



Year Group and Teacher:	Year 5 Mrs Wicks (Mon-Thurs) Mrs Rogers (Fri- reading, grammar, MFL and computing)	Term:	Autumn 2023-24
Unit Outcomes/ Objectives (Future): Science: Earth and space <ul style="list-style-type: none"> - 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. Geography: What is life like in the Alps? <ul style="list-style-type: none"> - Locate the Alps on a world map and identify and label the eight countries they spread through. - Locate three physical and three human characteristics in the Alps. - Research and describe the physical and human features of Innsbruck. - Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs. - Compare the human and physical geography of their local area and Innsbruck. - Describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question, ‘What is life like in the Alps?’ History: British history: What was life like in Tudor England? <ul style="list-style-type: none"> - Extract information about Henry VIII from sources, explain, and justify their interpretation of Henry VIII using evidence from sources. - Make deductions from sources about Anne Boleyn; interpret historical sources and supporting interpretations with evidence. - Use sources to make deductions about Henry VIII’s wives and use evidence to support deductions, evaluating which of his wives best met his requirements. - Identify primary sources, highlighting evidence in a source and make historical deductions from evidence. 		Cross Curricular Writing Opportunities: <ul style="list-style-type: none"> To write an argument. To write a newspaper report. To write a letter. To write a diary. To write an information text. To write a description of a royal progress. Quality Text: Cosmic- Frank Cottrell Boyce The Queen’s Fool- Ally Sherrick Selection of Non-Fiction Books	Local Context Links: <ul style="list-style-type: none"> • Archbishop Thomas Cranmer • National Space Centre – Leicester Spoken language opportunities: <ul style="list-style-type: none"> • Debate- were the moon landings fake? • Discuss and explain the reasons for the death of Anne Boleyn; making predictions and justifying them with evidence.

- Select the relevant evidence required from sources and recreate Elizabeth's entrance into Worcester.
- Make deductions using inventories and making judgements as to whether a person was rich or poor.
- Explain how inventories are useful to historians and create a realistic inventory.

Computing: Computer Networks and the Internet, App Design, Esafety (BIL), Text-based Programming, E-safety (IL2)


Art and Design: Sculpture and 3D: Interactive Installation

- Group images together, explaining their choices.
- Answer questions about a chosen installation thoughtfully and generate their own questions.
- Show that they understand what installation art means.
- Justify their opinions of installation artworks.
- Evaluate their box designs, considering how they might appear as full-sized spaces.
- Suggest changes they could make if they repeated the activity to create a different atmosphere in the space.
- Create an installation plan, model or space.
- Describe their creations and the changes they made as they worked.
- Describe how their space conveys a particular message or theme.
- Make and explain their choices about materials used, arrangement of items in the space and the overall display of the installation.
- Show they have considered options for how to display their installation best e.g. lighting effects.
- Present information about their installation clearly in the chosen format.
- Justify choices made, explaining how they improve the viewer experience or make it interactive.

Design and Technology: Electrical Systems: Doodlers

- Identify simple circuit components (battery, bulb and switch) with a basic explanation of their function.
- Explain that a series circuit is assembled in a loop to allow the electricity to flow along one path.
- Describe a motor as a circuit component that changes electrical energy into movement.
- Provide examples of motorised products that use movement to rotate or spin different parts.
- Remove and replace different parts of a Doodler, as part of a team.

