


Hazelbury Learning Quest

The Future is Us



Hazelbury Primary School

| Year 5 | How does money make the world go round? |
|---|---|
|  | <p>Intent</p> <p>During this theme children will explore trades between countries and how they rely on each other. They will develop an understanding of the world's natural resources e.g., oil and debate how and if these natural resources should be shared. Children will also explore the impact trade has on different countries and their habitats.</p> <p>Implementation</p> <p>In geography, the children will explore our ever-changing world and begin to investigate a wider range of countries and identify and describe how the physical features affect human activity within a location. They will explore how different countries are inter-related, and compare outside countries with the UK, gaining a deeper knowledge of people, resources, natural and human environments. They will collect and analyse statistics in order to draw conclusions about location and use geographical resources to give detailed descriptions and opinions of the characteristic of a location.</p> <p>In DT, children will design and make a money box with the user in mind, motivated by the service a product will offer. They will design a product that has a clear purpose that will appeal to intended users. The pupils will cut materials using appropriate tools and show an understanding of the quality of different materials. They will gain an understanding of how to strengthen, stiffen and reinforce their product. They will get inspiration from the designer Tom Dixon.</p> <p>During their music lessons, children will “Reflect, Rewind and Replay” their learning during the year. They will reflect on the history of music as well as listen to and appraise a range of the songs they have learned during the year.</p> <p>Impact</p> <p>Children will know that money is a trading tool. They will know that countries have an interdependence on each other and how this has an impact on wealth of countries and their resources. They will know that good relationships between countries is crucial in order for all people to have access to the necessities for life. Some pupils will have a deeper understanding of equality, exploitation and stereotypes and how perspectives can always be challenged and changed.</p> |

Hazelbury Learning Quest

The Future is Us

Hazelbury Value - Success

This value will be represented through stories and assemblies through the half term.

Citizenship Focus (PSHCE)

Diverse Britain – Children will explore the structure and role of local and national government and how identities and communities work together.

UNCRC Articles

Aims of Education (Article 29) Every child has the right to an education. Primary education should be free. Secondary and higher education should be available to every child. Children should be encouraged to go to school to the highest level possible. Discipline in schools should respect children's rights and never use violence.

Child labour (Article 32)

Governments must protect children from economic exploitation and work that is dangerous or might harm their health, development or education. Governments must set a minimum age for children to work and ensure that work conditions are safe and appropriate.

Individual Liberty

Children will learn that they are protected by the UNCRC rights which means they have the freedom to relax and play. They will discuss what steps are being taken in other countries about child labour.

Engage, Enrich, Experience

Chocolate Workshop

The children will have the opportunity to learn about the history of chocolate as well as make their own piece of chocolate.

Digital Learning

Creating Media - Introduction to Vector Graphics

Children will start to create vector drawings. They will learn how to use different drawing tools to help them create images. Children will recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object. They will layer their objects and begin grouping and duplicating them to support the creation of more complex pieces of work.

Hazelbury Learning Quest

The Future is Us

Writing across the curriculum

Instructional text: How to make a money box.

Diary entry: First person recount of a fair-trade worker.

Subjects covered: Geography, DT, Music and Science

National and School curriculum

| Geography | DT | Music | Science |
|---|---|--|--|
| <ul style="list-style-type: none"> Describe and understand key aspects of: 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 | <p>Design</p> <ul style="list-style-type: none"> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups <p>Make</p> <ul style="list-style-type: none"> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <p>Technical knowledge</p> <ul style="list-style-type: none"> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures | <p>Creative Listening</p> <ul style="list-style-type: none"> Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians | <p>Earth and space</p> <ul style="list-style-type: none"> Describe the movement of the Earth, and other planets, relative to the Sun in the solar system Describe the movement of the Moon relative to the Earth Describe the Sun, Earth and Moon as approximately spherical bodies Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky |