

Y5 – Spr 2 – How do communities adapt to circumstances?



Impact

By the end of this unit children will...

Children will have a prior understanding of how the Anglo-Saxons and Scots' invasion impacted Britain. They will now begin to explore how the newly owned land was separated and used in each of the kingdoms. As they explore settlement and land use they will begin to see trends between economy and job opportunities in different areas of society and question whether where we live determines how we live and our future success. By exploring the past and the changes of Britain, children will have the opportunity to question the suitability of current settlements and how villages, towns and cities adapt to the needs of society. They will also have the chance to explore any inequalities they see within their own community and decide how they intend to make a difference to ensure the welfare of all.

Intent

It is our vision that our children will become advocates for social justice, fighters for sustainability, seekers of equality and leaders seeking to become "builders of a new humanity" (Pope Francis).

Through the delivery of this unit of work children will develop an understanding that all people have a responsibility within a community and how this can lead to communities flourishing.

Building the Kingdom

Big Question:

How do communities adapt to circumstance?

Further questions to explore:

How has the United Kingdom changed over time?
Does where we live determine how we live?
Do modern day settlements suit the needs of everyone?
How can we show care within our community?

Catholic Social Teaching

Rights and responsibilities-

"Seek the welfare of the city, for in its welfare you will find your welfare." (Jeremiah 29:4-7)

Each one of us has the right to life and with this we are responsible for ensuring the right of human dignity is being met in others. A healthy community will flourish where the human rights of all are protected.

How do communities adapt to circumstance?

Core Subjects

Religious Education

Lent:

To know that Lent is a Season of Change for Christians to become more like Christ. Understand some things that damage human relationships and the consequences of giving in to temptations that are wrong. Recognise that the Sacrament of Reconciliation is the Church's celebration of God's forgiveness of sin.

Holy week:

To know many of the events of the last week of Jesus' life. Understand the reasons why some people wanted to kill Jesus. Know the story of the Passover and recognise key links between this story, the Last Supper, and the celebration of Mass.

English

Play Script:

Children will create tension on suspense through dialogue, using a linked text to support their learning.

- understand how to use dialogue to convey character and advance the action including using stage directions to make characters realistic.
- performed at own compositions, using appropriate intonation, volume and movement so that meaning is clear - analysing quality of performances against criterion.

Letter to Persuade:

through their human geography study children will have identified areas for improvement within their community. They will therefore send a letter to a member of parliament to address their concerns and suggest change for the future.

- Identify the audience for and purpose of the writing, selecting the appropriate form
- Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- Recognise vocabulary and structures that are appropriate for formal speech and writing including subjunctive forms

Linked text: Cogston House

- Maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Reading books that are structured in different ways and reading for a range of purposes.

Maths

Fractions:

- Compare and order fractions whose denominators are all multiples of the same number
- Identify, name and order equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- recognise mixed number and improper fractions and convert from one form to the other and write a mathematical statements as a mixed number
- Add and subtract fractions with the same denominators and denominators that are multiples of the same number
- Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams, and read and write decimal numbers as fractions
- Recognise and use thousandths and relate them to tenths, hundreds and decimal equivalents
- round decimals with two decimal places to the nearest whole number and to 1 decimal place
- Read, right, order and compare numbers with up to three decimal places
- Solve problems involving numbers with up to three decimal places.
- recognise the percent symbol and understands that percent relates to number of parts per 100, and right percentages as a fraction with denominators 100, and as a decimal
- Solve problems which require knowing percentage and decimal equivalents of $1/2$, $1/4$, $1/5$, $2/5$, $4/5$ and those fractions with a denominator of a multiple of 10 or 25.

Science

Materials: Properties and Changes

Pupils will be taught to:

- Compare And grouped together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity and response to magnets.
- Know that some materials will dissolve in liquid to form a solution and describe how to recover substance from a solution.
- Use knowledge of solids, liquids and gases to describe how mixtures might be separated, including through filtering, sieving, and evaporating.
- Give reasons, based on evidence from comparative unfair tests, for the particular uses of everyday materials including metals, wood and plastic.
- Demonstrate that dissolving, mixing, and changes of states are reversible changes.

Are roles within our community equally distributed?

Foundation Subjects

History and Geography

Geography: Human Geography

- Types of settlements, land use, economic activity including trade links and the distribution of a natural resources including energy, food, minerals and water
- Use a range of maps, images, globes and digital mapping
- Draw maps, sketches and plans with accurate symbols, keys and scale
- Ask geographical questions about places and environments to carry out investigations and can explain opinions from a range of viewpoints
- Locate countries undescrbed features

Art and Design and Design Technology

Beaux Tapestry

- 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
- Generate, develop, model and communicate their ideas through discussions, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer aided design
- Select form and use a wider range of materials and components

Computing

Data and Information

This unit looks at how a flat-file database can be used to organise data in records. Pupils use tools within a database to order and answer questions about data. They create graphs and charts from their data to help solve problems. They use a real-life database to answer a question, and present their work to others.

Music and MFL

Music from South and West Africa

Children learn 'Shosholoza', a traditional South African song, play the accompanying chords using tuned percussion and learn to play the djembe.

MFL – French

Choosing the correct greeting based on the time of day and asking someone how they are.

Understanding that every French noun is either 'masculine' or 'feminine.'

Physical Education

Dance: pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movements.

- Perform dance using a range of movement patterns
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best

Tennis: They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

- use running, jumping, throwing and catching in isolation and in combination.
- play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.

PHSE

Ten:Ten

Module 1 Unit 4 – Life Cycles, children will learn about God's design for creating new life through a more nuanced understanding of menstruation, fertility, conception, fetal development in the womb and childbirth. (Not including Baby Making Part 2)

Module 2 Unit 1 – Religious Understanding explores the nature of God's call to love others. Children will study and reflect imaginatively on the story of Zacchaeus' conversion and explore ways in which they can hear God's call in their lives.