

Year 5	Do our beliefs drive our actions?			
Duty	Discrimination	Conflict	Power	
<p><b>ART:</b></p> <p>Poppy art (<i>Printing</i>)</p> <ul style="list-style-type: none"> <li>➤ 4 stages printing using other media to create different patterns, effects and details.</li> </ul> <p><i>VOCAB: Lino, block printing, press print, carving, texture, shape, repeat, roller, positive and negative, lino-cutting, lino-cutter</i></p>	<p><b>KEY QUESTIONS:</b></p> <ol style="list-style-type: none"> <li>1. How did Franz Ferdinand's beliefs lead to WW1?</li> <li>2. Which countries were involved and where were they located in the world?</li> <li>3. What was the importance of the trenches during WW1?</li> <li>4. What was life like in Britain during WW1?</li> <li>5. Why were animals used during WW1?</li> <li>6. How did WW1 and the consequences of WW1 effect the world?</li> <li>7. Do our beliefs drive our actions in a democracy?</li> <li>8. Who was involved in WW2 and why did it happen?</li> <li>9. What was evacuation and why did it happen?</li> <li>10. Why did the Germans believe that bombing cities would win the war?</li> <li>11. Did Hitler's personal beliefs drive his actions?</li> <li>12. How did Hitler's actions lead to the holocaust?</li> <li>13. Why was rationing imposed and how did it impact Britain?</li> </ol>	<p><b>HISTORY:</b></p> <ul style="list-style-type: none"> <li>➤ Understand how and why both WW1 and WW2 began.</li> <li>➤ Identify the chronology of significant events in both wars.</li> <li>➤ Investigate life in Britain during both WW1 and WW2.</li> <li>➤ Discuss the impact of WW1 and WW2 on the world as we know it.</li> <li>➤ Compare what life was like for children during the wars vs. life for children nowadays.</li> <li>➤ Focus on Hitler as a significant figure. Why did he have these beliefs and what did they lead to?</li> <li>➤ Investigate the impact of the holocaust and how this has changed our world.</li> </ul> <p><i>Vocab: Axis, Allies, Treaty of Versailles, democracy, power, charisma, chronological, sources of evidence, evacuation, consequences, beliefs, rationing, The Blitz, locate, significant, compare and contrast, nation.</i></p>	<p><b>History Targets - A Year 5 Historian</b></p> <p>I can draw a timeline with different historical periods showing key historical events or lives of significant people.</p> <p>I can compare two or more historical periods; explaining things which changed and things which stayed the same.</p> <p>I can explain how Parliament affects decision making in England.</p> <p>I can explain how our locality has changed over time.</p> <p>I can test out a hypothesis in order to answer questions.</p> <p>I can describe how crime and punishment has changed over a period of time.</p> <p><b>Geography Targets - A Year 5 Geographer</b></p> <p>I can plan a journey to a place in another part of the world, taking account of distance and time.</p> <p>I can explain why many cities are situated on or close to rivers.</p> <p>I can explain why people are attracted to live by rivers.</p> <p>I can explain the course of a river.</p> <p>I can name and locate many of the world's most famous rivers in an atlas.</p> <p>I can name and locate many of the world's most famous mountainous regions in an atlas.</p> <p>I can explain how a location fits into its wider geographical location with reference to human and economical features.</p> <p><b>ESSENTIAL KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• Explain why WW1 and WW2 began – detailing the axis, allies, countries involved.</li> <li>• Identify significant leaders during WW1 and WW2 – key focus on Hitler as a charismatic leader.</li> <li>• Chronology of events in WW1 and WW2.</li> <li>• Locate countries involved in WW1 and WW2 – axis and allies.</li> <li>• Comparison of wartime to present day e.g. diet, jobs, economic climate.</li> <li>• Use sources (primary and secondary) to investigate historical events.</li> <li>• Form opinions based on gathered evidence e.g. should we live in a democracy?</li> </ul>	
<p><b>DESIGN TECHNOLOGY:</b></p> <p>Anzac biscuits (<b>cooking and nutrition</b>)</p> <ul style="list-style-type: none"> <li>➤ Become competent in a range of cooking techniques.</li> <li>➤ Understand the sources of a broad range of ingredients.</li> <li>➤ Follow a plan or recipe without support.</li> </ul> <p><i>VOCAB: equipment, ingredients, combining, quality, hygiene, chewy,</i></p>	<p><b>GEOGRAPHY:</b></p> <ul style="list-style-type: none"> <li>➤ Locate countries involved in WW1 and WW2.</li> <li>➤ Use maps to identify where countries invaded from and why they were allied with one another.</li> </ul> <p><i>VOCAB: Europe, world, England, continents, countries, United Kingdom, economical, axis and allies, capital cities.</i></p>			

