

# Y5 GEOGRAPHY: How does the cocoa bean get to the chocolate bar?

Term:	Skills (including disciplinary knowledge):	Weekly Coverage (Lessons):
Autumn 1: Geography	<p><u>Geographical Skills:</u></p> <ul style="list-style-type: none"> <li>• I can identify types of settlement and land use.</li> <li>• I can confidently discuss what 'economic activity' is</li> <li>• I can explain how trade links work.</li> <li>• I can show connections of trade routes and plan the route of a certain item.</li> <li>• I can research the distribution of natural resources across the world and explain how they are used.</li> <li>• I can explain how energy, food, minerals and water are used globally in production of goods.</li> </ul> <p><u>Map Skills:</u></p> <ul style="list-style-type: none"> <li>• I can locate some of the world's countries on a map.</li> <li>• I can use a map to identify the environmental regions, key physical and human characteristics and cities of Brazil.</li> </ul>	<ol style="list-style-type: none"> <li>1. What resources are needed to grow cocoa beans and where are they grown?</li> <li>2. What is global trade?</li> <li>3. How would a cocoa farmer benefit from Fairtrade?</li> <li>4. How does a cocoa bean end up on our supermarket shelves?</li> <li>5. What can we do to help save the planets natural resources?</li> <li>6. Recap, consolidation and assessment: How does the bean get to the bar?</li> </ol>
	Substantive Knowledge:	
	<ul style="list-style-type: none"> <li>• I know how to locate places and features on a map</li> <li>• I know what economic activity is</li> <li>• I know what trade routes are</li> <li>• I know what actions can be taken to help protect the Earth.</li> </ul>	
	Vocabulary:	
trade environment sustainable Fairtrade settlement economic activity natural resources cocoa bean	minerals physical features human features	cities countries South America Brazil Sao Paulo Rio de Janeiro Brasilia

## Y5 HISTORY: How did the Olympic Games begin?

Term:	Skills (including disciplinary knowledge):	Weekly Coverage (Lessons):																				
Autumn 2: History	<p><u>Chronology:</u></p> <ul style="list-style-type: none"> <li>I can place my current study on a timeline in relation to other studies.</li> <li>I can sequence key events, people and artefacts of a time studied and explain the chronology and how they relate to one another on a timeline.</li> <li>I can use relevant terms and period labels.</li> </ul> <p><u>Historical Enquiry:</u></p> <ul style="list-style-type: none"> <li>I can devise historical questions about the past including change, cause, similarity, difference and significance.</li> <li>I can use different methods of research to find out facts about the time period I am studying.</li> <li>I can give informed responses that involve selecting and organising relevant historical information such as suitable sources/ resources.</li> </ul> <p><u>Interpretation:</u></p> <ul style="list-style-type: none"> <li>I can give my own opinion and give reasons to support my thinking.</li> </ul> <p><u>Communicating, Presenting &amp; Organising:</u></p> <ul style="list-style-type: none"> <li>I can confidently discuss and choose the most appropriate way to present my historical findings from a given range, including the use of accurate dates and vocabulary.</li> </ul> <p><u>Comparing Past &amp; Present:</u></p> <ul style="list-style-type: none"> <li>I can explain how some aspects of history/historical events have shaped Britain and how Britain has influenced/been influenced by the wider world.</li> <li>I can make connections and describe how some historical events/periods have had an impact on life today.</li> </ul>	<p><b>1) Who are the Ancient Greeks?</b></p> <p><b>2) Do the Ancient Greeks have any achievements that have influenced the western world?</b></p> <p><b>3) Who created the Olympic Games and why?</b></p> <p><b>4 &amp; 5) How do the events of the modern Olympics Games compare to the first Olympics?</b></p> <p><b>6) Assessment: How did the Olympic Games begin?</b></p>																				
	<p><b>Substantive Knowledge:</b></p>																					
	<ul style="list-style-type: none"> <li>I know who the Ancient Greeks were</li> <li>I can describe some of the events that took place in Ancient Greek Olympics</li> <li>I can make comparison between Ancient and Modern Olympics</li> <li>I can explain some of the significant achievements of the Ancient Greek Olympics</li> </ul>																					
	<p><b>Vocabulary:</b></p>																					
<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">BC</td> <td style="width: 33%;">pankration</td> <td style="width: 33%;">Mount Olympus</td> </tr> <tr> <td>AD</td> <td>chariot racing</td> <td>Olympia</td> </tr> <tr> <td>Century</td> <td>marathon</td> <td>Mediterranean</td> </tr> <tr> <td>Decade</td> <td>torch</td> <td></td> </tr> <tr> <td></td> <td>wreath</td> <td>discrimination</td> </tr> <tr> <td></td> <td>podium</td> <td>solidarity</td> </tr> <tr> <td></td> <td></td> <td>nations</td> </tr> </table>	BC	pankration	Mount Olympus	AD	chariot racing	Olympia	Century	marathon	Mediterranean	Decade	torch			wreath	discrimination		podium	solidarity			nations	
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# Y5 HISTORY: How can we prove that Anglo-Saxons were in Britain?

