

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"> I can identify types of settlement and land use. I can confidently discuss what 'economic activity' is I can explain how trade links work. I can show connections of trade routes and plan the route of a certain item. I can research the distribution of natural resources across the world and explain how they are used. I can explain how energy, food, minerals and water are used globally in production of goods. <p><u>Map Skills:</u></p> <ul style="list-style-type: none"> I can locate some of the world's countries on a map. I can use a map to identify the environmental regions, key physical and human characteristics and cities of Brazil. 	<ol style="list-style-type: none"> 1. What resources are needed to grow cocoa beans and where are they grown? 2. What is global trade? 3. How would a cocoa farmer benefit from Fairtrade? 4. How does a cocoa bean end up on our supermarket shelves? 5. What can we do to help save the planets natural resources? 6. Recap, consolidation and assessment: How does the bean get to the bar? 		
	Substantive Knowledge:			
	<ul style="list-style-type: none"> I know how to locate places and features on a map I know what economic activity is I know what trade routes are I know what actions can be taken to help protect the Earth. 			
	Vocabulary:			
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center; vertical-align: top;"> trade environment sustainable Fairtrade settlement economic activity natural resources cocoa bean </td> <td style="width: 33%; text-align: center; vertical-align: top;"> minerals physical features human features </td> <td style="width: 33%; text-align: center; vertical-align: top;"> cities countries South America Brazil Sao Paulo Rio de Janeiro Brasilia </td> </tr> </table>	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	
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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"> I can place my current study on a timeline in relation to other studies. 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. <p><u>Historical Enquiry:</u></p> <ul style="list-style-type: none"> I can devise historical questions about the past including change, cause, similarity, difference and significance. I can use different methods of research to find out facts about the time period I am studying. I can give informed responses that involve selecting and organising relevant historical information such as suitable sources/ resources. <p><u>Interpretation:</u></p> <ul style="list-style-type: none"> I can give my own opinion and give reasons to support my thinking. <p><u>Communicating, Presenting & Organising:</u></p> <ul style="list-style-type: none"> 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. <p><u>Comparing Past & Present:</u></p> <ul style="list-style-type: none"> I can explain how some aspects of history/historical events have shaped Britain and how Britain has influenced/been influenced by the wider world. I can make connections and describe how some historical events/periods have had an impact on life today. 	<p>1) Who are the Ancient Greeks?</p> <p>2) Do the Ancient Greeks have any achievements that have influenced the western world?</p> <p>3) Who created the Olympic Games and why?</p> <p>4 & 5) How do the events of the modern Olympics Games compare to the first Olympics?</p> <p>6) Assessment: How did the Olympic Games begin?</p>																				
	<p>Substantive Knowledge:</p>																					
	<ul style="list-style-type: none"> I know who the Ancient Greeks were I can describe some of the events that took place in Ancient Greek Olympics I can make comparison between Ancient and Modern Olympics I can explain some of the significant achievements of the Ancient Greek Olympics 																					
	<p>Vocabulary:</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?

Spring 1: History

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

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"> I can place my current study on a timeline in relation to other studies. I can place local, national and international events on a timeline. I can use relevant terms and period labels. (<i>such as century, era, decade, BC, AD, Anglo-Saxons, Vikings and Tudors.</i>) I am continuing to develop my understanding of the concept of change over time, representing this, along with dates and evidence, on a timeline. <p><u>Historical Enquiry:</u></p> <ul style="list-style-type: none"> 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 different methods of research to find out facts about the time period I am studying. <p><u>Interpretation:</u></p> <ul style="list-style-type: none"> 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 accurately describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. I can make connections and contrasts between different time periods studied and talk about trends over time. <p><u>Communicating, Presenting & Organising:</u></p> <ul style="list-style-type: none"> 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 the most appropriate historical terms in my explanations/work. I can use abstract terms with increasing confidence. E.g. empire, invasion and civilisation. <p><u>Comparing Past & Present:</u></p> <ul style="list-style-type: none"> I can explain how some aspects of history/historical events have shaped Britain and how Britain has influenced/been influenced by the wider world. I am beginning to explain some of the significant aspects of the history of the wider world. 	<ol style="list-style-type: none"> Did the seven Anglo-Saxon kingdoms get on with each other? Why did the Vikings invade Britain? What happened to Cuthbert's body and the Lindisfarne Gospels? What happened at the Battle of Edington? What did King Alfred achieve as a King? Recap, consolidation and assessment: Did King Alfred deserve to be called 'Great'? 	
	Substantive Knowledge:		
	<ul style="list-style-type: none"> I know who King Alfred was and can explain his significance in British history I know what happened at the Battle of Edington I know what happened to Cuthbert's body I know what a heptarchy is 		
	Vocabulary:		
	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	Map Skills: <ul style="list-style-type: none"> I can use OS maps to build my knowledge of the UK and the wider world mostly independently. I can draw a detailed map with positioning of key features located accurately in relation to one another. I can identify and use a range of standardised OS Map symbols. I can identify and use different keys on a range of maps. I can use an 8-pointed compass mostly independently. I can use and follow 4- figure grid references with confidence. I'm beginning to understand and use 6-figure grid references with some support. 	<ol style="list-style-type: none"> 1. What can we learn from different kinds of maps? Locating counties and regions in the UK. Where are the longest rivers in the UK? 2. What is an OS map? Using grid references. Recap from Year 4. 3. Why do we use symbols on an OS map? 4. How and why do we use a compass? 5. Can I draw my own OS map? 6. What information can we gather from an OS map? 	
	Substantive Knowledge:		
	<ul style="list-style-type: none"> I know that a 6-figure grid reference will pinpoint an exact place on an OS map. I know that a compass will tell me where north, south, east and west is. I know that contours on an OS map tell us the altitude of a place. 		
	Vocabulary:		
	8-pointed compass scale leisure travel settlement compass Ordnance Survey		aerial photo bearing bird's eye view direction digital map atlas

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"> I can identify geographical similarities and differences between the UK and a region in a European country, and South America. I can name and locate counties and regions of the United Kingdom I can identify key topographical features of the areas I'm studying (hills, rivers, coasts) and compare them. I can describe and explain the key aspects of types of settlement of an area I've studied. I can describe and explain the key aspects of land use of an area I've studied. I can describe and explain key aspects of rivers. I can describe and explain key aspects of the water cycle with increasing confidence. <p><u>Fieldwork Skills:</u></p> <ul style="list-style-type: none"> I can draw a detailed sketch of an area I'm observing focusing on key features in the view. I can annotate my sketch with explanatory labels, a title, location and date. I can collect data using a range of given techniques. I can choose an appropriate method to present geographical data from a given range. I can suggest how photos provide useful evidence. I can evaluate usefulness of my photos. I can use photos in my investigations. 	<ol style="list-style-type: none"> 1. What are the key features of a river? 2. How do we use rivers? How is pollution changing our rivers? City - Newcastle and Gateshead 3. What is the water cycle? 4. Fieldwork – River Tyne OR Ingram Valley 5. Recap, Consolidation and Assessment: What changes would you see on a journey down the Tyne? 																						
	Substantive Knowledge:																							
	<ul style="list-style-type: none"> I know where the Tyne begins and ends I know the feature of a river I know how the water cycle occurs I know how to read an OS map using grid references I know the 8 points of a compass 																							
	Vocabulary:																							
	<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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