

# Y5 – Sum 1 – Does division settle dispute?



## 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 vikings, romans and other 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:

Does division settle dispute?

### Further questions to explore:

Do actions of the past affect society today?  
Are leaders responsible for the actions of others?  
What does it take to become a leader?

## Catholic Social Teaching

### The dignity of workers

**Focus: Vocations Week**

**Exploring our understanding of work.  
How does work build us up? The many  
side of working together to build up  
community Recognising and helping  
others to find their gift and share it  
Enabling each other to aim high.**

# Does division

## Core Subjects

### Religious Education

#### Easter

Pupils will know:

That the Easter Vigil is the Church Celebration of the Resurrection of Christ.

They will know the structure of the Vigil and will understand the meaning attached to some of the symbols used during the Vigil.

They Will be able to discuss the importance of Christian belief in eternal life.

#### Pentecost

Pupil will know:

The transformation of the Apostles of Jesus through the gift of the Holy Spirit.

They will know that the Holy Spirit is included in the Church's belief in the Holy Trinity.

### Maths

#### Property of Shape:

Use the properties of rectangles to deduce related facts and find missing lengths and angles.

Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.

Identify: angles at a point and one whole turn (total 360 degrees), angles at a point on a straight line and  $\frac{1}{2}$  turn (total 180 degrees).

#### Position:

Describe positions in the first quadrant.  
Write and use pairs of coordinates.

### English

#### Take One Book - Stories from other cultures and traditions

*Text to refer to - A world full of animal stories by Angela McAllister*

Create a non-chronological report following research about a different country.  
Write a recount or a letter to a friend - *A day in the life ...*

#### Non-Fiction- Explanation

*Link to BTK - What does it take to become a Leader?*

*Texts to refer to Leaders - Little People, Big Dreams series*

*Our Leaders by Percy Leed*

Research successful leaders, discuss findings.  
Decide on what it takes to become a leader in different settings.  
Write an explanation of findings/opinion on the big question.

#### Poetry - Take one poet

Research poet of choice.  
Respond through discussion and learn by heart to perform.

#### Grammar, Punctuation and spelling focus

commas, cohesion, prefixes, suffixes.

### 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

Identifying the effects of air resistance, water resistance and friction, that act between moving surfaces.

Recognize that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect

# Does division

## Foundation Subjects

### History and Geography

#### History: Vikings vs Anglo-Saxons

Children will find out about the seven Anglo-Saxon kingdoms and find out what life was like for everyday Anglo-Saxons in the period directly before the Viking invasions.

Children will recap the seven Anglo-Saxons kingdoms and the constant struggle for power between them. They will then find out about the first Viking invasions, establishing who the Vikings were and where they came from. They will look at the events surrounding the attack on Lindisfarne in 793

Children will explore the events surrounding the death of King Edmund in 1016 and how this led to the Battle of Hastings and the Norman Conquest. Children will consider how Britain might be different today if the Battle of Hastings had

### Art and Design and Design Technology

#### Marbulous Structures

Children will have opportunities to develop their understanding of more complex free standing structures and how they can be strengthened and reinforced. Children will gain knowledge and understanding about how to join and shape materials. Children will then apply these skills, using an iterative design process, to create their marble runs. Finally, children will test and evaluate their marble runs against design criteria.

### Computing

#### Vector Graphics

In this unit, children start to create vector drawings. They learn how to use different drawing tools to help them create images. Children recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object. Children layer their objects and begin grouping and duplicating them to support the creation of more complex pieces of work.

### Music

#### Looping and Remixing

During this unit, children will:

- group. Perform a looped body percussion rhythm; keeping in time with their
- aspects of music work together. Use loops to create a whole piece of music, ensuring that the different
- backbeat. Play the first section of 'Somewhere Over the Rainbow' with accuracy. Choose a suitable fragment of music and be able to play it along to the
- Perform a piece with some structure and two different loops.

### Physical Education

**Striking and Fielding skills:** Children will learn a range of skills to equip them for playing a competitive rounders game. Children will learn correct techniques for different types of throws and catches, practise batting and bowling techniques and learn all about the roles and responsibilities of different fielding positions. In addition to this, they will learn how to think strategically and choose and apply a range of tactics to help them perform their best.

**Outdoor Athletics:** children will have the opportunity to develop their existing running, jumping and throwing skills. They will be running for speed and endurance as well as learning the technique for the standing vertical jump. They will also learn the technique for throwing the discus (the fling throw) and practise other types of throwing techniques, including the one-handed pull throw (javelin) and the one-handed push throw (shot-put).

### RSE

#### Created to Live in Community

Created to Live in Community explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good.