

Britain at War

Summer Year B

Wolf Rock Class (Y5/6)

Sequence of Lessons

History

Intent: In History, children will examine the causes of the First and Second World Wars, nations involved, weaponry and warfare. Children will conduct a history study based on the local area and use primary and secondary sources of evidence.

Hooks from old learning:

Year 1/2: Monarchs/Rulers

Year 3/4: Invasion—Romans, Anglo Saxons.

Sticky Knowledge:

Give reasons which led to both World Wars starting; Name the key leaders of the countries involved in war; How the war began; Significant events; Key dates; Britain during WW2; Which countries formed the two main groups (Allied and AXIS); The Blitz; The Battle of Britain; Hiroshima (nuclear bomb); The power of propaganda.

Lesson	Sequence of Learning
1	<p>WALT: understand what war is and describe the causes and consequences of a significant event in history.</p> <p>Introduce topic for term - Britain at war. Discuss what war is and provide definition.</p> <p>Introduce subject specific vocabulary - children to then match the word to definition. Discuss further, addressing any misconceptions and recording children's questions that they might have.</p> <p>Then, provide children with different British wars over history. Children to research significant details, particularly the date, and cause/ consequences of each war.</p> <p>Feed back in small groups, identifying timeline and cause and consequences of the wars over time.</p>
2	<p>WALT: describe the cause of the First World War and present my understanding in a clear and concise way.</p> <p>Recap on the dates and duration of the First World War from the memorable experience. Introduce the enquiry question, 'What were the causes of the First World War?' and show the Causes of the First World War presentation.</p> <p>Ask children to note down the information they feel is significant in helping them answer the enquiry question and invite them to compare their ideas. Challenge the children to use their notes and additional research to complete the Causes of the First World War recording sheet. At the end of the session, ask questions to prompt the children's thinking and help them to draw conclusions, for example, 'How significant were the actions of Gavrilo Princip? Do you think that the First World War could have been avoided if the assassination of Archduke Franz Ferdinand had not happened?'</p>
3	<p>WALT: use historical sources to think critically and present a perspective on why so many men volunteered to fight in the First World War.</p> <p>'Why did so many men volunteer to fight in the First World War?' Discuss the children's initial thoughts, then share ppt. Talk about each reason and encourage the children to use the correct vocabulary, such as propaganda and patriotism, as they discuss how each reason could persuade men to sign up.</p> <p>Watch Why did British people volunteer for the Great War? on YouTube and listen to the first-hand accounts of men who enlisted. As they watch, ask the children to note down any reasons for signing up to war that they hear. Ask the children to share the reasons they recorded and group them under one of the headings from the presentation: patriotism, propaganda, peer pressure, shame or adventure.</p> <p>Present question again and model writing an answer using historical sources as evidence.</p>
4	<p>WALT: use historical sources to describe what life was like in the First World War.</p> <p>Discuss start of the First World War and share new information – recap prior knowledge about who signed up to fight and the reasons for doing so. Discuss and answer questions about the start of the First World War before exploring what life was like in the trenches using historical sources.</p> <p>Explore range of sources (video, imperial war museum and photographs).</p> <p>Encourage the children to share their answers at the end of the session and discuss how the evidence helped them build up a picture of life in the trenches.</p>
5	<p>WALT: Articulate and present a clear, chronological narrative of the First World War.</p> <p>Ask the children to work in pairs to create a timeline using the First World War timeline sorting cards. Encourage them to read the cards on their timelines, and where there are blank spaces, invite the children to complete them, using the information given, such as a date, to direct their online research. When complete and checked, ask children to take a photograph of their timeline, then print and stick it in their project books for reference. At the end of the session, randomly pick questions from the First World War timeline question sheet and answer sheet and read them out to the class. Encourage the children to use their knowledge and timelines to answer the questions.</p>
6	<p>WALT: describe the consequences of the end of the First World War.</p> <p>Play children the End of the war podcast audio and invite the children to discuss the information. Ask the children to use different coloured highlighters to highlight the causes and short and long-term consequences of the end of the First World War on the End of the war podcast audio transcript.</p> <p>When complete, ask the children to use this information to write a historical account of the end of the First World War. At the end of the session, invite the children to consider whether they think the popular phrase 'The war to end all wars' was an accurate description of the First World War.</p>

