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Autumn 1 – Year 5																
	History – Baghdad c.900 CE	W	M	T	Geography – Spatial Sense	W	M	T	Science – The Human Body	W	M	T	Art – Style in Art	W	M	T
1.	The Rise of Islam				Maps: dividing the world into sections				Human growth stages				What is style in art?			
2.	Baghdad: A City of Peace				Eastern and Western hemispheres				Adolescence and puberty				Features of Rococo art and design			
3.	Baghdad: Building a City				Maps: using co-ordinates to locate places				The human reproductive system				Features of Modernist art and design			
4.	Baghdad: A Centre for Learning in the Islamic Golden Age				Maps: Drawn to different scales				The endocrine system				Comparing Rococo and Modernist styles			
5.	The Mongol Attack on Baghdad and the Regional Powers				Relief Maps								Features and ideas behind abstract art			
6.													Colour theory in abstract art			
Autumn 2 – Year 5																
	History – The Early British Empire	W	M	T	Geography – Mountains	W	M	T	Science – Materials	W	M	T	Art – Islamic art and architecture	W	M	T
1.	The British Empire				Mountains				Properties – solubility, conductivity, flexibility				Features of Islamic art and design – geometric patterns, vegetal patterns, calligraphy, tilework, plasterwork.			
2.	Global Trade				The Alps				Fair testing				Characteristic features of Islamic architecture in in mosques, palaces and tombs – domes, minarets, arches, muqarnas.			

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3.	The Mughal Empire and East India Company				The High Peaks of the Himalayas				Solubility						
4.	The Seven Years War				American Mountains				Separation of mixtures						
5.	What motivated Britain to want and Empire?				African Mountains				Reversible changes – dissolving, mixing, change of state						
6.															

Spring 1 – Year 5																
	History – The French Revolution	W	M	T	Geography – UK Geography: East Anglia, The Midlands, Yorkshire and Humberside	W	M	T	Science – Living Things	W	M	T	Art – Art from Western Africa	W	M	T
1.	Life in France before the Revolution				East Anglia – Physical Geography				Life cycles of a mammal, an amphibian, an insect and a bird				Spiritual purpose and significance of many African works of art			
2.	Louis XVI and Marie Antoinette				East Anglia – Land Use				Life process of reproduction in some plants and animals				Ceremonial masks			
3.	Napoleon				The Midlands – Settlements				Photosynthesis				Cultural changes reflected in artwork			

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4.	Battle of Trafalgar				Yorkshire and Humberside – Physical Geography				Vascular and non-vascular plants							
5.	Battle of Waterloo				Yorkshire and Humberside – Human Geography											
6.																
<b>Spring 2 – Year 5</b>																
	<b>History – The Transatlantic Slave Trade</b>	W	M	T	<b>Geography – Australia</b>	W	M	T	<b>Science – Forces</b>	W	M	T	<b>Art – Chinese Painting and Ceramics</b>	W	M	T
1.	The Origins of the Transatlantic Slave Trade				Australia – location and physical geography				Gravity				Chinese painting materials			
2.	The Atlantic Passage				The history of Australia				Friction				Using brushes and colour in a different way			
3.	Enslaved Africans: Treatment and Resistance				Settlements				Air resistance				Chinese painting style and design			
4.	The Abolition of Slavery				Climate				Water resistance							
5.	The Abolitionists: Clarkson, Wilberforce and Equiano				Biodiversity				Pulleys				Creation and decoration of porcelain			
6.									Gears and levers				Chinese trade with and influence on Western Europe			

<b>Summer 1 – Year 5</b>
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	<b>History – The Industrial Revolution</b>	W	M	T	<b>Geography – New Zealand and the South Pacific</b>	W	M	T	<b>Science – Astronomy</b>	W	M	T	<b>Art – Print Making</b>	W	M	T
1.	The Industrial Revolution				New Zealand and the South Pacific – location and physical geography				The Big Bang theory				Printmaking as an indirect art form: blocks, plates, silk screens.			
2.	Cotton Production				The history of New Zealand – The Maori				Gravity				Printmaking can be a positive (relief) negative (intaglio) or stencil process			
3.	Steam Engines and Trains				Earthquakes				The Universe				Printmaking allows the creation of multiple versions of the same design.			
4.	Iron and Coal				Climate				Our Solar System							
5.	Children at Work				South Pacific Islands				The moon and our galactic neighbourhood							
6.																
<b>Summer 2 – Year 5</b>																
	<b>History – The Victorian Age</b>	W	M	T	<b>Geography – Local Study</b>	W	M	T	<b>Science – Meteorology</b>	W	M	T	<b>Art – History of Photography</b>	W	M	T
1.	The Reign of Queen Victoria and the British Empire				Geography of the local area				Weather and climate				The beginnings and development of photography – camera obscura, daguerreotype, roll films, the Kodak camera, colour, digital photography.			
2.	Victorian Cities				Sketch Maps (Fieldwork)				The atmosphere				Victorian portraiture			

