

# Y6 – Sum 2 - Does the economy always serve society?



## Impact

### By the end of this unit children will...

That the economy must serve the people and not that the people work to serve the economy.

As we delve deeper into our 'Big question' we will work around the theme of 'The rights of the worker'. We will be exploring trade and the economy, we will look into the UK's import and export links: understanding that every person has the right to work and earn a fair and just wage. We will look into who the UK trades with and why, and how this impacts upon the worker and their communities. Children will come to a deeper understanding of the significance of fair trade and how this actively promotes a fairer economy and the right of the worker.

## 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 this unit of work children will develop a deeper understanding of rights we all have and what they can do to help build equality amongst workers.

## Building the Kingdom

### Big Question

**Does the economy always serve society?**

Further questions to explore:  
Is prosperity always good?  
Is Fairtrade the best way to end poverty?

## Catholic Social Teaching

### **Dignity of Work and Rights of the worker**

We each have the right to participate and work within God's creation. For this dignity of work to be preserved, then the rights of workers must be protected – the right to work, to a fair wage.

"The Lord blesses our work so that we may share its fruits with others."

Deuteronomy 24

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## Core Subjects

### Religious Education

#### **Pentecost:**

- Discuss in greater detail reasons why the first disciples of Jesus chose to follow Him.
- Talk about some of the challenges of being a disciple of Christ.
- Ask questions and give answers about why some people have died for their belief in Christ.

#### **Prayers**

- Study a range of traditional prayers used by the Church and be able to discuss the meaning of the words contained in them.
  - Write their own Psalm prayer and be able to identify important actions and gestures associated with prayer.
  - know that the Mass is the central prayer of the Catholic faith.
- Find out about some customs of prayer in other world religions.

### Maths

Consolidation and themed projects:

Pupils will complete a range of White Rose Maths consolidation activities that will cover all aspects of the Year 6 curriculum, through a variety of real life scenarios, i.e.

White Rose Bakery – profit and loss, ingredients, packaging, cooking problems.

White Rose Tours – distance conversion graphs, accommodation, budgets, time problems.

White Rose Futures – hourly rates, bills, house problems.

### English

Throughout the year pupils will:

- Plan and draft their writing, identifying the audience and purpose for writing
- Proof read and edit their work by making changes to grammar, vocabulary and punctuation.

#### **During this topic, pupils will write a...**

Persuasive discussion focusing on Fairtrade.

- Select appropriate grammar and vocabulary.

Play script linked to their Science unit of Light, pupils will study 'Apollo, God of Light'.

- Understand how to use dialogue to convey character and advance action.

Spelling: Spell some words with 'silent' letters (knight, psalm, solemn); hyphenated

words (co-operate, hard-working, home-school).

SPaG focus: Formal vocabulary including formal speech; subjunctive form; modal verbs or adverbs; hyphens.

### Science

#### **Light**

Pupils will be able to:

- recognise that light appears to travel in straight lines
- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

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## Foundation Subjects

### History and Geography

#### **Geography: Physical and Human**

Pupils will be able to describe and understand key aspects of human geography focusing on economic activity.

- Locating places on a world map
- Compare the UK and other regions
- To use 16 point compass
- Describe route and direction and location

### Art and Design and Design Technology

As pupils learn about trade and economics within geography, this learning will be enhanced through DT as they learn about food, where and when it grows and how it is imported and exported.

#### **D.T: Cooking and nutrition**

- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

### Computing

#### **Computing systems and networks - communication:**

Pupils will explore how data is transferred over the internet. They will initially focus on addressing, before they move on to the makeup and structure of data packets. Pupils will then look at how the internet facilitates online communication and collaboration; they will complete shared projects online and evaluate different methods of communication. Finally, they will learn how to communicate responsibly by considering what should and should not be shared on the internet.

### Music

Pupils will be able to:

- Identify and evaluate the musical features of a song.
- Contribute ideas to their group chorus, suggesting how lines three and four could rhyme.
- Contribute ideas to their group verse, suggesting how lines one and four and five and eight could rhyme.
- Fit an existing melody over a four-chord backing track.
- Create a melody that fits both the lyrics and the four-chord backing track.

### Physical Education

#### **Rounders:**

To use running, jumping, throwing and catching in isolation and in combination in the context of fielding in rounders.

To use the correct techniques for throwing and catching when fielding in rounders.

#### **Gym:**

Develop flexibility, strength, technique, control and balance by learning and performing a range of gymnastic moves/ sequences.

### PHSE

Pupils will continue to follow the ten:ten objectives for PSHE including building exploring the individual's relationship with the wider world. We will explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good: