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| **YEAR 5 TOPIC MAP**  Topic 1: Why do actions have consequences? | **GEOGRAPHY**  **PG: physical geography**  **HG: human geography**  Pollution; greenhouse gases; global warming; recycling; sustainability, | **ARTS** | **PSHE** |
| **Cross-Curricular literacy:**  Write a letter to the government about concerns of pollution and global warming.  **Class novel:**  The Iron Man by Ted Hughes  Poetry by Michael Rosen & Roger McGough  **Cross-Curricular maths**  Research data figures of pollution and rising temperatures. Which are the top ten most polluting countries? Use ICT to produce a graph showing amounts of CO2 discharge.  **Cross-Curricular science** Global warming, environmental issues, conservation & preservation. | Locate the world’s countries, …., concentrating on their environmental regions, key physical and human characteristics,  **Pollution**: What is pollution? What are the main causes of pollution? Which countries of the world are the most polluted?  **Greenhouse gas:** Which countries in the world cause the most pollution? Where are these countries? What are the main causes of the pollution?  **Global warming:** What is global warming? Is global warming bad? What has the ozone layer got to do with global warming? So what could happen? What can I do about it?  **How can I help?** Recycling and Sustainability, (exploiting natural resources without destroying the ecological balance of an area. | **MUSIC:** Listen to a selection of environmental songs. Create own lyrics for an environmental song.  **ART & DESIGN:**  Posters about sustainability, recycling and reducing waste. | * Understand that identity is affected by a range of factors, including positive sense of self. * Make informed choices * school rules about health and safety, basic emergency aid procedures, where and how to get help * to realise the nature and consequences of discrimination, teasing, bullying * resolve disputes and conflict through negotiation and appropriate compromise * understand that their actions affect themselves and others * know why & how rules affect themselves & others * understand that there are different kinds of responsibilities, rights and duties at home, at school   **Which rules should we have in school?** Take suggestions for rules – then put into triangle of importance.- work on debate and communication skills  **How can we respect/ take care of our world?**  Exploring environmental issues - respecting the planet. |
| **YEAR 5 TOPIC MAP**  Topic 2: Why is Brazil in the news again? | **GEOGRAPHY**  **PG:** locate the world’s countries, using maps to focus on South America and concentrating on their environmental regions,  **HG:** Trade & growing economy; Fair trade. | **ARTS** | **PSHE** |
| **Cross-Curricular literacy:**  Opportunities for children to carry out research throughout unit.  Children produce an information text about a Brazilian city.  **Class Novel:**  Journey to the River Sea by Eva Ibbotson  **Cross-Curricular maths:**  Opportunities for children to plan a journey to a place in another part of the world, taking account of distance and time. | Locate the world’s countries, using maps to focus on South America and concentrating on their key physical and human characteristics, countries, and major cities.  **GE:**   * collect information about a place and use it in a report * Find possible answers to their own geographical questions * Plan a journey to a place in another part of the world, taking account of distance and time   **PG:**   * explain why many cities of the world are situated by rivers * explain how a location fits into its wider geographical location; with reference to physical features   **HG:**   * explain why people are attracted to live by rivers * explain how a location fits into its wider geographical location; with reference to human and economical features * locate and name the main countries in South America on a world map and atlas | **DT/MUSIC:** Research about, and listen to, musical instruments of Brazil. Make their own instruments.  **DANCE:**  The children will  find out about samba dancing and then  perform some Brazilian style dancing.  **SPORT:**  Brazilian football; Frescobol, volleyball, motor racing. | * the importance of protecting personal information, including passwords, addresses and images * that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment * to think about the lives of people living in other places, and people with different values and customs   **Should I keep your secret?** Define bullying. Discuss when it is appropriate not to keep things secret. |
| Topic 3: Why should the rainforests be important to us all? | **GEOGRAPHY**  **PG: physical geography**  **HG: human geography** | **ARTS** | **PSHE** |
| **Cross-Curricular literacy:** opportunities for  children to carry our their own research and to  present their findings in a range of interesting  ways which may involve ICT.  Opportunities for children to use their persuasion skills when making cases for saving the rainforests**.**  Rainforest poetry  **Texts:** The Great Kapok Tree by Lynne Cherry  A Tale of the Amazon Rain Forest by Lynne Cherry  **Cross-Curricular maths:** provides opportunities for children to use their measurement skills.  **Cross-Curricular science:**  Study of biomes and animal and plant life. | **HG**: Trade & growing economy; Fair trade.  **PG**: locate the world’s countries, using maps to focus on South America and concentrating on their environmental regions, key physical and human characteristics.  **GE:**   * Collect information about a place and use it in a report * Find possible answers to their own geographical questions * make detailed sketches and plans; improving their accuracy later * Plan a journey to a place in another part of the world, taking account of distance and time   **PG:**   * Explain why many cities of the world are situated by rivers? * Explain how a location fits into its wider geographical location; with reference to physical features * Explain why water is such a valuable commodity   **HG:**   * explain why people are attracted to live by rivers * Can they explain how a location fits into its wider geographical location; with reference to human and economical features * locate and name the main countries in South America on a world map and atlas   explain what a place might be like in the future, taking account of issues impacting on human features  . | **ART & DESIGN:**  Children explore the role of textiles, display and camouflage in cultures that are indigenous to the rainforests and use what they have learned to design a piece of printed cloth. | * that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment * that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment * to think about the lives of people living in other places, and people with different values and customs * to recognise how images in the media do not always reflect reality and can affect how people feel about themselves * to explore and critique how the media present information |