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3.	The Poor Law and the Workhouse				Local Issues				The Ozone layer				Documentary photography			
4.	Leisure				Data Collection (Fieldwork)				Air movement and wind direction				Abstract photography			
5.	Life by 1900				Graphing data				Cold and warm fronts							
6.									Thunder and lightning							

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Autumn 1 – Year 5																
	Music – Livin’ On A Prayer	W	M	T	Religious Education - Story	W	M	T	Languages – Where do you live?	W	M	T	Computing – Systems and Searching	W	M	T
1.	Listen to Rock music. Identify the structure: Intro, verse, bridge, chorus, guitar solo, bridge, chorus.				<b>Knowledge:</b> To know the story of Ruth well enough to retell in their own words				New learning: asking and answering questions about where you live.				To explain that computers can be connected together to form systems			
2.	Sing in unison creating class performance including some choreography.								The names of 9 places in the town .				To recognise the role of computer systems in our lives			
3.	Play instrumental parts from the song using: G, A & B or D, E, F# & G.				<b>Understanding:</b> What choices did Ruth make? Why did God reward her?				<b>Intercultural learning: European Day of Languages (basic Greek phrases).</b>				To experiment with search engines			
4.	Improvise/ compose a simple melody using: G, A & B or G, A, B, D & E.												To describe how search engines select results			
5.	Reflect on genre covered and talk about emotional responses.				<b>Reflecting:</b> What choices do we make in life? What can we do that is ‘unselfish’?								To explain how search results are ranked			
6.	Recognise Livin’ On a Prayer is a Rock Song from 1986.												To recognise why the order of results is important, and to whom			
Autumn 2 – Year 5																
	Music – Classroom Jazz	W	M	T	Religious Education – Christian Churches at Christmas	W	M	T	Languages – Giving directions and telling the time.	W	M	T	Computing – Video Production	W	M	T

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1.	Listen and appraise: Three Note Bossa & Five Note Swing Structure.				<b>Knowledge:</b> To know that in many Christian churches the custom of making Christingles has become common during Advent.				New learning: how to give directions.				To explain what makes a video effective			
2.	Play instrumental parts using glocks/ recorders using the notes G,A & B and D, E, G, A & B.								New learning: giving the time to o'clock and half-past.				To identify digital devices that can record video			
3.	Understand vocabulary: Bossa Nova, Syncopation, Swing (See planning document for full list).				<b>Understanding:</b> To know the Christingle symbolises a celebration of the life of Jesus				<b>Intercultural learning: exploring a TV advert for the big lottery in Spain (on Literacy Shed).</b>				To capture video using a range of techniques			
4.	Know that Bossa Nova originated in South America.												To create a storyboard			
5.					<b>Reflect:</b> To consider how Christingles bring a community together.								To identify that video can be improved through reshooting and editing			
6.													To consider the impact of the choices made when making and sharing a video			

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Spring 1 – Year 5																
	Music – Make You Feel My Love	W	M	T	Religious Education – The Good Samaritan/ Rites of Passage	W	M	T	Languages – 31 – 50.	W	M	T	Computing – Selection in Physical Computing	W	M	T
1.	To listen to pop ballads. Identify structure: Piano intro, verse, verse, chorus, verse, interlude, chorus, verse, tag ending.				<b>Knowledge:</b> To understand the story of the Good Samaritan				New learning: numbers 31-50.				To control a simple circuit connected to a computer			
2.	Sing in unison adding some choreography.				<b>Understanding:</b> What were the acts of kindness? How can Christian’s show acts of kindness through the festival Lent?								To write a program that includes count-controlled loops			
3.	Play instrumental parts from the song using: C, D & E.				<b>Reflect:</b> Reflect on the meaning of equality and kindness to others.								To explain that a loop can stop when a condition is met			
4.	Improvise using: C, D & E or C, D, E, F & G.				<b>Knowledge:</b> Know the ways in which Christians are welcomed into, taught by, joined by and mourned by the faith.								To explain that a loop can be used to repeatedly check whether a condition has been met			
5.	Reflect on genre covered and talk about emotional response.				<b>Understanding:</b> Understand that rites of passage remind Christians of their faith at key points in life								To design a physical project that includes selection			



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6.	Know that Make You Feel My Love is a pop ballad – gentle, emotive, love song sung at a low tempo.				<b>Reflect:</b> What do you believe will be the key points in your life? How will you mark/celebrate them?								To create a program that controls a physical computing project			
<b>Spring 2 – Year 5</b>																
	<b>Music – Fresh Prince of Bel-Air</b>	W	M	T	<b>Religious Education – Islamic Art</b>	W	M	T	<b>Languages – Occupations</b>	W	M	T	<b>Computing – Flat-File Databases</b>	W	M	T
1.	To listen to old-style hip hop. Identify structure: piano intro, verse, verse, chorus, verse, interlude, chorus, verse, tag ending.				<b>Knowledge:</b> Know that Islamic art must not contain images of animals or people and why this is the case				Future aspirations – learning the names of different occupations.				To use a form to record information			
2.	Sing and rap in unison.								<b>Intercultural learning: Festival of Sant Jordi (St George) in Catalunya, Easter parades in Spain and dictionary work with Easter vocabulary.</b>				To compare paper and computer-based databases			
3.	Play instrumental parts from the song using: D, G & A.				<b>Understanding:</b> Understand how Islamic art uses geometric patterns to reflect to logic and order they see in world.								To outline how you can answer questions by grouping and then sorting data			
4.	Improvise/ compose a simple melody using: D, E & F or D, E, F, G & A.												To explain that tools can be used to select specific data			
5.	Reflect on genre covered and talk				<b>Reflect:</b> If we could not draw images of								To explain that computer programs			

