

Year Group:5

Term: Autumn

## Challenge pack

Changemakers

## Learning Challenge

How can we raise awareness of a global issue?



### Hooks or memorable experiences

Animal man– visit to VPA.



### 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.

### Class texts—whole class reading, extracts, thematic books

Main texts for planning:



Additional books from book web: No one is to small to make a difference by Greta Thunberg. Ecographics: Climate change by Izzy Howell. The Great Kapok Tree by Lynne Cherry. My story by Malala Yousafazi. Long walk to freedom by Nelson Mandela.

→ ○ 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?

### 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?

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"> <li>Location and significance of Longitude, Latitude, Tropics, Arctic and Antarctic circles.</li> <li>Climate zones, biomes, vegetation belts</li> <li>Contrast between UK and South America</li> <li>Economic activity including trade links, and the distribution of natural resources</li> </ul>		<ul style="list-style-type: none"> <li>G2.2b Describe and understand key aspects of: physical geography, including: climate zones, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>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 time zones (including day/night)</li> <li>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</li> <li>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</li> </ul>		Use of maps, atlases, globes to locate countries and describe features studied  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  Year 3—location of EU countries, North and South America	Climate Zone Biomes Water cycle Vegetation belt Longitude Latitude Tropics Arctic Antarctic Economic Trade Settlement Land use Natural resources
RE	<ul style="list-style-type: none"> <li>Religions in our community and the diversity in our world.</li> <li>Identify lifestyle choices in different religions</li> <li>Key religious characters</li> </ul>				Ultimate questions related to us. Questions about religious / moral values, Identifying influences in people's lives Identifying different religions in their wider community.	Ultimate questions
Art	<ul style="list-style-type: none"> <li>Sketching and painting—artists and work that depicts key images of the world</li> </ul>		<ul style="list-style-type: none"> <li>A3.2a Know about and use a range of tools and media to create drawings utilising line &amp; shade, increasing control</li> <li>A3.3b Use their knowledge of different types of paint to choose the most suitable.</li> <li>A3.3c Choose appropriate brushes and tools to apply paint for a desired effect.</li> </ul>		Drawing and sketching – proportionate bodies and how these are used in famous art work and by artists	Proportion Water-colours Acrylics Expressionism Landscape
Design Technology	<ul style="list-style-type: none"> <li>Food, cooking and ingredients—Fairtrade as a concept and for food production</li> </ul>		<ul style="list-style-type: none"> <li>D3.3a Use skills in tools/equipment safely/ accurately</li> <li>D3.5e Know where and how a range of products are grown, reared, caught or processed</li> </ul>		Components of healthy diet Year 3—Explain where food come from e.g. region of the world, how they are produced	Grown Reared Caught Processed
Music						
ICT and Computing (including apps and digital pencil case)	<ul style="list-style-type: none"> <li>Data handling and analysis</li> <li>Design and create systems</li> </ul>		<ul style="list-style-type: none"> <li>C3.2c Design and create systems</li> <li>C3.2d Present data and information gathered</li> <li>C3.2e Analyse data and information gathered</li> </ul>		Data collection Present data Evaluate information	Systems Data gathering Microsoft Excel Bar chart, line graph, pie