

YEAR 5 YEAR OVERVIEW AND TOPIC WEBS



Topics	Ancient Greece	Climate Change	The Tudors	Brazil	Heroes and Villains	Local Landmarks
<b>KEY TEXTS</b>	<ul style="list-style-type: none"> <li>The adventures of Odysseus (CLPE)</li> <li>The Orchard Book of Greek myths</li> </ul>	<ul style="list-style-type: none"> <li>Floodland</li> </ul>	<ul style="list-style-type: none"> <li>Treason</li> </ul>	<ul style="list-style-type: none"> <li>Journey to the River Sea</li> <li>For Forest by Grace Nicolls</li> </ul>	<ul style="list-style-type: none"> <li>The Highway Man</li> </ul>	<ul style="list-style-type: none"> <li>The London Eye Mystery</li> </ul>
<b>LITERACY STRANDS</b>	<ul style="list-style-type: none"> <li>Myths and Legends</li> <li>Diary Entries</li> <li>Story writing</li> <li>Character profiles</li> </ul>	<ul style="list-style-type: none"> <li>Newspaper report writing</li> <li>Explanation text on how to survive on Eil island/ instructions.</li> </ul>	<ul style="list-style-type: none"> <li>Diary entry</li> <li>Drama and role play for character profiles</li> <li>Letter writing</li> <li>Concluding - ending of the story</li> </ul>	<ul style="list-style-type: none"> <li>Continuation of a story</li> <li>Poetry</li> <li>Explanation text – on mask making</li> <li>Story writing</li> </ul>	<ul style="list-style-type: none"> <li>Newspaper report writing</li> <li>Persuasive writing – formal letters</li> <li>Debating</li> <li>Illustrations and poetry.</li> <li>Playscripts and narrative writing</li> </ul>	<ul style="list-style-type: none"> <li>Persuasive writing – adverts/promotional leaflets</li> <li>Recounts</li> <li>Genre letter writing (ransom).</li> </ul>
<b>SCIENCE</b>	<ul style="list-style-type: none"> <li>The Solar System</li> </ul>	<ul style="list-style-type: none"> <li>The Water Cycle</li> </ul>	<ul style="list-style-type: none"> <li>Earth, moon and space</li> </ul>	<ul style="list-style-type: none"> <li>Life Cycles</li> </ul>	<ul style="list-style-type: none"> <li>Properties and changes of everyday materials</li> </ul>	<ul style="list-style-type: none"> <li>Forces at Work</li> </ul>
<b>ART</b>	<ul style="list-style-type: none"> <li>Pottery: Making Greek Urns</li> </ul>		<ul style="list-style-type: none"> <li>Tudor Portraits</li> </ul>		<ul style="list-style-type: none"> <li>Artwork based around the Lady of Shalott</li> </ul>	
<b>COMPUTING</b>	<ul style="list-style-type: none"> <li>Programming</li> </ul>	<ul style="list-style-type: none"> <li>Databases</li> </ul>	<ul style="list-style-type: none"> <li>Word Processing</li> </ul>	<ul style="list-style-type: none"> <li>Research</li> </ul>	<ul style="list-style-type: none"> <li>Creating images</li> </ul>	<ul style="list-style-type: none"> <li>Internet, web &amp; networks</li> </ul>
<b>DT</b>		<ul style="list-style-type: none"> <li>Making mini wind turbines</li> </ul>		<ul style="list-style-type: none"> <li>Making a football flag or costume for Rio Carnival</li> </ul>		<ul style="list-style-type: none"> <li>Making miniature fairground rides using different mechanisms and linked to Forces</li> </ul>
<b>GEOGRAPHY</b>		<ul style="list-style-type: none"> <li>Sustainability - Green Technologies</li> </ul>		<ul style="list-style-type: none"> <li>The Amazon Rainforest</li> </ul>		<ul style="list-style-type: none"> <li>Maps and orienteering</li> </ul>
<b>HISTORY</b>	<ul style="list-style-type: none"> <li>Ancient Greece</li> </ul>		<ul style="list-style-type: none"> <li>The Tudors</li> </ul>		<ul style="list-style-type: none"> <li>Heroes and Villains from the past and present</li> </ul>	
<b>MFL</b>	<ul style="list-style-type: none"> <li>Greetings</li> <li>Face and Body</li> <li>Clothes</li> </ul>	<ul style="list-style-type: none"> <li>Opposites</li> <li>Winter</li> <li>Classroom</li> <li>Language and objects</li> </ul>	<ul style="list-style-type: none"> <li>Toys</li> <li>Hobbies</li> <li>Numbers</li> </ul>	<ul style="list-style-type: none"> <li>House/home</li> <li>Colours</li> <li>Adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Animals</li> <li>Prepositions</li> <li>Alphabet</li> </ul>	<ul style="list-style-type: none"> <li>Food</li> <li>Sports</li> <li>Cultural Facts about the country</li> </ul>
<b>MUSIC</b>	<ul style="list-style-type: none"> <li>Musical Notations</li> </ul>	<ul style="list-style-type: none"> <li>Classical music – listen and recognise instruments</li> </ul>	<ul style="list-style-type: none"> <li>History of music</li> </ul>	<ul style="list-style-type: none"> <li>Traditional music</li> </ul>	<ul style="list-style-type: none"> <li>Play and perform using a musical instrument</li> </ul>	<ul style="list-style-type: none"> <li>Improvise and compose own music</li> </ul>
<b>PE</b>	<ul style="list-style-type: none"> <li>Games</li> </ul>	<ul style="list-style-type: none"> <li>Gymnastics</li> </ul>	<ul style="list-style-type: none"> <li>Invasion games</li> </ul>	<ul style="list-style-type: none"> <li>Dance – carnival</li> </ul>	<ul style="list-style-type: none"> <li>Games – striking and fielding</li> </ul>	<ul style="list-style-type: none"> <li>Athletics</li> </ul>
<b>PSHE/SEAL</b>	<ul style="list-style-type: none"> <li>Children in Year 4,5,6 to have visiting speakers (Janice and Alba)</li> </ul>					
<b>RE</b>	<ul style="list-style-type: none"> <li>Christianity</li> </ul>	<ul style="list-style-type: none"> <li>Islam</li> </ul>	<ul style="list-style-type: none"> <li>Judaism</li> </ul>	<ul style="list-style-type: none"> <li>Religious tribes in the rainforest</li> </ul>		<ul style="list-style-type: none"> <li>Buddhism</li> </ul>

