



Year 5 – Autumn 2

Trade



SMSC Links
<p>Spiritual</p> <p>Develop a sense of wonder and fascination with the world. Begin to understand that small changes can have far reaching consequences.</p>
<p>Moral</p> <p>Why is it important that we buy fair trade products? Children will recognise the impact of the inequality of food distribution on others.</p>
<p>Social</p> <p>Children to work with cooperation and collaboration in their fair trade campaign.</p>
<p>Cultural</p> <p>Recognise similarities and differences between food cultures.</p>

Trips and experiences
<p>Celebrations</p> <p>Fair trade campaign</p>
<p>British Values</p> <p>Democracy The rule of law Individual liberty Mutual respect Tolerance of those of different faiths</p>



Geography – What makes trade global?

Foundations of previous learning.

Climate zones and biomes (Yr4)

Human geography: Land use and settlements, which goods some countries trade.

Overview and rationale	Skills	Knowledge
<p>In this unit, children look at trade and economic activity, learning about the differences between primary activity (acquiring raw materials) and secondary activities (turning raw materials into goods). They will identify how trade has changed and how it became global. They will first look at different regions of the UK, learning about the importance of farming, forestry and the history of mining in parts of the UK. They will look at trade at a global scale, learning about the trade of cotton. They will learn about fair trade and how the imbalance in trade is one of the reasons for global inequalities of wealth.</p> <p>Thread: Connectivity Trade – how are we connected through trade?</p>	<p>Investigate patterns:</p> <ul style="list-style-type: none"> Understand some of the reasons for geographical similarities and differences between countries. Describe how countries and geographical regions are interconnected and interdependent. Identify and describe the geographical significance of latitude, longitude, Equator, the Tropics of Cancer and Capricorn <p>Investigate places:</p> <ul style="list-style-type: none"> Identify and describe how the physical features affect the human activity within a location. <p>Map skills:</p> <ul style="list-style-type: none"> Use a wide range of maps (including OS maps at varying scales and thematic maps) as well as atlases, globes and digital mapping to locate countries and describe features studied. 	<ul style="list-style-type: none"> Trade is the buying and selling of goods and services, it involves the exchange of goods or services in return for other goods or money. The scale of trade has increased through time and exchanges can now happen on a global scale. The development of communication, technology and transport has enabled trade to be carried out on this scale. Countries import and export products. What a country can produce is dependent on lots of different things i.e. climate, natural resources, materials, space. Manufactured goods go through different stages of production that occur at different locations around the world. Fair trade is a way of buying and selling products that allows the farmers to be paid a fair price for their produce, and have better working conditions.
National curriculum coverage	Assessment Tasks	
Describe and understand key aspects of: human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	<p>1- Investigate patterns/map skills. Locate the source of a range of products.</p> <p>2- Investigate places: To understand how the physical or human geography of a country determines what it can produce and export.</p> <p>3 – Investigate patterns: Explore the positive impact that buying fair trade products has on communities in other countries.</p>	
Sequenced Learning activities	Vocabulary	Big Ideas
<ol style="list-style-type: none"> To understand what trade is and how it became global. To examine what the UK exports and why. To investigate and locate the source of a range of products. To understand how the physical or human geography of a country determines what it can produce and export. To understand the significance of the supply train in the process of global trade. To explore the positive impact that buying fair trade products has on communities in other countries. 	Trade, local, national, global, import, export, raw materials, supplier, manufacturer, distributor, retailer, consumer, economy, supply train, fair trade, trade routes, climate, biomes	<p>Comparison –What do countries import and export? How does this compare?</p> <p>Change – How has trade changed over time?</p> <p>Investigation – Where do our products come from?</p> <p>Humankind – Why is buying fair trade products important? Why is trade important?</p> <p>Place – How does the location of a country determine what it can produce?</p>
Curriculum drivers		
Emotional Intelligence - Watch Fair trade videos and support the children in developing their empathy for others. Using phrases such as “I understand/realise/can see” can help to show children how understanding of other perspective can be expressed.	Aspirations and possibilities for all – Explore the different jobs in the global supply chain.	Oracy - Children develop and deepen their subject knowledge and understanding through talk in the classroom. This is planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to talk effectively.

