

Unit of Inquiry Planner

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| Class: Kingston | | Year Group: Year 4 and 5 | | Term: 2 | | Length of Inquiry: 7 weeks | |
| Theme | Humankind and Ourselves | Culture and Diversity | Exploration and Discovery | Community and Citizenship | Expression and Creativity | Humankind and Ourselves | |
| Inquiry Title: | Lives and Legacies | | | | | | |
| Key Concepts | Responsibility | Perspective | Form | Change | Connection | Causation | Reflection |
| Lines of Inquiry | Why did groups of people move throughout history? | | | What can we learn about the past through historical discoveries ? | | How have Lifestyles in Britain changed significantly over time? | |
| Links to prior learning | The Romans, Mayan civilisation, exploration and discovery. | | | | | | |
| Core Text(s) |  | | | | | | |
| Links to Careers/Community | Charity link to raise money for refugees | | Global Community Links | | Celebrating Differences (Jigsaw) Windrush books | | |
| Action | <ul style="list-style-type: none"> • Anglo-Saxon themed day with music/cooking/dress up/ craft activities • Cooking Anglo Saxon food in DT and making shields • Willow wreath weaving/ Christmas crafts | | | | | | |
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
| Lines of Inquiry | Why did groups of people move throughout history? | | What can we learn about the past through historical discoveries? | | How have Lifestyles in Britain changed significantly over time? | | How have Lifestyles in Britain have changed significantly over the years? |
| Reading Links | Poetry extracts from Beowulf Chocolate cake' by Michael Rosen/ Mr Mistofffeles' by TS Elliot Anglo-Saxon and Scots Invaders Comprehension Activity | Assessment week Why Do People Wear Poppies? No Man's Land by Eric Bogle | Assessment week Tail End Charlie by Mick Manning Picture Book: How to Live Forever | The story of the Windrush Windrush Child extracts Coming to England | Migration Refugees by Brian Bilston My Beautiful Birds by Suzanne Del Rizo, | Notable People Volume 2: Dr Barnardo Frida Kahlo Howard Gayle | Extracts from -The Boy at The Back of the Class Little people; Bold women in Black History |

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| <p>Writing Links</p> | <p>Sentence Level Work</p> <ul style="list-style-type: none"> Write subordinating clauses using 'since', 'after/before' and 'even though' Describe settings, characters and atmosphere, with modifying adjectives, expanded noun phrases and prepositional phrases. Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. rich and varied vocabulary) Use a range of devices to build cohesion within and across paragraphs, including: fronted adverbial [e.g Later that day, I heard the bad news.], expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], organise paragraphs around a theme. Use verb tenses consistently and correctly throughout writing. | | | <p>Modelled diary Write</p> <p>Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary.</p> <p>Vary adverbials and use accurate punctuation, e.g. with care, instead of carefully,</p> <p>Use language and vocab choices with control to create impact,</p> <p>Maintain viewpoint of character.</p> <p>Vary position of subordinate clause.</p> | | <p>Write diary/recounts of a Saxon boy's journey/Battle of Hastings in 1066:</p> <p>An Anglo-Saxon child's journey from their village, across the sea to the great new land of Britannia.</p> <p>The Battle of Hastings in 1066</p> | |
| <p>Inquiry through History</p> | <p>Why did groups of people move throughout history? Britain's settlement by Anglo-Saxons:</p> <p>Britain at the end of Roman Rule</p> <p>L1: What changed after the Romans left?</p> <p>What different groups lived-in Britain at the end of Roman rule?</p> | <p>Why did groups of people move throughout history? Britain's settlement by Anglo-Saxons:</p> <p>The Anglo-Saxons come to Britain.</p> <p>L2: How and Why did the Angles, Saxons and Jutes came to Britain?</p> | <p>What can we learn about the past through historical discoveries? Anglo Saxon Kingdoms:</p> <p>L3: Why was early Anglo Saxon Britain made up of different kingdoms?</p> <p>Where did the Anglo Saxons choose to settle?</p> <p>Explore and describe how Britain changed after the Romans left by looking at historical evidence.</p> | <p>What can we learn about the past through historical discoveries? The Anglo-Saxons: How do we know about life in Anglo-Saxon England?</p> <p>L4: Anglo-Saxon grave goods</p> <p>Explore that archaeologists have used grave goods to make inferences about Anglo-Saxon Britain.</p> <p>Anglo-Saxon burial site -What was discovered at Sutton Hoo?</p> | <p>What can we learn about the past through historical discoveries? The Anglo-Saxons: How do we know about life in Anglo-Saxon England?</p> <p>L5: Explore some of the different roles' women had in Anglo-Saxon society and how historians know about these.</p> | <p>How have Lifestyles in Britain have changed significantly over the years?</p> <p>Anglo Saxon village life, jobs, houses and rules</p> <p>L6: Explore how archaeologists and historians have used Anglo-Saxon coins, law codes and religious buildings and artefacts to infer things about life in Anglo-Saxon life.</p> | <p>How have Lifestyles in Britain have changed significantly over the years?</p> <p>What different sources of evidence have historians used to uncover what life was like in Anglo-Saxon Britain?</p> <p>L7: How do we know about life in Anglo Saxon England?</p> <p>Compare the lifestyle changes over time.</p> |

