

prospectus



Walls and Barricades Year 5

Essential Knowledge

By the end of this unit children will know...

- What life was like when Hadrian's Wall was built.
- The effects of the rise of The Berlin Wall.
- The impact of The Great Wall of China on the lives of the people, the economy and understand why it is known as one of the great wonders of the world.
- The messages presented through the building of both physical walls and understand the various types of social barriers that exist.
- The impact of the Apartheid regime on the life of South African people and Nelson Mandela's human rights campaign.

Launch

Visit and Experiences

Invite a drama organization in to present on the story of Helen or Troy or The Berlin Wall.

Visit a local castle to explore features of defense or attack

Explore

Press Release

Invite a local historian or someone with knowledge of the 1980's through The Cold War and the end of The Berlin Wall into school to talk about their memories.

Explore other forms of barricades (segregation, social boundaries etc.)

Energise

Social Art

What messages are presented through the building of a wall?

Engage in debated about the reasoning for building walls and barricades and will also share artwork inspire by walls.

Celebrate

Come and Share

Invite parents and carers into school for a celebration. This could be in the form of an art gallery, displaying art work and design technology projects with debates and drama groups also on show for parents to watch.

Core Subjects:

Links to theme

English

- Children to create a newspaper report on the fall of The Berlin Wall.
- Children to perform a drama piece of the story of Troy and the Trojan Horse.
- Children to take part in debates about the reasoning for building walls and barricades.
- Children to use role play to depict the feeling and emotions surrounding the Apartheid regime.
- Linked activities as suggested in 'Walls and Barricades' Literacy Quest.

Mathematics

Linked activities as suggested in 'Walls and Barricades' Maths Quest.

Science

Children to use their knowledge of how to conduct an investigation and forces to establish with scientific understanding, the best way to move large stones used to build great walls.

Walls and Barricades Year 5: Theme Content

Personal Development

Spiritual

- Children to explore the old tradition of leaving a note with a prayer or request placed in the wall.

Moral

- Children to use images to discuss and explore the feelings and emotions of separated friends and family during the time of the Berlin Wall.

Social

- Children to work in mixed ability groups to take part in debates on the five walls and agree on a ranking model.

Cultural

- Children to investigate the importance of the Western Wall for the Jews.

Foundation Subjects

History, Geography and Citizenship

History:

- Children to use a variety of sources to establish what life was like when Hadrian's Wall was built.
- Children to investigate the rise of The Berlin Wall. The children will show an understanding of how events escalate and how lives are affected by rapid change.
- Children to create fact files demonstrating their knowledge of significant walls in history.
- Children to create timelines to order the significant event in the life of Nelson Mandela.
- Children to investigate the defense and attack features of different types of castles.

Geography:

- Children to use OS maps and keys to locate and describe the features of Hadrian's Wall.
- Children to compare and contrast the information that can be obtained through the use of an atlas or Google Earth when investigating The Great Wall of China.

Art and Design and Design Technology

Art

- Children to explore the techniques of graffiti, including font style, colours and layers used to create a piece of graffiti artwork.

Design Technology

- Children to use the influence of layers within walls to design and make a layered piece of textile art.
- Children to design and make a Lego model of a castle and its defence system.

Music, Languages and Physical Education

Music

- Children to listen to and participate in the BBC music for schools workshop on The Heroes of Troy.

Computing

N/A

Walls and Barricades Year 5: Links to National Curriculum Framework

Core Subjects:

English

- Participate in discussion, listening and responding to what others say
- Ask appropriate questions to clarify or further understanding.
- To justify reasoning, adding information to clarify position.
- Debate, using relevant ideas details to support points.
- Summarise the main ideas drawn from a text.
- To prepare to perform.
- Write paragraphs that give the reader a sense of clarity.
- Use connectives effectively.
- Speak in a way that is clear and easy to understand.

Mathematics

Science

- Relate the simple physical properties of some rocks to their formation.

Foundation Subjects

History, Geography and Citizenship

History

- Use sources of evidence to deduce information about the past.
- Describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children.
- Understand that no single source of evidence gives the full answer to questions about the past.
- Seek out and analyse a wide range of evidence in order to justify claims about the past.
- Use original ways to present information and ideas.
- Understand the concept of change over time, representing this, along with evidence, on a time line.
- Understand the concepts of change in history and how change impacted on life.
- Use appropriate historical vocabulary to communicate.
- Use literacy skills to exceptional standard to communicate information about the past.

Geography

- Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, river, key topographical features and land-use patterns.
- Identify and describe how the physical features affect the human activity within a location.
- To describe and understand aspects of physical geography– the formation of sill.
- Use a range of geographical resources to give detailed descriptions and opinions of the characteristics and land use.
- To use Ordinance Survey symbols to communicate understanding of location.
- Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps).

Art and Design and Design Technology

Art and Design

- Develop and imaginatively extend ideas from starting points throughout the curriculum.
- Use a choice of techniques to add interesting effects.
- Collect information, sketches and resources and present in a sketch book.
- Use qualities of materials to enhance ideas.
- Combine colours and tones to enhance a mood of a piece.
- Choose a style of drawing suitable for the work.

Design Technology

- Join textiles with a combination of stitching techniques.
- Design, make, evaluate and improve work, inspired from the work of others and creating original pieces of work.
- Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles.

Music, Languages and Physical Education

Music

- Perform solos or as part of an ensemble.
- Sing or play from memory with confidence.

Walls and Barricades Year 5: Assessment Opportunities/Tasks within Theme

Core Subjects

English

- Children will create newspaper reports reporting on the fall of The Berlin Wall.
- Children to perform a drama piece of the story of Troy and the Trojan Horse.
- Children will take part in debates about the reasoning for building walls and barricades.
- Children will use role play to depict the feeling and emotions surrounding the Apartheid regime.
- Discrete Reading and Writing Assessments.

Mathematics

Discrete Mathematics Assessments

Science

Discrete Science Assessments

Foundation Subjects

History, Geography and Citizenship

History

- Children will create fact files about the significant walls in history.
- Children will demonstrate their understanding of how the events of The Berlin Wall escalated and how lives were affected.

Geography

- Children will demonstrate that they can use atlases and Ordnance Survey maps to locate and describe the features of Hadrian's Wall.
- Children will demonstrate their understanding of The Great Wall of China using different types of images from both atlases and Google Maps.
- Children will order the events of Nelson Mandela's life on a timeline.

Art and Design and Design Technology

Art and Design

- Children will demonstrate the techniques of graffiti, including font style, colours and layers used to create a piece of graffiti artwork.

Design Technology

- Children will use the influence of layers within walls to design and make a layered piece of textile art.
- Children will design and make a Lego model of a castle and its defence system.

Music, Languages and Physical Education

Music

- Children to tell the story of The Heroes of Troy through song.