<ul style="list-style-type: none"> - Suggest ways to switch the configuration to amend the form or function of the Doodler. - Explain, in an investigation report, each of the changes they made and the effect this had on the Doodler's ability to draw scribbles (function) and appearance (form). - Develop design criteria with consideration for the target user, the purpose of their Doodler, a key function and the Doodler's form and final appearance (e.g. fun, bright, soft). - Explain simply why their Doodler has a certain configuration based on the findings of their investigation (e.g. I used four pens because the Doodler would fall over with two). - Create a functional Doodler that creates scribbles on paper with or without a switch. - Identify and list each of the required materials, tools and circuit components required to build a Doodler. - Explain simply the steps to assemble a Doodler as part of a set of instructions (or storyboard). - Write instructions to build a functional circuit, explaining how to identify if it is functional or not. - Provide suggestions to improve a peer's set of instructions after testing how effective they are at guiding someone. 			
<p>SMSC links:</p> <ul style="list-style-type: none"> - Developing a curiosity for and understanding of history and significant events beyond living memory. - Exploring notions of right and wrong in connection to decisions made by The Tudors. - Appreciation of the effect and consequences of these and its shaping of British society and culture (with particular reference to religion) 	<p>British Values/ PSHE links:</p> <ul style="list-style-type: none"> - Mutual respect and tolerance – beliefs of others - Explore tolerance of different beliefs and the diversity of religions. - Democratic discussions on whether there is life on another planet? / Conspiracy theories – did they land on the moon? 	<p>Maths Missions:</p> <ul style="list-style-type: none"> - Comparing Time Zones (conversion between am and pm - Measurement -craters in the moon, distance of planets - Compass work – parts of a circle - Reading and analysing data (temperature) - Comparison of mass on the moon - Days, months and years challenge questions. - Place value and ratio. - Time addition and subtraction. - A Tudor Banquet 	<p>Christian Values/ SIAMs strands:</p> <ul style="list-style-type: none"> - Developing compassion and empathy for the position of people faced with extraordinary circumstances. - Responsibility through an awareness of how human actions impact our world. - Understand the importance of the Democracy, Rule of Law, Respect and Tolerance, Individual Liberty by exploring our British Values.

<p>Global Citizenship and Diversity (inc BLM) links:</p> <ul style="list-style-type: none"> - Diversity of experience among Black Tudors. - Migration in Tudor England: black people and people of colour were living as 'free people' in the Tudor times, coming to its shores through a variety of ways, mainly through trade with countries such as Morocco. - The Tudors lived in a world where skin colour was less important than religion. - Through class text, 'The Queen's Fool' compare the experiences of a child with a learning disability then and now. 		<p>Outdoor Learning Opportunities:</p> <p>Practical lessons including movements of the Sun, Earth and Moon and exploration how the rotation of Earth creates day and night</p> <p>Space Training Academy</p> <p>Local environment field study</p>	
<p>Hook (Engage): Pie Corbett 'Rubbish Tip Alien'</p> 	<p>Focus reading children: Based on end Y4 data:</p> <p>Include all above as bottom 20% until baseline</p> <p>Action: see PLE <i>See Provision Map for targeted interventions</i></p> <p>Focus group-support reading during main activities.</p>	<p>Focus writing children: Based on end Y4 data:</p> <p>Action: see PLE <i>See Provision Map for targeted interventions</i></p> <p>Increased opportunities to write (including extended pieces) with a cross curricular focus</p> <p>Opportunities to up-level writing within small focus group</p> <p>Writing conferences to edit writing</p> <p>Edit stations</p>	<p>SEN/ PP/EAL:</p> <p>Action: see PLE</p> <p><i>See Provision Map for targeted interventions</i></p> <p>Visual timetable on display in classroom</p> <p>Visuals to support activities and outcomes</p> <p>Colours used within PPT presentations</p> <p>Broken down instructions</p> <p>TA/ Small group support</p> <p>Additional conferencing</p> <p>Differentiated activities</p> <p>Focus groups</p> <p>Opportunities for enrichment activities purchased using PP funding</p>



National Curriculum Coverage	Key Vocabulary	
<p>History</p> <ul style="list-style-type: none"> - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed - gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. - know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world - gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry - understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses <p>Geography</p> <ul style="list-style-type: none"> - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America - describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<p>History</p> <ul style="list-style-type: none"> • Tudor • Battle of Bosworth • Henry VII • Elizabeth of York • Henry VIII • tyrant • fair • ruler • monarch • portrait • interpretation • primary source • secondary source • bias • historical investigation • Anne Boleyn • Catherine of Aragon • Jane Seymour • Anne of Cleves • Katherine Howard • Katherine Parr • heir • evidence • Royal Progress • propaganda • image • litter 	<p>Geography</p> <ul style="list-style-type: none"> • atlas • climate • climate change • coniferous trees • data • deciduous trees • enquiry • fold mountain • glacier • hemisphere • human feature • land height • latitude • leisure • longitude • method • mountain climate • mountain range • OS map • physical feature • population • questionnaire • sea level • recreational land use • risk • route • scale

