



MINI ADVENTURE CONTEXT PLAN: PIONEERS AUTUMN 2 - CHILDREN IN CONFLICT (2)

Key Texts	Key Inspiration	Key Sources
<p>The Boy at the Back of the Class, Onjali Rauf</p> 	<p>Sustainable Development Goals 10, 11, 16</p>   	<p>Refugee Charities / Support groups in the North East; Safe Places Christian Aid Resources; International Displacement Monitoring Centre; International Rescue Committee; UN Refugee Agency</p>   

Writing	
To write for a purpose; to use imaginative description, to organise writing appropriately, to use sentences appropriately	
Big questions:	What is the purpose of your first draft? What key targets can you work on to make your final piece even better? How can I effectively create characters, sets and plots? Do my paragraphs give a sense of clarity? Have I chosen effective grammar and punctuation? What techniques can we use to persuade someone?
Contexts for learning	Writing imaginatively from the point of view of someone who has had to move home Write persuasively on the subject of conflict and/or refugees
Key Vocabulary	Audience, purpose, draft, redraft, edit, modal verbs, active and passive voice comma, semi-colon, persuade

Reading	
To read accurately, to understand texts	
Big questions:	Can I Identify and discuss themes and conventions in and across a wide range of writing? Am I able to make comparisons within and across books? Can I draw inferences such as feelings, thoughts and motives from their actions, and justify them with evidence?
Contexts for learning	Through reading of class novel(s), infer and predict what might happen from details stated and implied; use and link knowledge gained from novels through other subjects
Key Vocabulary	<i>Conflict, civil war, refugee, economic situation, economic development, global north, global south</i>

History	
Build an overview of world history; understand chronology	
Big Questions:	Can I describe the social, ethnic, cultural or religious diversity of past society? Am I able to describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children? What have been the main changes in a period of history?
Contexts for learning	Research the movement of ancient civilisations; investigate historical enforced movement
Key Vocabulary	<i>Migration, chronology, timeline, civilisations, ancient, social, religious, political, technological, cultural</i>

Geography	
Investigate patterns; Investigate places; communicate geographically	
Big Questions:	Where have people I am related to, moved from and to? Can I plan to collect geographical data, and what can I deduce from the data I collect? How are locations around the world changing? Can I explain some of the reasons for change? How effectively can I describe geographical diversity across the world? How are countries and geographical regions interconnected and interdependent? How have humans settled around the world? How do inequalities in a country affect movement and displacement of people?
Contexts for learning:	Survey people close to me to discover geographical changes; find and plot stories about movement around the world, discovering stories and reasons for migration as well as how they have travelled; investigate past and present natural disasters and how they have affected people living in the vicinity; investigate how inequality and economic development affect the movement of people
Key Vocabulary	<i>Migration, migrants, refugees, displacement, diversity, ethnicity, crisis, immigration</i> Human geography, settlements,

Maths	
Fractions	
Big Questions:	Can I use fractions effectively? Do I understand the concept of part and whole, and ways of calculating it?
Contexts for learning	Fluency work on using fractions including addition, subtraction, multiplication and division; comparing and order fractions. Find equivalents and simplify fractions, using improper fractions and mixed numbers. Find fractions of amounts.
Key Vocabulary	Fraction, order, compare, simplify, equivalent, numerator, denominator, improper, mixed number, multiple, factor, sequence

RE	
Big Questions:	How do science and creation fit together? How do Christians live out their faith at Christmas? Can I explain how religious beliefs shape people and communities?
Contexts for learning	Exploring what messages are given at Christmas and how Christians might respond to them. Exploring the Jewish festival of Hanukkah Investigating the views of scientists who are Christians, and exploring their understanding of creation. Exploring religion as a factor of conflict.
Key Vocabulary	secular, religious message, meaning, purpose, truth Gospel – ‘good news’ narrative, Nativity Christian values, belief, concept, Incarnation

French	
Speak confidently; begin to read fluently	
Big Questions:	Can I recognise key vocabulary and phrases? Am I able to communicate my ideas effectively?
Contexts for learning	Use a dictionary or translation tool to find words that I need; begin to show confidence when speaking aloud and reading short texts; convey my meaning, even with some mistakes. Learn vocabulary linked to places around school; Develop language of celebrations (including Christmas) in French.
Key Vocabulary	Noël, Pâques, une célébration, mon anniversaire

Computing	
Connect, Communicate	
Big Questions:	Can I choose the most suitable applications and devices for the purposes of communication? Which features can I use to create high quality, professional or efficient communications? Do I understand how to connect safely with others?
Contexts for learning	Complete activities based on e-safety and how to keep yourself safe and protected online, as well as what to do when things go wrong. Communicate effectively through ICT including using blogs and sharing information with and between teachers and other students; working collaboratively on documents. Use applications to communicate information in different forms
Key Vocabulary	e-safety, personal information, appropriate, age-restrictions, animate, create, blogging, communication, collaboration, sharing, hyperlink

PSHE	
Understand others	
Big Questions:	What rights do I believe that children should have? Can I compare and give my opinion on laws and conditions imposed on those moving from country to country? What is democracy?
Contexts for learning	Create a bill of rights and compare with the UN Convention on the Rights of the Child. Investigate current stories of groups of refugees; research and debate laws and conditions placed on people moving from country to country. UK Parliament week – investigating how the UK parliament works, discussion and debate around current issues.
Key Vocabulary	<i>Politics, migrants, human rights, bill, laws, diversity, ethnicity, immigration, migration Parliament, democracy, bill, ballot, House of Lords, House of Commons, debate, discuss, issue.</i>

Music	
Perform	
Big Questions:	Am I able to perform confidently and understand that music is created to be performed?
Contexts for learning	Sing from memory, perform as part of an ensemble, sing harmonies confidently and accurately.
Key Vocabulary	Pitch, melody, harmony, tempo,
PE	
Gymnastics	
Big Questions:	Am I able to combine a range of movements into a gymnastic sequence? Am I able to develop practical skills in order to participate, compete and lead a healthy lifestyle?
Contexts for learning	Create gymnastic sequences, which are complex and well executed. Hold shapes, vary speed, direction and rotation.
Key Vocabulary	Travel, balance, rotate, vault,

