



# Year 5 - Spring

History (Early Islamic Civilizations)	Geography (Climate zones and trade routes)	Computing (Publisher ICT)	Art /DT (Food)	Science (Living things and their habitats & Animals including humans)	RE (Christianity)
<ul style="list-style-type: none"> <li>•A non-European society that provides contrasts with British history—early Islamic civilization, including a study of Baghdad c. AD 900</li> </ul>	<ul style="list-style-type: none"> <li>•Locate the world's countries, using maps, concentrating on environmental regions, key physical and human characteristics, countries and major cities</li> <li>•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)</li> <li>•Describe and understand key aspects of:               <ul style="list-style-type: none"> <li>-physical geography including climate zones</li> <li>-human geography including types of settlements and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> </li> <li>•Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied</li> </ul>	<ul style="list-style-type: none"> <li>•Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> <li>•Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>	<ul style="list-style-type: none"> <li>•to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>•about great artists, architects and designers in history</li> <li>•Understand and apply the principles of a healthy and varied diet</li> <li>•Prepare and cook a variety of predominantly savoury dishes using a full range of cooking techniques</li> <li>•Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</li> </ul>	<ul style="list-style-type: none"> <li>•describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>•describe the life process of reproduction in some plants and animals.</li> <li>•describe the changes as humans develop to old age.</li> </ul>	<ul style="list-style-type: none"> <li>• What do we know about the Bible and why is it important to Christians?</li> </ul>
<p>Pupils should be taught:</p>	<p>Pupils should be taught:</p>	<p>Pupils should be taught:</p>	<p>Pupils should be taught:</p>	<p>Pupils should be taught:</p>	<p>Pupils should be taught:</p>
<ul style="list-style-type: none"> <li>◇Where early Islamic civilizations were and map key areas</li> <li>◇Trade—why Baghdad was a centre of international trade (silk road and spice road)</li> <li>◇The far reaching impact of Islam civilisations—debate about most important ideas eg. University and Maths</li> <li>◇About the spread of Christianity—Make maps to show spread over time (crusades)</li> <li>◇About The Crusades—study of Saladin. Recounts of their battles (link to modern day issues of extreme views and discrimination based on these)</li> </ul>	<ul style="list-style-type: none"> <li>◇To identify different climate zones (link back to South America)</li> <li>◇The key features of each climate zone—temperature, animals</li> <li>◇Compare different settlement types—what makes a city a city?</li> <li>◇To map crucial trade routes across the world (eg. UAE oil) and compare with Ancient Islamic trade routes</li> <li>◇How natural resources are distributed across the world</li> </ul>	<ul style="list-style-type: none"> <li>◇Basic publisher skills—changing fonts and adding text.</li> <li>◇To add more complex text boxes—change shape for different purposes.</li> <li>◇How to insert different images and to change their shape</li> <li>◇How to edit the pictures to be used for a purpose and for effect (eg. changing outlines and shadows)</li> <li>◇To create more complex formats (eg. changing colours of background and shapes)</li> <li>◇To create your own design for a class newsletter using all of your skills</li> </ul>	<ul style="list-style-type: none"> <li>◇Sketching practice: To scale drawings of different objects—learning how to make items bigger or smaller</li> <li>◇To use different tools and media to create images of precious stones</li> <li>◇To use textiles and stones to create jewellery</li> <li>◇To use Papier-mâché</li> <li>◇To use finishing techniques to adapt and personalise jewellery</li> <li>◇To improve your drawing of Inca buildings</li> <li>◇To understand the difference between a sculpture and a model</li> <li>◇To create 2D sculptures using different materials</li> <li>◇To design and create a sculpture of a building</li> <li>◇DT—food: Food hygiene—how we make sure we are prepared to cook</li> <li>◇How to follow recipes and collect ingredients</li> <li>◇About the food groups you are using—group food based on their families</li> <li>◇Chopping and preparing food—practical lesson using sharp knives.</li> <li>◇To make and prepare soup using our skills. Prepare and chop ingredients. Take to kitchen for it to be cooked. Check at different stages</li> </ul>	<ul style="list-style-type: none"> <li>◇The life cycle of a plant and understand how it is continuous.</li> <li>◇The life cycles of different animals—are they similar or different?</li> <li>◇Experiment—plant some plants in the garden and observe their changes over time (ongoing throughout topic)</li> <li>◇Different types of reproduction—was it meant by sexual and asexual reproduction?</li> <li>◇How different living things reproduce—study differences and similarities between plants and animals</li> <li>◇To understand the changes in humans over time—map what changes as you grow older.</li> <li>◇About the changes that the body goes through during puberty (link with school nurse visit)</li> <li>◇How you have changed since you started school—study differences between reception and now.</li> <li>◇How long the human gestation period is compared to other animals (eg. opossum 12 days, elephant 1 and 1/2 years)</li> <li>◇The key stages of the growth of a baby in the womb and compare this to other mammals.</li> </ul>	<ul style="list-style-type: none"> <li>◇The contribution of Jesus and his disciples to the Bible (focus on Matthew, Mark, Luke and John)</li> <li>◇How the Bible affects the ways that Christians behave and why it is important to them—focus on the 10 commandments</li> <li>◇The story of the Good Samaritan—what can we learn from this?</li> <li>◇The story of Samson and Delilah—study messages of trust</li> <li>◇The events of the last supper, including key events, where it was, what happened and who was there.</li> <li>◇The actions of Judas and the betrayal of Jesus</li> </ul>
<p><u>Language</u> Trade, Islam, religion, civilisations, trade hub, University, Crusades, Christianity</p>	<p><u>Language</u> Climate, climate zones, settlements, comparisons</p>	<p><u>Language</u> Font, image, wordart, format, Publisher, edit</p>	<p><u>Language</u> Sketch, sculpture, edit, media, textile, hygiene, food groups, seasonal, practical</p>	<p><u>Language</u> Sexual, asexual, reproduction, puberty, growth, life cycle, mammal,</p>	<p><u>Language</u> Northern Saint, Bible, Disciples, Judas, Commandments</p>