

Year 5 HISTORY Topic 1: The Fight for Your Rights

Key Assessment Questions

*What is the **Magna Carta**, when was it written and why is it important to historians? What is a **legend**? Why do historians argue about Robin Hood? What were the social and economic factors in the slave triangle? Describe one significant figure and say how his/her life affects us today.*

SCHOOL VALUES (Autumn 1): Service and Friendship Children will explore how different figures (king, Rosa Parks, Emily Pankhurst) served their communities by standing up to injustice. Explore how slavery was abolished and how abolitionists served by fighting against injustice.

| | KNOW | DO | UNDERSTAND |
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| | <ul style="list-style-type: none"> History within living memory means that people who remember it are still living. Know that a decade is a period of 10 years. Know that a century is a period of 100 years. When we say 12th Century, we mean years 1100 – 1999. | <p>VOCABULARY Explain why Civil Rights Movement in USA is counted as history within living memory but other periods in this unit are counted as history beyond living memory. (Revisit KS1) New vocabulary introduced during this unit: decade, century, historical argument, drawing conclusions, suffrage, abolition, civil rights, legend, Magna Carta, de-segregation, social and economic factors, transatlantic.</p> | |
| Chronological Understanding | <ul style="list-style-type: none"> Know that the Magna Carta was written in 1215 in the 13th Century. Know that the Transatlantic Slave Trade happened between the 16th and 19th centuries. Know that the official end of transatlantic slavery was in 1807 in Britain (<i>Slave Trade Act</i>). | Place the legend of Robin Hood (12 th Century), Magna Carta, transatlantic slave trade, civil rights and women's suffrage on a chronological time line, showing other known periods (see school timeline). | <p>This unit allows the children to study a theme (human rights) in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Children should explore the Magna Carta, the origins of slavery and its global affects, women's Suffrage and research the Civil Rights Movement.</p> |
| Enquiry (Sources and interpretation) | <ul style="list-style-type: none"> Know that a legend is a famous and traditional story accepted as true but often without historical evidence. Know that when there is very little primary evidence, then people will always change the stories. Know that events in the past can be interpreted in different ways because it is possible to understand the same event in different ways. Know that the origins of slavery were in Ancient Civilisations e.g. Romans, Greeks. | Examine different sources of when exploring the myth of Robin Hood (excerpts of <i>Hold's Robin Hood, John Major, Historia Majoris Britanniae 1521, and from Richard Grafton's Chronicle at Large, 1569</i>). How do historians use sources to form arguments about the existence of Robin Hood? | <p>Geography Link – the slave trade should be shown on a map, linking countries, continents and oceans.</p> <p>Link from Year 2 and 3 – Slavery and injustice has been explored in Year 2 (Columbus) and Year 3 (Ancient Greeks).</p> |
| Enquiry: Cause & consequence, change & continuity, similarity & difference | <ul style="list-style-type: none"> Know that the Magna Carta was a charter of rights, signed by King John of England. Know that social factors are about housing, families, religion, healthcare and education. Know that economic factors are to do with money. Know that women in Britain fought for a vote. Know that African Americans fought for the right to vote, for de-segregation and for equal housing rights. Know that modern day slavery still exists. | <p>Why do historians see the Magna Carta as significant in British history and for us today?</p> <p>Explain some of the social and economic factors involved in setting up the slave triangle between the countries involved by using different sources.</p> <p>Research and present on an historical figure, whose life's work has contributed to national and international achievement and human rights (Rosa Parks, Martin King Jnr, Emmeline Pankhurst, Emily Davidson, William Wilberforce). Why do historians (and others) deem these as worthy of our attention?</p> | <p>Children should make links between changes within and across different periods in Britain's history and begin to see how historians give reasons for these changes.</p> <p>Link to British Values and PSHEF Form an understanding of basic human rights shared by all peoples and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.</p> <p>Children should realise that they have power and a voice today to make a change in the world.</p> |

Year 5 Geography

Fight For Your Rights

Assessment Questions

- Name some of the major oceans in the world (show on world map) What do the terms **trade** and **transportation** mean?
- Which countries and continents were involved in the Transatlantic Slave Trade (show on a world map)? Why is it called that? Can you show me the main routes the slave traders used? What in geography, is meant by a country's **resources** (natural and economic)? Compare some physical features of West Africa/Caribbean to Birmingham.

| Know | Do | Understand |
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| <p>Locational Knowledge Understand and order of the following geographical names from smallest to largest: country, continent, city, town. Know the main countries involved in the Transatlantic slave trade and in which three continents they were positioned.</p> <p>Know the names of some countries and continents that are in either the Northern or Southern hemisphere.</p> <p>Know the names of all of the major oceans (with particular focus on the Atlantic Ocean) and the position of the seven continents in the world.</p> | <p>Locational knowledge</p> <ul style="list-style-type: none"> • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p>Locate the world's countries, (North & South America). Locate and study the Caribbean Islands, West Africa and countries of Europe involved in the slave trade. Use different maps (climate and temperature) to study climate of West African countries and Caribbean Islands, with reference to latitude, longitude and the equator.</p> <p>Chart the route the slave traders took across the Atlantic Ocean to the three main countries involved using a map of the area.</p> | <p>This unit is predominantly history based but does provide the children with the opportunity to understand some key aspects of human geography.</p> <p>The children learn that raw materials, such as cotton, sugar and coffee were sent from North America to Europe. Goods were manufactured in Europe and transported to West Africa. People were then enslaved in Africa and taken to North America across the Atlantic Ocean. Children could consider why goods such as cotton and sugar were grown in America (and not Europe) and then transported to other countries and how the demand for these goods facilitated the rise of the Transatlantic Slave Trade.</p> |
| <p>Vocabulary Atlantic Ocean, Africa, North/South America, Europe. temperature, climate, northern hemisphere, southern hemisphere, equator, trade routes, enslaved people, resources, population, settlement, biomes transportation Geography Core Concepts: Resources (natural and economic) Population Settlement Environment (biomes) Climate</p> | <p>Human and physical geography <u>NC: describe and understand key aspects of:</u> ♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ♣ 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> <p>Describe important physical features of the Caribbean Islands (climate, biomes and vegetation belts, mountains etc), and explain why crops were grown there and not in the UK. Explain how the Transatlantic Slave Trade operated, with reference to settlement, trade links, distribution of resources (human geography), cotton and sugar.</p> <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p>Fieldwork opportunities Use Google Earth and maps/atlases to find out the size, vastness of the Atlantic Ocean. Create a fact file about the Atlantic ocean. Look at the scale of the maps used.</p> | |