Term:

## Skills (including disciplinary knowledge):

## Weekly Coverage (Lessons):

### Chronology:

- I can place local, national and international events on a timeline.
- I can sequence key events, people and artefacts of a time studied and explain the chronology and how they relate to one another on a timeline.
- I can use relevant terms and period labels. (*such as century, era, decade, BC, AD, Anglo-Saxons, Vikings, Scots, Romans*)
- I am continuing to develop my understanding of the concept of **change over time**, representing this, along with dates and evidence, on a timeline.

### Historical Enquiry:

- I can analyse and evaluate the usefulness and accurateness of sources.
- I can identify the difference between Primary and Secondary sources of information.
- I can devise **historical questions** about the past including **change, cause, similarity, difference and significance**.
- I can give **informed responses** that **involve selecting and organising relevant historical information** such as suitable sources/ resources.
- I can use more than one source of evidence in order to gain a more accurate understanding of **how the past is constructed**.
- I can use different methods of research to find out facts about the time period I am studying.

### Interpretation:

- I can **identify** sources, explain how they **represent the past** and how they can be used to persuade and manipulate.
- I can give my own opinion and give reasons to support my thinking
- I can give an accurate recount of **historical events and** suggest why certain events happened as they did in history.
- I can accurately describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.

### Communicating, Presenting & Organising:

- I can confidently discuss and choose the most appropriate way to present my historical findings from a given range, including the use of accurate dates and vocabulary.
- I can use abstract terms with increasing confidence. E.g. empire, invasion and civilisation.
- I can use the most appropriate **historical terms** in my explanations/work.

### Comparing Past & Present:

- I can make **connections** and describe how some historical events/periods have had an **impact on life today**
- I can identify **similarities and differences, cause and consequence and significance** of past events and **compare** it to **present day**.
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1. Why did the Romans leave Britain?  
What reasons did the Angles, Saxons and Jutes have to invade Britain?

2. What was life like as an Anglo-Saxon child?

3. Who were Cuthbert and Bede?

4. What artefacts were found at Sutton Hoo?

5. Do place names have meanings?

6. Recap, consolidation and assessment: How can we prove that Anglo-Saxons were in Britain?

## Substantive Knowledge:

- I know when the Anglo-Saxons came to Britain
- I know who Cuthbert and Bede were and their important role in British history
- I know how to place events on a timeline
- I know about Sutton Hoo and its significance
- I know the significance of some place names in Britain.

## Vocabulary:

Anglo-Saxons	Wessex	Sutton Hoo	invasion
Vikings	Northumbria	Holy Island	empire
Romans	Mercia	Lindisfarne	artefacts
Celts	East Anglia	Bede	sources
Picts	Normans	Cuthbert	evidence