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| Assessment opportunity | Explain why the Romans were able to defeat the Picts and Scots, even though they had two armies and the Romans only had one. | | Analyse historical artefacts and write about their importance. | | Anglo-Saxon themed cross curricular day. | | Share Saxon-Anglo Diary entries. |
| Interleaving subjects- Design and Technology | | | DT: Seasonal food and ingredients. Cooking and nutrition: celebrating culture and seasonality Apple/fruit dish/biscuit | Celebrating culture and seasonality Bread/biscuit making | Cooking and Nutrition Year 4: Seasonal food and ingredients Apples/fruit dish/biscuit. Brooch making, shield making, rune making. | Evaluation What went well, what would I change? | |
| Assessment opportunity | | | Research, Preparation skills in DT | | Practical DT skills, making, cooking, evaluating | | |
| Discrete Teaching: | <p>Maths: Year 4: Numbers to 10,000, 3,6,9 tables, perimeter Year 5: Money, Negative numbers Short multiplication/short division. Science: Year 4: Living things and their habitat Year 5: Earth & Space MFL: Review greetings. Numbers and colours Music: Fanfare for the Common Man- listen/examine PE: Rugby RE: People of God What is it like to follow God? Jigsaw: Celebrating differences. Speak out/stay safe/NSPCC Computing: Computing systems and networks-Who owns the web?</p> | <p>Maths: Year 4: Numbers to 10,000, 3,6,9 tables, perimeter Year 5: Money, Negative numbers Short multiplication/short division. Science: Year 4: Living things and their habitat Year 5: Earth & Space MFL: Review numbers and say. /write colours linked to fireworks. Music: Explore the features of Aaron Copland's <i>Fanfare for the common.</i> PE: Rugby RE: People of God What is it like to follow God? Jigsaw: Celebrating differences. Computing: Computing systems and networks Can I believe what I read?</p> | <p>Maths: Year 4: Numbers to 10,000, 3,6,9 tables, perimeter Year 5: Money, Negative numbers Short multiplication/short division. Science: Year 4: Living things and their habitat Year 5: Earth & Space MFL: Days of the week Music: Explore the features of Aaron Copland's <i>Fanfare for the common</i> PE: Rugby RE: People of God What is it like to follow God? Jigsaw: Celebrating differences. Computing: Creating media -Audio production</p> | <p>Maths: Year 4: Numbers to 10,000, 3,6,9 tables, perimeter Year 5: Money, Negative numbers Short multiplication/short division. Science: Year 4: Living things and their habitat Year 5: Earth & Space MFL: Months of the Year Music: Improvise fanfare melodies based around three notes and repeated rhythms. PE: Rugby RE: People of God What is it like to follow God? Jigsaw: Celebrating differences. Computing: Creating media -Audio production</p> | <p>Maths: Year 4: Numbers to 10,000, 3,6,9 tables, perimeter Year 5: Money, Negative numbers Short multiplication/short division. Science: Year 4: Living things and their habitat Year 5: Earth & Space MFL: Writing and reading dates in French Music: Compose a short fanfare piece for a special occasion using melody, rhythm, texture, and silence. PE: Rugby RE: People of God What is it like to follow God? Jigsaw: Celebrating differences Computing: Creating media -Audio production</p> | <p>Maths: Year 4: Numbers to 10,000, 3,6,9 tables, perimeter Year 5: Money, Negative numbers Short multiplication/short division. Science: Year 4: Living things and their habitat Year 5: Earth & Space MFL: Christmas celebrations Music: Fanfare for the Common Man (perform) PE: Rugby RE: People of God What is it like to follow God? Jigsaw: Celebrating differences Computing: Creating media -Audio production</p> | |

