



Impact

By the end of this unit children will...

As they further their chronological understanding of the history of Britain children will explore the Viking invasions and the events leading up to the battle of Hastings 1066. They will consider the influence of leaders during this time period and explore how events of the past impact on society today. Through their research they will begin to formulate a discussion on division and conflict and whether separating people by their differences will help resolve conflict or further reinforce dispute. As they investigate the famous battle of Hasting they will have the opportunity to consider leadership and how leaders are selected. This will support their further learning into leaders of today and the qualities it takes to become a leader, preparing them to become leaders of their future and to be the change they wish to see in the world.

Intent

The true meaning of peace reflects on the importance of the partnership of peace and justice where to *live simply* demands that everyone strives for the right relationship with one another.

Through the delivery of this unit of work children will explore how conflict has shaped society and how division only leads to further conflict. They will begin to question how leadership can shape their community and how responsibility should be shared by all to create unity and peace.

Building the Kingdom

Big Question:

Is influence a necessity for leadership?

Further questions to explore:

Do actions of the past affect society today?

Are leaders responsible for the actions of others?

Does division settle dispute?

What does it take to become a leader?

Catholic Social Teaching

Peace and Reconciliation

“Peace is not merely the absence of war; nor can it be reduced solely to the maintenance of a balance of power between enemies; nor is it brought about by dictatorship. Instead, it is rightly and appropriately called an enterprise of justice.”

Gaudium et Spes, Vatican II

Peace can only come about when we learn to treat each other as brothers and sisters and recognise our shared vocation as children of God.

Is influence a necessity for leadership? Y5: Knowledge and Skills

Core Subjects

English

Setting/Character description:

Children to use research and class reading to create vivid imagery in a character description.

- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Biography: (History link)

Children to write a chronological biography about an influential person from this time period (William the Conqueror/ Alfred the Great).

- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary.

Linked Text: Who Let the Gods Out?

- 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

Forces: Children will learn about different forces and how they affect objects.

Pupils should be taught to:

- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect

Foundation Subjects

History and Geography

History: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.

- Viking raids and invasion, with consideration of Danegeld
- resistance by Alfred the Great and Athelstan, first king of England
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066
- Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.
- Use dates and terms accurately.

Art and Design and Design Technology

DT – Cooking and nutrition (Viking bread)

Pupils should be taught:

- to prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
- Know how food is processed into ingredients that can be eaten or used in cooking.

Art- (Viking long boat collage)

- Create, select and use textured paper for an image
- Mix and match colours to create atmosphere and effect

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

Computing

Pupils should be taught to:

- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Is influence a necessity for leadership? Y5: Knowledge and Skills

Core Subjects

Maths

Multiplication and Division

- Multiple and divide numbers mentally drawing upon known facts
- Multiply numbers up to 4 digits by a one or two-digit number using a formal written method (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 addition, subtraction, multiplication and division

RE

Christmas

Pupils will:

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

Marriage & Holy Orders

Pupils will know:

- That Marriage and Holy Orders are Sacraments of Commitment.
- The promises made in Marriage and key tasks of the Archbishop, Priests and deacons.
- The meaning of the Body of Christ as a term for roles and responsibilities in the Church.

Foundation Subjects

P.E.

Outdoor Adventurous Activities (OAA)

Pupils should be taught to:

- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Invasion Games

Pupils should be taught to:

- 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].
- apply basic principles suitable for attacking and defending.
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Peacemakers

Peaceful Choices:

- What are our rights and responsibilities?
- What is the difference between something we 'want' and something we 'need'?
- What do we need?
- Are we responsible for getting what we need?
- What makes a right more important than others?

Children will celebrate Multi-faith Week, explore Peer Pressure and E-Safety during this half term.