

## Year 5 Curriculum – Autumn Term Overview

<p><b>Religious Education 1</b>  <b>Focus: Christianity - Christian Festivals</b>  <b>Key questions:</b>  <b>How do festivals help Christians to remember Jesus and His teachings?</b>                  What happens in places of worship to help Christians understand the meaning behind their festivals?  <b>Vocabulary:</b>                  Calendar, reflection, Christmas, Easter, Advent, Lent</p>	<p style="text-align: center;"><b>History</b>  <b>Focus: The Golden age of Islam and it's achievements and failures.</b></p> <p><b>Key Questions</b>  <b>What were the greatest Achievements and failures during the golden age of Islam?</b>                  What was the Islamic civilization and when did it start?                  Where is this period placed on the class global timeline? Elsewhere: Abbasid Caliphate, Golden Age of Islam during Vikings                  What made the Golden Age a significant time for the Islamic Civilisation and Baghdad?                  How were the Arabs able to spread so far, so quickly, within just a century of the Prophet Muhammad's death?                  In its Golden Age, ten times more people lived in Baghdad than in London. So, what was so special about it and how can we possibly know?                  How did governance effect society and the lives of different people differently? (rich vs poor)                  When and why did this period end?                  What is the importance of this on society today?                  What can we learn about Islam from the way they set up the capital at Baghdad?                  Which of the early Islamic achievements has most effect on our lives today?  <b>Vocabulary:</b> Mecca, Medina, Caliph, Abbasids, Baghdad, Golden age, Scholars, Tolerance, Mongol Siege, Economic, Scientific, Amalgamation, Interpretation, Significance, Civilisation, Culture, Century, Classical Knowledge, CE/BCE, Primary/ Secondary Source</p>	<p style="text-align: center;"><b>Religious Education 2</b>  <b>Focus: Christianity and Leading a Christian Life</b>  <b>Key questions:</b>  <b>What are the challenges of living a Christian life today?</b>                  How do Christians follow Jesus and His teachings in their daily lives?                  What Christian values guide the actions of the people and organisations studied?  <b>Vocabulary:</b>                  Commitment, Belonging , Belief, Charitable/charity, Organisation, Challenge</p>
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<p style="text-align: center;"><b>Computing</b>  <b>Computer Science</b></p> <p><b>Key Question:</b>                  What are the similarities of using text-based coding languages and visual programming? (i.e. Python and Swift)                  What programming techniques could you use to debug a program?                    Explore and understand a wider range of text-based coding languages                  Design and write programs to control or simulate a variety of physical systems                  Complete specific goals by decomposing them into smaller parts                  Continue to debug more complex programs                  Learn and apply sequences, functions and repetition</p>	<p style="text-align: center;"><b>Geography</b>  <b>Focus: South America Continent, Physical and Human Characteristics, Climate Zones/Biomes</b></p> <p><b>Key Question:</b>  <b>What are the Key Physical and Human characteristics of South America?</b>                  Where and what is South America?                  What are biomes?                  What are the major biomes in South America? (The Andes, Amazon Rainforest, Atacama Desert)                  Where do people live?                  What are the major countries, cities and populations?                  What languages do people speak?  <b>Knowledge and information: Locational Geography</b>                  To locate countries in the <b>South America</b> concentrating on its environmental regions, key physical and human characteristics, and major cities                  To use maps. Atlases, globes, and digital/computer mapping to locate countries and describe features studied. (Map Skill 5 (c contour lines practical)                  To revisit the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic, and Antarctic Circle.                  Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts.  <b>Vocabulary:</b> The Andes, Amazon River, Atacama Desert, tropical, temperate, indigenous, tourism, trade, agriculture, mining, forestry, energy, minerals.</p>	<p style="text-align: center;"><b>Design Technology</b>  <b>Focus: Healthy Food and Living</b></p> <p>To make homemade chicken goujons and compare to a frozen variety.                  Create a nutritionally balanced meal.  <b>Key Questions</b>                  What does a balanced diet include?                  How can you prevent cross-contamination?                  How can you improve the nutrition in a product?  <b>Vocabulary:</b> Bacteria, cross-contamination, method, influences, utensils, portions</p>
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<p style="text-align: center;"><b>PSHE 1</b></p> <p><b>Health and wellbeing</b>  <b>Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes</b></p> <p><b>Key Question:</b> What makes up our identity?</p>	<p style="text-align: center;"><b>PSHE 2</b></p> <p><b>Living in the wider world</b></p> <p><b>Money; making decisions; spending and Saving</b></p> <p><b>Key Question:</b> What decisions can people make with money?</p> <p><b>Careers; aspirations; role models; the future</b></p> <p><b>Key Question:</b> What jobs would we like?</p>	<p style="text-align: center;"><b>MFL</b></p> <p>Give personal information                  Verbs in positive and negative form                  Express opinions about food  <b>Key questions</b>                  How are you today?                  How many brothers/sisters do you have?                  How old are you?                  Your brother /sister?                  What do you like/not like to eat and why?</p>	<p style="text-align: center;"><b>PE 1</b></p> <p><b>Focus:</b></p> <p><b>Key Questions:</b></p>	<p style="text-align: center;"><b>PE 2</b></p> <p><b>Focus:</b></p> <p><b>Key Questions:</b></p>
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<p style="text-align: center;"><b>Science</b></p> <p><b>Focus: Earth and Space</b>                  Describes the movement of the Earth, and other planets, relative to the Sun in the solar system                  Describes the movement of the Moon relative to the Earth                  Describes the Sun, Earth, and Moon as approximately spherical bodies                  Uses the ideas of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky  <b>Key Questions:</b>                  Why does the sun rise?  <b>Why are day and night at different times around the world?</b>                  What impact does the moon have on the Earth?    <b>Key Vocabulary:</b> Earth, Sun, Moon, Jupiter, Mercury, Saturn, Venus, Mars, Uranus, Neptune, spherical, solar System, rotate, orbit, planet</p>	<p><b>Focus: Forces</b>                  Explains that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object                  Identifies the effects of air resistance, water resistance and friction, that act between moving surfaces                  Recognises that some mechanisms, including levers, pulleys, and gears, allow a smaller force to have a greater effect  <b>Key Questions:</b> What would happen if there was no gravity?                  Could a human lift a car?  <b>How do we use resistance in our everyday lives?</b>    <b>Key Vocabulary</b> Gravity, resistance, friction, mechanisms, levers, pulleys, gears</p>	<p style="text-align: center;"><b>Music</b></p> <p><b>Focus:</b></p> <p><b>Key Questions:</b></p> <p><b>Vocabulary:</b></p>	<p style="text-align: center;"><b>Art</b></p> <p><b>Focus: A study of Islamic Geometric Mosaics linked to The Golden Age of Islam</b>  <b>Sculpture</b>                  Clay tiles of geometric patterns                  Why is it important to do preliminary sketches before we begin sculptures?                  How can clay be used to create a geometric repeated pattern?  <b>Vocabulary</b>                  geometric                  blend                  maquette                  Slab work                  Relief                  Imprints</p>
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