



Year 5 Units of Inquiry:

<p>Health, Identity & Culture</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> Identity Health & Well being (physical, mental, social, spiritual) Life cycles Beliefs & Values Relationships (Families, friends, communities, cultures) Rights and responsibilities Shared humanity 	<p>Time & Place</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> Orientation in time and place Personal histories Journeys (explorations, migrations, discoveries) Relationships between generations Relationships between cultures and civilizations (legacies) 	<p>Expression, Communication & Creativity</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> Communication Expression Symbols (language, arts, maths) Creativity Interpretation Information literacy 	<p>Science, Technology & The Natural World</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> Our Connection to the natural world The Power of Technology The Principles of science Impact on the environment Sustainability 	<p>Community and Responsibility</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> Groups Family Government Groups in other cultures Social responsibility Community Relationships Work Production & consumption 	<p>Environment & Sustainability</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> Sustainability Access to (finite) resources (people & living things) Need and wants Rights and responsibilities Peace and conflict resolution
<p>Autumn 1</p>	<p>Summer 1</p>	<p>Autumn 2</p>	<p>Spring 1</p>	<p>Spring 2</p>	<p>Summer 2</p>
<p>Understanding cultural influence promotes respect.</p> <ul style="list-style-type: none"> What do we believe and value? Form How does culture influence our beliefs and values? (causation) How can understanding culture promote respect between cultures? (Perspective) 	<p>Exploration leads to new understanding of the world.</p> <ul style="list-style-type: none"> What are the <u>perspectives</u> about exploration? How has exploration <u>changed</u> our understanding of the world? What can we learn from past exploration? (<u>reflection</u>) 	<p>People can use media to influence specific audiences</p> <ul style="list-style-type: none"> What are the purpose and types of advertising? What are the techniques used in advertising? What is the connection between advertising techniques and target audience? 	<p>Energy needs to be used <i>sustainably</i>.</p> <ul style="list-style-type: none"> Where does our energy come from? (Form) How do we use energy? (Function) How can we use energy sustainably? (responsibility) 	<p>Consumer choices influence local and global trade.</p> <ul style="list-style-type: none"> How does trade work? What factors influence trade? What are our responsibilities as Consumers? 	<p>Human actions impact on biodiversity</p> <ul style="list-style-type: none"> How are living things connected? How do human actions impact on ecosystems?(causation & responsibility) How can data help us understand human impact?

Health, Identity & Culture - Autumn 1

Big Idea: Understanding cultural influence promotes respect.

RE - Beliefs and Questions	<ul style="list-style-type: none"> Identify and begin to describe the similarities and differences within and between religions and how it impacts their lives Discuss their own and others' views of religious truth and belief, expressing their own ideas and how it impacts their lives
PSHE	<p>Living in the Wider World</p> <ul style="list-style-type: none"> about respect for the self and others and the importance of responsible behaviours and actions about rights and responsibilities as members of families, other groups and ultimately as citizens about different groups and communities to respect equality and to be a productive member of a diverse community <p>Relationships</p> <ul style="list-style-type: none"> how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts - how to respect equality and diversity in relationships
Art	<p>Painting - Art/Artists from different cultures - Artefact sketching and painting</p> <ul style="list-style-type: none"> Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. Work on preliminary studies to test media and materials. Create imaginative work from a variety of sources
Music How does culture influence music?	<p>Case study of one or more cultures - book live performance/workshop and hire instrument pack from Artforms if possible.</p> <ul style="list-style-type: none"> develop an understanding of the history of music. play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes use and understand staff and other musical notations
DT Cooking and nutrition:	<ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. <p>Make healthy meals from different cultures</p>
Computing	<p>Computer Science - Espresso Unit for Year 5</p> <p>Information Technology</p> <ul style="list-style-type: none"> use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content <p>Research culture / religion</p>
English Text type focus	<ul style="list-style-type: none"> Stories and poems from other cultures, Stories to promote intercultural understanding (e.g. Mem Fox: Whoever You Are Recorvits, H. (2003) My Name is Yoon, Ill. G. Swiatkowska, Farrar, Straus and Giroux) Information texts on a range of cultures.

