

# Y5 – Aut 2 – Does social and economic balance affect the condition of the world?



## 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?

## Core Subjects

### Religious Education

#### Parables:

- Know some important Parables and Sayings of Jesus. They will 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. Be able to think of some ways in which the Church lives out this teaching of Jesus.

#### Advent:

- Know and understand that Christians prepare to remember the first Coming of Christ and prepare for his Second Coming during Advent. They will know and discuss the messages of those who have proclaimed the coming of Christ.

#### Christmas:

- Know the main features of the Christmas Story and understand some of the difficulties faced by the different characters in the story.

### Maths

#### Statistics:

- solve comparison, sum and difference problems using information presented in a line graph
- complete, read and interpret information in tables, including timetables.

#### Multiplication and division:

- identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
- know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers
- establish whether a number up to 100 is prime and recall prime numbers up to 19
- multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
- multiply and divide numbers mentally drawing upon known facts
- divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- multiply and divide whole numbers and those involving decimals by 10, 100 and 100

#### Perimeter and area:

- calculate and compare the area of rectangles (including squares), and including using standard units

### 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: Christopher's Story

- 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.

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## 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

### 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.

### Music

- 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

### Physical Education

#### 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.

### PHSE

#### Peaceful Relationships

- What is friendship?
- What is conflict? What does conflict look like?
- What does conflict look like in school?
- How can peer mediation be used in school?

Children will celebrate Remembrance Day and Friends Week during this half term