

## Does your birthplace define your role in society?



### Impact

#### By the end of this unit, children will...

*'The enormous thing granted to a human being is choice, freedom.'*  
Soren Kierkegard

During this unit, the children will use fieldwork to observe, measure, record and present the human and physical features of Newcastle-under-Lyme. They will explore the climate and physical features of the local area whilst learning about key aspects of human geography, including types of settlement, land use, economic activity and trade links. Learning about these aspects of local geography coupled with their own knowledge and research of their own family (jobs, housing, and leisure activities) will promote discussion about whether a person's birthplace defines their role within society.

### Intent

It is our vision that the children of St. Mary's become advocates of participation and fairness. Throughout this unit, the children will reflect upon the opportunities that our local area provides. The children will recognise that whilst background and culture can influence us, we all have the ability to positively influence society in our own unique way.

### Building the Kingdom

#### Does your birthplace define your role within society?

##### Further questions to explore:

- Are certain jobs more important than others are?
- Do people in cities have more influence than those in towns?

##### Catholic Life Pledge:

(Distributive Justice & Participation)

Alice Charity Food Collection & Human Rights Day

### Catholic Social Teaching

#### Participation, Distributive Justice & Subsidiarity

We all have the right and duty to participate fully in society. We are called to empower communities, to let everyone have a say. This extends to ensuring that everyone, regardless of culture or creed, has access to their fair share of resources.

*'The principle of subsidiarity allows everyone to assume their own role in the healing and destiny of society.'* Pope Francis.



### Core Subjects

#### English

During this term, pupils will write:

**Main Text:** Goodnight Mr Tom & Kensuke's Kingdom

- Fiction writing – Setting, character description, location review, newspaper report and narrative.
- Non-fiction writing - Formal report

**Spelling:** Suffix – ive, tion, al, ly, ing, ied, plurals, short vowel and double consonant.

**Skills focus:** Modal verbs, relative clauses and commas to separate phrases and clauses.

#### Maths

**Place Value:**

- read, write, order and compare numbers up to 10,000,000 and determine the value of each digit
- round any whole number to a required degree of accuracy
- use negative numbers in context, and calculate intervals across 0
- solve number and practical problems that involve all of the above

**Four Operations:**

- multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
- divide numbers up to 4 digits by a two-digit whole number using a formal written method
- use their knowledge of the order of operations to carry out calculations involving the 4 operations
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why

### Foundation Subjects

#### History / Geography

**Local Area**

Children will learn about the human and physical geography of their locality and the UK as a whole.

- To explore economic activity as part of a local area study.
- To explore land use as part of a local area study
- To explore settlements as part of a local area study.
- To explore climate zones as part of a local area study
- To explore rivers as part of a local area study.
- To explore mountains and hills as part of a local area study.

#### Art / Design technology

**Flanders's Fields**

- To create sketch books to record their observations.
- To improve mastery of art and design techniques.
- To learn about great artists, architects and designers in history.

**Gingerbread Houses**

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.
- Generate, develop, model and communicate their ideas.
- Select from and use a wider range of tools and equipment to perform practical tasks accurately
- Evaluate their ideas and products against their own design criteria.

#### Music

**PITCH**

Exploring rounds with 3 or 4 parts. Reading staff notation. Performing more complex melodic ostinatos including chromatic movement. Using a greater range of major and minor chords. Developing a bassline.

#### Computing

**Coding**

Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output. use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

**Online Safety**

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.



### Core Subjects

#### Science

##### Changing Circuits

Children will consolidate their knowledge of circuits and how they work, before extending their knowledge of electrical circuits. Children will investigate anomalous results, bulb brightness and how the thickness and length of a wire can affect how a circuit works.

##### Seeing Light

Children will explore sources of light, shadows and light, how our eyes see, reflecting light and much more!

### Religious Education

##### The Story of the People of God:

In this unit, children will be given opportunities to develop their knowledge and understanding of the structure of the Bible and the forms of literature that are found in the different books. The children will be introduced to stories of significant people in the Old Testament. They will discover what some of these stories tell us about their relationship with God.

##### Followers of Christ:

In this unit of work, we consider the call of the disciples by Jesus. The children will learn about the demands that the call of Christ placed on these first disciples and they will think about ways in which people answer the call of Christ today through the life of the Church.

#### Oracy

Use and reflect on the appropriate tone of voice in the right context e.g. speaking calmly when resolving an issue on the playground.  
 Structure their talk in abstract and sophisticated ways e.g. grouping ideas by theme.  
 Use effective formal vocabulary.  
 Reflect carefully on listening skills in subsequent talk.  
 Project voice to the back of the large hall and maintain volume and pitch through several short-spoken contributions.  
 Be able to negotiate.  
 Reflect on their own and others' oracy and identify how to improve, using evaluative stems.  
 Structure a persuasive speech, to present to an audience, effectively using taught language techniques for effect.

### Foundation Subjects

#### Physical Education

##### Basketball

In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, dribbling and shooting. Pupils will learn to use attacking skills to maintain possession as well as defending skills to gain possession. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self-managing games, as well as developing their ability to evaluate their own and others' performances.

##### Fitness

Pupils will take part in a range of fitness challenges to test and record their scores. They will learn different components of fitness including speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the scores they have collected.

#### French

A L'école et Phonétique (At School and Phonetics)

#### RHSE/PHSE

- Module 1, Unit 2 My Beautiful Body Assessment
- Module 1, Unit 2, Session 1 (Gifts and Talents)
- Module 1, Unit 2, Session 2 (Girls' Bodies)
- Module 1, Unit 2, Session 3 (Boys' Bodies)
- Module 1, Unit 2, Session 4 (Spots and sleep)
- Module 1, Unit 2 My Beautiful Body Assessment
- Module 1, Unit 3 This is me Assessment
- Module 1, Unit 3, Session 1 (Body Image)
- Module 1, Unit 3, Session 2 (Peculiar Feelings)
- Module 1, Unit 3, Session 3 (Emotional Changes)
- Module 1, Unit 3, Session 4 (Seeing stuff online)
- Module 1, Unit 3 This is me Assessment