<p><i>crispy, texture, quantities, criteria, recipe, mixing, method.</i></p> <p><b>Moving ambulances (Use mechanical systems)</b></p> <ul style="list-style-type: none"> <li>➤ Explore how mechanisms work.</li> <li>➤ Follow and refine plans.</li> <li>➤ Evaluate product against criteria.</li> </ul> <p><b>VOCAB:</b></p> <ul style="list-style-type: none"> <li>• <i>designing: sequence, annotated diagram, sketch, decision, choice, prototype, model, communicate</i></li> <li>• <i>Making: shape, assemble, accurate, saw, mark out</i></li> <li>• <i>cam, mechanism, movement, linear motion, rotary motion, pivot, off-centre, axle, force, framework, follower, guide, offset, shaft</i></li> </ul>	<p><b>Maths:</b> <b>Cross-curricular maths opportunities</b></p> <ul style="list-style-type: none"> <li>➤ Multi step problem codebreaking challenges linked to codes used in World Wars.</li> <li>➤ Ration books and allowances – measures out quantities of food allowed using imperial measures.</li> <li>➤ Measure – calculate distances travelled by evacuees and soldiers.</li> </ul>	<p><b>ENGLISH:</b> <b>‘War Horse’ – Michael Morpurgo</b> <b>‘Goodnight Mister Tom’ – Michelle Magorian.</b></p> <ul style="list-style-type: none"> <li>➤ Letter from Joey to Albert based on experiences</li> <li>➤ Diary entry from Trooper Warren detailing the war.</li> <li>➤ Information text based on animals in the war</li> <li>➤ Setting description comparison between London and the countryside.</li> <li>➤ Narrative writing based on pinnacle chapter in GMT.</li> </ul>	
<p><b>ADDITIONAL LINKS</b></p> <p><b>Global Learning:</b> experiences of children from around the world during World Wars.</p> <p><b>Citizenship:</b> the rise of patriotism as a result of the war.</p> <p><b>ICT/Computing:</b> Use search technologies effectively to gather information about the use of animals in the military.</p> <p><b>Homework/Independent Learning:</b></p> <ul style="list-style-type: none"> <li>➤ Focus on animals used in wars.</li> <li>➤ Use any form of media to represent information gathered about WW1 and WW2.</li> </ul> <p><b>Music:</b> Taught stand alone.</p>	<p><b>Science:</b> <b><u>Forces</u></b></p> <p>*Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>*Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>*Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</p> <p><b><u>Vocabulary:</u></b> <i>force Newtons gravity friction air resistance upthrust balanced unbalanced gear lever pulley planet contact non-contact drag thrust lift opposite weight mass acceleration deceleration</i></p>	<p><b>VISITS:</b> National War Memorial Arboretum - TBC</p> <p><b>Wow Starter:</b> <b>‘World War day’ - 13<sup>th</sup> September 2021</b></p> <ul style="list-style-type: none"> <li>-School during WW1</li> <li>-Make their own propaganda poster</li> <li>-Anzac biscuits</li> <li>-History of poppies and remembrance: make some of their own.</li> </ul>	<p>Links to previous topics and skills</p> <ul style="list-style-type: none"> <li>• <b>History-</b> chronology of events, using sources of evidence, comparing and contrasting periods of history to the present.</li> <li>• <b>Science-</b> setting up simple, practical enquiries, gathering, recording and classifying data, recording findings.</li> <li>• <b>Geography-</b> locating the world’s countries, using maps, atlases.</li> </ul>

**PE:** Gymnastics, football and tag rugby.

- Focus on particular key skills in each sport.

**Earth and Space**

\* Describe the movement of the Earth, and other planets, relative to the Sun in the solar system

\*Describe the movement of the Moon relative to the Earth

\*Describe the Sun, Earth and Moon as approximately spherical bodies

\*Use the idea of the Earth's rotation to explain day and night, and the apparent movement of the sun across the sky.

**Vocabulary:**

*gravity star planet  
hemisphere attract attraction  
weight moon orbit revolve  
rotation axis equator season  
winter autumn mass solar  
system geocentric heliocentric  
sphere ellipse phases shadow  
temperature distance*