Year 5 ART Topic 1: Fight for Your Rights

Assessment Questions

Which artists have you learnt about?

What is representational art?

How has your work been inspired by Aboriginal Art/Emily Kngwarrye/Paul Klee? What skills did you learn when working with paint?

Service and Friendship

| KNOW | DO | UNDERSTAND |
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| <p>Can explain what Aboriginal Art is and how it is linked to people who have fought for freedom and equality.</p> <p>Can explain who Emily Kngwarrye is and the features of her work.</p> <p>Can explain who Paul Klee is and the features of his work.</p> <p>Know how to create representational imagery using symbols and shape.</p> <p>Develop skills to apply paint with control.</p> <p>Develop skills with pencil control when creating pattern.</p> <p>Key vocabulary: Aboriginal Art Emily Kngwarreye Paul Klee Shape Representation Imagery Symbolism Dreamings Repetition</p> | <p>Aboriginal Art. The children could trace their own journey, or look at the metaphorical journey of one of the “freedom fighters”. Rather than create one image of an animal void in the centre, surrounded by dots, children could develop a trail of images? Create a group trail? Developing a series of images as a journey, or create ‘dreamings’ which represent the children’s lives in Birmingham. Or they could create a series of ‘dreamings’ which represent the journey of one of the freedom fighters they have learnt about. This artwork cannot be simply replicating an aboriginal image of a lizard, snake etc – this is done in Y2.</p> <p><u>NC Aims:</u></p> <ul style="list-style-type: none"> - produce creative work, exploring their ideas and recording their experiences - become proficient in painting and other art, craft and design techniques - evaluate and analyse creative works using the language of art, craft and design - know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. <p><u>NC Content:</u></p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <ul style="list-style-type: none"> - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including paint] | <p>This unit of work supports the theme of change. The art is focussed on Aboriginal art, so some reference to the fight for equality in Australia would be beneficial.</p> <p>Children already explored Aboriginal art at a fundamental level in Year 2 – the expectations must be much higher in Year 5, for example with the control of paint application, the development of ‘dreaming’ patterns, children designing their own template as the focal point.</p> |

Year 5 MUSIC Topic 1: Fight For Your Rights

| KNOW | DO | UNDERSTAND |
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| <p>I know that:</p> <ul style="list-style-type: none"> • Songs are often written with a message; the lyrics are as important as the melody. • Different features can make a song 'powerful': lyrics, style, structure, performance, message. • Songs can record apart of history <p>Vocabulary:</p> <p>Lyrics Structure solo Lead vocal Verse Chorus</p> | <p>Cross curricular links: https://friendsoftheearth.uk/who-we-are/protest-songs-which-are-best?gclid=EAlaIqobChMIsurR1e7B6QIVDO7tCh23pgD1EAAYASAAEgKvTPD_BwE</p> <p>The children will listen to a range of protest songs, looking at the lyrics and learning about the background to the songs, the artists'/ composers' stories. They will take time to analyse what it is that makes the music powerful looking at: lyrics, the message of the song, style of the music, structure of it (repetition of phrases/ chorus) and the emotional performance of the singer.</p> <p>Nina Simone Mississippi goddam 1964 this song was written in response to the bombing of a church in Birmingham, Alabama. There are only live performances recorded which gives it a different, urgent, angry feel. It is a song of how it feels to be black in America at the time – and how she refuses to put up with the injustice of it.</p> <p>Nina Simone Young gifted and black 1964 - this song can be played in contrast. The children will hear the same singer, with the same views but singing a more hopeful and celebratory song.</p> <p>Sam Cooke A change is gonna come 1964 - this song was inspired by many events in his life, one of which was when he and his family were turned away from a whites-only motel. He wanted to write of the struggle that he and those around him faced.</p> <p>Bob Marley Redemption song 1979 Some lyrics are taken from a speech by Marcus Garvey, a Jamaican political activist, made in 1937, urging people to: emancipate ourselves from mental slavery because whilst others might free the body, none but ourselves can free the mind. Mind is your only ruler, sovereign. The man who is not able to develop and use his mind is bound to be the slave of the other man who uses his mind. The video which accompanies it was created on what would have been his 75th birthday and takes the viewer on a journey of the history of Slavery and Jamaica, the Rastafarian culture, the legacy of prophets (Haile Selassie the 1st, Marcus Garvey, Malcolm X), as well as Bob Marley's personal life.</p> | <p><i>In previous years, children have listened to a range of music from great composers and have listened and learnt songs. They have talked about lyrics when looking at the rhythms they form rather than the powerful message they may convey. This will be the first time they have looked in depth at the meaning behind a song and the emotional impact of performance.</i></p> <p>NC Areas covered:</p> <ul style="list-style-type: none"> • Pupils listen to, review, and evaluate music, including the work of the great composers • Pupils develop an understanding of musical composition, organising and manipulating ideas within musical structures • Pupils develop an understanding of the history of music |