1	<p>Introduce topic question: What do we know about World War 2?</p> <p>WALT: Ascertain existing knowledge and address misconceptions</p> <p>Is World War Two Ancient history, current affairs or modern history?</p> <p>Define the terms for pupils then put them on 3 pieces of paper on the walls and ask pupils to walk to the one they think it is.</p> <p>Recap what 'history' actually is: anything that has happened in the past, no matter how recent or distant. Discuss how WW2 is pretty recent history, and could definitely be argued as also being modern. Refer to class timeline of all history. Put WW2 in context of the other periods of history studied during their time at school. Use incidental maths to ask pupils to calculate things like how long ago it began and finished, how long it lasted and compare this to the periods of history studied previously.</p>
2	<p>WALT: establish why Britain went to war in 1939.</p> <p>Describe key events in WW2 and what life was like on the Home Front.</p> <p>Explain differing viewpoints of historical events or people and offer reasons for these different versions of events.</p> <p>Memorise dates of key events</p> <p>Suggest and investigate hypotheses about the past e.g. use of artefacts, ways of life and reasons for events</p>
3	<p>WALT: establish why Britain went to war in 1939.</p> <p>Explain that today, we are going to be thinking about how people (especially children) felt at the outbreak of war.</p> <p>Listen to chamberlain announcement.avi pausing to summarise and discuss meaning.</p> <p>Discuss the tone and formality of the announcement – formal tone, contractions, lots of pauses, sounds serious/sombre etc.</p> <p>Discuss how Neville Chamberlain would have felt making this announcement shortly after WWI when they hoped war was ended.</p>
4	<p>WALT: understand which countries were involved in WW2.</p> <p>Sort the primary and secondary evidence from WW2 and identify why some sources are considered more reliable than others.</p> <p>Ask: Why was the war called a 'World War' Discuss. Explain that, as such, it is important we know the countries involved and their leaders. Make sure that the children realise there were many other countries involved in the war as well as Germany and England.</p>
5	<p>WALT: understand how Britain was able to stand firm against the German threat.</p> <p>Suggest and investigate hypotheses about the past e.g. use of artefacts, ways of life and reasons for events</p> <p>Frame questions carefully to access specific and accurate information</p> <p>Ask pupils how they think the war was fought between the axis and allied forces (may need to address some misconceptions). i.e. Trenches were used in WWII but they weren't a static front line like in WWI and weren't used in Britain itself but by British soldiers abroad.</p>
6	<p>WALT: understand why it was necessary for children to be evacuated and what evacuation was really like.</p> <p>Discuss how WW2 is a very special history topic because there are people alive today who lived then.</p> <p>Explain that this means we have lots of PRIMARY evidence (directly from people who were there) as well as SECONDARY INFORMATION (reported information from people who were not) but that we have to be careful because of BIAS. Discuss what bias means.</p> <p>Allow time for pupils to share stories of relatives who were alive in WW2 and what they know of their experiences.</p> <p>*Link to homework*</p>

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Sequence of Lessons

Science

Intent: In Science, children learn about the way that light behaves, travelling in straight lines from a source or reflector, into the eye. They explore how we see light and colours, and phenomena associated with light, including shadows, reflections and refraction.

Hooks from old learning:

Yr. 3 - Light - Recognise that they need light in order to see things and that dark is the absence of light.

Yr. 3 - Light - Notice that light is reflected from surfaces.

Yr. 3 - Light - Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.

Yr. 3 - Light - Recognise that shadows are formed when the light from a light source is blocked by an opaque object.

Yr. 3 - Light - Find patterns in the way that the size of shadows change.

