropriate grammar and vocabulary, understanding how such choices can gain and enhance meaning.
- Devices to build cohesion within a paragraph. Linking ideas across paragraphs using adverbials of time, place and number or tense choices to develop chronological recount.

Persuasive letter: Pupils will write an inspirational letter to CAFOD about how they can help the vulnerable in Brazil. Distinguish between statements of fact and opinion.

- Develop initial ideas drawing on reading and research when necessary.

SPaG Focus:

- To use and identify the correct tense.

Spelling Focus:

- Revise all spellings from Year 5 and 6.

Science

Earth and Space

- Describe the movement of the Earth and other planets- relative to the sun.
- Describe the movement of the Moon relative to the Earth.
- Describe the Sun, Earth and Moon as approximately spherical bodies.
- Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

Foundation Subjects

History and Geography

Geography

Place Knowledge

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and South America.
- Collect and analyse statistics and other information in order to draw clear conclusions about locations.
- Understand some of the reasons for similarities and differences.

Art and Design and Design Technology

Art:

Children will create an environmental collage representing the economic, social and cultural divide in Brazil.

- Children to use a range of materials

Music

Cornets and Baritones (once per week)

- 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.

Computing

Use technology safely respectfully and responsibly; recognise acceptable/unacceptable behaviour.

Core Subjects

Foundation Subjects

Maths

P.E.

Decimals

- Use effective strategies to add and subtract decimals within and across 1.
- Add and subtract decimals with different decimal places.
- Multiply and divide 10, 100 and 1000 across decimals.

Measurement: Converting Units

- Convert between different units of metric measure.
- Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.
- Solve problems involving converting between units of time.

Measurement: Volume

- Estimate volume and capacity.
- Use all four operations to solve problems involving measure using decimal notation, including scaling.

OAA

- Take part in outdoor and adventurous activity challenges both individually and within a team.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Football

- 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.

RE

Peacemakers

Parables and sayings of Jesus

- To know important parables and sayings of Jesus.
- To understand the Kingdom of God was part of the language Jesus used to explain his preaching about welcoming and accepting God's presence through him.
- To be able to think of some ways in which the Church lives out this teaching of Jesus.

The work of the Apostles:

- The work of the Apostles after Pentecost.
- They will understand some reasons why they were so keen to proclaim the Resurrection of Christ to the world.
- Why the Apostles were persecuted and how they kept their faith in God.

During Peacemakers children will be discussing:

- What does change mean to you?
- How do you feel about change?
- Discussion around strategies to help you with change when you are feeling anxious.
- Snowball activity for a keepsake at the end of the year
- Recap of the previous units (Peaceful relationships, peaceful behaviours and actions, Inner peace, Peaceful choices, peaceful communities).