

World of Languages and Languages of the World		KS2 Unit 5: A Linguistic Journey Around the World	
Unit Objectives: <ul style="list-style-type: none">1. To understand that languages are linked by investigating the language tree2. To have insight into non-European languages3. To understand and identify some key roots of words			
Before. To begin this unit, the children should have already learnt: Languages are linked and we can spot similarities and differences in vocabulary and structure. Our society and our classroom are not mono-lingual Languages develop over time		Next. The learning in this unit will prepare the children to learn these things in the future: We can use our knowledge of how languages are created to make our own. (Unit 6)	
Key Enquiry Question: How are languages linked? Where does English fit in to the language tree?		The Big Idea: Languages are linked by vocabulary, structure, geography and culture. They are part of what makes us human.	
To achieve KS2 Unit 5 aims, pupils will need to be secure in the following knowledge:			
Substantive. By the end of this unit, children will know: <ul style="list-style-type: none">• What a language tree is• Which languages are Germanic• Which languages are Romance• That English is a Germanic language• That Indic languages are in the same family tree as English – Proto-Indo-European		Vocabulary to be learnt: <ul style="list-style-type: none">• Proto language• Germanic• Romance• Indic• Idiom• Idiomatic phrase	
Procedural. By the end of this unit, children will be able to do: <ul style="list-style-type: none">• Recognise how languages are categorised• Spot links between languages within a language family• Appreciate that other languages in other continents are linked to English• Appreciate that language connects us as humans		Resources including books: <ul style="list-style-type: none">• 6 x Lessons for Unit 5• Powerpoints• Teacher crib sheets• Student worksheets	
Possible Misconceptions: Languages spoken in other continents are not connected to the English English is a Romance Language Languages do not change over time		Curriculum. Horizontal, Vertical and Diagonal links: English - Increase pupils' store of words in general; simultaneously, they should also make links between known and new vocabulary and discuss the shades of meaning in similar words. Science - Describe the changes as humans develop to old age. How does your use of language change over time? When is a good time to learn a new language? Science - Identify that humans and some other animals have skeletons and muscles for support, protection and movement. How does language separate us from animals and offer us support, protection and movement? History – Look at a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. Opportunities to look at other scripts. Geography - Consider language map of UK today compared to different periods of history (Manx, Welsh, Cornish, Irish etc.). Consider maps of dialectal features.	
Assessment Opportunities: End-of-unit summative assessment. Formative assessments through starter and plenary retrieval exercises.			