Design and Technology – Mechanisms (cams, pulleys & gears)

Foundations of previous learning:

1. Experience of axles, axle holders and wheels that are fixed or free moving. 2. Basic understanding of electrical circuits, simple switches and components. 3. Experience of cutting and joining techniques with a range of materials including card, plastic and wood. 4. An understanding of how to strengthen and stiffen structures

Overview and rationale	Skills	Knowledge
In this unit, the children will continue to develop their understanding of mechanical systems. They will find out how to use cams, pulleys and gears to create movement. They will design and build frameworks using a range of materials to support their mechanisms and they will begin to learn how to use a range of tools safely.	Mechanisms <ul style="list-style-type: none"> • Select appropriate materials, tools and techniques • Measure and mark out accurately. • Begin to convert rotary motion to linear using cams. • Use innovative combinations of electronics (or computing) and mechanics in product designs. • Understand and use mechanical systems such as cams, pulleys, gears, linkages or pneumatic systems to create movement. 	<ul style="list-style-type: none"> • A mechanism is simply a device which takes an input motion and force, and outputs a different motion and force. • The point of a mechanism is to make the job easier to do. • The mechanisms most commonly used in mechanical systems are levers, linkages, cams, gears, and pulleys.
National curriculum coverage	Assessment opportunities	
Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages.	1 - Mechanisms: Investigate how cams work and explore how different shape cams affect movement. 2 - Design: Communicate ideas through detailed and annotated drawings. 3 - Final product: Children to create their own moving toy and evaluate against design specification.	
Sequenced Learning activities	Vocabulary	Big Ideas
1. Investigate, analyse and evaluate existing everyday products and existing or pre-made toys that incorporate gear or pulley systems. 2. Focus tasks - create a cam mechanism. 3. Design product. Communicate ideas through detailed, annotated drawings from different views and/or exploded diagrams 4 & 5: Make product. Make high quality products, applying knowledge, understanding and skills from the focus task. Children should use a range of decorative finishing techniques to ensure a well-finished final product that matches the intended user and purpose. 6. Evaluate product against the design specification.	pulley, drive belt, gear, rotation, spindle, driver, follower, ratio, axle, cam	Significance, creativity, investigation, processes and materials runs throughout all D&T units. Comparison – what do moving toys have in common? How do they work? Humankind – How does your product meet the users wants, needs and interests? Materials - What tools and materials will you need?
Curriculum drivers		
Emotional Intelligence - Enable the children to cope and manage with the new challenge. Enable the children to name emotions, as well as understand the causes and consequences of emotions.	Aspirations and possibilities for all – Children could research and, if possible, visit engineering and manufacturing companies that are relevant to the product they are designing and making e.g. Jaguar Land Rover, JCB, local companies.	Oracy - Children develop and deepen their subject knowledge and understanding through talk in the classroom. This is planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to talk effectively.

	Computing – Micro:bit	Music –
Overview and connections	This unit highlights the meaning and purpose of programming. Pupils create algorithms and programs that are used in the real world. They predict, test and evaluate to create and debug programs with specific aims: a simple animation, a polling program, pedometer and scoreboard	
Key Knowledge and assessment	<ul style="list-style-type: none"> • The BBC micro:bit is a pocket-sized codeable computer with motion detection, a built-in compass and Bluetooth technology. • Onset resets a program. • Forever is a loop back. Using the forever block is a way to include repetition in your programs. • Need to set variable to 0 'on start'. 	
Key Skills and assessment	<ul style="list-style-type: none"> • Decomposing animations into a series of images • Decomposing a program without support • Decomposing a story to be able to plan a program to tell a story • Predicting how software will work based on previous experience • Beginning to use nested loops (loops within loops) • Debugging their own code • Writing code to create a desired effect • Using a range of programming commands • Using repetition within a program • Amending code within a live scenario 	
Key Vocabulary	Tinkering, device, micco:bit, coding, input, wireless, Bluetooth, animation, blocks, inputs, outputs	
Big Ideas	Creativity – What animation will you create? Why? How will you do this?	<i>Creativity is evident throughout all music lessons</i>
Curriculum Drivers	<p>Emotional Intelligence - Use the micro:bit to express how you are feeling</p> <p>Aspiration and possibilities for all – Develp children interests in coding, programing and becoming digital pioneers of the future.</p>	<p>Emotional Intelligence - How does this song make you feel? Why? How does music make you feel? How does it help us?</p> <p>Aspiration and possibilities for all – Explore with the children famous musicians and expose the children to famous orchestras from around the world.</p>
	Oracy: Children develop and deepen their subject knowledge and understanding through talk in the classroom. This is planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to talk effectively.	

