

Pride & Prejudice Year 5

In this unit of work, pupils will learn about prejudice and the discrimination that different groups of people have faced throughout history, and still today. They will challenge stereotypes and consider the impact of these issues on people. They will explore art work inspired by the themes studied throughout this unit and then work towards a free-art painting project of their own.

Alongside this, they will develop key life skills for the future, including how to keep themselves safe online.

PSHE/ Key Life Skills

- I understand budgeting and prioritising spending.
- I understand how to make safe online purchases.
- I understand media bias and consider accuracy of information provided.
- I consider the choices I will have when leaving school.
- I know how to iron my uniform safely.
- I can prepare and cook a healthy family meal.
- I can make a bus journey safely.
- I know how to use a Hoover effectively.
- I can fill out an application form independently.
- I realise the nature and consequence of discrimination teasing, bullying and aggressive behaviour
- I understand issues of gender identity and sexual orientation



Core Text:

The Boy At The Back of the Class
by Onjali Q Rauf



Key History Skills:

- Investigate own lines of enquiry by posing questions to answer and carrying out detailed research.
- Realise there is often not a single answer to historical questions.
- Give reasons why there may be different accounts of history.
- Know that people both in the past and present have a point of view and this can affect interpretation.
- Evaluate evidence to choose the most reliable form.

Key Art Skills:

- Confidently and precisely use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials and techniques and planning.
- Use their acquired skills to make work which effectively reflects their ideas and intentions.
- Analyse and reflect on their progress taking account of what they hoped to achieve.
- Research and discuss the ideas and approaches of various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions.
- Work in a sustained and independent way to develop their own style of painting.
- This style may be through the development of: colour, tone and shade.
- Use and understand the term shade (lighten) and tint (darken) when describing tone.

Key Computing Skills: E-Safety

- Identify spam emails and what to do with them.
- Recognise when, why and how photographs we see online may have been edited.
- Understand the consequences of my actions online.
- Write citations for the websites I use for research.

Key Vocabulary

prejudice	preconceived opinion that is not based on reason or actual experience.
racism	prejudice by an individual, community, or institution against a person or people on the basis of their membership of a particular racial or ethnic group
sexism	prejudice, stereotyping, or discrimination, typically against women, on the basis of their sex.
ageism	stereotyping and/or discrimination against individuals or groups on the basis of their age.
stereotype	a widely held but fixed and oversimplified image or idea of a particular type of person or thing.
bias	prejudice for or against one person or group, especially in a way considered to be unfair.
diversity	the practice or quality of including or involving people from a range of different social and ethnic backgrounds and of different genders, sexual orientations, etc.
equality	being equal, especially in status, rights, or opportunities.
protest	A protest is a public expression of objection, disapproval or dissent towards an idea or action, typically a political one. Protests can take many different forms, from individual statements to mass demonstrations.
homophobia	dislike of or prejudice against gay people.
ethnicity	belonging to a social group that has a common national or cultural tradition.
xenophobia	dislike of or prejudice against people from other countries.
disability	a physical or mental condition that limits a person's movements, senses, or activities.