



Why do people migrate?

Year 5 Spring 2023

Linked Texts Boat People, The Arrival, A child like You, The Island, ThBoy 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.



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.



Intent: Children, test and group everyday materials and explore their properties. They build on their knowledge of electricity to tests different electrical conductors and insulators. Children will gain an understand of how to carry out a range of scientific enquiries to explore the properties of materials and explore their potential uses.

Skills and knowledge:

Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials including metals, wood and plastic. Use and develop keys and other information records to identify, classify and describe living things and materials. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graph. Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate. Use tests results to make predictions to set up further comparative and fair tests.

Sticky knowledge:

Materials can be transparent, translucent or opaque. Most metals are non-magnetic. Only a few metals are magnetic including iron and steels. An electrical conductor is a material that allows electricity to flow through it. Metals are good electrical conductors. An electrical insulator is a material that does not allow electricity to flow through it. Plastic, wood and paper are electrical insulators. Materials are selected for specific uses due to their properties. I can give examples of this.

Vocabulary: transparent, translucent, opaque, magnetism, hardness, electrical conductor, electrical insulator, circuit, cell, bulb, independent variable, dependent variable, controlled variable, thermal insulator, thermometer, control beaker, temperature, properties, wood, metal, plastic, lifespan,

Subject composite: Children investigate materials using a range of enquiry methods.

Impact: Children will have a clear knowledge of materials and will be able to talk about the use of materials for certain jobs giving reasons for their choices.



Intent: Children will build on their understanding of life cycles to explore the life cycles of humans. They will also explore puberty.

Skills and knowledge:

Describe the changes as humans develop to old age. Plan different types of scientific enquiry to answer questions. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Use relevant scientific language and illustrations to discuss, communicate and justify scientific ideas. Identify scientific evidence that has been used to support or refute ideas or arguments.

Sticky knowledge:

The human life cycle has six main stages - foetus, baby, child, adolescent, adult and elderly adult. After puberty, humans can reproduce. Most babies and toddlers hit certain milestones in their first two years such as crawling and walking, Key changes that happen to females during puberty include; the start of periods, growth of underarm and pubic hair, mood swings, spots and growth of breasts. Key changes that happen to males during puberty include; growth of body hair, growth of the penis and testicles, spots, mood swings and deepening of the voice. A person is classed as an adult from the age of 18 onwards.

Vocabulary: adolescent, baby, foetus, toddler, child, elderly adult, life cycle, milestone, womb, reproduce, puberty, hormone, life expectancy, gestation, mammal, offspring, correlation, anomaly

Subject composite: Children will take part in discussions and scientific enquiries to explore the topic of human life cycles.

Impact: Children will understand more about themselves, their bodies, how they have developed so far in their lives and what will happen in the future.



Intent: Children will build on their prior knowledge of life cycles and compare the types of animals life cycles.

Skills and knowledge:

Describe the differences in life cycles of a mammal, an amphibian, an insect and a bird. Use relevant scientific language and illustrations to discuss, communicate and justify scientific ideas. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results in oral and written forms such as displays and other presentations.

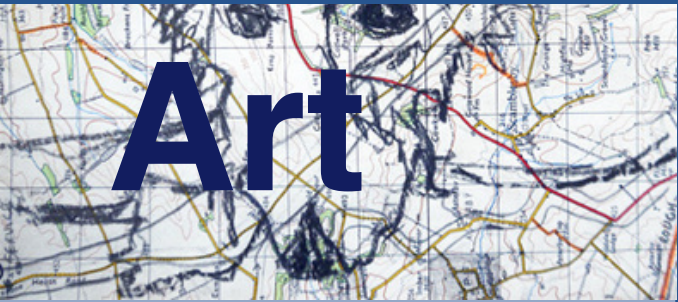
Sticky knowledge:

Most mammals give birth to live young and have mammary glands that produce milk to feed their young. The life cycle of a frog has four stages; frog spawn, tadpole, froglet and adult frog. There are four main stages of a life cycle of an insect; egg, larva, pupa and adult. The cycle of birds include five stages; egg, hatchling, nesting, fledgling and adult bird.

Vocabulary: monotreme, offspring, mammary gland, mammal, life cycle, amphibian, frogspawn, tadpole, froglet, metamorphosis, larva, pupa, chrysalis, insect, bird’s egg, hatchling, nesting, fledgling, adult bird

Subject composite: Children to explore life cycles using observation, illustration and information texts.

Impact: Children have a clear understanding of all animals and can talk about similarities and differences within their life cycles.



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.

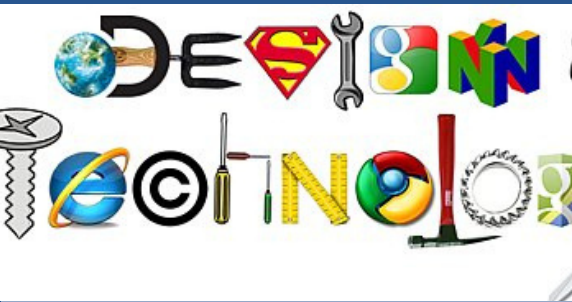
Sticky knowledge:

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.



Intent: Design, make and evaluate a self standing picture frame (product) for themselves (user) for a picture reminding them of their aspirations (purpose).

Skills and knowledge:

Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches. Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used. Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks. Use finishing and decorative techniques suitable for the product they are designing and making. Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests. Understand how to strengthen, stiffen and reinforce 3-D frameworks. Know and use technical vocabulary relevant to the project.

Sticky knowledge:

I know that a frame structure is a structure made from thin components. I know I can strengthen a structure by the use of triangular shapes to strengthen a structure.

Vocabulary: frame structure, stiffen, strengthen, reinforce, triangulation, stability, shape, join, temporary, permanent design brief, design specification, prototype, annotated sketch, purpose, user, innovation, research, functional

Subject composite: To design and make a standing picture frame where children can display positive words/ ambitions for the future linked to their RSHE unit.

Impact: Children will develop their skills in working with wood to create a sturdy frame which is aesthetically pleasing to them.