Time and Place - Summer 1

Big Idea: Exploration leads to new understanding of the world.

History	<ul style="list-style-type: none"> • A study of an aspect or theme (Exploration) in British history that extends pupils' chronological knowledge beyond 1066: • a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.
Art	<p>3D Form West African artefacts - what can we learn from exploring artefacts from another country?</p> <ul style="list-style-type: none"> • Describe the different qualities involved in modelling, sculpture and construction. • Use recycled, natural and man-made materials to create sculpture. • Plan a sculpture through drawing and other preparatory work.
Music	<p>Concept link to inquiry: Exploration in music composition</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes • use and understand staff and other musical notations
Computing	<p>Information Technology - Research localities</p> <ul style="list-style-type: none"> • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content <p>Digital Literacy - To be reinforced whenever researching</p> <ul style="list-style-type: none"> • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
English Text type focus	<ul style="list-style-type: none"> • Non chronological report on the impact of exploration. • Balanced argument • Diaries from differing perspectives. • Information texts on exploration

Expression, Communication & Creativity - Autumn 2

Big Idea: People can use media to influence specific audiences

<p>PSHE</p>	<p>Relationships</p> <ul style="list-style-type: none"> • how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts • how to recognise and manage emotions within a range of relationships • how to recognise risky or negative relationships including all forms of bullying and abuse • how to respond to risky or negative relationships and ask for help • how to respect equality and diversity in relationships - <p>(Connect particularly to digital literacy)</p>
<p>Art</p>	<p>Printing - Banksy - Use street art to influence an audience</p> <ul style="list-style-type: none"> • Explain a few techniques, inc' the use of poly-blocks, relief, mono and resist printing. • Choose the printing method appropriate to task. • Build up layers and colours/textures. • Organise their work in terms of pattern, repetition, symmetry or random printing styles. • Choose inks and overlay colours
<p>Music</p>	<p>How can music be used to influence specific audiences?</p> <ul style="list-style-type: none"> • develop an understanding of the history of music. • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes • use and understand staff and other musical notations
<p>Computing</p>	<p>Information Technology - Content creation: Adverts / posters to promote performance</p> <ul style="list-style-type: none"> • 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
<p>English Text type focus</p>	<ul style="list-style-type: none"> • Creative Writing • Poetry • Persuasive writing

Science, Technology & The Natural World - Spring 1

Big Idea: *Energy* needs to be used *sustainably*.

<p>Science - electricity</p>	<ul style="list-style-type: none"> • Identify common appliances that run on electricity • construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • recognise some common conductors and insulators, and associate metals with being good conductors. • associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit § compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches § use recognised symbols when representi
<p>Geography</p>	<ul style="list-style-type: none"> • human geography, including: types of settlement and land use, economic activity including trade links, and the <u>distribution of natural resources including energy</u>, food, minerals and water
<p>PSHE</p>	<p>Living in the Wider World</p> <ul style="list-style-type: none"> • about the importance of respecting and protecting the environment
<p>Art http://www.tinaleaheytextileartist.co.uk/Pages/default.aspx</p>	<p>Textiles / Collage - Recycled textile design (focus on recycling to not waste energy)</p> <ul style="list-style-type: none"> • Join fabrics in different ways, including stitching. • Use different grades and uses of threads and needles. • Extend their work within a specified technique. • Use a range of media to create collage. • Experiment with using batik safely
<p>Music Concept link Energy in music - tempo, volume, pace.</p>	<ul style="list-style-type: none"> • listen with attention to detail and recall sounds with increasing aural memory • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes • use and understand staff and other musical notations
<p>DT</p>	<p>Design, make and evaluate simple electrical models</p> <p>Technical skills to be taught:</p> <ul style="list-style-type: none"> • understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] • apply their understanding of computing to program, monitor and control their products. e.g. Lego kits, Espresso Coding, simple electrical models

Computing	Computer Science Espresso Unit for Year 5
English Text type focus	<ul style="list-style-type: none">● Explanation text (film)● Persuasive argument● Scientific reports

Community and Responsibility - Spring 2

Big Idea: Consumer choices influence local and global trade.

