



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*)

Are all roles in society distributed equally? Y5: Knowledge and Skills

Core Subjects

English

Recount diary entry:

Children to write from the point of view of Magnus with historical accuracy.

- 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 [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] 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: Anglo-Saxon Boy

- 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

Science

Living things and habitats- Recording observations over time in living things.

Pupils should be taught to:

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life process of reproduction in some plants and animals.

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: Form. Children to design Anglo-Saxon brooches.

Pupils will be taught to:

- 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 [for example, pencil, charcoal, paint, clay]
- Select and use materials to achieve a specific outcome.

Music

Cornets and Baritones (once per week).

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- listen with attention to detail and recall sounds with increasing aural memory
- identify families of instruments & ensemble combinations

Computing

Pupils should be taught to:

- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- change the position of things between screen layers

Are all roles in society distributed equally? Y5: Knowledge and Skills

Core Subjects

Maths

Number and Place Value

- read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
- round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000

Addition and Subtraction

- add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

RE

Creation

Pupils will:

- know that there are two stories of Creation in the Book of Genesis.
- understand what being made in the image and likeness of God means
- the responsibility to use our God given talents.
- Know some reasons for praising God the creator of the world.

Miracles and Sacrament of the Sick

Pupils will:

- know a number of miracles that Jesus performed
- identify how his actions brought change to people's lives.
- know about some places of pilgrimage and prayer for the sick.
- understand that the Sacrament of the Sick is an important celebration for those who are ill.

Foundation Subjects

P.E.

Gymnastics

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.

- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Athletics

- use running, jumping, throwing and catching in isolation and in combination

develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

Peacemakers

Inner Peace Unit:

- Can you be too nice?
- What gives us inner peace?
- How can we help others create their inner peace?
- Why is it good to be us?

Children will celebrate World Peace Day and One Million People Praying the Rosary.