

# SHAMBLEHURST PRIMARY SCHOOL ENQUIRY PLANNING MODEL



Year Group: 5  
SHAMBLEHURST PRIMARY SCHOOL

<p>SMSC</p> <p>Spiritual:</p> <ul style="list-style-type: none"> <li>• being reflective about their own beliefs and perspective on life</li> <li>• knowledge of, and respect for, different people's faith, feelings and values</li> <li>• Sense of enjoyment and fascination in learning about themselves, others and the world around them</li> <li>• Use of imagination and creativity</li> <li>• Willingness to reflect on their experiences</li> </ul> <p>Moral:</p> <ul style="list-style-type: none"> <li>• Recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries, respect civil and criminal law</li> <li>• Understand the consequences of their behaviour</li> <li>• Interest in investigating and offering reasoned views and moral and ethical issues and ability to understand and appreciate the viewpoints of others</li> </ul> <p>Social:</p> <ul style="list-style-type: none"> <li>• Work and socialise with other pupils</li> <li>• Participate in a variety of communities and social settings, including volunteering, cooperating well with others and being able to resolve conflicts effectively</li> <li>• Acceptance and engagement of fundamental British Values – DEMOCRACY, RULE OF LAW, INDIVIDUAL LIBERTY, MUTUAL RESPECT, TOLERANCE of those with different faiths and beliefs</li> </ul> <p>Cultural:</p> <ul style="list-style-type: none"> <li>• Understanding and appreciation of wide range of cultural influences that have shaped their heritage and that of others</li> <li>• Understanding and appreciation of a range of different cultures in the school and further afield</li> <li>• Recognise and value things we share in common – cultural, religious, ethic, socio-economic</li> <li>• Knowledge of British democratic parliamentary system and its central role in shaping history and values</li> <li>• Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities</li> <li>• Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity</li> </ul>
--

## Concepts

Justice	Democracy	Responsibility	Consequence
---------	-----------	----------------	-------------

## Enquiry Question

<p>Are we Becoming More Civilised?</p>
--

## **Global Neighbour**

Explain how their lives are connected with people and places across the globe and the effects of local actions on the wider world

Ask and explore 'big questions' about suffering, inequality and justice with reference to particular global issues

Reflect upon, and respond to, global issues in collective worship or other prayer and reflection time

Make decisions about how to take action, having explored possible responses which go beyond a sense of compassion to a concern for justice

## **English**

Information Text about Mayan Temple (Audio Tour)

Setting Description

Mayan Creation Stories

Letter Writing in Character

Balanced Arguments

## **History**

Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study  
Understand how our knowledge of the past is constructed from a range of sources.

Regularly address and devise historically varied questions about change cause and similarity and difference and significance

### **The Mayan Civilisation**

Compare a non-European society that provides contrasts with British History – Mayan Civilisation

Know who the Ancient Maya were, where they lived and what they did

Know what life was like for the Ancient Mayans

Know and understand the term chronology and the concepts of continuity and change

Know what the Mayans believed in

### **Theme in Britain Beyond 1066 - Crime and Punishment**

Know what we mean by social history

Know the aspects of social history that has changed over time and how this is shown through the change in crime and punishment

Know how monarchs have influenced these changes

Know the timeline of monarchs

## **Are we Becoming More Civilised?**

### **Geography**

Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains.

Present human and physical features using a range of methods, including sketch maps, plans and graphs, and digital technologies.

## **Art**

Research and identify features of the temple at Chichen Itza. Develop ideas through sketching in sketch books. Record ideas digitally using Minecraft Education Edition.

Create a printed map of the Maya depicting Maya culture, taking inspiration from the mapping work of Joyce Kozloff. Choose, cut, arrange and apply images and materials focussing on colour shape and pattern to produce a class piece.