Yr. 5 - Earth and Space - describe the movement of the Earth, and other planets, relative to the Sun in the solar system

Skills and Knowledge Components Focus, Year 5/6

Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes; Recognise that light appears to travel in straight lines; Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye; Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Lesson	Sequence of Learning
1	WALT: recognise that light appears to travel in straight lines. Revise light learning from previous years. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Ask: Does light only travel in straight lines? Investigate how light travels using morse code investigation. Share ppt and discuss the key concepts. Set up three demonstrations that show light travelling as a straight line using the practical resources listed, the Light demonstrations teacher information and the Morse code poster . Make the demonstrations interactive and invite discussion and debate. Provide children with a Light demonstrations recording sheet and encourage them to record their observations after each demonstration. Gather the children together and discuss their observations using the Light demonstrations answer sheet , focusing on how the investigations prove light travels in straight lines.
2	WALT: Explain that, due to how light travels, we can see things because they give out or reflect light into the eye. Recap how light travels, then discuss ppt and introduce the children to how light enters the eye and how this relates to how we 'see'. Provide the Light and sight recording sheet and ask the children to complete the first diagram using the information they have learned. Encourage the children to share any prior knowledge of the eye and structures within the eye that support sight. Provide children with computers or tablets to access How does the human eye work? from BBC Bitesize and How the Eyes Work from the National Eye Institute. Ask them to explore the diagrams and labels and encourage them to complete their recording sheet using the information provided. Discuss their answers using the Light and sight answer sheet . At the end of the session, ask the children to discuss the vocabulary and the concepts about sight that they have learned and encourage them to describe how they can see objects around the classroom. Expert visitor – optomologist.
3	WALT: Explain that, due to how light travels, we can see things because they give out or reflect light into the eye. Revisit learning about how the eye collects light in order for us to see. Discuss ppt and focus on explaining the diagrams so the children can interpret and understand them. Encourage the children to make notes on whiteboards; then they will create a leaflet/ poster showing their learning. Display the Visible light question sheet on the whiteboard and ask the children to answer the questions in their science books. Encourage the children to use the Visible light answer sheet to mark their work
4	WALT: use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. Ask the children to recall their knowledge of shadows, the difference between transparent, translucent and opaque materials, and how shadows are created. Provide groups of children with the practical resources and ask them to investigate the following questions about shadows: What shape is a shadow? How can you change a shadow's size? How can you change a shadow's length? When do shadows have hard, sharp edges and when do they have soft, diffuse edges? How can you change a shadow's direction? Ask the children to record their findings in their science books, encouraging them to draw diagrams and look for relationships and patterns in their results. After recording, discuss their observations and encourage them to check their diagrams and explanations using the Investigating shadows presentation . Address any misconceptions and encourage the children to correct their work if necessary.
5	WALT: Describe, using diagrams, how light behaves when reflected off a mirror (plane, convex or concave) and when passing through a lens (concave or convex). Discuss ppt and revisit learning about light being reflected, absorbed or scattered and to help the children understand the way light is reflected from plane, concave and convex mirrors. Discuss the content and explore the real-life uses of different mirrors that are mentioned. Provide children with the practical resources and the Investigating reflections instructions . Encourage the children to carry out the activities, record their observations and answer the questions provided. At the end of the session, encourage the children to share their observations and link them to their understanding of plane, concave and convex mirrors.

6	<p>WALT: I can understand how mirrors reflect light, and how they can help us see objects.</p> <p>Discuss how the forces governing light movement enabled soldiers to avoid enemy bullets in World War 1 in the trenches. Ask children to suggest how this was possible. Can the children identify the tool which helped them? (Periscope) Tell children that they will be making their own periscopes next session and will need to use their knowledge so far to make successful ones. (Angles of incidence and reflection).</p>
7	<p>WALT: I can understand how mirrors reflect light, and how they can help us see objects.</p> <p>Discuss how a periscope works, what it is and why they MIGHT be needed, especially in a time of war. Challenge: can the pupils make their own periscope using just two mirrors and two people, so that (from under the table) they can see the German spy (Lego man) on the table. Take photos to stick in books. Write up the investigation, drawing diagrams to show what they have done and found out.</p>
8	<p>WALT: I can recognise that light appears to travel in straight lines by investigating refraction.</p> <p>Refraction Investigations: Explain to the children that they will be carrying out two different investigations to explore refraction.</p>
9	<p>WALT: To recognise that light appears to travel in straight lines by exploring prisms and creating colour wheels.</p> <p>I can investigate how a prism changes a ray of light to show the spectrum.</p> <p>Explain what a prism is and ask the children to recall their earlier work on refraction, and explain that a prism refracts light, causing it to bend/distort. In pairs, children use a torch to shine a ray of light through a prism, holding a piece of white card in front of the refracted ray of light as it leaves the prism. They should see the light ray split into the colours of the spectrum.</p>
10	<p>WALT: To explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes by investigating how we see colours.</p> <p>Ask children to predict what they will see when they look at the coloured counters or sweets through different coloured filters. When complete, they should look at their results to spot anything interesting, and form a conclusion about different coloured light being absorbed and reflected.</p>

