

OUR PLACE IN THE WORLD: Appreciating God's Creations

Focus Overview



At Our Lady
and
St. Hubert's,
home, school
and parish
work
together,
knowing that
God is with
us in all we
do



YEAR 5:

Our Place in the World: Appreciating God's Creations Year 5 – Local History



Throughout this focus, children will discover and learn about our local history, exploring a variety of canals and how the Galton family impacted on the Napoleonic War.

In **History**, children will complete a local history study of the Galton family and a study of the Canals as a form of transport in Britain.

They will look at a range of sources and assess their reliability and validity. They will also ask inquisitive questions to find out about the past and timeline different key events, backing up their points with evidence.

Through **Geography**, children will describe and understand key aspects of human geography. Children will draw on their map skills and use atlases to help them understand the trade links formed by different countries and how canals played an important part. This will help them to understand the distribution of natural resources including energy, food, minerals and water supplies and how this impacted on the economy.

In **D.T**, children focus on using their skills learnt to build bridges using a range of materials inspired by the Birmingham canals. They will test out their bridges and evaluate how effective they are.

In **R.E.** children will focus on learning about Sikhism, exploring the significant role of Guru Nanak and key teachings inspired by Guru Nanak including equality, meditation, living honestly and sharing with others.

Finally, in **English** children will create news reports focusing on the Napoleonic War and the significant impact that the Galton family had during this time.

Theme Impact

Children will complete a local history study of the Galton family based in Birmingham, and their positive impact during the Napoleonic Wars, by exploring their successful business which had a significant impact on the British troops. They will draw on key leadership skills and analyse a range of sources linked to the Galton family, exploring their validity. Additionally, children will look at the importance of canals in Birmingham and throughout history, the impact they had on trading links and how they are still significant today. Furthermore, they will use their exploration of canals and draw on their knowledge to help them design and build sustainable bridges.

Catholic Social Teaching

Identity, participation and community

- Why people want to immigrate
- Explore how different cultures live out our virtues and values and how these are shown in their communities
- How are different communities interdependent on each other?

Curriculum Drivers

Human Geography

Nation Curriculum Objectives

Human Geography - Local Land Use including field work

- Name and locate the UK's main cities, identifying their human and physical features.
- Name and locate the UK's counties, identifying their human and physical features.
- Describe and understand key aspects of: **human geography, including:** settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.

Knowledge and Skills Progression

- GSF1: Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate and describe features studied
- GSF4: Expand map skills to include a range of non-UK countries
- **LK2:** Locate and name the main counties and cities in England. Explore geographical regions and their identifying human and physical characteristics, key topographical features (see vocab progression below), and land-use patterns; and understand how some of these aspects have changed over time
- **LK4:** Linking with History, compare land use maps of UK from past with the present.
- PK1: Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom
- HPG2: Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Also including trade between UK, Europe and ROW
- HPG3: Fair/unfair distribution of resources (Fairtrade).

- HPG4 : Distribution of natural resources including a study of a contrasting country in developing world

Prior learning

GSF1: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

GSF4: Develop map skills to include key countries around the world and countries in Europe.

LK2: Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (see vocab progression below), and land-use patterns; and understand how some of these aspects have changed over time

LK4- Compare 2 different regions in UK rural/urban.

PK1: Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom,

HPG3: Describe key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

HPG2: Human geography, including: types of settlement, population, employment and land use.

History

National Curriculum Objectives

- A local history study – Galton family
- A study of a theme in British History – Canals Transport

A study of a theme in British history.

- E1: Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.
- E2: Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.
- O1: Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.
- O2: Plan and present a self-directed project or research about the studied period.
- H3: Evaluate evidence to choose the most reliable forms.
- C2: Order significant events, movements and dates on a timeline
- U4: Describe how historical events studied affect/influence life today.

Prior learning

E1: Use documents, printed sources (e.g. archive materials) the Internet,, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.

E2: Ask questions and find answers about the past.

O1: Communicate ideas about the past using different genres of writing, drawing, drama role-play, storytelling and using ICT.

O2: Use timelines to order events or objects.

C2: Use a timeline to place historical events in chronological order.

DT

National Curriculum Objectives

Building Bridges (paper/straw, not woodwork)

- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
- Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately.
- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.

Knowledge and Skills Progression

- D2- Draw a fully labelled/annotated sketch/diagram of their product, including measurements and cross-sections- some may use computer aided design.
- D3- Choose the materials/ ingredients /tools they will use, based on their suitability for the task. Indicate where/how materials will be joined in order to create a stable structure.

- D4- Write a detailed list of the materials/ ingredients/tools they will need- including sourcing their own materials where appropriate. Indicate where mechanisms will go and explain how they will function
- MC1- Cutting - Measure and mark materials with increased accuracy, before cutting. Cut materials accurately, using appropriate tools.
- MC2- Joining- Join a range of materials using a variety of suitable methods.
- MC3- Testing- Test their product as they work, making informed adjustments and striving to address any anticipated problems.

Prior Learning

- D2- Draw a fully labelled sketch/diagram of their product, including some measurements- some may use computer aided design.
- D3- Choose the materials/ ingredients /tools they will use, based on their suitability for the task.
- D4- Write a detailed list of the materials/ ingredients/tools they will need.
- MC2- Joining- Join a range of materials using a variety of methods, usually choosing the method most suited to the task.
- MC3- Testing- Test their product as they work, making informed adjustments to ensure their product meets the design criteria.

Application

During the Napoleonic wars children were regularly evacuated with little or no warning. What would you need to survive if you were being evacuated during the war time?

Children will need to design gas masks, helmets and think of ways they could keep themselves entertained?

Wider Curriculum Opportunities

Writing

Non Fiction News Report

Explore Britain declares war and use knowledge on the Galton family to write a news report about the weapons that they have produced to help the war and how it helped with the success of the war.

Narrative Poetry

Explore the Adventures of Isobel and the structure, children will then write their own narrative poetry about a soldier at war.

Reading

Private Peaceful – Reading Challenge

The adventures of Isobel – poetry

Reading explorers – Cragowrth cottage, Houdini Does it Again



The loss of time

Walk away



Computing – application of previously taught skills

Children will need to use a range of search engines
Children will need to conduct an image search

Enrichment

Black Country Museum – children will be shown and taken on the canal boats to enhance their knowledge of how they work.
 David guest speaker on canal locks.

Home Learning

- Research the Galton family
- Research Birmingham Canals
- Explore and create a leaflet on how locks work
- Explore how and why canals were used to transport good?
- Create a map of the Birmingham canals.

Evaluation Notes

Stand-alone objectives to be covered this term

PE

Netball

Music

MFL

Vegetables

Cooking in the Curriculum

Fruit crumble

R.E. – Sikhism

National Curriculum Objectives

Knowledge and Skills Progression