

Hazelbury Learning Quest

The Future is Us



Year 5

How does money make the world go round?



Intent

During this theme children will have the opportunity to participate in either a social or global action project to make a meaningful impact on the school, community or wider world. They will explore trades between countries and how they rely on each other. They will develop an understanding of the world's natural resources e.g. oil and debate how and if these natural resources should be shared. Children will also explore the impact trade has on different countries and their habitats.

Implementation

In **geography**, the children will explore our ever-changing world and begin to investigate a wider range of countries and identify and describe how the physical features affect human activity within a location. They will explore how different countries are inter-related, and compare outside countries with the UK, gaining a deeper knowledge of people, resources, natural and human environments. They will collect and analyse statistics in order to draw conclusions about location and use geographical resources to give detailed descriptions and opinions of the characteristic of a location.

In **DT**, children will design and make a money box with the user in mind, motivated by the service a product will offer. They will design a product that has a clear purpose that will appeal to intended users. The pupils will cut materials using appropriate tools and show an understanding of the quality of different materials. They will gain an understanding of how to strengthen, stiffen and reinforce their product. They will get inspiration from the designer Tom Dixon.

During their music lessons, children will listen to a range of composers and musicians to develop an appreciation and understanding e.g. Dance of the Cygnets from Swan Lake by Pyotr Tchaikovsky and Hungarian Dance No 5 by Johannes Brahms.

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Impact

Children will know that money is a trading tool. They will know that countries have an interdependence on each other and how this has an impact on wealth of countries and their resources. They will know that good relationships between countries is crucial in order for all people to have access to the necessities for life. Some pupils will have a deeper understanding of equality, exploitation and stereotypes and how perspectives can always be challenged and changed.

Hazelbury Value - Respect

This value will be represented through stories and assemblies through the half term.

Citizenship Focus (PSHCE)

Mental Wellbeing – Children will begin to understand how metaphors are used to describe feelings. They will explore helpful and unhelpful coping mechanism for dealing with difficult experiences.

Relationship Education – Children will develop an understanding of what makes respectful relationships. They will explore the value of trust within a friendship and the meaning of 'boundaries' and what this means in a friendship and with others.

UNCRC Articles

Child labour (Article 32)

Governments must protect children from economic exploitation and work that is dangerous or might harm their health, development or education. Governments must set a minimum age for children to work and ensure that work conditions are safe and appropriate.

Individual Liberty

Children will learn that they are protected by the UNCRC rights which means they have the freedom to relax and play. They will discuss what steps are being taken in other countries about child labour.



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Engage, Enrich, Experience

Virtual Visit

The children will have the opportunity to speak with a bank manager about budgeting and finances.

Digital Learning

Information Technology - PowerPoint

Children will create a PowerPoint demonstrating the importance of budgeting and saving.

Writing across the curriculum

Instructional text: How to make a money box

Diary entry: First person recount of a fair-trade worker

Subjects covered: Geography, DT, Music and Science

National and School curriculum

Geography	DT	Music	Science (Recovery curriculum)
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	Design - Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups	Creative Listening - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Sound - Identify how sounds are made, associating some of them with something vibrating - Recognise that vibrations from sounds travel through a medium to the ear

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	<p>Make</p> <ul style="list-style-type: none"> - Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately - Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> - Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <p>Technical knowledge</p> <ul style="list-style-type: none"> - Apply their understanding of how to strengthen, stiffen and reinforce more complex structures 		<ul style="list-style-type: none"> - Find patterns between the pitch of a sound and features of the object that produced it - Find patterns between the volume of a sound and the strength of the vibrations that produced it - Recognise that sounds get fainter as the distance from the sound source increases
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