



Title: The Value of Conflict?

Year: Year 5 Term 5

Subject Focus: History
R.E Art: (Architecture)

Rationale:

We will looking at two important conflicts in British and World history. We will be studying the Crusades and investigating why they happened and the benefits and drawbacks to these multiple battles. In connection with this conflict we will be studying Islam to gain a better understanding of religious similarities and differences.

The second conflict we will be investigating will be the English Civil War. We will be comparing these two conflicts and looking at key figures in the Civil War (Cromwell and King Charles I) to understand the reasoning behind the conflict. We will be debating whether the event should have happened and what could have been the result if they did not occur.

Start Date: 23.04.19

End Date: 24.05.19

Opportunities for Home Learning:

- Research different British Conflicts and compare them (Modern and old)
- Model of the weapons used in the conflicts
- Stories about the conflicts

How will we deepen learning:

Discussing and evaluating the actions of people in the past.

Hold a debate about whether the Crusades and the English Civil War should have happened.

How would the world be different if these conflicts had not happened?

Outcome:

Understanding the reasoning behind different conflicts.

Provide personal reasons for beliefs

Persuasive Letter

Debate

Diary Entries

Artwork based on Famous places influenced by crusades: Seville cathedral /Hiralda in Seville.

Jerusalem Temple

Islamic print making

Hook:

Crusades: Horrible History Crusade clip:
<https://www.teachertube.com/video/bob-hale-crusades-report-448092>

English Civil War: Civil War Song
<https://www.youtube.com/watch?v=bBUOb5ukako>

Sharing Success:

- Debating with peer Y5 class
- PowerPoint of diary entry (Panthers)



How will we embed our school values?

Aspire: To understand different religions and cultures
Positive: working in partners and teams
Resilience: Inquiry based lessons with discussion and not given the answers
Success: Celebrating success with peers/in assembly

Milestones Covered in this Topic:

Lead Subject:
History

- Use sources of evidence to deduce information about the past.
- **Select suitable sources of evidence, giving reasons for choices.**
 - **Seek out and analyse a wide range of evidence in order to justify claims about the past.**
 - Understand that no single source of evidence gives the full answer to questions about the past.
 - Refine lines of enquiry as appropriate.
 - Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.
 - Compare some of the times studied with those of the other areas of interest around the world.
 - Describe the social, ethnic, cultural or religious diversity of past society.
 - **Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.**
 - Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural)..
 - Use dates and terms accurately in describing events.
 - **Use appropriate historical vocabulary to communicate, including:**
 - dates
 - time period
 - era
 - chronology
 - continuity
 - change
 - century
 - decade
 - legacy.
 - Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.
 - **Use original ways to present information and ideas.**
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English	<p>Identify the audience for writing. Choose the appropriate form of writing using the main features identified in reading.</p> <p>To use imaginative description</p> <p>Use the techniques that authors use to create characters, settings and plots</p> <p>Create vivid images by using alliteration, similes, metaphors and personification.</p> <p>To organise writing appropriately</p> <p>Guide the reader by using a range of organisational devices, including a range of connectives.</p> <p>Choose effective grammar and punctuation.</p> <p>Ensure the correct use of tenses throughout a piece of writing.</p> <p>To use paragraphs</p> <p>Write paragraphs that give the reader a sense of clarity. Write paragraphs that make sense if read alone.</p> <p>Write cohesively at length</p> <p>To use sentences appropriately</p>
R.E	<ul style="list-style-type: none">• Explain how some teachings and beliefs are shared between religions.• Explain how religious beliefs shape the lives of individuals and communities.• Explain the practices and lifestyles involved in belonging to a faith community.• Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.• Show an understanding of the role of a spiritual leader• Explain some of the different ways that individuals show their beliefs.• Explain why different religious communities or individuals may have a different view of what is right and wrong.• Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules).
Science	<ul style="list-style-type: none">- describe how living things are classified into broad groups according to common observable characteristics