



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 South America and draw conclusions based upon their research. Through their exploration of South America, they will discuss the inequalities of life in countries around the world and how ignoring the problem will not help solve the problem. As children develop their own opinions on life in other countries they will explore how global concerns such as deforestation can be traced back to activities happening here in the UK. Through questioning and research children will formulate a persuasive piece of writing to encourage people in their community to consider swapping to fair trade alternatives. Providing evidence to support the benefit that these small changes can have on the environmental, social and economic welfare of the people living in South America.

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 social and economic balance affect the condition of the world?

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)

Does social and economic balance affect the condition of the world? Y5: Knowledge and Skills

Core Subjects

English

Persuasion Text- To argue a case from a particular point of view

- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- noting and developing initial ideas, drawing on reading and research where necessary.
- Selecting appropriate grammar and vocabulary understanding how such choices can change and enhance meaning.

Myth-To provide a fictional explanation to natural phenomena

- Consider how the author has developed characters and settings to use in their own writing.
- Describe settings, characters and atmosphere integrating dialogue to convey character and advance action
- linking ideas across paragraphs using adverbials of time

Linked Text: The Lorax (Dr Seuss)

- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- Provide reasoned justifications for their views.

Science

Living things and habitats- Recording observations over time in living things.

Pupils should be taught to:

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life process of reproduction in some plants and animals.

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

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

Art and Design and Design Technology

Art:

- To know great artists, craft makers and designers: Roy Lichtenstein
- Be able to identify primary, secondary, complimentary and contrasting colours
- Develop a painting from drawing
- Carry out preliminary studies, trying out different media, materials and mixing appropriate colours
- Develop their own style and techniques using tonal contrast and mixed media

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

Pupil should be taught to:

- 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 technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Does social and economic balance affect the condition of the world? Y5: Knowledge and Skills

Core Subjects

Maths

Geometry: Position and Direction

- Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed

Measurement: Converting Units

- convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)
- 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 [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water]
- use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.

RE

Pentecost

Pupils will know about the transformation of the Apostles of Jesus through the gift of the Holy Spirit. They will know that the Holy Spirit is included in the Church's belief in the Holy Trinity. They will be able to discuss some of the qualities of the Holy Spirit

The work of the Apostles

Pupils will have a knowledge of 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.

Baptism and Confirmation

Pupils will know that Baptism and Confirmation are Sacraments through which Christians receive the gift of the Holy Spirit. They will be able to identify the actions, signs and symbols of Baptism and Confirmation and recognise which symbols are used in both Sacraments.

Foundation Subjects

P.E.

OAA

Pupils will be taught to:

- 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.

Cricket

Pupils will be taught 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.

Peacemakers

Children will consolidate their understanding of the units that have been covered so far throughout the school year and will begin transition work in preparation for year 6. This time will also be used to reflect on their transition towards Confirmation and using what they have learned to be good Catholics and citizens in society.

Children will celebrate World Environment Day, Parish Week and Money Week during this half term.