Subject Composite: Children will make a periscope, understanding the need for exact angles to accommodate the way in which light travels.

Impact: Children will understand how light reaches our eyes and how in turn, our brain interprets the images and processes them to make one image. Children will understand that shiny objects are not light sources and that objects reflect light. Children will understand how the distance between an object and a light source will affect the length of the shadow.

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Sequence of Lessons

Design and Technology

Intent: This project teaches children a range of simple sewing stitches, including ways of recycling and repurposing old clothes and materials. The children will investigate clothing with a focus on sewing. We will learn different stitches so clothes can be easily repaired. Children will also make products from recycled materials.

Hooks from old learning: (YR, Y1, Y2) Using familiar tools and equipment to sew.

Y3/Y4 Planning a product, assessing it and considering adaptation.

Sequence of learning

Lesson	Sequence of Learning
1	<p>WALT: Analyse how an invention or product has significantly changed or improved people's lives.</p> <p>Begin the project by asking the children to read the Make Do and Mend information sheet and watch the videos in the useful links. After doing their research, ask the children to explain what the Make Do and Mend campaign was and how it influenced family life, fashion and the war effort in general. Challenge the children to use their findings to create a digital scrap page on the theme, inserting text and images on the Make Do and Mend scrap page template to help them present their ideas. At the end of the session, invite the children to share and compare their ideas and answer the summary question, 'How did the Make Do and Mend campaign influence life in Britain during the Second World War?' Clothes Rationing in Britain: Make Do and Mend, Archive Film Favourites - YouTube, youtube.com/watch?v=M50L_oAgBM, Imperial War Museum How fashion survived WW2 rationing, Make Do And Mend.</p>
2	<p>WALT: Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately.</p> <p>(Hand stitches include running stitch, blanket stitch and whip stitch.)</p> <p>Provide a selection of old clothing, such as trousers, shirts, skirts, blouses, dresses and jackets that can be cut up and used for investigative work. Organise the children into small groups and provide each group with one of the items. Ask the children to investigate the clothing, looking at their function, decorative features and assessing each garment's opportunity for repurposing. Provide a stitching unpicker for each group to unpick seams and decorative stitches. Give out the Clothing investigation table for each group to complete. At the end of the session, invite the children to share and compare their findings.</p>
3	<p>WALT: Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately.</p> <p>Pin and tack fabrics in preparation for sewing and more complex pattern work.</p> <p>Use the Running stitch video, the Whip stitch video and the Blanket stitch video to show children the range of stitches they will be learning and using during their project. Show the videos as many times as necessary to reinforce the techniques. Organise the children into small groups and set out the Stitching instructions and resources. Allow the children to practice the stitches, making sure there is sufficient adult support where needed. At the end of the session, invite the children to share and compare their stitching, asking them to discuss what they found challenging or interesting about the task. Encourage the children to share any tips they have for improving technique.</p>
4	<p>WALT: Use different methods of fastening for function and decoration, including press studs, Velcro and buttons.</p> <p>Ask the children to bring in a clothing item with a hole or rip that needs repairing, such as a sock, hat or jeans. Invite the children to share their clothing and begin to describe how they think they could be repaired. After discussing their ideas, invite the children to watch either How to darn a sock - Last Minute Laura or Mending 101 - How To Mend Ripped Denim. After watching, give the children the Repairing clothing recording sheet and ask them to complete the planning section. Organise the children into groups according to their challenge and provide the appropriate resources for the task. Allow time for the children to repair their item, helping each other where necessary, in the spirit of a make do and mend sewing group. Where needed, provide computers or tablets so children can revisit the appropriate video. At the end of the session, ask the children to complete the evaluation section of the Repairing clothing recording sheet.</p>
5/6	<p>WALT: Use different methods of fastening for function and decoration, including press studs, Velcro and buttons.</p> <p>Pin and tack fabrics in preparation for sewing and more complex pattern work.</p> <p>Present the children with the innovate task using Mrs Sew and Sew's radio broadcast audio. After listening to the broadcast, invite the children to choose one of Mrs Sew and Sew's challenge instructions. Provide the children with the Pattern templates, recycled fabrics and other materials needed and encourage them to work with a cooperative spirit. Offer support where needed and ask the children to finish their work to a good standard. At the end of the session, invite the children to present their items and participate in a shared group evaluation. Encourage them to consider how they might improve their work if they were to do the task again. If children have ideas for creations, encourage them to plan their ideas and draw patterns before making. As an additional group challenge, give children the Bunting instructions to follow.</p>