Key Learning From main trunks – use Skills and Progression documents to inform planning. What will the children learn?	How? What opportunities am I going to give the children so that they can learn?	Outcomes What will the learning look like? How will the learning be recorded?
<p><b><u>Mayan Civilisation</u></b> Compare a non-European society that provides contrasts with British History –</p> <ul style="list-style-type: none"> <li>• Know who the Ancient Maya were, where they lived and what they did</li> <li>• Know what life was like for the Ancient Mayans</li> <li>• Know and understand the term chronology and the concepts of continuity and change</li> <li>• Know what the Mayans believed in</li> </ul> <p>Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</p>	<p><b><u>Understand where in history the Mayan’s were</u></b> Use History at a Glance app to scroll around the globe and explore different events. Locate Maya and when the key events were and look at what was happening in Britain at the same time. Discuss as a class how this fits onto a larger world history timeline.</p> <p><b><u>Compare Ancient Maya and Anglo Saxons</u></b> Give the children pictures of various buildings and artefacts etc and get the chn to sort into the correct category (Mayo / Saxons) Chn to write down the similarities and differences between them.</p> <p><b><u>Where is Maya?</u></b> See Geography planning.</p> <p><b><u>Use a variety of sources to find out about Maya</u></b> Give the chn various sources – artefact box and pictures and text. Talk about how we use the sources to find out. Chn to think about what they tell us – develop initial ideas and share as a class. Discuss the reliability of different sources and how bias might be there and why (Possible internet safety link)</p> <p><b><u>Research Mayan Buildings</u></b> Use images and other sources to think about Mayan life and the buildings they lived in. Focus on the temple at Chichen Itza. Who was it for? How way it made? Interesting facts about it.</p> <p><b><u>To recreate a Mayan Temple</u></b> Chn to use Minecraft to create a Mayan temple using the features they have researched – This will link to writing unit where they do an audio guide to their temple</p> <p><b><u>Explore Legacy of Saxons and Maya</u></b> Think about the legacy and lasting impact of the two civilisations</p> <p><b><u>Understand the Mayan Creation Story</u></b> Watch and listen to various versions of the Mayan creation story. <i>(Link this to the RE at the end of the half term on the Christian story and Stewardship)</i> Storyboard the key events. In English the chn will rewrite their own version of this.</p>	<p>Comparison of Maya and Saxon Britain at the same time.</p> <p>Description of Mayan artefacts</p> <p>Timelines of world history</p> <p>Digital model of Mayan Temple</p>

	<p><b><u>What was life like for Mayan Children?</u></b> Potential link to Children Mental Health Week. Consider the role they played and the experiences they had.</p>	
<p><b><u>Theme in Britain Beyond 1066 - Crime and Punishment</u></b> Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 such as crime and punishment from the Anglo-Saxons to the present.</p> <p>Make comparisons between different times</p> <p>Give reasons for the main changes and events</p> <p>Identify and describe reasons for and results of historical events, situations and changes within and across different periods</p> <p>Place events, people and changes into correct periods of time</p>	<p><b><u>Understand the history of how the rule of law has changed since 1066</u></b> Give the children a list of events that have happened and how laws and judgements have changed. Chn to work together to place them in chronological order. Talk about chronological order and the gaps between events – how long is it? Chn to talk about the events they feel are the most significant and important and create their own timeline in books with these on.</p> <p><b><u>Research different types of courts</u></b> Chn to work in small groups to research different styles of courts and proceedings over the course of British History. Each group works on one style and create a presentation. They will then share this with the other 3 groups in turns so each group learns about all of the different styles (Saxon/Assizes/Star Chamber/ Modern Courts) Discuss the development and similarities/differences over the different periods. Where do they fit into the chronology? Mark them on the previously completed timeline.</p> <p><b><u>Research different criminals</u></b> Chn to think about Dick Turpin (The highwayman) and Henry Catlin. What were their crimes? Why did they commit them? Use a conscience alley after they have research to think about whether they were good or bad people. (Link to a P4C about whether crime is ever ok) Also talk to the chn about things that's used to be illegal that we now wouldn't believe – link to suffragettes and segregation. (<i>Guided Reading Link with Oliver Twist and Holes – How are young people punished? What if they are innocent?</i>)</p> <p><b><u>Consider past consequences</u></b> Think about the highwayman and Henry Catlin and the punishments that they had. Discuss how appropriate these were. Use 'On Balance' lesson idea to consider arguments for and against that punishment.</p> <p><b><u>Consider current day consequences</u></b> Potential visit from police officer/ criminal lawyer to talk about consequences nowadays. Imprisonment / Community Service / restoration with victims etc. Also think about main social issues today – racism, violent crime amongst young people, online abuse.</p>	<p>Create a timeline</p> <p>Identify significant events in British history</p> <p>Conscience alley about choices people who were convicted of crimes had before they committed the crime.</p>

