

Year Group:5 Term: Autumn

Challenge pack

Changemakers

Learning Challenge

How can we raise awareness of a global issue?



Class texts—whole class reading, extracts, thematic books

Main texts for planning:

Additional books from book web:

Cognitive skills / Meta-learning— specific teaching examples to use in learning

→ ○ AGO: What is our aim, goals and objectives for carrying out our campaign? What do we want to raise awareness of, what are we trying to achieve and how will we do this?

⦿ ||| FIP: What are the priorities for the world when it comes to addressing this global issue? What are the key changes that we need to make to see a change on our planet?

Hooks or memorable experiences

Public Product—what will the outcome look like to demonstrate learning?

A campaign or event (virtual or physical) that identifies and addresses issues of global significance and looks at communicating key findings.

May include a fundraising element or focus on awareness raising and strategies for change.

Killer Questions—those asked to measure understanding of pupils

Where on the planet are different global and environmental issues taking place? Are they located in specific areas, locations or time zones?

Geographically describe some of the different locations of these global issues? What is the human and physical geography like?

Compare and contrast, and present data about the difference between our country and your identified country—what are the similarities and differences?

Why do we need to have positive impact on particular communities?

Year group	5	Term	Autumn	Challenge Pack	Changemakers— How can we raise awareness of a global issue?		
SUBJECT FOCUS (delete as required)		<i>Children will learn about / will know WHAT? (Declarative knowledge)</i>		<i>Children will know HOW TO...? (Procedural knowledge)</i>		<i>Prior learning (Schemata)</i>	<i>Vocabulary</i>
Geography		<ul style="list-style-type: none"> Location and significance of Longitude, Latitude, Tropics, Arctic and Antarctic circles. Climate zones, biomes, vegetation belts Contrast between UK and South America Economic activity including trade links, and the distribution of natural resources 		<ul style="list-style-type: none"> G2.2b Describe and understand key aspects of: physical geography, including: climate zones, rivers, mountains, volcanoes and earthquakes, and the water cycle G3.1c Explain the significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and times zones (including day/night) G3.3c Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, the distribution of natural resources including energy, food, minerals, water G3.2a / G3.3a Compare and contrast geographical regions of the UK, a region of a European country and a region in North or South America—physical and human features 		<p>Use of maps, atlases, globes to locate countries and describe features studied</p> <p>Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns</p> <p>Year 3—location of EU countries, North and South America</p>	<p>Climate Zone</p> <p>Biomes</p> <p>Water cycle</p> <p>Vegetation belt</p> <p>Longitude</p> <p>Latitude</p> <p>Tropics</p> <p>Arctic</p> <p>Antarctic</p> <p>Economic</p> <p>Trade</p> <p>Settlement</p> <p>Land use</p> <p>Natural resources</p>
RE		<ul style="list-style-type: none"> Religions in our community and the diversity in our world. Identify lifestyle choices in different religions Key religious characters 				<p>Ultimate questions related to us.</p> <p>Questions about religious / moral values,</p> <p>Identifying influences in people's lives</p> <p>Identifying different religions in their wider community.</p>	<p>Ultimate questions</p>
Art		<ul style="list-style-type: none"> Sketching and painting—artists and work that depicts key images of the world 		<ul style="list-style-type: none"> A3.2a Know about and use a range of tools and media to create drawings utilising line & shade, increasing control A3.3b Use their knowledge of different types of paint to choose the most suitable. A3.3c Choose appropriate brushes and tools to apply paint for a desired effect. 		<p>Drawing and sketching – proportionate bodies and how these are used in famous art work and by artists</p>	<p>Proportion</p> <p>Water-colours</p> <p>Acrylics</p> <p>Expressionism</p> <p>Landscape</p>
Design Technology		<ul style="list-style-type: none"> Food, cooking and ingredients—Fairtrade as a concept and for food production 		<ul style="list-style-type: none"> D3.3a Use skills in tools/equipment safely/ accurately D3.5e Know where and how a range of products are grown, reared, caught or processed 		<p>Components of healthy diet</p> <p>Year 3—Explain where food come from e.g. region of the world, how they are produced</p>	<p>Grown</p> <p>Reared</p> <p>Caught</p> <p>Processed</p>
Music							
ICT and Computing (including apps and digital pencil case)		<ul style="list-style-type: none"> Data handling and analysis Design and create systems 		<ul style="list-style-type: none"> C3.2c Design and create systems C3.2d Present data and information gathered C3.2e Analyse data and information gathered 		<p>Data collection</p> <p>Present data</p> <p>Evaluate information</p>	<p>Systems</p> <p>Data gathering</p> <p>Microsoft Excel</p> <p>Bar chart, line graph, pie chart</p> <p>Formula</p>
PSHE		<ul style="list-style-type: none"> Citizenship Financial education 		<ul style="list-style-type: none"> PSHE3.5a I am aware of what anti-social behaviour means PSHE3.5b I can plan ways to actively help a community PSHE3.5c I can reflect on making a positive difference or change in my school and local community PSHE3.5d I can consider how to create change locally, nationally or globally to address global issues 			<p>Fundraising</p> <p>Social enterprise</p> <p>Charity</p> <p>Global issues</p> <p>Citizenship</p>
Relationships to Core subjects							