

**Autumn Term 2020 Year 5:**

**Connected Curriculum Theme:** Peace and Conflict

**Attitudes:** Respect for people and human rights

**Topic:** Historical conflicts and conflicts that are happening today around the world, the impact of this on the people experiencing them and the people who were/are brave changemakers who helped/help to bring about peace.

**Context:** World War Two (Term 1) and conflicts today (Term 2).

**Brave Changemakers Outcome:** The children will express their response to the Big Question. We will be lead by their ideas in terms of how we do this!

**Our Big Question:** How can we understand others and bring about peace?

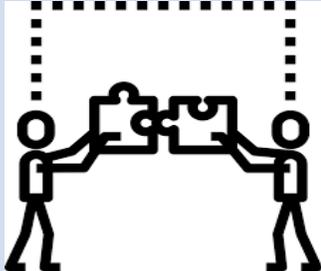
**Learning questions:**

What is it like to live in times of conflict?

How do people work to hang on to hope and achieve peace?

How can you be Brave Changemakers: compassionate individuals who promote a sense of peace to the situations of conflict that you observe or find yourself in?



Some Facts (Knowledge & Understanding)	Skills
<ul style="list-style-type: none"> <li>World War II took place between 1 September 1939 and 2 September 1945.</li> <li>World War II involved 61 countries including 1.7 billion people.</li> <li>Britain was involved in the war from the start, and every British person, including children, was involved in, or affected by the War.</li> <li>Fifty million people lost their lives and hundreds of millions of people were injured.</li> <li>There are 10 major conflicts nowadays in the world like Syria, Somalia, South Sudan.</li> <li>At the end of 2018, there were over 126,000 refugees in the UK.</li> <li>The UK take in the 29<sup>th</sup> most refugees out of all of the countries. Turkey, Jordan and Lebanon take in the most refugees.</li> <li>The Nobel Peace Prize is awarded to those who have done the most or the best work to promote peace.</li> </ul>	<p><b>Cooperation and Conflict Resolution –</b> Children will work cooperatively to solve problems or achieve goals. They will take on different roles in group work and employ effective strategies for repairing damaged relationships.</p> 

Key Vocabulary	
<p><b>Conflict</b> A serious disagreement or argument. To clash.</p>	<p><b>Invade</b> Enter (country) through force or war. Uninvited occupation.</p>
<p><b>Peace</b> Period of no conflict or conflict has ended. Freedom.</p>	<p><b>Evade</b> To escape or avoid something or someone. Avoid harm.</p>
<p><b>Evacuate/Evacuation/Evacuee</b> Movement of a person to a place of safety. Move away from danger.</p>	<p><b>Deportation</b> Removal of a person or persons from their own country.</p>
<p><b>Refugee</b> Person forced to leave home country to flee conflict.</p>	<p><b>Black Market</b> Illegal movement or trade of things in short supply or valuable.</p>
<p><b>Holocaust</b> Devastation or destruction with fire. Often linked to plight of Jews.</p>	<p><b>Allies</b> Peoples or countries cooperating to mutual benefit. To formally help one another in war.</p>
<p><b>Abhorrent</b> Disgust, loathed or event that is repugnant.</p>	<p><b>Rationing</b> To only allow a fixed amount of a commodity that is in short supply.</p>

Subject	Autumn Term Learning
Core Text & Writing	I Believe in Unicorns by Michael Morpurgo, The Boy at the Back of the Class by Onjali Rauf, The Day War Came by Nicola Davies.
Reading Skills	Summarise the main ideas of a text, identifying key details. Use skimming and scanning to locate information efficiently. Draw inferences from within the text about themes and characters' and authors' viewpoints.
Mathematics	Place Value Addition and Subtraction Multiplication and Division
Science	Forces
Religious Education	The Gospels
Computing	Online Safety
Physical Education	Invasion games (skill-focused and non-contact)
Geography	Locate the world's countries, using maps with a range of different scales and finding out about different features using atlases.
History	Examine the causes and results of conflicts in the past and today and the impact on people. Significant people: Neville Chamberlain; Winston Churchill; Franklin D. Roosevelt; Adolf Hitler; Anne Frank (linked 'Kitty')
Art	Sketching and using watercolours inspired by 'The Boy, the Mole, the Fox and the Horse' by Charlie Mackesy Silhouette art based on The Blitz
Jigsaw	Recovery Package (supporting returning to school after the school closure) Being Me in My World
French	Je me présente
Vocabulary	A guide to 'tiered vocabulary': <a href="https://www.superduperinc.com/handouts/pdf/182_VocabularyTiers.pdf">https://www.superduperinc.com/handouts/pdf/182_VocabularyTiers.pdf</a>