Spring 1: History

## Y5 HISTORY: Did King Alfred deserve to be called Great?

Term:	Skills (including disciplinary knowledge):	Weekly Coverage (Lessons):	
Spring 2: History	<p><u>Chronology:</u></p> <ul style="list-style-type: none"> <li>I can place my current study on a timeline in relation to other studies.</li> <li>I can place local, national and international events on a timeline.</li> <li>I can use relevant terms and period labels. (<i>such as century, era, decade, BC, AD, Anglo-Saxons, Vikings and Tudors.</i>)</li> <li>I am continuing to develop my understanding of the concept of change over time, representing this, along with dates and evidence, on a timeline.</li> </ul> <p><u>Historical Enquiry:</u></p> <ul style="list-style-type: none"> <li>I can analyse and evaluate the usefulness and accurateness of sources.</li> <li>I can identify the difference between Primary and Secondary sources of information.</li> <li>I can devise historical questions about the past including change, cause, similarity, difference and significance.</li> <li>I can give informed responses that involve selecting and organising relevant historical information such as suitable sources/ resources.</li> <li>I can use different methods of research to find out facts about the time period I am studying.</li> </ul> <p><u>Interpretation:</u></p> <ul style="list-style-type: none"> <li>I can identify sources, explain how they represent the past and how they can be used to persuade and manipulate.</li> <li>I can give my own opinion and give reasons to support my thinking.</li> <li>I can accurately describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> <li>I can make connections and contrasts between different time periods studied and talk about trends over time.</li> </ul> <p><u>Communicating, Presenting &amp; Organising:</u></p> <ul style="list-style-type: none"> <li>I can confidently discuss and choose the most appropriate way to present my historical findings from a given range, including the use of accurate dates and vocabulary.</li> <li>I can use the most appropriate historical terms in my explanations/work.</li> <li>I can use abstract terms with increasing confidence. E.g. empire, invasion and civilisation.</li> </ul> <p><u>Comparing Past &amp; Present:</u></p> <ul style="list-style-type: none"> <li>I can explain how some aspects of history/historical events have shaped Britain and how Britain has influenced/been influenced by the wider world.</li> <li>I am beginning to explain some of the significant aspects of the history of the wider world.</li> </ul>	<ol style="list-style-type: none"> <li>Did the seven Anglo-Saxon kingdoms get on with each other?</li> <li>Why did the Vikings invade Britain? What happened to Cuthbert's body and the Lindisfarne Gospels?</li> <li>What happened at the Battle of Edington?</li> <li>What did King Alfred achieve as a King?</li> <li>Recap, consolidation and assessment: Did King Alfred deserve to be called 'Great'?</li> </ol>	
	<b>Substantive Knowledge:</b>		
	<ul style="list-style-type: none"> <li>I know who King Alfred was and can explain his significance in British history</li> <li>I know what happened at the Battle of Edington</li> <li>I know what happened to Cuthbert's body</li> <li>I know what a heptarchy is</li> </ul>		
	<b>Vocabulary:</b>		
	heptarchy battle treaty		Durham Danelaw gospels

## Y5 GEOGRAPHY: What information can we gather from an OS map?

Term:	Disciplinary Knowledge:	Weekly Coverage (Lessons):			
Summer 1: Geography	<b>Map Skills:</b> <ul style="list-style-type: none"> <li>I can use OS maps to build my knowledge of the UK and the wider world mostly independently.</li> <li>I can draw a detailed map with positioning of key features located accurately in relation to one another.</li> <li>I can identify and use a range of standardised OS Map symbols.</li> <li>I can identify and use different keys on a range of maps.</li> <li>I can use an 8-pointed compass mostly independently.</li> <li>I can use and follow 4- figure grid references with confidence.</li> <li>I'm beginning to understand and use 6-figure grid references with some support.</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>What can we learn from different kinds of maps? Locating counties and regions in the UK. Where are the longest rivers in the UK?</b></li> <li>2. <b>What is an OS map? Using grid references. Recap from Year 4.</b></li> <li>3. <b>Why do we use symbols on an OS map?</b></li> <li>4. <b>How and why do we use a compass?</b></li> <li>5. <b>Can I draw my own OS map?</b></li> <li>6. <b>What information can we gather from an OS map?</b></li> </ol>			
	<b>Substantive Knowledge:</b>				
	<ul style="list-style-type: none"> <li>I know that a 6-figure grid reference will pinpoint an exact place on an OS map.</li> <li>I know that a compass will tell me where north, south, east and west is.</li> <li>I know that contours on an OS map tell us the altitude of a place.</li> </ul>				
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	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center; vertical-align: top;">                     8-pointed compass scale leisure travel settlement compass Ordnance Survey                 </td> <td style="width: 33%; text-align: center; vertical-align: top;">                     aerial photo bearing bird's eye view direction digital map atlas                 </td> <td style="width: 33%; text-align: center; vertical-align: top;">                     4 figure grid reference 6 figure grid reference contours altitude keys symbols                 </td> </tr> </table>	8-pointed compass scale leisure travel settlement compass Ordnance Survey	aerial photo bearing bird's eye view direction digital map atlas	4 figure grid reference 6 figure grid reference contours altitude keys symbols	
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## Y5 GEOGRAPHY: What changes would you see on a journey down the Tyne?