Geography	<ul style="list-style-type: none"> 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
PSHE	<p>Living in the Wider World - (Connect to fair trade, setting up an enterprise at school, loan systems like Kiva - http://www.kiva.org/)</p> <ul style="list-style-type: none"> about where money comes from, keeping it safe and the importance of managing it effectively how money plays an important part in people's lives a basic understanding of enterprise.
Art http://www.tinaleaheytextileartist.co.uk/Pages/default.aspx	<p>Textiles / Collage - Recycled textile design (focus on recycling to not waste energy - continued from previous unit for enterprise project</p> <ul style="list-style-type: none"> Join fabrics in different ways, including stitching. Use different grades and uses of threads and needles. Extend their work within a specified technique. Use a range of media to create collage. Experiment with using batik safely
Music	<p>Inquiry Focus and possible case study - How do our music buying choices influence trade?</p> <ul style="list-style-type: none"> develop an understanding of the history of music.
DT Cooking and nutrition:	<ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. <p>Focus in inquiry on ethical sourcing of food - http://www.eathappyproject.com/</p>
Computing	<p>Information Technology - Animation</p> <ul style="list-style-type: none"> 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
English Text type focus	<ul style="list-style-type: none"> 'Story of Stuff' report (one product- journey impact) Writing from different perspectives - Suah: http://www.leedsdec.org.uk/bookshop.php

Environment & Sustainability - Summer 2
Big Idea: Human actions impact on biodiversity

<p>Science</p>	<p>Plants</p> <ul style="list-style-type: none"> ● identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers ● explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant ● investigate the way in which water is transported within plants ● explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <p>Living things and their habitats</p> <ul style="list-style-type: none"> ● recognise that living things can be grouped in a variety of ways ● explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment ● recognise that environments can change and that this can sometimes pose dangers to living things. ● describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird ● describe the life process of reproduction in some Animals, including humans ● construct and interpret a variety of food chains, identifying producers, predators and prey. ● describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals ● give reasons for classifying plants and animals based on specific characteristics. <p>Evolution and inheritance</p> <ul style="list-style-type: none"> ● identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
<p>Geography</p>	<ul style="list-style-type: none"> ● physical geography, including: <u>climate zones, biomes and vegetation belts</u>, rivers, mountains, volcanoes and earthquakes, and the water cycle
<p>PSHE</p>	<p>Living in the Wider World</p> <ul style="list-style-type: none"> ● about the importance of respecting and protecting the environment
<p>Art</p>	<p>Drawing - Botanical drawings - Darwin</p> <ul style="list-style-type: none"> ● Use a variety of source material for their work. ● Work in a sustained and independent way from observation, experience and imagination. ● Use a sketchbook to develop ideas. ● Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape
<p>Music - not linked to inquiry</p>	<ul style="list-style-type: none"> ● play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ● improvise and compose music for a range of purposes

	<ul style="list-style-type: none"> • use and understand staff and other musical notations
DT	<p>Design, make and evaluate products for habitats e.g. bird boxes, bug houses, etc.</p> <p>Technical skills to be taught:</p> <ul style="list-style-type: none"> • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
Computing	<p>Information Technology - Digital Photography</p> <ul style="list-style-type: none"> • 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
English Text type focus	<ul style="list-style-type: none"> • Persuasion in Picture books - Jeannie Baker - Window, Where the forest meets the sea, The Great Kapok Tree