



## Impact

### By the end of this unit children will...

Children will have a prior understanding of how the Anglo-Saxons and Scots' invasion impacted Britain. They will now begin to explore how the newly owned land was separated and used in each of the kingdoms. As they explore settlement and land use they will begin to see trends between economy and job opportunities in different areas of society and question whether where we live determines how we live and our future success. By exploring the past and the changes of Britain, children will have the opportunity to question the suitability of current settlements and how villages, towns and cities adapt to the needs of society. They will also have the chance to explore any inequalities they see within their own community and decide how they intend to make a difference to ensure the welfare of all.

## 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 a responsibility within a community and how this can lead to communities flourishing.

## Building the Kingdom

### Big Question:

How do communities adapt to circumstance?

### Further questions to explore:

How has the United Kingdom changed over time?

Does where we live determine how we live?

Do modern day settlements suit the needs of everyone?

How can we show care within our community?

## Catholic Social Teaching

### Rights and responsibilities-

"Seek the welfare of the city, for in its welfare you will find your welfare." (Jeremiah 29:4-7)

Each one of us has the right to life and with this we are responsible for ensuring the right of human dignity is being met in others. A healthy community will flourish where the human rights of all are protected.

# How do communities adapt to circumstance? Y5: Knowledge and Skills

## Core Subjects

### English

#### Play script:

Children will create tension and suspense through dialogue, using a linked text (Cogston House) to support their learning.

- Understanding how to use dialogue to convey character and advance the action including using stage directions to make characters realistic.
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear- analysing quality of performances against criterion.

#### Letter to Persuade:

Through their human geography study children will have identified areas for improvement within their community. They will therefore send a letter to a member of Parliament to address their concerns and suggest change for the future.

- Identify the audience for and purpose of the writing, selecting the appropriate form
- Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- Recognise vocabulary and structures that are appropriate for formal speech and writing including subjunctive forms.

#### Linked Text: Cogston House

- maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes

### Science

#### Materials

Pupils will be taught to:

- compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- demonstrate that dissolving, mixing and changes of state are reversible changes

## Foundation Subjects

### History and Geography

#### Geography

##### Human geography

- Types of settlement, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.
- Use a range of maps, images, globes and digital mapping
- Draw maps, sketches and plans with accurate symbols, keys and scale
- Ask geographical questions about places and environments to carry out investigations and can explain opinions from a range of view points
- Locate countries and describe features

### Art and Design and Design Technology

#### D&T – Design. Anglo-Saxon shield

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit to purpose, aimed at particular individuals or groups
- Generate, develop, model and communicate their ideas through discussions, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- Select from and use a wider range of materials and components
- Apply understanding of how to strengthen, stiffen and reinforce more complex structures.

### Music

#### Cornets and Baritones (once per week)

- 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 understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration
- Select appropriate applications to devise, construct and manipulate data.

# How do communities adapt to circumstance? Y5: Knowledge and Skills

## Core Subjects

## Foundation Subjects

### Maths

#### Statistics:

- solve comparison, sum and difference problems using information presented in a line graph
- complete, read and interpret information in tables, including timetables.

#### Multiplication and division:

- identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
- know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers
- establish whether a number up to 100 is prime and recall prime numbers up to 19
- multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
- multiply and divide numbers mentally drawing upon known facts
- divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- multiply and divide whole numbers and those involving decimals by 10, 100 and 100

#### Perimeter and area:

- calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) and estimate the area of irregular shapes

### RE

#### Parables:

- Know some important Parables and Sayings of Jesus. They will understand the Kingdom of God was part of the language Jesus used to explain his preaching about welcoming and accepting God's presence through him. Be able to think of some ways in which the Church lives out this teaching of Jesus.

#### Advent:

- Know and understand that Christians prepare to remember the first Coming of Christ and prepare for his Second Coming during Advent. They will know and discuss the messages of those who have proclaimed the coming of Christ.

#### Christmas:

- Know the main features of the Christmas Story and understand some of the difficulties faced by the different characters in the story.

### P.E.

#### Dance

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

- perform dances using a range of movement patterns
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

#### Netball

They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

### Peacemakers

#### Peaceful Relationships

- What is friendship?
- What is conflict? What does conflict look like?
- What does conflict look like in school?
- How can peer mediation be used in school?

Children will celebrate Remembrance Day and Friends Week during this half term.