Year 5 Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	
History 	**Medieval Monarchs** Who was the rightful heir to the throne in 1066 Who was responsible for the death of Thomas Becket? Who was the worse King: Richard or John Was was Edward 1 great/why was he terrible? Why did Henry V111 initiate the English reformation? Was Elizabeth 'weak or feeble'?		**Benin Kingdom** How did the Benin Kingdom begin? What was life like for the Edo people in the Benin Kingdon? How were trade links established and what goods were traded What was the Translantic Slave Trade Why did the British colonise Benin and what impact did this have?		**Local St**
Geography 		**Migration** Explore different reasons why people migrate (push and pull factors). Positive and negative impacts of migration for the source and host country They will learn about refugees and why people have to leave their homes. Finally they will consider climate change and how climate change is causing migration.		**Biomes** Children will learn about the Earth's biomes and that each biome has distinct climatic conditions, flora and fauna. They will also consider how human activity can negatively impact biomes. They will learn about different biomes, including Tundra, Talga and Savannah Finally they will learn how biomes are threatened by climate change and human activity.	
Science 	**Earth and Space** The relative sizes and distances of the Earth, sun and moon. Night and day and shadow formation.	**Properties and changes of materials** Properties of materials including magnetism. Reversible and irreversible changes like dissolving and burning.	**Forces** Friction, air resistance, water resistance and gravity.		The lif reptiles
Reading 					
Writing 					
Art/DT 	**Every Picture Tells a Story** Exploring the meaning behind art – analyse the work of Banksy; Making symmetrical prints inspired by Rorschach, Telling a story using emojis,	**DT Mechanical Systems** Create a pop-up story using a range of mechanisms and decorative features	**Architecture** Drawing from observation, creating prints, drawing from different perspectives and learning about the role of an architect.	**Structures** Create their own wooden bridge- measuring , sawing, and joining skills	**Design** Designi design arms ar

	Re-enacting a poignant war scene and taking inspiration from ceramic artist Odundo.				
R.E. 	**Why do some people believe God exists?** This investigation enables pupils to learn in depth from different religious and non-religious groups about belief in God. Pupils enquire into the key question- raising questions about the nature and existence of God focussing on Christian ideas about God. Pupils will consider why people do or don't believe in God and the impact that might have on the way they live their everyday life. This investigation provides an opportunity to meet Christians, agnostics and atheists and ask questions about why they do or don't believe in God.	**What does it mean to be a Muslim in Britain today?** This unit enables pupils to learn in depth from different religious and spiritual ways of life about being a follower of the Muslim religion. Pupils explore the five pillars of Islam and the importance of these to Muslim believers. This investigation provides an opportunity to learn about the Qur'an and other forms of guidance and visit a Mosque.	**What would Jesus do? Can we live by the values of Jesus in the twenty-first century?** This investigation enables pupils to learn in depth from Christianity, considering in a detailed way some teachings of Jesus and the ways they are applied today. Pupils will consider examples of what Jesus said, and how Christians today respond to the challenges of his teachings	**What matters most to Christians and Humanists?** This investigation enables pupils to learn in depth from Christianity and from Humanism, a non-religious way of life. If it is pupils' first encounter with Humanism, then teaching will need to secure their understanding of what a nonreligious way of life means, both similar to and different from Christianity.	**If God i** This inv ways of focussi worshi presen
PSHE 	**Keeping Safe/Staying Save** Who can I talk to : Support Networks Peer Pressure	**Keeping Healthy: Feelings and Emotions** Smoking Anger	**Being Responsible** Looking out for others	**Our World/The Working World** Enterprise	**Relatio and Ch Compu** Puberty Image S
French	**French Monster Pets** Pupils use their language detective skills to identify key facts about an animal. They learn vocabulary for the parts of the human body and use this information to match pictures of monsters to the correct description. They describe hybrid animals, carefully choosing the correct article to go with masculine or feminine nouns, and create their own monster pet to describe.	**Space Exploration** This unit transports children into space, developing their scientific vocabulary as well as their grammar. Links can be made with English as they use figurative language and develop their sentence structure by adding adjectives, making comparisons and also with our KS2 computing topic on space.	**Shopping in France** Through games, stories and role-play, pupils develop vocabulary that they could use on a trip to France, as well as building their understanding of sentence structures, questions and phrases. They also develop their language detective skills when faced with an entirely unfamiliar text.	**French Speaking World** Pupils learn to give and follow directions in French and to use comparative language, which they practise as they explore different French speaking countries.	**Verbs i** Pupils identify verbs, ending recogni
Computing 	**Search Engines** Recognising that information on the internet might not be true or correct. Know how to use keywords to quickly find accurate information.	**Programming Music** Composing music using code through Sonic Pi or Scratch pupils can compose simple tunes culminating in a 'battle of the bands' using loops of music.	**Mars Rover 1** Pupils explore inputs and outputs as well as Binary numbers to understand how the Mars Rover transmits and receives data and how scientists are able to control it to explore another planet!	**Micro: bit** Programming a small device called a micro:bit to display animations or messages on its simple LED display using block coding.	**Stop m** Collabo animati their id edit an
Maths 	Number - place value Number – addition and subtraction Statistics Number – multiplication and division Measurement - Perimeter and Area		Number - multiplication and division Number Fractions Number – Decimals and Percentages		Numbe Geome Geome Measur Measur