



# Sharks /Mercury Class Autumn 1

## Is change always for the better?



## Impact

### By the end of this unit children will:

Have a n in depth understanding of how developments in railways have impacted on our lives today. The will consider how railways have changed over time and what the most significant changes were in their developments.

### Intent

It is our vision that our children will become advocates for social justice, fighters for sustainability, seekers of equality and leaders seeking to become “builders of a new humanity” Pope Francis. As we work through this unit of work, children will learn how the actions of people of the past impacted on their own societies and on the world today. They will explore how we can learn from this and use those actions to empower our actions today.

### Building the Kingdom

#### Big Question:

What are the most significant turning points in History?

#### Further questions to explore:

Have railways improved life for the better?

Are advances in technology always for the best?

### Catholic Social Teaching

**The principle of Solidarity** - we stick together, and when we find that people aren't being treated well or are being taken advantage of, we work to make it fair for them.

# Key enquiry question: Knowledge and skills

## Core Subjects

## Foundation subjects

### Religious Education

I can Identify and appreciate the talents and qualities of myself and others appreciating that we are all unique

I understand how and why we should live in peace

I know how the qualities God gives us affects our daily lives

I understand how the qualities God gave us makes us unique

I understand that sometimes it takes courage to use the qualities given to us by God

I can explain how to use our God given gifts, qualities and talents

### History

Complete a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

Place developments in local history in chronological order.

To understand a significant turning point in British history, for example, the first railways.

### Art and Design

Drawing and painting formal elements of art sketchbooks.

-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 drawing.

### Science

**Electricity:**

**I understand the function of a series circuit.**

**I can use symbols to create electrical circuit diagrams.**

**I understand that higher voltage increases the flow around the circuit.**

**I understand the role of electrons.**

**I understand that an electrical current will only have one route to take.**

### Computing

I can say what bullying and cyberbullying are and say how people should deal with cyberbullying. I can identify unsafe websites and know what to do if I feel uncomfortable.

I can choose appropriate action online to stay safe.

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## Core Subjects

### Maths

Place Value

To read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit

count forwards or backwards in steps of powers of 10 for any given number up to 1000 000

Use the vocabulary of comparing and ordering numbers. Make general statements about odd and even numbers, including sums and differences. Give one or more numbers lying between two others. Use symbols

### English

**I can create recounts for a wide range of purposes with varying degrees of formality and in chronological order.**

**I can use 1st and 3rd persons to recount and report, and as well as using past tense for narrating, experiment with using present tense**

**I can use specific and technical vocabulary (nouns, verbs, adjectives, subordinate clauses) to make meaning precise and accurate .**

**I can use a variety of sentence structures e.g. sentences of 3, questions, exclamations and sentences of differing lengths.**

## Foundation subjects

### French

To understand and respond to spoken and written language from a variety of authentic sources

### PE

- To be able to confidently use specific netball skills in games for example: pivoting, dodging, bounce pass and previously learnt skills
- To begin to play effectively in different positions on the pitch in both attack and defence

To increase power and strength of passes, moving the ball over longer distances

### PSHE

I know that mental health, just like physical health, is part of daily life; the importance of taking care of mental health

I know about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing

I have strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations