

Y5 – Spr 1 - Are roles within our community equally distributed?



Impact

By the end of this unit children will...

Children will develop a further understanding of the history of Britain. They will chronologically explore how the invasion of the Scots and Anglo-Saxons formed the early kingdoms of Britain and how their settlement names are still used today. Through the formation of the seven kingdoms Children will begin to form an understanding of the lifestyle, community, and roles within that community and how these were distributed. They will explore how words from this time period helped to form the English language and develop the legend of Beowulf and the traditional Anglo-Saxon riddles. Children will also spend time interpreting art to understand the traditions and history of this time period along with the obvious social divide leading them to question whether society has changed.

Intent

It is our vision that our children will become advocates for social justice, fighters for sustainability, seekers of equality and leaders seeking to become “builders of a new humanity” (Pope Francis).

Through the delivery of this unit of work children will develop an understanding that all people have the right to have an equal role within society without being judged by others.

Building the Kingdom

Big Question:

Are roles in our community equally distributed?

Further questions to explore:

How did Britain respond to attack? How were the kingdoms of Britain formed? Does birth define your place in society? Do gender roles exist in modern society? How does art portray society?

Catholic Social Teaching

Dignity of the human person- All society is based on the dignity of the life of the human person. Life is precious, and we believe that society should work to enhance the life and dignity of every human being. “When we deal with each other, we should do so with the sense of awe that arises in the presence of something holy and sacred. For that is what human beings are: we are created in the image of God” (**Gn 1:27**). (United States Conference of Catholic

Bishops, *Economic Justice for All*

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Core Subjects

Religious Education

Christmas

Pupils will hear about the story of Christmas from St. Matthew's Gospel. They will explore the difficulties faced by Mary and Joseph and the tensions that arose in King Herod.

Parables and Saying of Jesus

Pupils will gain a greater knowledge and understanding of the Parables of Jesus. They will explore the concept of the Kingdom of God from the teachings of Jesus and ways in which Christians respond to this teaching today through their belonging to the Church.

English

Recount Diary Entry:

- Selecting appropriate grammar and vocabulary, understanding how such choices can gain and enhance meaning when writing from different time period.
- Using relative clauses beginning with who, which, where, when, whose, that or with an implied (I.e. omitted) relative pronoun to enhance details for the reader.
- Devices to build cohesion within a paragraph (for example, then, after that, this, firstly). Linking ideas across paragraphs using adverbials of time, place and number or tense choices to develop chronological recount.

Discussion: (Do gender roles exist in modern society?)

Children to formulate a discussion in response to the question.

- Summarise main ideas and identify key points.
- Distinguish between statements of fact and opinion.
- Develop initial ideas drawing on reading and research when necessary.

Linked text: Invasion

- Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

Maths

Multiplication and Division

- Multiply and divide numbers mentally drawing upon known facts
- Multiplying numbers up to 4 digits by a one- or two-digit number using a formal written method.
- Divide numbers up to 4 digits by a one-digit number using a formal written method (short division method)
- solve problems using multiplication and division

Multiplication and Division

- Equivalent fractions
- Fractions greater than 1
- Convert between improper and proper fractions

Science

Inspiration from Nature

- Learn about biomimicry and discover products that were inspired by nature
- Reflect on how learning from nature can help us find solutions to sustainability challenges
- Observe and describe how plants and animals are adapted to their environment
- Encourage pupil' curiosity
- Explore the link between waste and how products are designed and made (e.g. life cycle of a mobile phone)
- Explore how we can mimic nature in the way we make, use and dispose of items
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Foundation Subjects

History and Geography

History: The invasion of the Anglo-Saxons, Scots and Picts, including the Roman withdrawal from Britain.

- Order significant events, movements and dates on a timeline.
- Identify and compare changes within and across different periods.
- Choose reliable sources of information to find out about the past.
- Describe similarities and differences between some people, events and artefacts studied.
- Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.
- Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)

Art and Design and Design Technology

Art: Children to design Anglo-Saxon brooches

- Shape, form, model and join with confidence.
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.
- Select and use materials to achieve a specific outcome.

Design Technology: Children to design and make their own invention inspired by nature

- Use research and develop design criteria to inform the design of functional products that are fit for purpose, aimed at particular individuals or groups
- Generate, develop, model and communicate their ideas through annotated sketches

Computing

Video Editing:

Pupils will learn how to create short videos by working in groups. As they progress through this unit, they will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video.

Pupils will be guided with step-by-step support to take their idea from conception to completion.

At the conclusion of the unit, pupils will have the opportunity to reflect on and assess their progress in creating a video.

MFL - Spanish

Clothing – La Ropa

At the end of this unit pupils will:

- Recognise and recall from memory 21 items of clothing.
- Explore the regular ‘ar’ whole verb present tense conjugation of the verb LLEVAR to describe what you and possibly somebody else is wearing.
- Revisit the use of the possessive adjective ‘my’ in Spanish and describe clothes in terms of colour.

Physical Education

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different way.

Yoga:

- Develop flexibility, strength, technique, control and balance
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Football:

- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending

PHSE

Ten:Ten - Module One: Created and Loved by God explores the individual. Rooted in the teaching that we are made in the image and likeness of God, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships:

- Me, my body, my health
- Emotional well-being
- Life cycles

In school we will cover the statutory elements of these topics. There is content available to parents on the Ten:Ten parent portal to enable you to continue conversations and cover non-statutory content with your children if you wish to do so. Children will be encouraged to discuss all elements of PSHE with their parents/guardians.