Pioneers - Spring 1 2023/24 - Crime Through Time
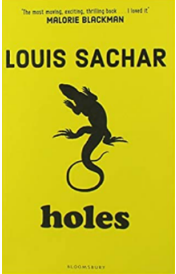
Key Text	Key Questions	Key Artistic Inspiration	Key Historical Inspiration
Holes - Louis Sachar LOUIS SACHAR holes	How and why has the British Justice System evolved and changed from the Anglo-Saxon period to now? Can I write a narrative inspired by the plot structure of Holes by Louis Sachar? Can I draw using shading to show light and shadow? Can I create a website? Can I identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution? Can I describe my appearance in French?	3d 'Holes' Drawings creating illusion and perspective using light & shadows drawing techniques 	Primary and secondary sources relating to crimes and their punishments throughout Anglo Saxon, Tudor and Victorian ages:

Hearts, Hands, Heads - Loving, Learning, Living		
Loving - Hearts	**Learning - Heads**	**Living - Hands**
To gain an appreciation and understanding of the British Justice system. To consider what is meant by justice - what has been the purpose of justice throughout different points in British history and how is this reflected within modern society? To understand their own views and opinions about justice - what is fairness? To what extent do they think a justice system should be a deterrent? Punishment? Restorative justice? To recognise unfairness - for example when exploring the storyline of Holes and it's themes of fate and destiny.	To know how the British justice system has formed and been influenced by historical punishments, deterrents and systems. To know how the themes of fate, justice and destiny are represented in the novel 'Holes'. To know how to create narratives with complex plot structures and timelines. To gain an understanding of electrical circuits.	Experience a variety of historical sources relating to crime and punishment throughout British history. Undertake scientific investigations to determine the effect of varying voltage, switches and components within electrical circuits.

Time to Shine opportunities
Demonstrate your knowledge of crime and punishments through time, showing your understanding of *how* and *why* they have changed throughout time and how our justice system today was developed (double-page spread).

Writing	Reading	Maths
Composition. Transcription *Write with purpose. Organise writing appropriately. Use sentences appropriately.*	**Understand texts**	**Fractions, decimals and percentages**
Links to prior knowledge: Previous narrative story writing techniques: interweaving plots, character and setting descriptions	**Links to prior knowledge:** PEE structures to justify inferences (from Treasure Island reading responses)	**Links to prior knowledge:** Fractions unit (Spring 1)
Threshold concepts: Identify the audience for writing. Choose the appropriate form of writing using the main features identified in reading. Note, develop and research ideas. Plan, draft, write, edit and improve. Interweave descriptions of characters, settings and atmosphere with dialogue. Ensure correct use of tenses throughout a piece of writing. Write sentences that include relative clauses beginning with who, which, where, when, whose, that. Use expanded noun phrases to convey complicated information concisely.	**Threshold concepts:** Identify and discuss themes and conventions in and across a wide range of writing. Make comparisons within and across books. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predict what might happen from details stated and implied. Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Identify how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Participate in discussion about books, taking turns and listening and responding to what others say.	**Threshold concepts:** Recognise the percent symbol (%) and that percent relates to 'number of parts per hundred', write percentages as a fraction with denominator 100, and as a decimal. Read and write decimal numbers as fractions. Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. Associate a fraction with division and calculate decimal fraction equivalents. Know percentage and decimal equivalents of, 1/2, 1/4, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25. Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. Solve problems involving the calculation of percentages and the use of percentages for comparison. Solve problems involving similar shapes where the scale factor is known or can be found. Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.
Contexts for learning: Writing from the perspectives of characters in Holes, for example writing letters home from Stanley. Writing our own narratives using the plot structures and complex timelines of Holes. Writing poetry inspired by Stanley Cook's 'The Wind is a Wolf'	**Contexts for learning:** Inference activities responding to Holes by Louis Sachar, including character analysis and making predictions. Discussions comparing themes of Holes to previous class novels: Treasure Island and A Christmas Carol. Activities to demonstrate understanding of complex and interweaving timelines. Drama and writing activities responding to the text.	**Contexts for learning:** Varied fluency and problem solving activities for: ratio & proportion, equivalent fractions, decimals & percentages
Key Vocabulary: Themes: redemption, justice, fate, destiny	**Key Vocabulary:** *Theme, convention, infer, point, evidence, explain, summarise, figurative, metaphorical, timeline, redemption, destiny*	**Key Vocabulary:** *percent, denominator, hundredth, thousandth, equivalence, divisor, decimal fraction, ratio, proportion, scale*

