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 discus, 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 discus 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.

I**mpact:** 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,

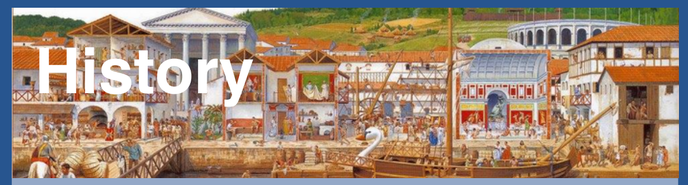
Subject composite: Children create their own 3D visual map using typography, maps, newspaper, collage which tells the story on one of the refugee children explored in the Geography unit of work.

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

What impact did the Roman invasion have on Britain?

Year 5 Autumn 2

Linked Texts : Escape from Pompeii, Romulus and Remus, Revolting Romans



Intent: Children will explore the questions; Who were the Romans and how did they become an Empire? Why did the Romans invade Britain and how did Britain respond? How did the Roman occupation change Britain?

Skills and Knowledge
I can place events, artefacts and historical figures on a timeline using dates. I can use BC and AD.
I can suggest suitable sources for historical enquiry. I can begin to discuss the reliability of sources.
I can identify the main reasons why the Romans invaded Britain and what happened as a result.
I can identify the change and continuity in aspects of life after the Roman invasion – roads, health, beliefs, currency, homes, trade etc
I can identify how Roman Britain was different following the invasion.
I can discuss the importance of people and events in time and the significant impact they had on society, beginning to use some evidence to prove my discussion

Sticky Knowledge:
Rome began as a city and only became an Empire after it invaded and conquered other countries
The Roman Empire became incredibly powerful after these victories (culture, society, road networks, army)
The Romans invaded other countries like Britain because it wanted to be as powerful as possible and lead the world in trade (slaves, metals and farmland)
There were many attempts by Britons to rebel against the Romans e.g. Boudicca 60AD
The Romans brought new ideas, goods and foods to Britain e.g. calendar, central heating, religion, language, roads, buildings, new ways to read and count

Vocabulary: Empire, Invasion, Conquer, Trade, Rebellion, Territory, Archaeology, Occupation, Modernisation, Boudicca, Rome, rebel, Chronology, context, the duration of, continuing on from, evidence, explore, sources, research, devise, enquire, compare, contrast and contradict, support,

Subject composite: Children answer the question What did the Romans do for Britain?

Impact: Children will have a developed understanding of key events in the History of Britain. The will have developed the children's questioning skills and will help develop their analysis and evaluation skills in the future.

Intent: Children understand our solar system and can explain the movement of the Earth and Moon and how this forms our seasons, day/night and year.

Skills and knowledge components focus
Describe the Sun, Earth and Moon as approximately spherical bodies
Describe the movement of the Earth and other planets relative to the Sun in the Solar System
Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.
Describe the movement of the Moon relative to the earth.
Identify scientific evidence that has been used to support or refute ideas or arguments
Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs

Sticky Knowledge:
The Sun, Earth and Moon and other planets are approximately spherical bodies
The solar system is a collection of planets, moons and the Sun
The Sun is a star which releases heat and light
The Sun is the centre of our solar system
There are eight planets which orbit the Sun
The Earth takes 365 days to complete a full orbit of the sun
Other planets take different times to complete a full orbit around the sun
The Earth's axis is an imaginary line. The earth rotates once around it's axis in 24 hours.

Key vocabulary: solar system, planets, spherical, stars, sun, orbit, surface, appearance, model, gravity, gravitational pull, axis, rotational, north pole, south pole, moon, satellite

Subject composite: Children take part in a range of practical activities which help to model the key learning in this topic and enable them to give clear explanations.

Impact: Children can talk about in scientific terms our year, seasons, night/day in relation to our solar system.

Intent: Children build upon printing skills to create their own lino printing block using rubbers. They begin using cutting tools and explore the effects that can be made.

Skills, and Knowledge:
To use cutting tools with increased accuracy.
To develop mastery of printing techniques.
To create sketch books to record their observations and use them to review and revisit ideas

Sticky Knowledge:
I know that when using cutting tools I need to cut away from my body and fingers.
I know I can make a relief print by cutting away areas leaving the rest as relief shapes to take the colour for printing.
I know I can make a printing block, print with it and then take away more of the printing block to create another print.
I know prints make a mirror image.
I can talk about my final piece and what has inspired me.

Vocabulary: Monoprint, collagraph, lino printing block, relief print, cutting tools, surface, transferred, overlap, Etching, Engraving, Indentation

Subject composite: Children create prints using rubber printing blocks inspired by art forms from the Roman period.

Impact: Children have a wide knowledge of printmaking. They can talk about how their printing has developed over time and gain new skills using cutting tools.

Intent: Design, make and evaluate a catapult (product) for children (user) to use when demonstrating how the Romans were successful fighters (purpose)

Skills, and Knowledge
Generate realistic and appropriate ideas and their own design criteria through discussion, focusing on the needs of the user
Use annotated sketches and prototypes to develop, model and communicate ideas.
Select from and use appropriate tools with some accuracy to cut and join materials and components
Understand and use pulleys and gear mechanisms
Evaluate their own product and ideas against a set criteria and user needs, as they design and make.

Sticky Knowledge
I know that a small pulley rotates much quicker than a large pulley
I know a gear is a wheel with teeth around its circumference
I know that a system is a set of related parts used to create an outcome.
I know that all designers make detailed plans to ensure they are successful in their making of a product
I know how to safely use syringes in my work and ensure I use them carefully as they can create a great force.

Vocabulary: Pulley, drive belt, gear, rotation, spindle, driver, follower, ratio, transmit, axle, motor, mechanical system, design

Subject composite: Children to create a catapult, designing and selecting their own resources.

Impact: Children will develop their understanding of the design, make and evaluate process. They will develop skills for joining and cutting.