



## 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 Hastings, 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

### Rights and Responsibilities

The Catholic tradition teaches that human dignity can be protected and a healthy community can be achieved only if human rights are protected and responsibilities are met. Therefore, every person has a fundamental right to life and a right to those things required for human decency. Corresponding to these rights are duties and responsibilities—to one another, to our families, and to the larger society.

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

## Core Subjects

### English

**During this topic pupils will read 'Be The Change: Poems to help you save the world' by Roger Stevens, Matt Goodfellow and Liz Brownlee.**

#### Reading:

- Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

**Poetry:** Pupils will write a poem based on 'Be The Change: Poems to help you save the world'

- Selecting appropriate grammar and vocabulary, understanding how such choices can gain and enhance meaning.

**Non-chronological report:** Pupils will research and present information about leadership.

- Summarise main ideas and identify key points.
- Use further organisational and presentational devices.

#### SPaG Focus:

- Punctuate bullet points consistently; use semi colons to mark boundaries between independent clauses.

#### Spelling Focus:

- Use further prefixes and suffixes (-able, -ably; -ibly, -bly).
- Use hypens.

### Science

#### Animals including humans

**During this unit, pupils will:**

- Describe the changes as humans develop to old age.
- Draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.
- Work scientifically by researching the gestation periods of other animals and comparing them with humans.

## 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

#### Art and Design

Pupils will design and create a Collagraph print using natural materials. This will become the background of their portrait of a leader, inspired by the portrait artist Kehinde Wiley.

**Skills:**

- Design and create a Collagraph print using a range of materials.
- Continue to gain experience in combining prints to produce an end piece.
- Work in a sustained and independent way to create an accurate, detailed drawing. Developing key elements of their work (line, tone, pattern, texture).

### Music

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

Pupils will 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

#### Flat-file databases:

This unit looks at how a flat-file database can be used to organise data in records. Learners will use tools within a database to order and answer questions about data. They will create graphs and charts from their data to help solve problems. They will also use a real-life database to answer a question, and present their work to others.

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

## Core Subjects

### Maths

#### Decimals and Percentages- during this unit, pupils will be taught to:

- Represent thousandths on a place value chart, as fractions and as decimals.
- Order and compare decimals.
- Round decimals to 1 decimal place and the nearest whole number.
- Understand percentages.
- Compare percentages to fractions and decimals.
- Find equivalent fractions, decimals and percentages.

#### Perimeter and Area- during this unit, pupils will be taught to:

- Find the perimeter of rectangles, rectilinear shapes and polygons.
- Find the area of rectangles and compound shapes.
- Estimate area.

#### Statistics- during this unit, pupils will be taught to:

- Draw, read and interpret line graphs.
- Read and interpret tables, including two-way tables.
- Read and interpret timetables.

### RE

#### Lent- during this unit, pupils will be taught to:

- Know that Lent is a Season of Change for Christians to become more like Christ.
- Understand some things that damage human relationships and the consequences of giving in to temptations that are wrong.
- Recognise that the Sacrament of Reconciliation is the Church's celebration of God's forgiveness of sin.

#### Holy Week- during this unit, pupils will be taught to:

- Know many of the events of the last week of Jesus' life.
- Understand the reasons why some people wanted to kill Jesus.
- Know the story of the Passover and recognise key links between this story, the Last Supper, and the celebration of Mass

## Foundation Subjects

### P.E.

#### Tennis

Pupils will be taught to:

- Introduce Volley shots and Overhead shots.
- Apply new shots into game situations.
- Play with others to score and defend points in competitive games.

#### 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.

### Peacemakers

#### Peaceful Actions and Behaviour:

Through these lessons the children will:

- Understand the causes of conflict and how we respond to it.
- Find ways to resolve conflicts.
- Recognising the impact of our behaviour on others.
- Develop strategies for being able to repair harm when it has been caused.