Sonar Curriculum

Y5 Beyond Britain.2 Learning Sequence

Synopsis: Children carry out an in-depth study of Benin civilisation AD900-1300, exploring different aspects of social history and making contrasts with British history. In English, they write their own narrative, interweaving character, setting and plot.

In **Science**, children learn about how humans change over time.
In **History**, children select and organise relevant information, explaining contrasting arguments.
In **Art**, children develop printing skills to create a representation of Benin society.
In **D&T**, children prepare and cook a variety of dishes, drawing on West African culture.
In **Computing**, children use a range of search engines and are discerning about the results.

Curriculum areas: English, Science, History, Art, D&T and Computing
Length of theme: 6 weeks

English

Write a narrative, interweaving character, setting and plot.

English Objectives

Comprehension
- Infer characters' feelings, thoughts and motives and justify using evidence
- Predict what might happen from details stated and implied
- Discuss books, building on others' ideas and begin to challenge others' opinions

Grammar & Punctuation
- Build cohesion within a paragraph
- Link ideas across paragraphs using adverbials of time, place and number or by varying tense
- Use expanded noun phrases for accuracy
- Use relative clauses with relative pronouns

Language & Vocabulary
- Develop characters, setting and atmosphere using language and vocabulary from reading books

English Learning Sequence

- Use narrative texts that interweaves character, setting and plot eg *Chike and the River*
- Predict what might happen from the title and front cover, then read the blurb – were their ideas correct? Stop at various points in the story to predict what might happen next and what a specific character is likely to say or do
- Children read excerpts from texts that exemplify character. How does the author 'paint' characters?
- Discuss character, setting and plot. What does the writer tell us and what can we infer from the text – justify answers with examples from the text
- Build on each other's ideas and challenge them if you hold a different point of view
- Magpie chosen words and phrases, focusing on ambitious language/meanings of new words

- Integrate dialogue to advance action and convey character

Text Structure & Features

- In fiction, consider how authors develop character and setting

Plan, Draft, Edit & Evaluate

- Use dictionaries to check the spelling and meaning of words
- Identify audience and purpose of writing
- Note and develop initial ideas drawing from reading
- Select appropriate grammar and punctuation and understand how these can change/enhance meaning
- Assess effectiveness of own and others' writing
- Propose changes to grammar, punctuation and vocabulary to enhance meaning/effectiveness

In addition to the above, teachers should apply general spelling rules and guidance, as listed in **English Appendix 1** and ensure concepts and skills outlined in **English Appendix 2** are also addressed.

- Character study of main characters, applying expanded noun phrases to describe appearance and character
- Move on to Show Not Tell – how can we convey character by how they move/talk? What kinds of things might they say? Act out using charades
- Rehearse relative clauses to add more information about preceding noun
- Rehearse and embed conventions of direct speech, encouraging children to use more effective synonyms of said and adding adverbials for precision eg *"Get me out of here now!" she shrieked, stamping her feet furiously and banging her fists on the wall.*
- Explain that children are going to write a missing scene from the chosen text. Mind map ideas and collect images as a stimulus
- Plan scene considering how to convey characters (including through dialogue)
- Edit and redraft to produce final piece

English

Write a non-chronological report about an aspect of Benin civilisation.

English Objectives

Comprehension

- Retrieve, record and present information from non-fiction books
- Summarise main ideas identifying key details
- Make comparisons within and across books, commenting on similarities and differences between texts

Grammar & Punctuation

- Indicate parenthesis using brackets, dashes and commas
- Use commas to clarify meaning and avoid ambiguity
- Link ideas across a paragraph using adverbials of time, place and number or by varying tense
- Build cohesion with a paragraph

English Learning Sequence

- Children explore covers, blurbs and titles of books about Benin – what do they notice? Annotate examples with ideas
- Examine features of information books and discuss how these can be used to locate information quickly and efficiently
- Compare the features of different information books – what are the similarities and differences?
- Unpick real examples of non-chronological reports, focusing on tone, structure, language and content
- Children create own checklist for writing a non-chronological report
- Use historical questions about Benin to decide which aspect to research for own report

Text Structure & Features

- Use a wide range of devices to build cohesion within and across paragraphs
- Use further organisation and presentational devices to structure texts

Plan, Draft, Edit & Evaluate

- Use dictionaries to check the spelling and meaning of word
- Identify audience and purpose of writing
- Note and develop initial ideas drawing from reading
- Select appropriate grammar and punctuation and understand how these can change/enhance meaning
- Assess effectiveness of own and others' writing
- Propose changes to grammar, punctuation and vocabulary to enhance meaning/effectiveness
- Choose the appropriate register (formal/informal)

In addition to the above, teachers should apply general spelling rules and guidance, as listed in **English Appendix 1** and ensure concepts and skills outlined in **English Appendix 2** are also addressed.

