





Unit Plan: Is there fairness and justice in the world? (8 weeks)

Rationale

- Pupils start the unit learning about migration. This is to develop their understanding of why people search for alternative living arrangements.
- Pupils then begin to look at different areas of the unit such as social injustice and barriers that some people may face through no fault of their own. The unit promotes tolerance and fairness.
- Within in this unit, children look at the Titanic Voyage and social classes defining the era.
- Also, within the unit pupils create DT products based on fashion during the early 1900s and focus on folk music from Ireland.

Core Texts		Key Figures		Enrichment	
 <p>The Island</p>		 <p>E J Smith</p>		<ul style="list-style-type: none"> • Titanic launch party 	
 <p>I was there on board the Titanic.</p>		 <p>Jesus</p>		<p style="text-align: center;">Written outcomes</p> <ul style="list-style-type: none"> • Non-chronological newspaper report on the sinking of the Titanic. • Non-chronological report on Irish folk music. • Letter to a charity to implement change 	
Science unit		RE unit	Oracy	Cross curricular Links	
n/a		<ul style="list-style-type: none"> • Can I make an impact on the world? • Why is Jesus important to Christians? 	<ul style="list-style-type: none"> • Discussing and reciting prayers • Interviewing surviving Titanic passengers • Creating role play characters on board the Titanic 	<ul style="list-style-type: none"> • Geography • History • Art 	<ul style="list-style-type: none"> • D and T • Music • PSHE • Computing • PSHE • Computing

Unit Sequence of Lessons: Is there fairness and justice in the world? (9 weeks)

Subject	Learning challenge	Outcome	Adaptive teaching	Flashbacks
1. WOW morning	Launch morning for Titanic	What is the Titanic? Titanic dress up day with canapes, drinks, tickets	n/a	n/a
2. Geography - afternoon	Can I understand the reasons for people boarding the Titanic?	Immigration, Economic reasons, Family reunification, Family reunification, Travel and leisure. Make 60 character in a passport/ ticket. Sheet: Person name, male/female/ class, reason for travelling. End: Why did people board the Titanic?	Work in a group with support. Get each child to tell who they are. Can they say why different people boarded the Titanic?	n/a
3. Geography	Can I explain the terms migration, immigration and emigration?	Reasons for migration, push and pull factors and how these have an impact on a person. Look at migration- specific examples from BBC Read 'The Island' Discussion over wealth and tolerance. Media portrayal of immigration- link to heritage. Vocabulary work Migration creating diversity. FLOOR BOOK Make links to current emigration crisis - Ukraine, Afghanistan and Syria. Rwanda idea.	n/a	What make Britain Great? NHS Monarchy Democracy Religious freedom

4. Geography / history	Can I understand why people wanted to migrate to America in the early 1900's?	Teach some of the main pull factors to America at the time: economic opps, religious freedom, education, cultural/ social factors Map with different characters and speech bubbles explaining why they are migrating to America.	Group outcome. Talk about the different reasons. Can they write a speech bubble each from a different person about why they are emigrating.	What are the physical features of the UK?
5. Geography	Can I identify the physical and human geography of America and compare to the UK?	DPS: Scaffolds. Whereas statements Climate: In America..... whereas in the UK Government: In America..... in contrast..... In America..... similarly the UK has..... Mountains, Grid comparing the UK/ USA highest mountain, longest river, largest lake, forest, waterfall, Population Size	Group DPS about America.	Recap - South America Can they name all the countries?
6. History	Can I understand chronology? Can I apply my knowledge of chronology? Timeline of events	Twitter- hall timeline Timeline in groups Create their own timelines having ordered key events. Differentiation - time, date and key event - work with LSA	Timeline supported by LSA - narrow down to key events.	Chronology Put in order all the units they have studied. Stone Age, Romans, Victorians, Vikings, Titanic, Dinosaurs, Golden Age of Islam
7. History	Can I compare and contrast the lives and treatment of different classes? Can I empathise with the passengers on the Titanic? Can I understand why different classes were treated differently?	Use chat GTP to interview surviving passengers of the Titanic e.g Molly Brown. 1 st , 2 nd , 3 rd class passengers.	Use chat GTP as group supported to interview Molly Brown	Name some of the people on board the Titanic
8. History	Can I analyse Titanic statistics and draw conclusions?	Look at stats Get them to investigate - use blooms questions Who was most likely to survive or die? Why? I am a 45 year old 3 rd class male - would I have survived?	Group outcome supported.	Mini Titanic quiz