Term:	Skills (including disciplinary knowledge):	Weekly Coverage (Lessons):																						
Summer 2: Geography	<p><u>Geographical Skill:</u></p> <ul style="list-style-type: none"> <li>I can identify geographical similarities and differences between the UK and a region in a European country, and South America.</li> <li>I can name and locate counties and regions of the United Kingdom</li> <li>I can identify key topographical features of the areas I'm studying (hills, rivers, coasts) and compare them.</li> <li>I can describe and explain the key aspects of types of settlement of an area I've studied.</li> <li>I can describe and explain the key aspects of land use of an area I've studied.</li> <li>I can describe and explain key aspects of rivers.</li> <li>I can describe and explain key aspects of the water cycle with increasing confidence.</li> </ul> <p><u>Fieldwork Skills:</u></p> <ul style="list-style-type: none"> <li>I can draw a detailed sketch of an area I'm observing focusing on key features in the view.</li> <li>I can annotate my sketch with explanatory labels, a title, location and date.</li> <li>I can collect data using a range of given techniques.</li> <li>I can choose an appropriate method to present geographical data from a given range.</li> <li>I can suggest how photos provide useful evidence.</li> <li>I can evaluate usefulness of my photos. I can use photos in my investigations.</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>What are the key features of a river?</b></li> <li>2. <b>How do we use rivers? How is pollution changing our rivers? City - Newcastle and Gateshead</b></li> <li>3. <b>What is the water cycle?</b></li> <li>4. <b>Fieldwork – River Tyne OR Ingram Valley</b></li> <li>5. <b>Recap, Consolidation and Assessment: What changes would you see on a journey down the Tyne?</b></li> </ol>																						
	<b>Substantive Knowledge:</b>																							
	<ul style="list-style-type: none"> <li>I know where the Tyne begins and ends</li> <li>I know the feature of a river</li> <li>I know how the water cycle occurs</li> <li>I know how to read an OS map using grid references</li> <li>I know the 8 points of a compass</li> </ul>																							
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	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center;">source</td> <td style="width: 25%; text-align: center;">pollution</td> <td style="width: 25%; text-align: center;">precipitation</td> <td style="width: 25%; text-align: center;">city</td> </tr> <tr> <td style="text-align: center;">tributary</td> <td style="text-align: center;">mouth</td> <td style="text-align: center;">transpiration</td> <td style="text-align: center;">village</td> </tr> <tr> <td style="text-align: center;">confluence</td> <td style="text-align: center;">erosion</td> <td style="text-align: center;">estuary</td> <td style="text-align: center;">town</td> </tr> <tr> <td style="text-align: center;">urban</td> <td style="text-align: center;">deposition</td> <td style="text-align: center;">flood plain</td> <td style="text-align: center;">counties</td> </tr> <tr> <td style="text-align: center;">rural</td> <td style="text-align: center;">condensation</td> <td style="text-align: center;">meander</td> <td style="text-align: center;">silt</td> </tr> <tr> <td style="text-align: center;">settlement</td> <td style="text-align: center;">evaporation</td> <td style="text-align: center;">sediment</td> <td></td> </tr> </table>		source	pollution	precipitation	city	tributary	mouth	transpiration	village	confluence	erosion	estuary	town	urban	deposition	flood plain	counties	rural	condensation	meander	silt	settlement	evaporation
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