Subject Composite: Children will create a small bag with a shoulder strap to contain 'identity documents' that they would have needed to have during WW2.

Impact:

Children will recognise the need that Britons had for mending and making do. Children will compare the make do and mend movement to modern-day recycling and understand that the World is not made from infinite resources.

Britain at War

Summer Year B

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Sequence of Lessons

Computing: What is a text adventure?

Intent: Children will create their own text adventure story using the software programme: 2create a story.

Hooks from old learning:

Year 1/2: Use of 2Create a Story tool.

Year 4: Familiarity with the functionality of 2Code • Planning and designing for a logical outcome. • Debugging

Skills and Knowledge Components Focus:

Year 5/6:

- To find out what a text-based adventure game is and to explore an example made in 2Create a Story.
- To use 2Connect to plan a 'Choose your own Adventure' type story.
- To use 2Connect plans for a story adventure to make the adventure using 2Create a Story.
- To introduce an alternative model for a text adventure which has a less sequential narrative.
- To use written plans to code a map-based adventure in 2Code.

Lesson	Sequence of Learning
1	<p>WALT: find out what a text-based adventure game is and to explore an example made in 2Create a Story.</p> <p>Success Criteria</p> <ul style="list-style-type: none"> • Children can describe what a text adventure is. • Children can map out a story-based text adventure. • Children can use 2Connect to record their ideas.
2	<p>WALT: use 2Connect plans for a story adventure to make the adventure using 2Create a Story.</p> <p>Success Criteria</p> <ul style="list-style-type: none"> • Children can use the full functionality of 2Create a Story Adventure mode to create, test and debug using their plan. • Children can split their adventure-game design into appropriate sections to facilitate creating it. • Children can use 2Create a Story to make the component parts of the design.
3	<p>WALT: introduce an alternative model for a text adventure which has a less sequential narrative.</p> <p>Success Criteria</p> <ul style="list-style-type: none"> • Children can map out an existing text adventure. • Children can contrast a map-based game with a sequential story-based game. • Children can make a comprehensive design map with a sequence of rooms including rooms in which the player needs to make a choice and collect items in a certain order to complete the game.
4	<p>WALT: use written plans to code a map-based adventure in 2Code.</p> <p>Success Criteria</p> <ul style="list-style-type: none"> • Children can create their own text-based adventure based upon a map. • Children can use coding concepts of functions, if/else statements and repeats in conjunction with one another to code their game. • Children make logical attempts to debug their code when it does not work correctly.
5	<p>WALT: use written plans to code a map-based adventure in 2Code.</p> <p>Success Criteria</p> <ul style="list-style-type: none"> • Children can create their own text-based adventure based upon a map. • Children can use coding concepts of functions, if/else statements and repeats in conjunction with one another to code their game. • Children make logical attempts to debug their code when it does not work correctly.

Subject Composite:

Children will create their own text adventure based on a series of outcomes. Outcomes are text-based options.

Impact:

Children will understand that in computing, there are many possible outcomes within a text adventure.

Music: What does music mean to you?

Intent: Throughout this series, the children will explore the concept of 'identity' - the various elements that shape us. In this unit, we start with gender, with reference to social and cultural differences.

