Year Group:5 Term: Autumn

Challenge pack

Changemakers

**Learning Challenge** 

How can we raise awareness of a global issue?



## Hooks or memorable experiences

Visit from the animal man with a focus on rainforest animals and the effects of deforestation.

Sensory rainforest lesson for children to experience what the rainforest is like.



<u>Challenge outcome</u>—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.

<u>Class texts</u>—whole class reading, extracts, thematic books

Main texts for planning:



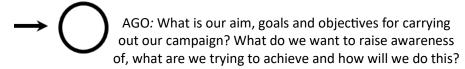


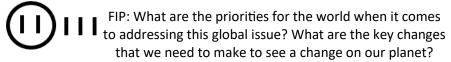


## Additional books from book web:

Exodus by Julie Bertagna, Here I Am by Patti Kim, Trash by Andy Mulligan, When the Mountains Roared by Jess Butterworth, The Great Kapok Tree

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





<u>Killer Questions</u>—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	Children	n will learn about / will know	Children will know HOW TO?	Prior learning ( <b>Schemata</b> )	Vocabulary
as required)	WHAT	T? (Declarative knowledge)	(Procedural knowledge)		
Geography	<ul> <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> <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 times 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> <li>Identify</li> </ul>	ons in our community and the diver fy lifestyle choices in different relig eligious characters	ersity in our world.	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		ning and painting—artists and that depicts key images of the	<ul> <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		cooking and ingredients— ade as a concept and for food ction	<ul> <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
ICT and Computing (including apps and digital pencil case)	<ul> <li>Data handling and analysis</li> <li>Design and create systems</li> </ul>		<ul> <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 chart Formula
Relationships to Core	• Citizens • Financia	nship cial education	<ul> <li>PSHE C3. 5 I am aware of what anti-social behaviour means</li> <li>PSHE C3.6 I can plan ways to actively help a community</li> <li>PSHE C3.7 I can reflect on making a positive difference or change in my school and local community</li> <li>PSHE C3. 8 I can consider how to create change locally, nationally or globally to address global issues</li> <li>PSHE C3.3 I can identify organisations in communities and the wider world that help people with their rights.</li> </ul>	Discuss the idea of 'personal strengths' and 'equal rights' and what this means Different pathways that people might take in life	Fundraising Social enterprise Charity Global issues Citizenship

subjects