<ul style="list-style-type: none"> - use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world - use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 		
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Building on Prior Learning	Preparing for Future Learning
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<p>History: build on Year 4 Unit ‘How hard was it to invade & settle in Britain?’</p> <p>Geography: build on Year 3 Unit ‘Why do people live near volcanoes?’</p>	<p>History: preparation for Year 6 Unit ‘Who should go on the £10 note?’</p> <p>Geography: preparation for Year 6 Unit ‘Where does our energy come from?’</p> <p>We hope these units will prepare our pupils with a variety of subject knowledge and practical skills that can be applied at secondary school and in the wider world.</p>
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Key Knowledge and Skills (Link to Progression Map)

<p>History Knowledge</p> <ul style="list-style-type: none"> • To know relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Maya , and Victorians. • To understand that historical periods have characteristics that distinguish them. • To understand how to work out durations of periods and events. • To understand that inventories are useful sources of evidence to find out about people from the past. • To know that we must consider a source’s audience, purpose, creator and accuracy to 	<p>Skills</p> <ul style="list-style-type: none"> • Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups. • Putting dates in the correct century. • Using the terms AD and BC in their work. • Developing a chronologically secure understanding of British, local and world history across the periods studied. • Placing the time, period of history and context on a timeline. • Relating current study on timeline to other periods of history studied. 	<p>Geography Knowledge</p> <ul style="list-style-type: none"> • To know the name of many countries and major cities in Europe and North and South America. • To know some similarities and differences between the UK and a European mountain region. • To know the location of key physical features in countries studied. • To know why tourists visit mountain regions. • To know vegetation belts are areas of the world that are home to similar plant species. • To name and describe some of the world’s vegetation belts. 	<p>Skills</p> <ul style="list-style-type: none"> • Locating more countries in Europe and North and South America using maps. • Locating major cities of the countries studied. • Locating some key physical features in countries studied on a map. • Locating key human features in countries studied. • Identifying significant environmental regions on a map. • Using maps to show the distribution of the world’s climate zones, biomes and vegetation belts and identifying any patterns. • Explaining why a locality has changed over time, giving
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<p>determine if it is a reliable source.</p> <ul style="list-style-type: none"> • To understand that there are different interpretations of historical figures and events. • To understand how the monarchy exercised absolute power. • To understand there are increasingly complex reasons for migrants coming to Britain. • To be aware of the different beliefs that different cultures, times and groups hold. • To understand the changing nature of religion in Britain and its impact. • To be aware of how different societies practise and demonstrate their beliefs. • To be able to identify the impact of beliefs on society. • To understand the changes and reasons for the organisation of society in Britain. • To understand how society is organised in different cultures, times and groups. 	<ul style="list-style-type: none"> • Comparing and making connections between different contexts in the past. • Making links between events and changes within and across different time periods / societies. • Identifying the reasons for changes and continuity. • Describing the links between main events, similarities and changes within and across different periods/studied. • Describing the links between different societies. • Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well. • Analysing and presenting the reasons for changes and continuity. • Starting to analyse and explain the reasons for, and results of historical events, situations and change. • Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. 	<ul style="list-style-type: none"> • To be aware of some issues in the local area. • To know what a range of data collection methods look like. • To know how to use a range of data collection methods. 	<p>examples of both physical and human features.</p> <ul style="list-style-type: none"> • Using longitude and latitude when referencing location in an atlas or on a globe. • Describing and explaining similarities between two environmental regions studied. • Describing and explaining differences between two environmental regions studied. • Understanding how climates impact on trade, land use and settlement. • Describing and understanding the key aspects of the six biomes. • Describing and understanding the key aspects of the six climate zones. • Understanding some of the impacts and causes of climate change. • Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather. • Recognising geographical issues affecting people in different places and environments.
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<ul style="list-style-type: none"> • To know that trade routes from Britain expanded across the world . • To understand there was a race to discover new countries and that this resulted in new items to be traded in (e.g. silk, spices and precious metals. • To understand that people in the past were as inventive and sophisticated in thinking as people today. 	<ul style="list-style-type: none"> • Making links with different time periods studied. • Describing change throughout time. • Identifying significant people and events across different time periods. • Recognising primary and secondary sources. • Using a range of sources to find out about a particular aspect of the past. • Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources. • Evaluating the usefulness of historical sources. • Developing strategies for checking the accuracy of evidence. • Planning a historical enquiry. • Identifying methods to use to carry out the research. • Asking historical questions of increasing difficulty e.g. who governed, how and with what results? 		<ul style="list-style-type: none"> • Describing and explaining how humans can impact the environment both positively and negatively, using examples. • Confidently using and understanding maps at more than one scale. • Using atlases, maps, globes and digital mapping to locate countries studied. • Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. • Using the scale bar on a map to calculate distances. • Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. • Following a short pre-prepared route on an OS map. • Choosing the best approach to answering an enquiry question. • Making sketch maps of areas studied including labels and keys where necessary. • Selecting appropriate methods for data collection.
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	<ul style="list-style-type: none"> • Creating a hypothesis to base an enquiry on. • Using different sources to make and substantiate historical claims. • Developing an awareness of the variety of historical evidence in different periods of time. • Distinguishing between fact and opinion. • Recognising 'gaps' in evidence. • Identifying how sources with different perspectives can be used in a historical enquiry. • Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source. • Making connections, drawing contrasts and analysing within a period and across time. • Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts. • Using historical evidence to create an imaginative 		<ul style="list-style-type: none"> • Designing interviews/questionnaires to collect qualitative data. • Conducting interviews/questionnaires to collect qualitative data. • Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information. • Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings.
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	<p>reconstruction exploring the feelings of people from the time.</p> <ul style="list-style-type: none">• Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.• Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.		
Sequence of Knowledge and Skills		Timeline of Events	