9. Literacy/Computing	Typing up newspaper reports: Can I understand how to use a computer e.g. using shortcuts, saving files in folders and using a keyboard?	Polished piece/display	n/a	Key skills for using word/publisher
10. Art	Can I appraise the work of Titanic artists? Can I carry out preliminary tests of mediums and paper?	Sketch books- Look at how they use colour and the media used to create an effect. Have canvas as an option for using.	Supported	Name different media - charcoal, water colour, pastels, ect.
11. Art	Can I understand perspective? Can I use perspective to draw the Titanic? <i>Can I refine my work through my experiences?</i> Can I choose appropriate mediums to extend my work? Can I evaluate my work?	Sketch books/display Practice Real one to be published for the gallery. Why did you choose those materials? Why did you choose those colours? What is the overall effect of your art?	Supported	Name different art styles Match abstract, expressionism, impressionism, modern ect.
12. History/D & T	Can I research clothes from 1920? Can I compare clothes from different classes? Can I explore different fabrics and details? Can I use exploded drawings to design an outfit for a given client? Can I choose appropriate materials to enhance my design?	Sketch book mood board Women's dresses were often made of luxurious fabrics such as silk, satin, and lace, and they were embellished with intricate details like embroidery, beading, and lace appliques. You work for Charles Frederick Worth, Design a 1 st class dress for Miss Varia, Miss Daffern, Miss Downward, Mrs Daly and Ms Virk. Must haves: Can: Dislike: Competition out of each design.	Supported	Materials What are their properties.
13. Music	Can I appraise different styles of folk music? Can I compare instruments from folk (3rd class) and classical (1st class)? Can I perform a ceilidh?	Non-Chron report on Irish Folk Music	Group DPS	Match music words to definition

	Can I perform music on tuned and untuned instruments? Can I compose a piece of folk music with a focus on rhythm? Can I perform to an audience?			
14. PSHE/Computing	Can I compare my life with the lives of children around the world? Can I use filters to discern how children are treated around the world? (HUMANIUM website) Can I use the internet safely and responsibly?	Research	Supported in class	Match the child to the era of history, e.g. Victorian child-workhouse Stone Age- Stone age boy
15. RE/Computing	Can I understand how different religious charities try to reduce inequality in the world? (Islamic relief, Christian aid) Can I use PowerPoint to present research around charities?	PowerPoint	Group support	5 pillars of Islam
16. RE	Can I make an impact on the world?	Letter to a charity - English unit.		

Unit Sequence of Lessons: Why is Jesus important to Christians? How does a Christian follow Jesus? (1 week)

	Learning Challenge	Outcomes	Adaptive teaching	Flashbacks
1. RE	What really happened when Jesus was born?	Discussion of inaccuracies Comic strip of the Christmas story	Order comic strip already made with images and text to match	Match the celebration to the religion, i.e. easter-Christianity
2. RE	What can Christians learn about the miracles, parables and names of Jesus?	See SACRE document	Supported	n/a (LJ church coming in)
3. RE	Do I understand how a Christian should pray?	Discuss prayers and write their own	Group prayer in floor book	Holy book to religion. i.e. Qu'Arān to Islam
4. Throughout the unit	Can I be respectful and tolerant of others' faiths, cultures and beliefs?			