<p>Key Learning From main trunks – use Skills and Progression documents to inform planning. What will the children learn?</p>	<p>How? What opportunities am I going to give the children so that they can learn?</p>	<p>Outcomes What will the learning look like? How will the learning be recorded?</p>
<p>Know the 7 continents and five oceans and their human and physical features Locate world's countries using maps Describe and understand key aspects of physical geography of mountains.</p> <p>Use maps, atlases, globes and digital mapping to locate countries and describe features studied</p> <p>Use 8 points of a compass and six figure grid references, symbols and keys to build knowledge of United Kingdom and the wider world</p> <p>Present human and physical features using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Locate Maya on a map and a globe</p> <p>Identify features of geography Chn to look at pictures of Mayan area – past and present and consider what they can see. Describing it and comparing it to the geography where we live.</p> <p>Label geographical features on a map Chn to have a map of the area and use atlas and online mapping programs to label different features such as some borders, cities, mountain ranges. Encourage the chn to use a key to label these parts and think about shade for different ground level.</p> <p>To think about where Mayans settled Look at the geographical features of where the main settlements were and begin to consider why they chose these areas instead of others.</p> <p>Create a 3D model topographical map of Maya (See Art Planning)</p>	<p>Labelled Maps</p> <p>Description of features</p> <p>Thoughts and ideas about why Mayans made certain choices based on geographical features.</p> <p>Comparison of human and physical geographical features of local area and Maya</p>

Key Learning From main trunks – use Skills and Progression documents to inform planning. What will the children learn?	How? What opportunities am I going to give the children so that they can learn?	Outcomes What will the learning look like? How will the learning be recorded?
<p>Children will consider how Mayan pottery evolved from 1,500 BC to 1,000 AD.</p> <p>They will study the shape, methods and techniques used to make and decorate pottery.</p> <p>Children will demonstrate their understanding of the geography of the Mayan islands by creating a 3D map.</p> <p>Children will explore, develop and evaluate ideas and using sketching, painting and sculpture with a range of materials and textiles.</p>	<p>Children will draw on their geographical knowledge of physical features to sketch the islands.</p> <p>They will use these sketches to sculpt 3D maps from a variety of reclaimed materials and clay.</p> <p>Children will use their painting skills to decorate their models.</p> <p>Research what Mayan pottery looked like and sketch their own ideas.</p> <p>They will experiment with a variety of techniques such as; coil, thumb and slab built pots.</p> <p>They will practice design techniques such as incising and impressing.</p> <p>They will make their own pots.</p>	<p>In groups, children will make a 3D topical map of the Mayan islands.</p> <p>Children will produce their own clay pots that will form part of a class display.</p>

Key Learning From main trunks – Global Neighbours What will the children learn?	How? What opportunities am I going to give the children so that they can learn?	Outcomes What will the learning look like? How will the learning be recorded?
<p>Explain how their lives are connected with people and places across the globe and the effects of local actions on the wider world</p> <p>Ask and explore 'big questions' about suffering, inequality and justice with reference to particular global issues</p> <p>Reflect upon, and respond to, global issues in collective worship or other prayer and reflection time</p> <p>Make decisions about how to take action, having explored possible responses which go beyond a sense of compassion to a concern for justice</p>	<p>Chn to compare their life with chn in other countries and at other periods of history.</p> <p>Think about some of the social issues that are most relevant today. Chn to create balanced arguments about how these things could potentially be solved</p> <p>Think about key events around the world using newsround clips and discuss these as a class and possibly in P4C sessions.</p> <p>Think about consequences for actions and consider so of the criminal punishments that have occurred in the past and may occur now.</p>	<p>Write letters to local MP</p> <p>P4C sessions</p> <p>Conscience Alleys</p>

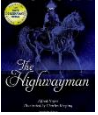
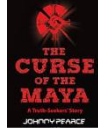

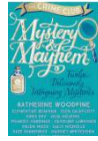
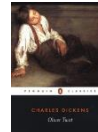


