

## RED GROUP

<p style="text-align: center;"><b>Overview of unit of learning:</b></p> <p style="text-align: center;">This term our Topic is Countries of the World.</p> <p>Students work will be based around the study of six different countries. They will be looking at the geography of each country, as well as its inhabitants and their traditions. Pupils will have an opportunity to gain an insight into the following areas of study:-</p> <ul style="list-style-type: none"> <li>• Map work including statistical data             <ul style="list-style-type: none"> <li>• Climate</li> </ul> </li> <li>• Tourism and its effects on residents             <ul style="list-style-type: none"> <li>• Daily life including education, family roles, and work</li> </ul> </li> <li>• Food (pupils will have opportunities to cook some traditional foods)             <ul style="list-style-type: none"> <li>• Traditional festivals</li> </ul> </li> <li>• Cultural aspects of each country including religious beliefs held by the indigenous population</li> </ul>		<p style="text-align: center;"><b>Resources:</b></p> <p>IT National Geographic books Atlas</p>
		<p style="text-align: center;"><b>Key Vocabulary:</b></p> <p>Country, tradition, climate, environment, population, continental, tourism, geography, statistics, conservation, natural disaster, landscape, language, equality, religion, belief, fallacy, miser, Charles Dickens, redemption, Victorian, capitalism, society, sobriety, sombre, poverty</p>
Topic	English	Maths
<ul style="list-style-type: none"> <li>• Pupils will develop their skills in the use of an atlas locating each country, using longitude and latitude in order to make comments about its location within the world.</li> <li>• They will also learn to interpret map symbols found on a map, and conduct some research into statistics such as population, birth rate etc, landscape, industry, agriculture &amp; the history behind the flag in order to produce an informative leaflet.</li> <li>• Students will be developing their knowledge of climate through various activities, including making their own barometer.</li> <li>• We will also be looking at tourism and its effect on each of the countries we are studying. This will include conservation issues and pupils thinking about what could be done to help, as</li> </ul>	<p>Pupils will be studying the novel 'A Christmas Carol'.</p> <p>Pupils will have opportunities to read &amp; discuss fiction, non-fiction and classic texts focusing on language choices and overall impact, responding analytically and creatively showing understanding of themes and narrative structures within the novel. They will also identify links between literary heritage and their own time.</p> <p>They will explore inference and deduction through the development of character. They will also look at thematic development through characterisation and language, as well as using the skill of skimming and scanning to extract information from text.</p> <p>Pupils will gain an awareness of audience, learning the effects of figurative language and developing different ways of linking paragraphs using a range of strategies to improve cohesion and coherence e.g.; choice of</p>	<p>Pupils will be studying the following areas of mathematics this term, undertaking various tasks differentiated to reflect their individual abilities and improve their skills in each area:-</p> <ul style="list-style-type: none"> <li>• Measurement</li> <li>• Number &amp; Place Value</li> <li>• Multiplication &amp; Division</li> </ul>

<p>well as more positive aspects such as revenue and employment.</p> <ul style="list-style-type: none"> <li>• Pupils will look at the life of people living in each country, including education, family, work and food. They will make comparisons with their own life styles. They will have the opportunity to make and sample some traditional foods from each country.</li> <li>• They will also learn some basic greetings in the different languages, as well as gain some understanding of how the language originated. This will include elements of reading, writing and speaking.</li> <li>• Pupils will study the traditions of each country, and try to answer questions such as; What are they? What do they represent? Why are they carried out? They will also explore special celebrations including costumes worn.</li> <li>• Students will be improving their knowledge of audience &amp; purpose and the use of presentational features, using a variety of methods (such as fact sheet, advertisement, leaflet &amp; newspaper article) to demonstrate their gained knowledge of each country.</li> </ul>	<p>connectives, reference back, link phrases. They will produce several written pieces including a diary entry and newspaper article.</p> <p>Pupils will also be given opportunities to improve their skills in the use of grammar, composition and handwriting.</p> <p>LA students will be following an adjusted programme, resourced by AH, which focuses on developing written language abilities including a more consistent use of punctuation as well as those elements detailed above. They will write using ideas from the novel with support frameworks, and make an attempt at the analytical work with teacher support.</p> <p>Whilst HA students will focus on developing more complex language skills and improving their abilities to write with greater expression and demonstrate greater understanding of text. They will produce written responses which demonstrate confidence in a more discursive style.</p>	
<b>ART</b>	<b>PHSE</b>	<b>Science</b>
<p>AH will be delivering Art, based around traditions of each country. Activities will allow pupils to focus on developing their skills in the use of various materials, for example clay to create an Indian temple, which will reflect their studies of Indian culture.</p> <p>We will also be creating fans to represent the different fabrics &amp; colours used in Spanish dress, as well as 'candy skull' masks which will reflect their study of Spanish festivals.</p> <p>They will have the opportunity to try cross stitch as part of the work they will be doing on Greenland, and will use polystyrene to create a Faberge egg (well-known to India).</p>	<p>This term we will continue to look at Relationships in greater depth. Pupils will be involved in further discussions surrounding friendship, bullying and answering questions like; What sustains a good friendship? What constitutes bullying?</p> <p>In addition they will engage in further tasks which not only look at personalities, differences and similarities but challenges pupils to analyse the use/power of inference, such as body language. They will also further examine positive and/or negative relationships.</p>	<p>Pupils will have the opportunity to make a traditional dish from each of the countries they will be studying.</p> <p>As part of their topic pupils will be looking at the climate of each country. They will learn about how Tornados occur by making a tornado in a bottle.</p> <p>In addition, pupils will carry out investigations into air pressure, part of which will be to make their own barometer.</p>

