

Unit planner: Was the Highwayman a terrible person? Y5 3 weeks

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| <p>Lead Subjects: Literacy, History, Science</p> | <p>Starter: Year 5 have been raided by The Highwayman! Outcome: Performance and recording of their own poem.</p> | |
| <p><u>National curriculum subject</u></p> <p>Writing Pupils should be taught to: Plan writing by identifying the audience and purpose of the writing. Select the appropriate form and use similar writing as models. Plan writing by noting and developing initial ideas drawing on reading. Plan their writing of narratives by considering how authors have developed characters and setting in what the class have read, listened to or seen performed. Draft and write by selecting the appropriate grammar and vocabulary including that within English Appendix 2 Use organisational and presentational devices - sub-headings, columns, tables or bullet points. Evaluate and edit work using Purple Polishing Pens. Proof read for spelling and punctuation errors.</p> <p>History Pupils should be taught to: Provide an account of a historical event/time based on more than one source. Understand that the type of information that is available depends on the time period studied. Use, compare and evaluate a variety of sources of information. Present findings in a variety of ways.</p> <p>Science Pupils should be taught to: Describe the changes as humans develop into old age. Report and present findings in a variety of ways. Describe the life process of reproduction in some plants and animals. Work scientifically to the year 5 objectives.</p> <p>ICT Pupils should be taught to: Begin to use internet services to share and transfer data to a third party. Independently select and use appropriate software for a task. Independently select, use and combine a variety of software to design and create content for a given audience. Understand the need to only select age appropriate content. Use filters in search technologies effectively and appreciate how results are selected and ranked.</p> <p>Geography Pupils should be taught to: Know the location of capital cities of countries of the British Isles and UK. Know about the wider context of places- county, region, country. Know about the human and physical characteristics of the British Isles UK. Describe and understand key aspects of human geography, including: types of settlement and -land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Music Pupils should be taught to:</p> | <p>Objective: Who was The Highwayman?</p> <ul style="list-style-type: none"> • Read and perform the Poem The Highwayman. • Learn part of text by heart • Unpick the language features of the poem. • Write a diary entry from the perspective of Bess, waiting for the Highwayman. <ul style="list-style-type: none"> • Reciprocal reads on various parts of the Poem, unpicking the vocabulary. • Discursive piece on whether the Highwayman was truly a terrible person. • Music- from Dick Turpin panto • PHSE- Global communities and rights- compare laws and punishments from then and now | |
| | <p>Objective: What was life like in the 18th Century?</p> <ul style="list-style-type: none"> • Plan and make a stage coach using the descriptions within the poem to help them. <ul style="list-style-type: none"> • Complete research on life in the 18th Century. In Small groups research a specific area e.g. education, work life etc and present in various ways (children to choose). | |
| | <p>Objective: Can we write poetry like Alfred Noyes?</p> <ul style="list-style-type: none"> • Plan and write their own poem in the style of Alfred Noyes. <ul style="list-style-type: none"> • Perform own poem and record it. Watch it back and critique. | |
| | <p>Objective: Why and how do things change overtime?</p> <ul style="list-style-type: none"> • The highway man was set in the 18th Century in England: Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time - comparison of 18th C to now. | |
| | <p>Objective: Why do we age? (discrete Science unit- animals including humans: aging)</p> <ul style="list-style-type: none"> • Describe the changes as Humans develop into old age. • Use app to age their faces. <ul style="list-style-type: none"> • Look at how life expectancy has changed over time. • Create a family tree • Research the gestation periods of other animals and comparing them with humans: • Pattern seeking- gestational periods. Does the size of the animal affect the gestational period? | |
| | <p>Pupil lead learning:</p> <ul style="list-style-type: none"> • Reading and performing parts of The Highwayman focusing on tone, volume, intonation etc. | |
| | <p>Reflection:</p> <ul style="list-style-type: none"> • | |

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| Develop an increasing understanding of the history and context of music Listen with attention to detail and recall sounds with increasing aural memory | | | |
| Text types: | Literature: | ICT: | Assessment Opportunities: |
| Poetry Discursive Diary entry | <ul style="list-style-type: none"> The Highwayman | Internet Research iPads PowerPoint Seesaw | <ul style="list-style-type: none"> Performance of their own poem. |