They will be invited to try out different ways of making their own music, while exploring the work of some of the most influential women in music over the last 100 years.

Hooks from old learning: (YR, KS1, LKS2) Recognition of musical terms: rhythm, pulse, beat, body clapping, repetition of musical lyrics in songs. Singing in time with others.

Skills and Knowledge Components Focus

Y5/6:

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Lesson	Sequence of Learning
1	WALT: identify an artist from the Inspirational Women's Timeline to listen to and learn about. Discuss themes and key words that relate to 'Music and Me' As you listen to each of the featured artists, think about: What could you hear? Did you recognise any instrumental sounds or voices? Did you like the music? Why? Or why not? Did anything stand out to you about any of the pieces you listened to?
2	WALT: Identify an artist from the Inspirational Women's Timeline to listen to and learn about. - Begin to create our own beats/lyrics/melodies. Questions to think about in this unit: How do they each go about creating music? How has creating music helped them to build their confidence? How do you know that making music and performing makes them happy? What do they say about themselves through their music?
3 & 4	WALT: Get into groups and continue to create our own music, collaboratively. You will write your own music using 'Music and Me' ('Identity') as your theme. From the list below, which options and which tools did you choose? Did you work alone? Or in a group? <ul style="list-style-type: none"> • Which 'beat' did you use? • Music Explorer • An instrument • Write a rap • Write lyrics for a song • Use 'Quickbeats' • A combination of the above • Interview each other
5	WALT: prepare for our performances. Perform, Share and Present Decide how your group will introduce your composition and how much you will tell your audience about it. How did you put your identity into the music and the performance? Record the performance and talk about it afterwards
6	WALT: perform our performances and evaluate others'. Perform, Share and Present Decide how your group will introduce your composition and how much you will tell your audience about it. How did you put your identity into the music and the performance? Record the performance and talk about it afterwards

Subject Composite: Children will reflect on four female composers' pieces of music and say what they like about them., noting how the pieces engage with the children's feelings. Children will compose, perform and reflect on their own and others' compositions.

Impact: Children will be able to identify preferences in musical styles based on their personal tastes linked to their emotions and feelings.

Hooks for new learning (Y5/6): Listen to and appraise performances of peers during Play rehearsal in Summer 2.

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Sequence of Lessons

RE - What kind of king is Jesus?

Intent: Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject-specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

Hooks from old learning:

EYFS: Christmas celebrates Jesus's birth.

Y1/2: Why does Easter matter to Christians?

Y3/4: What is it like for someone to follow God?

What kind of world did Jesus want?

Sticky Knowledge:

Understand that Jesus was viewed as a king by his believers but not in the typical sense.

Understand that the four books of the Gospel are a story about Jesus's life.

Understand some key stories about the life and teachings of Jesus.

Understand the kingship of Jesus and its heavenly meaning.

Lesson	Sequence of Learning
1	WALT: understand what the Kingdom of God is. Success Criteria: I can explain what is meant by the Kingdom of God. I can explore the parable of the Great Feast. I can compare Earth to Heaven.
2	WALT: understand what Jesus' kingdom would be like. Success criteria: I can consider what qualities Jesus' kingdom would have. I can interpret the lyrics of a classic Christian hymn.
3	WALT: understand how Christians put their belief in Jesus into practice. Success Criteria: I can research a Christian charity. I can consider how Christians put their belief in Jesus into practice. I can create an advert listing the qualities that Jesus would want people to have.
4	WALT: understand how Jesus' teachings relate to today's world. Success Criteria: I can consider how Jesus' teachings relate to my local area. I can identify ways to improve my local area. I can use persuasive language to make a positive change.
5	WALT: understand how Christians interpret the teachings of Jesus. Success Criteria I can interpret the parable of the Unforgiving Servant. I can understand that Christians interpret Jesus' teachings differently. I can express my own views on what Jesus' message was.
6	WALT: understand how the Kingdom of God is relevant to today's world. Success Criteria: I can consider how Christian forgiveness works in today's society. I can consider what kind of king Jesus was.

Subject Composite: Children will be able to identify reasons for Christians' opinion about why Jesus is a King.

Impact: Relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today.