



Why do people migrate?

Year 5 Autumn 1

Linked Texts Boat People, The Arrival, A child like You, The Island, The Boy at the Back of the Class

End of topic composite: Children to plan an event or campaign to educate and support those effected by current affairs in Europe.

Geography Europe

Intent: Children will develop their location knowledge of Europe and will explore an area in depth finding out about the human and physical features of the place. They will compare these to where they live. Children will explore tourism and contrast this to the refugee crisis and current affairs in Europe.

Skills and knowledge:

Locates the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their key physical and human characteristics and major cities.
Understand geographical similarities and differences through a study of the human and physical geography of a region in European country.
Describe and understand the key aspects of human geography including types of settlement and land use, economic activity including trade links.
Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studies.

Sticky knowledge:

I can locate some of Europe's countries and capitals on a map.
I can identify some key physical and human features in Europe e.g. The Alps, Eifel Tower
I can identify the Mediterranean Sea and the countries surrounding it. I can talk about why tourists visit and what they will find there.
I can identify Athens on the map and talk about what it is like as a place and compare it to where I live.
I can explain what is happening in Europe currently and why there is a refugee and migrant crisis.

Vocabulary: Europe, European Union, France, Germany, Italy, Mediterranean, Poland, Russia, Scandinavia, Spain, Ukraine, Greece, civilisation, leisure, Mediterranean Sea, Greece, agriculture, coastal, mountain, Athens, climate, pollution, resort, tourism, service industry, boarder, migration, migrant, refugee, Syria, crisis, UNICEF, child's rights, war, conflict

Subject composite: Children to plan an event or campaign to educate and support those effected by current affairs in Europe.

Impact: Children will have a developed understanding of Europe and link this to their prior knowledge of places around the world. Children will develop their understanding of current affairs and link this learning to their understanding of children's rights.

Science Forces

Intent: Children will build on their knowledge of forces from Year 3. They will develop their use of scientific vocabulary and expand on their ability to work scientifically through enquiries.

Skills, and Knowledge Components Focus

Identify the effects of air resistance, water resistance and friction that act between moving surfaces.
Explain that unsupported objects fall towards the Earth because of gravity acting between the Earth and the falling object.
Recognise that some mechanisms, including leavers, pulleys and gears, allow a smaller force to have a greater effect.
Use relevant scientific language and illustrations to discuss, communicate and justify scientific ideas.
Plan different scientific enquiries to answer questions, including recognising and controlling variables where necessary.
Report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results.
Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.

Sticky Knowledge:

Friction can stop or slow a moving object, it produces heat and can cause some materials to wear away.
Air resistance is a friction force between air and a moving object,. The greater the surface area the greater the force. Parachutes have a large surface area so they have a greater air resistance.
I can explain how to work scientifically and discuss plans, predictions, results, conclusions
I know gravity is a non-contact force that pulls things to the centre of the earth (or other planets). Heavier objects do not fall to the ground quicker than lighter objects.
Levers, pulley and gears are mechanisms that allow for a smaller force to give a greater effect.

Key vocabulary: force, contact force, friction, motion, air resistance, drag, parachute, independent variable, dependent variable, controlled variable, air resistance, streamline, repeatability, precision, surface area, anomalous result, water resistance, gravity, weight, lever, gear, pulley, machine

Subject composite: Children will plan and take part in a range of investigations and will explain forces and their uses.

Impact: Children will have a clear understand of contact and non-contact forces and explain the impact of these and how we use there during our everyday lives. They will develop their skills in working scientifically.

Art

Intent: Children are introduced to typography design and they explore how they can create their own fonts and designs. Children explore how we can use visual letters and other elements to help convey ideas and emotions. They are introduced to the work of an artist and a designer who have both used lettering combined with maps to produce maps which tell stories.

Skills and knowledge:

To use sketch books to record observations and use them to review and revisit ideas
To improve the mastery of art and design techniques including drawing with a range of materials
To learn about great artists in history.

Sticky knowledge:

I have understood that Typography is the visual art of creating and arranging letters and words on a page to to help communicate ideas or emotions.
I have explored how I can create my own letters in a playful way using cutting and collage. I can reflect upon what I like about the letters I have made.
I have seen how other artists work with typography and have been able to share my thoughts on their work.
I have drawn my own letters using pen and pencil inspired by objects I have chosen around me. I can reflect upon why my letters have a meaning to me.
I can make my drawings appear visually stronger by working over maps or newspaper to make my marks stronger.

Vocabulary: Typography, Lettering, Graphics, Design, Communicate, Emotions, Purpose, Intention, Playful, Exploratory, Visual Impact Pictorial Maps, Identity, Symbols, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,

Subject composite: Children create their own 3D visual map using typography, maps, newspaper, collage which tells the story on one of the refugee children explored in the Geography unit of work.

Impact: Children will have developed an understanding of typography and the use of art to present a story.