| **YEAR 5 TOPIC MAP**  Topic 4: How can we rediscover the wonder of the Indus valley? | **HISTORY:** Early Civilizations: The Indus Valley. The achievements of the earliest civilizations – an overview of the impact the this civilisation had on our society  **GEOGRAPHY PG**: Where is the Indus valley? Which countries does it pass through? | **ARTS** | **PSHE** |
| **Cross-Curricular literacy:** Children to think of the questions they would wish to ask an Ancient Indus valley person, if they met one.  Opportunities for research about Indus valley– its geographical location and its history.  **Texts:** The Boy with Pale Eyes & Indus Valley Quick Reads by Helen Cannam  **Cross-Curricular maths:** use their mathematical skills to work exact time scales and differences as need be. | **CHRONOLOGY:**   * use dates and historical language in their work * draw a timeline with different time periods outlined * describe historical events from the different period/s they are studying/have studied   **KNOWLEDGE & INTERPRETATION**   * make comparisons between historical periods; explaining things that have changed and things which have stayed the same * describe historical events from the different period/s they are studying/have studied * appreciate that significant events in history has helped shape the country we have today   **HISTORICAL ENQIURY**   * test out a hypothesis in order to answer a question * appreciate how historical artefacts has helped us understand more about British lives in the past and present. | **ART & DESIGN:**  Children will research art and design from the Indus Valley and use this to design and make their own ceramic structures combining ‘pinch’, ‘coil’ and ‘slab’ techniques. | to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet  to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them |
| **YEAR 5 TOPIC MAP**  Topic 5: How could Hitler have convinced a nation like Germany to have followed him? | **HISTORY**  A Study of an aspect or theme in British history, beyond 1066. Hitler’s invasion of Poland and its impact on Britain  **GEOGRAPHY**  **PG**: Locate countries and major cities affected by Hitler’s invasion &its consequences. | **ARTS**  Children find out about European artists that have captured images of the war and create their own piece of art based on the techniques used by these artists. | **PSHE** |
| **Cross-Curricular literacy:**  Opportunities for children to carry out their own research.   * Profile of Hitler * The suffering of the Jews in WW2 * Anne Frank’s Diaries * Create a topical radio broadcast * ‘The Piano’ by Aidan Gibbons   **Cross-Curricular maths:** use their mathematical skills to work exact time scales and differences as need be. | **CHRONOLOGY:**   * use dates and historical language in their work * draw a timeline with different time periods outlined * describe historical events from the different period/s they are studying/have studied   **KNOWLEDGE & INTERPRETATION**   * make comparisons between historical periods; explaining things that have changed and things which have stayed the same * describe historical events from the different period/s they are studying/have studied * appreciate that significant events in history has helped shape the country we have today * understand how crime and punishment has changed over the years   **HISTORICAL ENQIURY**   * test out a hypothesis in order to answer a question * appreciate how historical artefacts has helped us understand more about British lives in the past and present. | **ART & DESIGN:**  Children find out about the effect of war on European art and create their own piece of art based on the techniques used by these artists. Mixed media and ICT.   * organise line, tone, shape and colour to represent figures and forms in movement * explain why they have chosen specific materials * create mood in their paintings * express their emotions accurately through their work   **DT:** create air raid shelters:   * take a user’s view into account when designing * produce a detailed step-by-step plan * suggest some alternative plans and say what the good points and drawbacks are about each * use a range of tools and equipment expertly * evaluate appearance and function against the original criteria | the concept of ‘keeping something confidential or secret’, when we should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’  that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity and disability    about change, loss, separation, divorce and bereavement  **How do people “use” the truth to influence you?** |
| **YEAR 5 TOPIC MAP** Topic 6: Were the Anglo-Saxons really smashing? | **HISTORY**  Anglo Saxons: settlements  and kingdoms; Art and Culture; Christianity conversion | **ARTS** | **PSHE** |
| **Cross-Curricular literacy:**  Opportunities for research about Anglo-Saxons – focusing on the impact on British history.  Opportunities for distinctive research on famous Anglo-Saxons e.g. Alfred the Great, Bede.  **Texts:**  Beowulf by Kevin Crossley - Holland  Etymological research: common names and words we use today that derive from Anglo-Saxon times.  **Cross-Curricular maths:**  Use mathematical skills to work exact time scales and differences | * use dates and historical language in their work * draw a timeline with different time periods outlined * describe historical events from the different period/s they are studying/have studied * make comparisons between historical periods; explaining things that have changed and things which have stayed the same * explain the role Britain had in spreading Christian values across the world * appreciate how significant events in history has helped shape the country we have today * develop understanding as to how crime and punishment has changed over the years * test out a hypothesis in order to answer a question * appreciate how historical artefacts have helped us understand more about British lives in the past * and present. | **ART & DESIGN:**  Children design and make their own jewellery based on the patterns commonly used by Anglo-Saxons.  OR use influence of calligraphy of Lindisfarne Gospels to create and decorate their own books. | to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them  **How do humans change?** Physical changes to bodies as we age **SCIENCE CURRICULUM** |