

Year 5 Curriculum – Autumn Term Overview

<p align="center">Religious Education 1 Philosophy</p> <p>Question: Is believing in God reasonable?</p> <p>Vocabulary: Reasonable, humanist, Christian, atheist, agnostic, faith, theist, reason, evidence, rational</p>	<p align="center">History Focus: The Golden age of Islam and it's achievements and failures.</p> <p>Key Questions What were the greatest Achievements and failures during the golden age of Islam? 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? Vocabulary: 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 align="center">Religious Education 2 Human and social science</p> <p>Key questions: How has belief in Christianity and Islam impacted on music and art throughout history?</p> <p>Vocabulary: Hadith, mosque, expression, aniconism, architecture, iconoclasm, symbolic</p>
---	---	--

<p align="center">Computing</p> <p align="center">Computing systems and networks Computer Systems and searching</p> <p align="center">Creating media Video production</p>	<p align="center">Geography Focus: South America Continent, Physical and Human Characteristics, Climate Zones/Biomes</p> <p>Key Question: What are the Key Physical and Human characteristics of South America? 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? Knowledge and information: Locational Geography To locate countries in the South America 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 (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. Vocabulary: The Andes, Amazon River, Atacama Desert, tropical, temperate, indigenous, tourism, trade, agriculture, mining, forestry, energy, minerals.</p>	<p align="center">Design Technology Focus: Healthy Food and Living</p> <p>To make homemade chicken goujons and compare to a frozen variety. Create a nutritionally balanced meal. Key Questions What does a balanced diet include? How can you prevent cross-contamination? How can you improve the nutrition in a product? Vocabulary: Bacteria, cross- contamination, method, influences, utensils, portions</p>
--	---	--

<p align="center">PSHE 1 Health and wellbeing Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes</p> <p>Key Question: What makes up our identity?</p>	<p align="center">PSHE 2 Living in the wider world</p> <p>Money; making decisions; spending and Saving</p> <p>Key Question: What decisions can people make with money?</p> <p>Careers; aspirations; role models; the future</p> <p>Key Question: What jobs would we like?</p>	<p align="center">MFL Body parts (French monster pets) Il a.... colour order and agreement (including plurals)</p> <p align="center">Shopping for food</p>	<p align="center">Physical education 1</p> <p>Indoor – Gymnastics – floor work, mats Outdoor – Invasion games – tennis</p>	<p align="center">Physical education 2</p> <p>Indoor – Invasion games – dodgeball Outdoor – Invasion games – tag rugby</p>
--	---	--	---	---

Science		Music	Art
<p>Focus: Earth and Space 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 Key Questions: Why does the sun rise? Why are day and night at different times around the world? What impact does the moon have on the Earth? Key Vocabulary: Earth, Sun, Moon, Jupiter, Mercury, Saturn, Venus, Mars, Uranus, Neptune, spherical, solar System, rotate, orbit, planet</p>	<p>Focus: Forces 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 Key Questions: What would happen if there was no gravity? Could a human lift a car? How do we use resistance in our everyday lives? Key Vocabulary Gravity, resistance, friction, mechanisms, levers, pulleys, gears</p>	<p>Emotions and musical styles How does music connect us with our past?</p>	<p>Children will know about the Art work typically found in Ancient Islamic civilisation. Study the Islamic tiles seen in architecture and understand the historical and cultural development of their art forms. Key questions Evaluation How would you develop ideas further? Can you annotate your finished piece? Is this what you intended? What did you find difficult? Sculpture Why is it important to do preliminary sketches before we begin sculptures? How can clay be used to create a geometric repeated pattern? Painting What are tertiary colours? How do we create these? What colours would you typically see in Islamic tiles? Vocabulary Slab work, Relief, Imprints, primary, secondary, tertiary, hues</p>