Pupils will also have the chance to make Chinese lanterns and/or dragons, following their study of Chinese celebrations.		
R.E/S.M.S.C	ICT	Educational Visits
<p><b><u>Social</u></b></p> <p>Pupils will explore different global, environmental &amp; social issues in various countries, such as access to education &amp; important natural resources and the gap between developed and developing countries. They will consider the concepts of inequality &amp; fairness and think about how &amp; what happens in one part of the world can have a global impact. In addition, pupils will look at how tourism pressures impact rural communities and how the people cope with these pressures.</p> <p>Through the study of the novel A Christmas Carol, in particular the character of Scrooge, pupils will also be looking at the difference in social behaviour in Victorian times compared to today.</p> <p><b><u>Culture</u></b></p> <p>As part of our studies we will be looking at communities &amp; life in different countries. Pupils will consider why groups need rules, including the groups they belong to. What makes communities strong? They will look into how various cultures cope with the strain of natural disasters, for example earthquakes in Japan. They will explore the concept of migration and try to answer the question; Why do people migrate?</p> <p>Pupils will also be studying elements of Victorian life, in English, with opportunities to appreciate British history and culture.</p> <p><b><u>Moral</u></b></p> <p>Students will learn about China's attempts to reduce their population growth through the use of the 'one</p>	<p>Pupils will be carrying out various research related to traditions, people (inc. education, housing &amp; language) Specific websites will be used and staff will oversee pupils research to ensure on line safety.</p> <p><a href="http://www.educationpossible.com/geography">www.educationpossible.com/geography</a>  <a href="http://www.countryreports.org">www.countryreports.org</a></p> <p>They will be afforded the opportunity to use software such as Publisher, Word and PowerPoint in order to create designs, newspaper reports and other documents which will enhance their ability to use &amp; apply presentational features.</p> <p>Pupils will also use further websites specifically relevant to 'Charles Dickens' for some English tasks.</p> <p><a href="http://www.bbc.co.uk">www.bbc.co.uk</a>  <a href="http://www.educationworld.com">www.educationworld.com</a>  <a href="http://www.biography.com">www.biography.com</a>  <a href="http://www.dickensfellowship.org">www.dickensfellowship.org</a></p>	<p>Visit to York. Pupils will be able to gain an insight into typical Victorian towns, as they spot the similarities e.g. cobbled streets, architecture etc.</p> <p>We will also visit the Christmas markets, which will allow pupils to make further comparisons between Victorian times and modern day.</p>

child' policy. They will discuss the successes of this, but also question whether it is morally correct & how they would feel if they were to live under its rule. Pupils will also gain an understanding of the issues faced by people in different parts of the world and develop an opinion towards them.

The study of A Christmas Carol will encourage moral thinking through the recognition of values such as goodwill, humanity and kindness. Pupils will analyse characters and events to explore the consequences of negative actions. They will be given the opportunity to consider different perspectives and empathise with other characters. For example; the character of Bob Cratchet poses a range of topics & themes for debate such as loyalty and poverty.

### **Spiritual**

In studying the character of Scrooge, pupils will be encouraged to explore the difference between good and bad, considering the impact of conscience. This will give them the opportunity to think about the consequences of right and wrong behaviour, and apply this to their own lives.

Pupils will also have the opportunity to move forward in their spiritual development by reflecting on the different landscapes & environments that they will explore. A sense of the scale of different locations will be key in their study of various countries. Pupils are often impressed & engaged by the differences in physical and human environment of other countries.

In conducting research & engaging in a variety of activities related to their studies, pupils' curiosity about the world will hopefully be stirred to ask questions about future events. They will also be looking at the effect of tornados in Southern USA, and how it affects the world.