

Year 5: Windrush Journeys

1. Key Vocabulary

Climate Zones: Eight zones, demarcated by lines of latitude.
Environment: Natural surroundings in which you live.
Equator: An imaginary line around the middle of the Earth.
Hemisphere: One half of the earth.
Latitude: A place is its distance from the equator.
Longitude: A place is its distance to the west or east.
Island: Piece of land, completely surrounded by water.
Immigrant: A person who has come to live in a country.
Settler: People who go to live in a new country.
Post-War: Things that happened after a war e.g. after 1939-45.
Foreign: Comes from or relates to a country that is not your own.
Generation: Group of a similar age, with similar experiences.
Diversity: The fact that it contains many very different elements.
Empathy: The ability to share another person's feelings/emotions.

3. Art/ DT

Linked to Windrush journeys, children will create their own Caribbean inspired paintings (self-portrait and landscape) using the works of Caribbean artists, Brianna McCarthy and Errol Allen, who they will explore and research using iPads. These artists are inspired by the tropical climate and stunning surroundings.

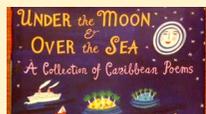


Children will use watercolour paints and fine liner pen to create their artwork. They will study how a sense of perspective is created through the application of paint in the foreground and the background of a landscape painting. They will use colour blocking and pattern to create textures in their self portrait pieces.

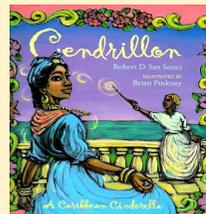
After half term, children will sew slippers using a pattern, imagining they are for new arrivals to the UK.

4. English

Children will learn the conventions of poetry by reading a variety of contemporary poems, spanning different cultures and time periods. After half term, we focus on Under the Moon and Over the Sea which is a collection of poems by John Agard. Children will create poetry of a similar style.



Children will explore traditional tales, specifically, Cendrillon, which is a Caribbean version of the popular children's story Cinderella. Using inspiration from geography, children will write their own version of a popular children's tale that is set in a Caribbean country.



We will study non-chronological reports and children will use their knowledge from the Windrush Journeys topic to write their own, factual report which details the important journey.

2. Curriculum Knowledge

- Design, write and debug programs that accomplish specific goals and create a website
- Examine different forces, whether forces are balanced / unbalanced and how this affects movement of an object
- Investigate the state of post-war Britain from the perspective of a Caribbean immigrant
- Compare the human and physical features of the Caribbean and the UK, using maps, atlases, globes and computer mapping
- Develop and design a pair of slippers to meet the needs of a new arrival from the Caribbean to the UK
- Study a variety of artists from the Caribbean and respond to their work with their own Caribbean inspired paintings (landscape and portrait)
- Explore a healthy lifestyle, including how we use and benefit from British values in our everyday lives.
- Examine the key teachings and beliefs of the Sikh faith, in particular, the 10 gurus and how to life a Sikh life.
- Delve in to the Windrush journey through traditional Caribbean tales, reports of the HMT Windrush and historical biographies.
- Focus in depth at texts at a word and sentence level to further develop understanding of grammar, structure, punctuation and language.
- Continue to work on place value, addition, subtraction, statistics and measurement in the context of word problems.
- Solve problems in context of real life scenarios to improve reasoning skills and aim for mathematics mastery.



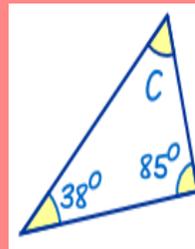
	Enterprise	Communication	Well-Being	Possibilities	Environment
Drivers:	Designing and making slippers	Caribbean Traditional Stories and Poetry	Understanding and empathising with the impact of the Windrush Generation	Programming, Coding Website Building	Caribbean Culture

5. Maths

Within the unit 'place value': Read, write, order and compare six digit numbers and rounding numbers to the given digit. Also, furthering understanding of negative numbers and roman numerals.

$$\frac{3}{4} = 4 \overline{)3.00} = 0.75$$

We continue to practise the four operations: addition, subtraction, multiplication and division. Children will use the formal method and solve word and multi-step problems using the context of the Windrush. With division, we move on to expressing remainders as a fraction.



In geometry, children will learn to calculate missing angles on a straight line, quadrilaterals and triangles and they will use a protractor to check.

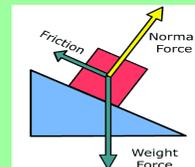
When learning fractions, we will add and subtract fractions, as well as comparing decimal, fraction and percentage equivalents. Lastly, we also cover measure, statistics and mental methods of calculation.

6. Science

Children will begin by focusing on the key scientist Sir Isaac Newton and his important discovery of gravity. They will understand why and how gravity occurs and study how weight of an object would be different on different places, whilst its mass stays the same.



We will plan and conduct several investigations to learn more about the effects of balanced and unbalanced forces on the movement of objects. We will consider how to make our experiments fair and analyse the results. After half term, we focus in more depth on mechanisms and how levers, pulleys and gears allow a smaller force to have a greater effect.



7. History/ Geography

In this unit, children will understand that there were black people in Britain before 1948 (when Empire Windrush arrived) by finding out about significant figures of African-Caribbean heritage in Britain's history and discuss their experiences and contributions.



We will find out about and empathise with what drove people to emigrate from the Caribbean to the UK, finding out about the journey on the Empire Windrush. We will discuss the journey and how people felt on-board and then, how they were treated on their arrival to the UK.



In geography, children will develop an understanding of a map of the World, whilst gaining an awareness and understanding of the position of the Caribbean and the United Kingdom within a world-wide context. They will be able to identify countries and seas within the Caribbean and the United Kingdom.



After this, children will focus on Jamaica as a Caribbean country and find out about the key human and physical features of Jamaica and of the United Kingdom. Then, they will draw a comparison between Jamaica and the United Kingdom.

