

Year 5 Learning Challenge

CRISIS



How can we help people affected by crisis so we can make a positive difference to their lives?



Hooks or memorable experiences

- Trip to Safeside
- Visitor from the Church/Foodbank

Public Product

Make a variety of interesting items (e.g. keyrings and badges) to exchange for food bank donations.

Class texts- whole class reading, extracts, thematic books

- *Running Wild*
- *The Hobbit*

Cognitive skills / meta-learning – specific teaching examples to use in learning

- CAF- initial idea/ prior knowledge
- PMI- Evaluate subjects/ experiences
- APC- Discussion around alternative outcomes/possibilities
- Collaboration/ planning- learning challenge
- Making links – to help with combining learnt information and experiences in preparation for fair
- Planning – preparing for challenge in a refined manner

Killer Questions- those asked to measure understanding of pupils at key milestone points during the term

- *What is the impact of natural disasters on humans?*
- *How does where you live impact your exposure to natural disasters?*
- *Why do you think it is important to provide aid to nations in crisis?*

| Year Group | | 5 | Term | Autumn | Challenge pack | Crisis | |
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| SUBJECT | Children will learn about/ will know WHAT? (Declarative knowledge) | | | | Children will know HOW To...? (Procedural knowledge) | Prior learning (Schemata) | Vocabulary |
| History | <p>Q: Why do people's accounts differ depending on when they were recorded?</p> <p>A: People's scientific knowledge and their socio-economic backgrounds will change their response. It also might vary depending on how they were interviewed. They could have recorded or a reporter could have taken notes.</p> <p>Q: What difference does it make to where a person lives?</p> <p>A: Depending on the country's economic background, they may be more prepared for an impending disaster.</p> | | | | <p>H3.2f Compare accounts of events and offer reason for different versions</p> <p>H3.2g Identify changes, cause, consequence, significance and impact of events/people on society today</p> | Chose relevant material and questions to build up a picture of an aspect of life. Find out how features of a civilization have been adapted since that time. | Socio-economic Background Development |
| Geography | <p>Q: What is the Earth's structure?</p> <p>A: It is made of inner core, outer core, lower mantle, upper mantle and the crust.</p> <p>Q: What is the structure of a volcano:</p> <p>A: Magma chamber, ash and lava, main vent, lava flow, secondary vent, secondary cone and crater.</p> <p>Q: What happens to cause an earthquake and tsunami?</p> <p>A: The earth's tectonic plates collide/rub which creates tremors. When this happens in the ocean, it creates a tsunami.</p> <p>Q: What is the difference between the UK, Europe and South America?</p> <p>A: Their placement on Earth means that they have varying temperatures and exposure to natural disasters.</p> <p>Q: Where do natural disasters occur on our planet?</p> <p>A: There is a higher risk of natural disasters around tectonic plates and a particularly volatile area named the 'Ring of Fire'.</p> <p>Q: How has the way we use land changed?</p> <p>A: As countries have developed, the amount of land they use for building residential and commercial areas has increased. This means that more people are able to live in increasingly smaller spaces, which is sometimes problematic for areas with natural disasters.</p> | | | | <p>G3.1 a Locate the world's countries, using maps to focus on Europe (Inc. Russia) and North and South America, concentrating on their environmental regions</p> <p>G3.2a Compare and contrast geographical regions of the UK, a region of a European country and a region in North or South America</p> <p>G3.2 c Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes (coverage in English Reading)</p> <p>G3.3b Identify human and land-use patterns of the countries, regions and understand change over time</p> <p>G3.4c Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> | Know how to use a map. Be able to locate the UK, Europe and South America. | Lava Tsunami Tremor Tectonic Plate Residential Commercial |
| Art | <p>Unit: Painting</p> <p>Watercolour Painting/ Inspiration JMW Turner</p> <p>Q: Can I create a painting of a natural disaster?</p> <ul style="list-style-type: none"> Demonstrate a secure knowledge about primary and secondary and tertiary colours Work with warm and cold, complementary and contrasting colours. Mix and match colours to create atmosphere and light effects Work on preliminary studies to test media and materials. Experiment with different effects and textures inc. blocking in colour, gradient washes, thickened paint etc Develop a painting from a drawing Begin to adapt and extend work Create imaginative work from a variety of sources e.g. observational drawing and themes. <p>Q: What are the differences between warm and cool colours?</p> <p>Q: What are the differences between complementary and contrasting colours?</p> | | | | <p>A3.3a Know which secondary colours mix to make tertiary colours and use this successfully.</p> <p>A3.3c Choose appropriate brushes and tools to apply paint for a desired effect.</p> <p>A3.3d Explore more complex pattern and techniques to create designs for painting or printing</p> <p>A3.1a Question and make thoughtful observations, compare ideas methods and approaches in their own and selected artists work</p> <p>A3.1b Know about and draw inspiration from a range of artists or cultures to influence their own work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>A3.5a Adapt work in response to personal and group critique, describing how they will develop it in future.</p> <p>A3.5b Describe techniques used, evaluating how they could be performed more effectively.</p> | Knowing that artists are important in our society(KS1) Select id3eas from a studied artist/art form to use in our own work (KS1) Using a range of media to experiment with shade (KS1) | Tones Atmosphere Gradient wash Complementary Contrast Harmonious Translucent Abstract watercolour |

