

# The Impact and Advancement of the Human Race



## As language specialists, we will...

Immerse ourselves in the classic story of Oliver Twist to begin to imagine life in the 1800's as orphan born in a workhouse. Machines and the advancement of technology will also be a focus of our reading and writing as we study extracts from Flesh and Machines: How Robots Will Change Us by Rodney Brooks and be inspired by the animation of 'Wing It' set in the late 1800s where an entrepreneur is working on a flying machine. Steve Parker's Evolution: The Whole Story will aid our learning and discussion into this topic area and the satire of C.S Lewis' Evolutionary Hymn will enable us to begin forming opinions of our own. Charles Darwin's research journals will also be reference points throughout our learning.

## As geographers we will

Learn where the industrial revolution started and the regions it covered as well as investigating the impact of geography on the economy across the UK and worldwide. Locate varying habitats of different species across the world, reading maps and atlases to aid us with our learning

## As historians we will

explore and learn about the Industrial Revolution with a local focus on the Framework Knitters stories. We will discuss and debate the response of the Luddites and their destructive reactions, also linking this with other key historical revolts and movements in fighting for change and considering if violent protests acceptable and always the best way of provoking action.

## As scientists we will

Study the life and work of Charles Darwin and the theory of evolution. We will support our learning of life millions of years ago by looking at and studying fossils. In our learning we will look at experiments that have questioned and tried to prove how animals have adapted and changed over time and the idea of natural selection

## The Big Idea...

'Are we the result of four billion years of evolutionary success?' In this challenging yet highly philosophical and thought-provoking topic, we will be learning about theories behind the beginning of life on earth. We will question how we have come to live our lives the way we do today through studying the work of Charles Darwin and learning about key technological developments such as The Industrial Revolution.

## As mathematicians we will

be understanding ratio and proportion, learning skills before applying this to reasoning and problem solving questions. We'll also refresh our geometry knowledge as well as learning new content – illustrating and naming circle parts, coordinates and further work on angles. Our work on statistics will require us to construct pie charts and calculate averages. As always, our arithmetic work will continue alongside this.

## Across the curriculum

### As musicians

we will explore how the advancements of technology have impacted and developed the world of music today

### As expressive artists

we will study artists from the futurism era and explore digital artists to create original pieces of our own using mixed media

### As computer specialists

the Jacquard Loom, (punch cards for programming) will be a focus of our learning and we will use this to inspire some computer programming of our own with Mr Rabbitts

### As philosophers

tolerance and respect will be our theme of learning and discussion as we use our knowledge of the world around us to develop our moral decision making

### As fitness experts

our invasion skills will be tested and developed as we work with the Excel coach for our P.E sessions

## Knowledge of the World

Can technology take over from roles played by humans?  
What will an ever-developing technological future look like?

## Citizenship

'Let us never consider ourselves finished nurses...we must be learning all of our lives.'  
Florence Nightingale. Will the selfless, heroic acts of humans ever be overpowered by technology?

## Ambitious thinking

Nature or nurture...  
How do we form our personalities and characteristics?  
How much do we inherit and how much do we learn off others?