



Year 5 Topic Overview 2020-2021

Perseverance, Courage, Co-operation, Respect, Aspiration, Responsibility

LEARN, APPLY, CELEBRATE, EVALUATE







Our curriculum at Spon Gate Primary is built upon our core values which feed into every aspect of school life to meet the varied needs of our school community.

Our curriculum enables children to make memories and access a range of experiences which foster a lifelong love of learning. These allow them to be happy and successful now and in the future.

All staff are passionate about enabling each and every child achieving their personal best and therefore our curriculum is tailored, and is continually evolving, to meet the needs of every single child in our care. We aim to provide our pupils with the fundamental building blocks needed to develop the skills and knowledge of a broad and rich curriculum. A key aspect of this is teaching children to be confident readers, writers and mathematicians whilst also giving them the skills to follow their dreams and aspirations, wherever that may lead them.

Term/weeks	Autumn (15 weeks)	Spring (12 weeks)	Summer (13 weeks)
Topic Title	British History (Tudors and Victorians)	Ancient Greece	Saving our world
Curriculum Driver	History	History	Geography
Exhibition	Performance – The War of the Roses	Ancient Greece Museum and food tasting	Natural disasters exhibition with exploding volcanoes
Enrichment	Stratford Tudor Experience		
Quiz	Kahoot Quiz	Just a minute	Blank KO
Learning			
As historians	<p><u>History in context (1 day)</u></p> <ul style="list-style-type: none"> - Use timelines to place time periods and cultural movements - Use the terms Tudors, Stuarts, Victorians and today <p><u>Tudors (3 weeks)</u></p> <ul style="list-style-type: none"> - Know when the Tudor period was, who the Tudors were and how they came to power (war of the Roses) - Know who King Henry VIII was - Know what changed in Britain during the Tudor time period - Know Tudor culture and leisure (William Shakespeare) - Understand how the Tudors affected the exploration of other countries - Identify how the Tudors affected our lives today. <p><u>Victorians (2 weeks)</u></p> <ul style="list-style-type: none"> - Know who Queen Victoria was - Know what changed in Britain during the Victorian times - Place and sequence local, national and international events on a timeline (inventions during Victorian times) - Compare the lives of the rich and poor during Victorian times - Understand why the first railways were built - Identify how the Victorians affected our lives today 	<p>(3 weeks)</p> <ul style="list-style-type: none"> - Carry out a study of Greek Life - Understand Greek achievements - Know the influence Greece had on the Western World. - Know the legacy of Greek culture on later periods in British History <p><i>- Understand that events and people in the past can affect the way we behave now</i></p> <p><i>- Give causes and consequences of historical events</i></p> <p><i>- Identify social and cultural diversities of societies</i></p> <p><i>- Use printed sources, the internet, pictures, photos, music, artefacts, databases, historic buildings and visits to collect information about the past.</i></p> <p><i>- Choose reliable sources of evidence to answer a question or support discussion.</i></p> <p><i>- Present structured and organised findings about the past.</i></p> <p><i>- Choose most appropriate way to present historical information to an audience</i></p>	

	<ul style="list-style-type: none"> - Give explanations for why there may be different accounts of the same historical event - Understand that events and people in the past can affect the way we behave now - Identify changes and links within and across periods of time - Identify social and cultural diversities of societies - Use printed sources, the internet, pictures, photos, music, artefacts, databases, historic buildings and visits to collect information about the past. - Choose reliable sources of evidence to answer a question or support discussion. - Understand that there may not always be one answer to historical questions. - Present structured and organised findings about the past. - Choose most appropriate way to present historical information to an audience 		
<p>As geographers</p>	<ul style="list-style-type: none"> - Use maps to name and locate countries around the world (Tudor exploration) <p>(1 day)</p>	<ul style="list-style-type: none"> - Name and locate the country of Greece - Identify the capital city of Greece <p>(1 day)</p>	<ul style="list-style-type: none"> - Identify places of significant natural disasters around the World - Identify countries in America affected by the Ring of Fire - Identify the rainforests of the world (and their proximity to the equator) - Begin to use digital/computer mapping to locate countries and describe the features studied - Use a six figure grid reference to build knowledge of a studied country/city - Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and South America (link to rainforests) - Describe and understand key aspects of physical geography (volcanoes, earthquakes, climate zones) and begin to understand biomes - Understand how the world is changing (physical geography) due to the impact of human geography (rainforests) - Locate natural disaster risk areas - Understand why natural disasters occur. - Understand the impact of natural disasters <p>(4 weeks)</p>