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| Design Technology | <p>Structures: Design and make a shelter to protect against bad weather. Construct a bridge to withstand the tremors of an earthquake.</p> <p>Design and make a product to sell or exchange for donations: (Badges/Keyrings/Trading Cards/Card games)</p> | <p>D3.1b Use market research to develop design criteria and a design outcome D3.2b Use technical knowledge of processes (electrical, fabric, moving processes) to create a quality finished outcome D3.3a Use skills in different tools and equipment safely and accurately D3.3c Accurately use measurements when creating joins</p> | <p>Designs that are fit for purpose Producing a labelled plan Selecting appropriate tools Cut and measure materials Evaluate at the end of the making process</p> | <p>Structures Framework Stability Pillars Abutments Cables Joints Compression Tension Deck Finance Costings Fabric textiles</p> |
| Music | <p>Unit- Listening to and appreciating classical music Earth by Hans Zimmer Spring 1</p> <ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music. <p>Spring 2 Storm by Benjamin Britten</p> <ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music. | <p>M3.4a I listen to a wide variety of musical genres and comment using a range of musical vocabulary. M3.4c I can begin to identify works by the great composers M3.4d I listen to a wide variety of music and identify the musical genres. M3.4e I can use musical vocabulary confidently to describe the music I am listening to.</p> | <p>Listening and appreciating music during assembly time.</p> <p>Listening to music of a similar genre during performance lessons.</p> | <p><u>Spring 1</u> Pianissimo Piano Forte Fortissimo Crescendo Dynamics Motifs Pitched/ unpitched percussion Tempo <u>Spring 2</u> Largo Andante Allegretto Allegro</p> |
| ICT and Computing | <p>Q: How can we use technology to gather and analyse data? A: We can use Excel and Word (or Numbers and Pages) to demonstrate gathered data.</p> | <p>C3.2b Use a range of devices to collect and analyse data (including formulas and filter) C3.2d Present data and information gathered C3.2e Analyse data and information gathered</p> | <p>Use of computers/iPad Knowledge of gathering data</p> | <p>Data Analyse</p> |
| <p>Relationships to core subjects (Maths, English, Science)</p> <p>PSHE</p> | <p><u>English</u> - Cover biomes and vegetation belts in reading comprehension - Discussion of crisis wherever applicable in writing/reading</p> <p><u>Maths</u> - Financial background and understanding of money to help with learning challenge costings. - The impact of cost on natural disasters - Place value understanding of how many people are affected by disasters.</p> <p><u>Science</u> – Materials (STEM Week)</p> <p><u>PSHE</u> PSHE3.3b I can discuss when emotions relate to real life situations PSHE3.5d I can consider how to create change locally, nationally or globally using words and actions to address global issues.</p> | <p>Writing – be able to create a setting description and non-chronological report using learnt skills Maths – Link in skills from Maths so children have a deeper knowledge of size, especially when considering distances between planets and/or the size of planets etc. S3.1x 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. S3.1y Demonstrating sound scientific understanding. S3.1z Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. S3.2a Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. S3.2b Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. S3.2c Demonstrate that dissolving, mixing and changes of state are reversible changes. S3.2d Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p> | <p>Prior knowledge of materials to build upon</p> <p>Understanding of how to construct a scientific investigation</p> | |