	PSHE – Celebrating differences. What does discrimination mean?	RE – Islam (Mosque and the community)
Overview and connections	In this unit, the children continue to examine the concept of ‘identity’ thinking about what aspects of their identity are most important to them and why. They will understand that our identity changes over time. Children will then begin to explore the concept of discrimination understanding that it prevents people from doing things that other people can do freely. The children will explore how the school community tries to ensure everyone feels included. The children will reflect on their responsibility to do something if they witness discrimination.	In this unit, children explore how learning about the mosque helps us to understand community. The children will recognise some common features which identify a mosque from the outside. They will explain the key features inside a mosque and why they are important for Muslim prayer. The children will talk about how the experience of belonging to one community helps people to live as good Muslims. Children will have the opportunity to reflect on the community they belong to and the difference it makes to their life.
Key Knowledge/ skills and assessment	<ul style="list-style-type: none"> Understand that we have the right to be who we wish and how we want to express ourselves should be valued Understand that our identity can change and makes us who we are and can develop over time. Explain how discrimination is sometimes shown through teasing, bullying, hurtful behaviours and prejudice-based language. Discuss how people are similar and different and how people can be discriminated against. Discuss own views and opinions about discrimination. Understand that some groups of people have negative attitudes about groups of people. Discuss how discrimination can be detrimental to people’s mental health. Discuss how discriminatory language can have a negative effect on people’s behaviours, self-esteem and confidence Respect others in our school and local community to ensure everyone feels valued and included Describe some of the ways you can make sure everyone is included 	<ul style="list-style-type: none"> The time when The Prophet left Makkah for Madinah is known by Muslims as the Hijrah. The first mosque (‘masjid’ in Arabic) was a very simple building, constructed like the other buildings around it. It didn’t have a tower or a dome on its roof Mosques are used by the Muslim community for prayer, for celebration and learning. When Muslims pray side by side they are all united in one Muslim community (the ummah). Belonging to one community gives Muslims a sense of unity and support <p>Learning about religion:</p> <ul style="list-style-type: none"> Explain how religious beliefs shape the lives of individuals and communities. Explain the practices and lifestyles involved in belonging to a faith community. Investigate the significance of religion in the local, national and global communities. Explain some of the different ways that individuals show their beliefs. <p>Learning from religion:</p> <ul style="list-style-type: none"> Explain how beliefs about right and wrong affect people’s behaviour. Describe how some of the values held by communities or individuals affect behaviour and actions. Reflect on what it means to belong to a faith community, communicating their own and others’ responses.
Key Vocabulary	Discrimination, identity, prejudice, negative attitudes, mental health, inclusive	Islam, Mosque, community, Hijrah, Madinah, Imam,
Big Ideas	<p><i>Humankind is evident throughout all PSHE topics</i></p> <p>Change – How does our identity change?</p>	<p><i>Humankind is evident throughout all RE topics</i></p> <p>Comparison – Reflect on similarities and differences between the mosque and other places of worship the children may have knowledge of.</p>
Curriculum Drivers	<p>Emotional Intelligence –This unit aims to give pupils a vocabulary for talking about and identifying feelings and emotions especially in relation to discrimination.</p> <p>Aspiration and possibilities for all – Explore the role of a peer mediator.</p>	<p>Emotional Intelligence - Children to reflect on things which provide continuity, identity and a sense of belonging</p> <p>How can we develop attitudes of respect towards different beliefs and lifestyles? Why is this important?</p> <p>Aspiration and possibilities for all – What values do we need to be successful? Why is it important to be part of a community?</p>
	Oracy: Children develop and deepen their subject knowledge and understanding through talk in the classroom. This is planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to talk effectively.	

