

Year 5 Curriculum – Summer Term Overview

<p>Religious Education 1 Sikhism: Part 1 Unit 2 -Sikh teaching and life</p> <p>Key questions: How do the lives of Sikhs show they follow rules in their lives? What does worship mean to Sikhs? Vocabulary: Guru, Guru Granth Sahib Teachings, Guru Gobind Singh, Bhai Ghanaya, Akhand Path, Gurdwara</p>	<p>History A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: How have key events and people changed the way in which the country is governed? Key Questions: What impact did these events have on 'society and governance at the time?' What impact did these events have on Britain today? What were the key causes and consequences of these events? Study the cause and consequences of the following events o The British Empire (Role of Nationalism and Imperialism) Trade and Slavery (British Slave Trade) Significant people: Olaudah Equiano Ignatious Sancho, William Wilberforce, What was the British Empire and why was it formed? (Trade routes) · What was the impact of the British Empire on England at the time? · What can we learn from first-hand accounts about the slave trade? · What does the abolition of slavery tell us about changes in society at the time? · What caused the end of the British Empire? (Power/ Political will- link to Romans) · What was the impact at the time? · What was the impact of society and government today? Make reference to the following themes throughout the topic: Governance, Democracy and Parliament Vocabulary: aristocracy governance democracy society social class imperialism monarchy nation parliament reformation revolution revolt peasant chronology Empire Trade Routes Primary/ Secondary Source</p>	<p>Religious Education 2 Themed Unit: Worship</p> <p>Key questions: Why do people of faith engage in worship? What is meant by an act of worship? What is involved in the act of worship? How and what do Buddhists venerate? How and what do Muslims, Hindus and Christians worship? What have we learnt about the ways that Buddhists, Muslims, Hindus and Christians worship Vocabulary: Ceremony, Adoration, Deities, Rituals, Liturgy, Venerate, petition, Service, Meditation, Sacrament</p>			
<p>Computing Digital Learning using more complex apps to improve outcomes</p> <p>Key Questions: What are the most effective apps? What makes these apps most effective? Which app/device would be best to achieve this outcome? How will you collaborate and use these tools to complete a learning project? Vocabulary: app, effective, device, tools</p>	<p>Geography South America Human Geography Amazon Rainforest</p> <p>Key questions: How have humans impacted on the Rainforest? How can we use this information to make informed choices within our own local environments? Knowledge and factual information: To understand the Human geography of a region of South America – Amazon Rainforest and what we can learn from this. Assessment Question: How have humans impacted on the Rainforest? How can we use this information to make informed choices within our own local environments? (Green spaces) · Who lives in the Amazon rainforest and why? · How do humans use the rainforests? · What and where are the natural resources in the rainforest that humans use? · Why have natural resources been removed? Trade Trade route, resources, economy, import, export, tourism, trade, agriculture, mining, forestry, energy, minerals. What are trade routes and how are they used? (Field work study on importing foods visit supermarket and explore different products produced by South American countries e.g coffee, chocolate, and fruits and vegetables) · What other effects are humans having on these environments?</p>	<p>Design Technology Electrical Systems</p> <p>To understand how to connect components of an electrical circuit. To know the different symbols for different electrical components.</p> <p>Key questions: What makes a complete circuit? What components could be added? What is the purpose of your circuit? Vocabulary: Component, circuit, exploded diagram, operate, function</p>			
<p>PSHE Relationship and Health Education</p> <p>Key Questions: How can fundraising support the local and wider community? What strategies would you use to support someone who feels they are being bullied? How can you ensure that you and others are safe and healthy? How do we celebrate differences and similarities in our school and wider community How are our bodies going to change in puberty? Vocabulary: Debate, issues, problems, events, manage, critical, consumer, institution, ethnic, identity, consequence, homophobic, abuse, prejudice, gender identity, sexual orientation, civil partnership, puberty</p>	<p>MFL</p> <table border="1" style="width: 100%;"> <tr> <td data-bbox="624 986 1167 1487"> <p>Food Opinions</p> <p>Key Focus: Express opinions about food Key questions: What do you like/not like to eat? Which foods do you not eat and why? Can you politely request a specific kind of sandwich?</p> </td> <td data-bbox="1176 986 1653 1487"> <p>Places in Town</p> <p>Key Focus: Directions (Places in Town) Key questions: Can you follow your partners direction to locate places in town on a picture/map?</p> </td> </tr> </table>		<p>Food Opinions</p> <p>Key Focus: Express opinions about food Key questions: What do you like/not like to eat? Which foods do you not eat and why? Can you politely request a specific kind of sandwich?</p>	<p>Places in Town</p> <p>Key Focus: Directions (Places in Town) Key questions: Can you follow your partners direction to locate places in town on a picture/map?</p>	<p>Physical Education</p> <p>Movement, ball skills, striking net and wall games</p> <p>Vocabulary: Space Agility Balance Changing Direction Speed Side stepping Dodging Movement Attacking Defending Positioning Communication Passing Shooting Dribbling Tackling Control Deceive</p>
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	Music	Science	Art
<p>Melody/Use of Voice</p> <p>Key Questions: What is a pentatonic scale? How do we construct a 2/3 part melody? What is a pentatonic melody?</p> <p>Vocabulary: pentatonic scale, 2 part melody, 3 part melody</p> <p>Notation</p> <p>Key Questions: What is the difference between legato and staccato? What is a crescendo? What is a diminuendo? Can you draw the symbol for (crescendo/ diminuendo etc)?</p> <p>Vocabulary: Crescendo, legato, staccato, diminuendo</p>	<p>Listening and Appraising</p> <p>Key Questions: What instruments can you hear in this piece? In what way is the removal/addition of instruments effective overall?</p> <p>Vocabulary: tone, timbre</p> <p>History</p> <p>Key Questions: How many different genres of music can you name/describe? Can you compare and contrast the similarities/differences between (2 genres/eras of music e.g. disco and hip-hop)?</p> <p>Vocabulary: genre, classical, piece, composer</p>	<p>Living things and their habitats Animals including humans · Describes the changes as humans develop to old age</p> <p>Key Questions: Name, locate and describe the functions of the main parts of plants, including those involved in reproduction Link to SRE Describe and compare different reproductive processes Describe and compare life cycles in animal</p> <p>Vocabulary: reproduction, sexual, asexual, germination, formation, pollen, stamen, stigma Puberty, gestation</p>	<p>Children will know about the work of Charles Keeping using illustrations from the Highwayman · Charles Keeping</p> <p>Observational Drawing Tonal drawing with pencil/charcoal moving on to ink. Use cross-hatching techniques to enhance light and dark shades. Practice creating form in shape using light and shade. Ink Drawing Use techniques practised with pencil to apply to black pen drawings. Use illustrations from Charles Keeping, to create own composition. Practise ink blowing using paper straws.</p> <p>Vocabulary: cross-hatch contour-hatch scumbling stippling ink line space form vanishing point horizon composition shade foreground middle-ground landscape mannequin</p>