History

Lesson 1: Fair ruler or tyrant? What was Henry VIII really like?
To use different types of evidence to interpret the character of Henry VIII.

Lesson 2: Why was Anne Boleyn killed?
To make deductions about Anne Boleyn from a range of primary and secondary sources.

Lesson 3: Why did Henry VIII have so many wives?
To understand why Henry VIII had many wives.

Lesson 4: What was a Royal Progress?
To extract evidence from primary sources about the Royal Progresses of Elizabeth I.

Lesson 5: What was a Royal Progress like?
To reconstruct a Royal Progress using a range of primary sources.

Lesson 6: What can inventories tell us about life in Tudor times? (Part 1)
To make deductions about the people in Tudor England using inventories.

Lesson 7: What can inventories tell us about life in Tudor times? (Part 2)
To create a realistic inventory for a person living in Tudor times.

Geography

Lesson 1: Where are the Alps?
To locate the Alps on a map.

Lesson 2: What is it like in the Alps?
To locate the key physical and human characteristics of the Alps.

Lesson 3: Why do people visit the Alps?
To describe the physical and human features of an Alpine region.

Lesson 4: What is there to do in our local area?
To investigate what there is to do in the local area using data collection. **FIELDWORK**

Lesson 5: How are the Alps different from our local area?
To understand similarities and differences between the local area and an Alpine area.

Lesson 6: What is life like in the Alps?
To understand the human and physical geography of the Alps.

Key Events	
1485	Henry Tudor is crowned King Henry VII.
1509	Henry VII dies. His son, Henry VIII becomes King.
1534	Henry VIII forms the Church of England, separating it from the Roman Catholic Church.
1547	Henry VIII dies. His son, Edward VI becomes King aged 9 years old.
1553	Edward VI dies and the throne is given to Lady Jane Grey (Edward's cousin once removed) for just 9 days before Mary I takes the throne .
1558	Mary I dies. Her half-sister Elizabeth I is Queen of England.
1588	The Spanish Armada is defeated by the English.
1603	Queen Elizabeth I dies ending the Tudor reign .

Significant People

There were six Tudor Kings and Queens.

1. **Henry VII** - 1485-1509
2. **Henry VIII** - 1509-1547
3. **Edward VI** - 1547-1553
4. **Jane Grey** - July 1553
5. **Mary I** - 1553-1558
6. **Elizabeth I** - 1558-1603

Henry VIII's six wives:

1. **Catherine of Aragon** - Catherine had a daughter with Henry, but no son so Henry divorced her.
2. **Anne Boleyn** - Anne had a daughter (who would be Queen Elizabeth I) with Henry, but Henry turned against his wife and had her head chopped off.
3. **Jane Seymour** - They had a son, Edward (who was the next King) but she died two weeks after he was born.
4. **Anne of Cleves** - Henry divorced Anne after only six months.
5. **Catherine Howard** - Catherine was only 19 when they married. Henry had her head chopped off.
6. **Katherine Parr** - She looked after Henry's children.