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	about emotional response.				people or animals, how would we express							can be used to compare data visually			
6.	Know that Fresh Prince of Bel-Air was written and performed by Will Smith for a television series of the same name.											To use a real-world database to answer questions			

Summer 1 – Year 5																
	Music – Dancing in the Streets	W	M	T	Religious Education – Jewish Festivals/ Rama and Sita	W	M	T	Languages – More Food and Drink	W	M	T	Computing – Introduction to Vector Graphics	W	M	T
1.	Listen to Motown to decide how to find a pulse.				<b>Knowledge:</b> Know about the Jewish festivals of Rosh Hashanah and Yom Kippur				New learning: learning the names of food and drink and using the Y3 sticky knowledge of names of previously learned food and drink – dictionary work.				To identify that drawing tools can be used to produce different outcomes			
2.	Sing in unison and take part in a performance ensuring				<b>Understanding:</b> Understand that				Giving opinions about food and drink using full sentences.				To create a vector drawing by combining shapes			

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	that the audience understands the story.				atonement is saying sorry in a practical way												
3.	Play instrumental parts using: F, G, A & D.				<b>Reflect:</b> How do we put things right when they go wrong?									To use tools to achieve a desired effect			
4.	Improvise and compose a simple melody using C, D, E, F & G.				<b>Knowledge:</b> Introduce the story of Rama and Sita and know that the story is retold during Diwali, written in the religious book of Ramayana.									To recognise that vector drawings consist of layers			
5.	Reflect on the genre covered and talk about emotional response.				<b>Understanding:</b> Identify the feelings of the characters in the story and the qualities they demonstrate e.g. Rama the obedient son.									To group objects to make them easier to work with			
6.	Know that Dancing In The Street is a motown song sung by Martha and the Vandellas.				<b>Reflect:</b> Explore the character's feelings at different points of the story and to think of different perspectives of the characters.									To apply what I have learned about vector drawings			
<b>Summer 2 – Year 5</b>																	
	<b>Music – Reflect, Rewind and Replay</b>	W	M	T	<b>Religious Education – Four Noble Truths of Buddhism/ The Gurdwara</b>	W	M	T	<b>Languages – Weather and Breakfast</b>	W	M	T	<b>Computing – Selection in Quizzes</b>	W	M	T	
1.	Listen to styles of music covered this year. Identify				<b>Knowledge:</b> Buddha recognised 4 noble truths - Dukka,				Learning about a typical Spanish breakfast.				To explain how selection is used in computer programs				

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	instruments, voices, pulse, rhythm, tempo, dynamics, song meaning and pitch.				Samudaya, Nirodha and Magga.										
2.	Sing different genres and appraise performance.				<b>Understanding:</b> Explore why each one is important and how doing something noble is honourable.				New learning: learn the names of 9 weather types				To relate that a conditional statement connects a condition to an outcome		
3.	Play tuned instruments of up to four notes and non-tuned instruments following rhythm and pulse.				<b>Reflect:</b> If you had to give up one item in your life what would it be and why? What would they find difficult?								To explain how selection directs the flow of a program		
4.	Improvise using: C,D & E. Compose a melody using: C, D & E or C, D, E, G & A.				<b>Knowledge:</b> Know about the Sikh Gurdwara and its importance to individual and community that they provide for.								To design a program which uses selection		
5.	Understand the vocabulary covered this year.				<b>Understanding:</b> Describe similarities and differences between a variety of Sikh Gurdwara's around the world (The Golden Temple) and special objects found within them.								To create a program which uses selection		
6.	Reflect on the genres covered this year and				<b>Reflect:</b> Do you need to go to a holy place to								To evaluate my program		

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	talk the emotional responses.				show your commitment?														
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D&T – Year 5			
	1. Make A Balloon Powered Car	2. Design Outdoor Adventure Clothes	3. Yorkshire and the Peak District Foods
1.	Use research and develop design criteria to inform the design of innovative, functional products that are fit for purpose	Use research and develop design criteria to create functional, appealing products that are fit for purpose, aimed at particular groups or individuals.	Understand and apply the principles of a healthy and varied diet.
2.	Develop their ideas through prototypes	Develop ideas through the use of pattern pieces	Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
3.	Select from and use a wider range of materials and components according to their functional properties or aesthetic qualities.	Select from and use a wider range of tools and equipment to perform practical tasks - cutting, shaping, joining and finishing accurately.	Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
4.	Evaluate their ideas and products against their own design criteria.	Investigate and analyse a range of existing products	
5.	Understand how key events in design and technology have helped shape the world.		
6.			