

**Topic Overview: SMSC/PSHE/British Values: Tolerance**

In this unit of study children will explore the concept of Tolerance. They will consider the importance of **embracing diversity and showing an appreciation for diversity**. They will specifically explore Darwin's theory of evolution and work to understand the suggested science behind inheritance. They will discuss and debate: "nature or nurture?" Through the debate, children will develop their ability to listen to and respect others as well as critically challenge

Lead subjects: English, Science

English	science	Geography	Non-lead subjects:
<p>Text drivers: Ghost Boys, On the Origin of Species</p> <p>Children will create the opening and ending of a non-linear time sequence narrative. They will explore the unconventional narrative structures used by some authors and the complex ways that they tell stories. They will select and use high quality vocabulary appropriate for a young adult audience and draw upon models that they have explored in their reading. Features they should include are: figurative language and expanded noun phrases to create detailed descriptions, dialogue to help move the plot, which also use speech punctuation accurately; a range of carefully selected sentence structures: relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun, using commas to clarify meaning or avoid ambiguity in writing, using hyphens to avoid ambiguity, using brackets, dashes or commas to indicate parenthesis, using semicolons, colons or dashes to mark boundaries between independent clauses and use a range of devices to build cohesion between sentences. Children to write a hybrid text, integrating an autobiographical/recount element with more informative writing. They identify the audience and purpose, selecting the appropriate form and using other similar writing as models for their own. They evaluate the conventions found in hybrid texts to organise, present or structure a text such as headings, bullet points, underlining etc. and make choices about when to use them by having an understanding of their purpose. They recognise vocabulary and structures that are appropriate for informal/formal writing. They use semi-colons to mark boundaries between independent clauses and use a range of devices to build cohesion across a paragraph.</p> <p>In reading, chn should continue to be read a variety of texts. The focus strands for this term is 'inference' including inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>Evolution and inheritance</p> <p>Children will learn to</p> <ul style="list-style-type: none"> 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 	<p>Place Knowledge</p> <p>Children will learn to</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the UK, and a region in a European Country. 	<p>Computing:</p> <p>Children will learn to</p> <ul style="list-style-type: none"> Understand the concept of 'Fake News', looking at the difference between fact and advertising Understand how Social media can change images Understand the concept of Photo shopping particularly relating to body image <p>PHSE</p> <p>Children will learn 'the importance of respecting self and others' (one of our key school values).</p> <p>DT:</p> <p>Children will learn how to Combine different fabric shapes. Their creative end piece will be a sock monkey.</p>

Others subjects taught in this unit of study: P.E (multi sports/Sports day/Dance) MFL (Le sport), music (keyboard skills)