Art	History	Science
Master Techniques **Drawing**	**Investigate and interpret the past. Build an overview of world history. Understand chronology. Communicate historically.**	*Biology* *Understand evolution and inheritance*
Links to prior knowledge: Using shading to show light and shadow	**Links to prior knowledge:** Knowledge of chronology of UK history building upon explorers (e.g. James Cook Autumn 2)	**Links to prior knowledge:** Life cycles of animals (KS1)
Threshold Concepts: Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Use a choice of techniques to depict movement, perspective, shadows and reflection.	**Threshold concepts:** Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. Use sources of information to form testable hypotheses about the past. Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. Use dates and terms accurately in describing events. Use appropriate historical vocabulary to communicate. Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. Use original ways to present information and ideas	**Threshold concepts:** Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
Contexts for learning: 3D 'Holes' Drawings creating illusion and perspective using light & shadows drawing techniques	**Contexts for learning:** Exploration of historical sources that give information about crimes and their punishments in Anglo Saxon, Tudor and Victorian times. Evaluation and consideration about key reasons why punishments and deterrents have changed over time, considering the development of the modern British justice system	**Contexts for learning:** Studying life cycles, adaptations and classifications of marine animals
Key Vocabulary: shades, values, tones, tints, shadow, light, highlight,	**Key Vocabulary:** *Deter, deterrent, Anglo Saxon, Tudor, Victorian, wergild, compensation, justice, restorative justice, gaol, prison, hard labour, transportation*	**Key Vocabulary:** life cycle, mammal, amphibian, bird, classification, invertebrate, vertebrate, reptile, Carl Linnaeus. Change, offspring, vary, non identical, variation, adapt,

spherical, 2 dimensional, 3 dimensional		environment, inherit

Computing	RE	French
We are web developers	**Non-religious traditions** **U2.10 What matters most to Humanists and Christians?**	**All About Ourselves**
Links to prior knowledge:	**Links to prior knowledge:** How religious texts impact upon the lives of Christians and Jewish people (Autumn 1&2)	**Links to prior knowledge:** Children will apply previous knowledge of topic areas such as clothes and the body.
Threshold concepts: Understand computer networks including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration. Select, use and combine a variety of software (including Internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Be discerning in evaluating digital content. Software: Google Chrome, Google Sites	**Threshold concepts:** Explain how some teachings and beliefs are shared between religions. Explain how religious beliefs shape the lives of individuals and communities. Explain the practices and lifestyles involved in belonging to a faith community. Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. Explain some of the different ways that individuals show their beliefs.	**Threshold concepts:** To listen attentively to spoken language and show understanding by joining in and responding in the context of body parts. To recognise and use different vocabulary related to the topic of body parts. To speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of describing yourself. To use adjectives to describe features. To describe people, places, things and actions orally and in writing in the context of activities in the classroom or around school. To apply my knowledge of sentence structure and vocabulary to describe activities. To understand basic grammar appropriate to the language being studied in the context of describing what someone is wearing. To use the verb 'porter' to describe what someone is wearing. To understand basic grammar; key features and patterns of the language; how to apply these in the context of talking about feelings. To apply my knowledge of French adjectives to describe feelings. To understand basic grammar appropriate to the language being studied in the context of talking about ailments. To explain what is wrong when you're feeling unwell.
Contexts for learning: Making sense of the Internet and building a website	**Contexts for learning:** Comparing and contrasting how Humanists and Christians find their truth and choose ways to live their lives.	**Contexts for learning:** To describe their own appearance and are introduced to some key grammatical features of French, such as the position and agreement of adjectives. Children will develop their conversational skills, learning to talk about emotions and health.
Key Vocabulary: network, internet, software, device, analyse, content	**Key Vocabulary:** Humanism, Christian, faith, reason, scientific evidence, theist, atheist, agnostic, belief, value, viewpoint	**Key Vocabulary:** Vocabulary specific to French unit

PSHE		PE
Safe Relationships. Money and work.		**Develop practical skills in order to participate, compete and lead a healthy lifestyle** **Dance**
Links to prior knowledge: respectful relationships (LKS20) and friendships (Autumn 1)		**Links to prior knowledge:** Dance and gymnastics skills from LKS2
Threshold concepts: Physical contact and feeling safe: to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations. How to ask for, give and not give permission for physical contact. How it feels in a person's mind and body when they are uncomfortable. That it is never someone's fault if they have experienced unacceptable contact. How to respond to unwanted or unacceptable physical contact. That no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about whom to tell if they are concerned about unwanted physical contact Identifying job interests and aspirations; what influences career choices; workplace stereotypes: to identify jobs that they might like to do in the future. About the role ambition can play in achieving a future career how or why someone might choose a certain career about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values the importance of diversity and inclusion to promote people's career opportunities about stereotyping in the workplace, its impact and how to challenge it that there is a variety of routes into work e.g. college, apprenticeships, university, training		**Threshold concepts:** Compose creative and imaginative dance sequences. Perform expressively and hold a precise and strong body posture. Perform and create complex sequences. Express an idea in original and imaginative ways. Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.
Contexts for learning: Series of PSHE lessons using PSHE association resources		**Contexts for learning:** Compose dance and movement representing the story of the Anglo Saxons arriving in Britain.
Key Vocabulary: *physical touch, appropriate/inappropriate touch, acceptable/unacceptable, permission, comfort/uncomfortable, acceptable/unacceptable, job, aspiration, career, interest, ambition, goal, college, school, apprenticeship, training, university*		**Key Vocabulary:** Sequence, tempo, movement, unison, solo, motif, cannon