## Additional Learning opportunities

NC Subject	Skills/Knowledge	Outcomes
RE - Stewardship	<p><b>Step 3</b> describe/explain what <i>stewardship</i> is</p> <p><b>Step 2</b> describe/explain how <i>stewardship</i> is expressed within the Muslim world view</p> <p><b>Step 3</b> evaluate by describing/explaining the importance and relevance of <i>stewardship</i> to Muslims and to themselves</p> <p><b>Step 1</b> describe/express a personal response to the concept of <i>stewardship</i></p> <p><b>Step 2</b> describe/explain how the concept can be applied in their own and others' lives.</p>	
RE - Laws	<ol style="list-style-type: none"> <li>1. Children can explain what people mean by laws and how they compare with rights and rules.</li> <li>2. Children can explain how Jesus' attitude to the Law is significant within the Easter story.</li> <li>3. Children can evaluate, by explaining, the value of Jesus' attitude to laws and wider issues about laws</li> <li>4. Children can explain a personal response to the concept of laws and law-breaking</li> <li>5. Children can explain the concept of laws to their own and others' lives.</li> </ol>	

<p>PSHE - Rights and Responsibilities</p>	<p>Know the names of the parts of the body</p> <p>To maintain personal hygiene</p> <p>To recognise as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their families and others in a positive way</p> <p>To learn about how the body changes as children approach puberty</p> <p>To be aware of different types of relationships, including marriage and those between friends and families, and to develop the skills to be effective in relationships.</p> <p>That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability</p> <p><b><u>Year 5 – Learning Objectives</u></b></p> <p>Understand that children change into adults so that they can reproduce</p> <p>To explore the emotional and physical changes that occur in puberty</p> <p>To understand male and female puberty changes Explore the impact of puberty on the body and the importance of physical hygiene</p> <p>To explore ways of getting support during puberty Know the words associated with female and male body parts - set agreed words</p>	<p>SCARF Resources</p>
---	--	------------------------

# English Learning Journey

<p><b>Year 5</b></p>	<p><b>Text drivers:</b></p>     	<p><b>Key writing objectives from NC:</b></p> <p><u>Composition and Effect</u>          Note and develop initial ideas, drawing on reading and research where necessary          Identify audience for, and purpose of, the writing          Select the appropriate form and use other similar writing as models for their own          Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning          Evaluate and edit by assessing the effectiveness of their own and others' writing          Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning          Use expanded noun phrases to convey complicated information concisely          Use a range of devices to build cohesion within and across paragraphs          In narratives, describe settings, characters and atmosphere          Choose the appropriate register for the audience and purpose (formal or informal)          Viewpoint is established and generally maintained          Use figurative language such as similes, alliteration, metaphors and personification in poetry</p> <p><u>Structure and Organisation</u>          Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining          Produce internally coherent paragraphs in logical sequence e.g. posing rhetorical questions which are answered in the main paragraph with main ideas elaborated by subsequent sentences          Linking ideas across paragraphs using adverbials of time (<i>later</i>), place (<i>nearby</i>) number (<i>secondly</i>)          Linking ideas across paragraphs through tense choice (he had seen her before)</p> <p><u>Sentence Structure</u>          Make deliberate choices of sentence length and structure for impact on the reader          Fronted prepositional phrases for greater effect          Choose the appropriate register for the language of speech within writing e.g. colloquial language within dialogue, quotes in reports          Use a wide range of clause structures, sometimes varying their position within the sentence</p> <p><u>Vocabulary, Punctuation and Grammar</u>          Proof-read for spelling and punctuation errors          Use relative clauses beginning with who, which, where, when, whose, that          Use commas to clarify meaning or avoid ambiguity in writing          Convert nouns or adjectives into verbs using '-ate', '-ise' or '-ify'          Ensure correct subject and verb agreement when using singular and plural          Use brackets, dashes or commas to indicate parenthesis          Use the perfect form of verbs to mark relationships of time and cause          Use modal verbs or adverbs to indicate degrees of possibility          Ensure the consistent and correct use of tense throughout a piece of writing          Use a colon to introduce a list</p>
----------------------	--	---