<p>As artists</p>	<p><u>Printing (2 days)</u> Block printing Christmas wrapping paper in the style of William Morris - To plan and carry out screen printing</p> <p><u>Drawing (2 days)</u> Tudor self-portrait in the style of Hans Holbein - To explore colour mixing and blending techniques - To investigate application of 2 or more textures - To develop correct proportions and placement.</p> 	<p><u>Sculpture (1 week)</u> Create a Greek urn from papier mache - To use recycled, natural and man-made materials to create sculptures. - To recreate an image in 3D</p>  <p><u>Textiles (1 week)</u> Create a tote bag linked to favourite book – World Book Day - To dye fabric using a range of resources - To layer and overlap fabric - To use embellishments</p>	<p><u>Painting and Collage (1 week)</u> Add animals, plants and foliage of the rain-forest to a painted rain-forest background (Artist focus – Henri Rousseau) - To use colour to reflect mood. - To analyse the use of complimentary colours and use complimentary colours</p> <p>- To add collage to a painted background - To use different media, techniques, colours and textures</p>  
<p>As designers/makers/evaluators</p>	<p>Make a Tudor Houses (linked to 3D Modelling computing unit) (1 week) - Design a product using ICT - To select from a range of materials, according to their functional properties and aesthetic qualities - To select a method to make a product stronger - To evaluate as a team and to suggest improvements</p> 	<p>Make a torch uplighter to be used in the museum (1 week) - Communicate design ideas using exploded diagrams - To use an electrical circuit within a product and ensure that it is safe to use - To evaluate against commercially made products.</p>	<p>Make a moving space toy/rainforest scene (1 week) - Communicate design ideas through annotated sketches - To understand and use mechanical systems in a product (cams) - To select appropriate tools to cut, shape and join - To evaluate the effectiveness of their product.</p> 
<p>As computer operators</p>	<p>To be taught through REAL curriculum: Unit 5.4 – Databases (1 week) – Create database on the different Kings and Queens of England Unit 5.6 – 3D Modelling (as above) – Children will create a net of a Tudor house and then print this out before assembling.</p>	<p>To be taught through REAL curriculum: Unit 5.7 – Concept Maps (2 days) – Create Mind map on an aspect of Ancient Greece (e.g. Gods)</p> <p>Spreadsheets (Microsoft Excel) – budgeting to be taught during exhibition prep - Format a cell (money) - Use the SUM function to calculate the total of a range of cells</p> <p>To be taught discreetly: Unit 5.2 – Online Safety (Safety Internet Day)</p>	<p>To be taught through REAL curriculum: Unit 5.5 – Game Creator (1 week) – Create a rainforest based game where the user moves through a maze to collect coins.</p> <p>Microsoft Word (1 week) Develop skills and use to create a piece of work related to topic. E.g. Letter writing, story, set of instructions. - Type with both hands; using one hand for each half of the keyboard - Highlight words and to move them to another place in a document - Make corrections to my work using spell checker</p>

		Unit 5.1 – Coding (1 week)	<ul style="list-style-type: none"> - Use bullet or numbered points - Wrap text around an image - Create a folder to organise my work
As musicians	PPA	PPA	PPA
As linguists	PPA	PPA	PPA
As scientists	<p>Animals including humans (1 week)</p> <ul style="list-style-type: none"> - Describe the changes as humans develop to old age. - Understand the timeline of humans which shows the key stages in growth and development. - Understand the changes experienced in puberty. <p>Properties and changes of materials (2 weeks)</p> <ul style="list-style-type: none"> - Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets - Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution - Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating - Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic - Demonstrate that dissolving, mixing and changes of state are reversible changes - Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda 	<p>Forces (1 week – Science Week)</p> <ul style="list-style-type: none"> - Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. - Identify the effects of air resistance, water resistance and friction that act between moving surfaces. - Recognise that some mechanisms, including levers, pulleys and gears allow a smaller force to have greater effect 	<p>Earth and Space (1-2 weeks)</p> <p>Describe the movement of the Earth and other planets relative to the sun in the solar system</p> <ul style="list-style-type: none"> - Describe the movement of the moon relative to the Earth - Describe the sun, Earth and moon as approximately spherical bodies - Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky <p><i>(see non-statutory for other potential learnings)</i></p> <p>Living things and their habitats (could be linked to rainforest animals) (1 week)</p> <ul style="list-style-type: none"> - Describe the differences in the lifecycles of a mammal, an amphibian an insect and a bird. - Describe the life process of reproduction in some plants and animals. - Observe life cycle changes in a variety of living things (plants in garden area) <p><i>(see non-statutory for other potential learnings)</i></p>
Additional requirements			
	<p>Front cover lesson (1 day)</p> <ul style="list-style-type: none"> - to edit the appearance of a picture for effect <p>Performance preparation – Practice, Invites, programme, tickets (2 weeks)</p> <p>RE Day (2 days)</p> <p>Quiz and reflection (1 day)</p>	<p>Front cover lesson (1 day)</p> <ul style="list-style-type: none"> - to insert a picture as a watermark <p>Exhibition preparation – Invites, budgeting for food and preparation – (2 weeks)</p> <p>RE Day (1 day)</p> <p>Quiz and reflection (1 day)</p>	<p>Front cover lesson (1 day)</p> <ul style="list-style-type: none"> - to insert an image from a file <p>Exhibition preparation (2 days)</p> <p>RE Day (2 days)</p> <p>Quiz and reflection (1 day)</p> <p>White space lesson (2 days)</p>

	White space lesson (2 days) Christmas play rehearsal	White space lesson (2 days)	
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