

## Year 5 Curriculum – Summer Term Overview

<p><b>Religious Education 1</b> Sikhism: Part 1 Unit 2 -Sikh teaching and life</p> <p><b>Key questions:</b> How do the lives of Sikhs show they follow rules in their lives? What does worship mean to Sikhs?</p> <p><b>Vocabulary:</b> Guru, Guru Granth Sahib Teachings, Guru Gobind Singh, Bhai Ghanaya, Akhand Path, Gurdwara</p>	<p><b>History</b> A study of the cause and consequences of 4 key events in British History: Henry VIII (Reformation), Oliver Cromwell (People's revolution), The British Empire (Role of Nationalism and Imperialism), Trade and Slavery (British Slave Trade)</p> <p><b>Key Questions</b> What impact did these events have on 'society and governance at the time?' What impact did these events have on Britain today? How have key events and people changed the way in which the country is governed? What is 'Governance'? When and why did changes occur? What was the impact of society and government at the time and today? With reference to the following themes throughout the topic: Governance, Democracy and Parliament, Power and role of Kings / Queens, Power and role of people, Society / Culture / Attitudes, Social Class Significant people: Olahdah Equiano (studied in YR 3) Ignatious Sancho</p> <p><b>Vocabulary:</b> aristocracy, governance, democracy, diversity, Commonwealth, culture, society, social class, imperialism, mo narchy, nation, parliament, Reformation, rebellion, republic, revolt peasant, chronology, continuity, Empire, International, CE/BCE, Primary/ Secondary Source</p>	<p><b>Religious Education 2</b> Themed Unit: Worship</p> <p><b>Key questions:</b> Why do people of faith engage in worship? What is meant by an act of worship? What is involved in the act of worship? How and what do Buddhists venerate? How and what do Muslims, Hindus and Christians worship? What have we learnt about the ways that Buddhists, Muslims, Hindus and Christians worship</p> <p><b>Vocabulary:</b> Ceremony, Adoration, Deities, Rituals, Liturgy, Venerate, petition, Service, Meditation, Sacrament</p>	
<p><b>Computing</b> Digital Learning using more complex apps to improve outcomes</p> <p><b>Key Questions:</b> What are the most effective apps? What makes these apps most effective? Which app/device would be best to achieve this outcome? How will you collaborate and use these tools to complete a learning project?</p> <p><b>Vocabulary:</b> app, effective, device, tools</p>	<p><b>Geography</b> South America Human Geography Amazon River, The Andes, Amazon Rainforest, Atacama Desert</p> <p><b>Key questions:</b> What impact have humans had on the physical geography of South America? What is the population of South America? What are the biggest capital cities? What languages are spoken and why? Where do people live and why? How do people earn a living and why? What are the natural resources and how are they distributed?</p> <p><b>Vocabulary:</b> Gaucho, indigenous, tourism, trade, agriculture, mining, forestry, energy, minerals, conservation, deforestation, reforestation</p>		<p><b>Design Technology</b> Electrical Systems To make a structure or device that is controlled by or contains a functional electrical system</p> <p><b>Key questions:</b> What makes a complete circuit? What components could be added? What is the purpose of your circuit?</p> <p><b>Vocabulary:</b> Component, circuit, exploded diagram, operate, function</p>
<p><b>RHE</b></p> <p><b>Key Questions:</b></p> <p><b>Vocabulary:</b></p>	<p><b>MFL</b> Food Opinions</p> <p><b>Key Focus:</b> Express opinions about food</p> <p><b>Key questions:</b> What do you like/not like to eat? Which foods do you not eat and why? Can you politely request a specific kind of sandwich?</p>	<p><b>MFL</b> Places in Town</p> <p><b>Key Focus:</b> Directions (Places in Town)</p> <p><b>Key questions:</b> Can you follow your partners direction to locate places in town on a picture/map?</p>	<p><b>Physical Education</b> 1 Focus Key Questions: Vocabulary:</p> <p><b>Physical Education</b> 2 Focus Key Questions: Vocabulary:</p>
<p><b>Music</b> Melody/Use of Voice</p> <p><b>Key Questions:</b> What is a pentatonic scale? How do we construct a 2/3 part melody? What is a pentatonic melody?</p> <p><b>Vocabulary:</b> pentatonic scale, 2 part melody, 3 part melody</p> <p><b>Notation</b></p> <p><b>Key Questions:</b> What is the difference between legato and staccato? What is a crescendo? What is a diminuendo? Can you draw the symbol for (crescendo/ diminuendo etc)?</p> <p><b>Vocabulary:</b> Crescendo, legato, staccato, diminuendo</p>	<p><b>Music</b> Listening and Appraising</p> <p><b>Key Questions:</b> What instruments can you hear in this piece? In what way is the removal/addition of instruments effective overall?</p> <p><b>Vocabulary:</b> tone, timbre</p> <p><b>History</b></p> <p><b>Key Questions:</b> How many different genres of music can you name/describe? Can you compare and contrast the similarities/differences between (2 genres/eras of music e.g. disco and hip-hop)?</p> <p><b>Vocabulary:</b> genre, classical, piece, composer</p>	<p><b>Science</b> Materials Properties and Groups, Changes in State, Solutions</p> <p><b>Key Questions:</b> How can we create change in materials? What makes a change irreversible? Why aren't windows made of brick? Is coffee a solid or a liquid? What is the best material to use for...?</p> <p><b>Vocabulary:</b> thermal, electrical, insulator, conductor, state, mixture, dissolve, solution, soluble, insoluble, filter, sieve, reversible, non-reversible, burning, rusting, material</p> <p><b>Scientific working procedural knowledge:</b> Observe and Compare, Sort and Organise, Predict, Experiment, Conclude, Apply,</p>	<p><b>Art</b> A Study of the use of Symbols and messages in Art Ship of Fools – Kehinde Wiley/Jacob Lawrence Promised land How does Wiley/Lawrence use symbols in Art? <b>Painting</b> mixing and controlling paint for effect. <b>Vocabulary:</b> primary, secondary, tertiary, hues</p>

