

# How do communities adapt to circumstance?



## 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

**Option for the Poor and Vulnerable-**  
"The spirit of the Lord is on me, for he has anointed me to bring the good news to the afflicted. He has sent me... to let the oppressed go free." Luke 4:18  
The option for the poor reminds us of God's preferential love for the poor and most vulnerable people. God's love is universal and it is through our actions that we can show love to others, especially those who need it the most.

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

## Core Subjects

### English

During this topic pupils will read 'The boy at the back of the class' by Onjali Q. Rauf.

- Maintain positive attitudes to reading.
- Draw inferences and justify inferences with evidence.

**Personal recount:** Pupils will write a diary entry from the view point of a settler.

- Selecting appropriate grammar and vocabulary, understanding how such choices can gain and enhance meaning when writing from different time period.
- Devices to build cohesion within a paragraph. Linking ideas across paragraphs using adverbials of time, place and number or tense choices to develop chronological recount.

**Formal letter:** Pupils will write a persuasive letter to a prominent figure in the community.

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

**SPaG Focus:**

- Adding extra detail to sentences and including the appropriate punctuation to indicate parenthesis.

**Spelling Focus:**

- Use further prefixes and suffixes (-cious, -tious; -cial, -tial; -ant, -ance, -ancy; -ent, -ence, -ency).
- Use the suffix -fer where the r is doubled.

### Science

**All living things and their habitats:**

Describe the life process of reproduction in some plants and animals.

**Working scientifically:**

Observing and classifying lifecycles of animals and plants.

Observe and measure plant growth over time.

Children will be working with 'Roots to Fruits' to grow and harvest crops.

## Foundation Subjects

### History and Geography

**Geography**

**Human and physical Geography**

Understand key aspects of human geography: types of settlement, land use and economic activity.

**Geographical skills and fieldwork**

Use a range of maps, images, globes and digital mapping to locate countries and describe countries.

**Locational knowledge**

Understand land use patterns and how they have changed over time.

### Art and Design and Design Technology

**Cooking and nutrition:**

Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.

Know that season may affect the food available.

Know how food is processed into ingredients that can be eaten or used in cooking.

Research, design, make and evaluate a traditional Anglo-Saxon meal.

Skills: Peeling, chopping, slicing, grating, mixing, spreading, kneading, baking.

### 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

**Vector drawing**

- Information Technology

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

## Core Subjects

### Maths

#### 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 and establish whether a number up to 100 is prime and recall prime numbers up to 19.
- Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.
- To be able to identify square and cube numbers.

#### Fractions:

- To find fractions equivalent to unit and non-unit fractions.
- Convert improper fractions to mixed numbers.
- Convert mixed numbers to improper fractions.
- Compare and order fractions less than one and greater than one.
- Add and subtract fractions with the same and different denominators.
- Add and subtract mixed numbers.

### RE

#### Baptism:

- Explore the role of John the Baptist in the Baptism of Jesus.
- Describe, sequence and explain many of the signs, symbols and actions in the Sacrament of Baptism.

#### 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.

## Foundation Subjects

### 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.