- Use books and other resources to research the information needed to write the report summarising the main ideas from each source
- Grammar sessions on parenthesis. Explore what is meant by parenthesis and the types of punctuation used to denote parenthesis
- Explore this with example sentences related to Benin
- Agree focus and plan content for non-chronological report and jot ideas/notes. Rehearse orally with peers
- Draft, edit and improve writing to produce final piece. Check for cohesion within and across paragraphs – how can this be achieved?

Science

Discuss and explore the process of birth, growing up and ageing in humans.

Science Objectives	Science Learning Sequence
Working Scientifically - Describe the changes as humans develop from birth to old age	- Linking to historical concept of chronology and timelines, identify different life stages: baby, teenager, adult. What do children already know about how we grow and develop through life? - Children discuss own families and perhaps create a family tree with guidance. Who is oldest? Youngest? Baby? Elderly? Teenager? - Order images of different life stages and annotate with key words and phrases eg toddler etc. and add approximate ages for each

	'Zoom in' on each key stage in turn, deciding the most appropriate type of scientific enquiry to find out information (see Resource Pack) - Decide how to present findings in an innovative and engaging way

History

Select and organise relevant information, explaining contrasting arguments.

History Objectives	History Learning Sequence
- Understand how knowledge of the past is constructed from a range of sources - Discern how/why contrasting arguments and interpretations of the past exist by weighing evidence and sifting arguments - Construct informed responses that involve thoughtful selection and organisation of relevant historical information - Explore trends, looking at continuity/change and similarity/difference/significance - Examine different aspects of history eg social, cultural, political and religious - Gain historical perspective by making connections between local, national and international history - Use and apply a range of historical vocabulary	- Scatter range of images, books, dates, key words relating to Benin around room – which part of history is this? Collate ideas and recap chronology / timeline - Using the clues, children generate historically-valid questions and suggest how we could find answers - Introduce children to key words relating to topic and ensure understanding of definitions - Decide on which aspect of Benin civilisation they want to research eg social, religious, arts and crafts - Use a wider range of sources to find answers to their questions, ensuring they select and organise key information - Consider how and why there are different representations of history - Draw comparisons with previously-taught eras, looking for similarities and differences - Draw comparisons with Britain at that time, looking for similarities and differences - Present findings in a lively, engaging way

Art

Develop printing skills to create a representation of Benin civilisation.

Art Objectives	Art Learning Sequence
- Capture artistic process in sketchbook - In print, make printing blocks eg from coiled spring on card to	Examine images of Benin art including wood/ivory carvings, weaving and brass casting

create repeated pattern
- Use a range of artistic vocabulary to communicate ideas, discuss and evaluate work/other art works
- Improve mastery of art and design techniques with a wide range of materials
- Communicate ideas and comment on artworks using artistic language

- Children comment on subject matter (animals, gods and people) - what do they notice? Critique and discuss using artistic language
- Collect examples and try to emulate images with pencils, capturing the process in sketchbooks
- Consider how they create own Benin art piece using printing
- Develop skill of making own printing blocks eg using string or card– how could this emulate the designs/images they see?
- Design and make own Benin art using printing, reflecting life at that time
- Research famous artists from other countries/periods who used printing eg Katsushika Hokusai from Edo period in Japan

D&T

Prepare and cook a variety of dishes, drawing on West African culture.

D&T Objectives	D&T Learning Sequence
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques	- Children discuss and research typical dishes from countries within Africa, drawing on their own experiences where relevant - Collect images and recipes based on this - Discuss the kinds of foods/ingredients used and the reasons for using these eg adding flavour/spice - Children design own dish using West African influence - Decide on list of ingredients and utensils required - Prepare dish using a range of skills eg cutting, slicing, dicing - Cook dish, paying close attention to health and safety in a kitchen - Sample dish and evaluate, considering improvements and taking on feedback

Computing

Use a range of search engines and are discerning about the results.

Computing Objectives	Computing Learning Sequence
- Use a wide range of search technologies effectively and appreciate how results are selected and ranked	

• Be discerning in evaluating the reliability of digital content Recognise the opportunities computer networks offer for communication and collaboration	• Provide different search engines and different digital content to retrieve – focus on importance of accuracy in spelling, syntax and search criteria to ensure accurate results • In groups, evaluate and explore why results could be different according to search engine and record • Start to consider how results are organised and ranked, including use of ads • Explain the school network and how this works • Create an explanation of how this links computers to resources in school and beyond • Provide webpages for children to explain in some detail how credible a webpage is and the information it contains