**History**

- Present the children with Ancient Greek artefacts. Children to take photos and write a brief description on the artefacts and what they tell us about Greek civilisation.  
Greek food and celebration.  
Organise a trip to the British Museum to examine real artefacts from the Ancient Greek myths at the British Museum.  
Organise a drama company to perform a Greek myth.

**P. E.**

- Children to take part in various athletic games and those linked to the Olympics. Children to take part in individual events as well as team events.  
Children could then compete in these games for sports day or against different classes.

**Art**

- Children to examine different Greek pots and plates.  
Examine real photographs and the different images on the pots and plates.  
Children to design their own pots and plates. Children to make their own pot out of clay using a kiln.

**Science**

- The Solar System; planets.  
Make models of the different planets.  
Trip to the Greenwich planetarium.  
Make sundials to link to time.

**English**

- Sparta and Greece debate (Doctor Who lesson)  
Live persuasive debate.  
Produce their own myth/Greek story  
Reading Aesops



**Expanding World**

Look at how Ancient Greece impacted on the modern world; politics, debate, the Olympics.  
Look at examples of good democracies and bad democracies. What is a Dictatorship?

**Determination to Excel**

Look at the History of the Olympics and famous Olympians.  
Look at the qualities needed to excel at an olympian sport.

**Values**

Look at the democratic process. How are people and governments elected? What values do you think politicians should have?  
Look at Aesops fables and look at the different values and morals behind them.

**Inspire Minds**

Look at famous Greeks who influenced our knowledge and understanding of the world. How did they make their discoveries? What drove them to make these discoveries?

**English**

- Read Journey to the River Sea (Eva Ibbotson).  
Children to role play the journey on the ship across the Atlantic ocean.  
Children to write a letter in role of Mia to her old teacher in England.  
Children to plan and write a continuation of a story.  
Poetry based on The Amazon Rainforest.  
Look at a selection of poems about forests.

**Geography**

- Link the learning to the World Cup 2014.  
Compare capital cities (London with Rio De Janeiro).  
Buy some real products that have been imported from Brazil. Look at imports and exports of Brazil and the UK.  
Research the links between Brazil and Portugal.  
Look at the Amazon Rainforest and its indigenous people.  
Look at the environmental implications of logging in the rainforest, debate land use and land rights. Set up links with a local school in Brazil.  
Invite a local Brazilian person in to school.

**National Curriculum**

- As botanists children could decide what flowers and plants they would bring back to England to grow in a competition for Henry Fawcett flower show. They could visit a garden centre that specialises in tropical plants and flowers and bring some back to school, to care and tend for them.  
As entrepreneurs children could decide on things to import and export to and from Brazil. They could hold an expo fair where they bring in an item they would export and an item they would import.  
As dance teachers children research Zumba dance and choreograph their own Zumba dance to teach to a younger age group.

**P. E. - Dance**

- Zumba dance for children.  
Choreographing their own piece of work.  
Comparing two different styles of dance.

**Science**

- Visit Kew Gardens to look at a tropical rainforest garden.  
Bring real plants into the classroom, from both the UK and Brazil.  
Look at the anatomy of a plant.  
Compare the destruction of the rainforest to the disappearance of wild flower meadows.

**Art**

- Children to make a replica of an Amazon Feather Mask.  
Amazon Rainforest Collage.  
Famous Brazilian Artists and their artwork.



**Expanding World**

Look at the Favelas in Brazil and compare them to other 'slums' around the world  
Children to consider how these they compare and contrast to where they live.

**Determination to Excel**

Look at some famous Brazilians who come from disadvantaged backgrounds and look at how they went on to succeed.

**Values**

Look at the question of ownership  
Look at the effects of hosting a world cup or a major world event in a country. Debate whether they have a positive or a negative effect on the country by researching who is effected and in what ways.

**Inspire Minds**

Look at how charities and individuals are working in the Amazon with local people to protect the Amazon Rainforest. For example, the man who bought a part of the rainforest to protect it from the logging industries.

**English**

- Children will study the book Floodland (Marcus Sedgwick) – diary, letter, story writing, using the text to support opinions.  
Information texts on flooding and the effects of the floods.  
News report video for reporting floods and the effects of flooding.  
Newspaper reports.  
Presentations

**Geography**

- **Climate Change and Flooding**  
Pose the real threat of the Thames flooding and look at the possible effects of this.  
Visit the Thames Barrier to see how it helps protect against flooding.  
Carry out a study of the Thames, from its source to the mouth of the river.  
Look at the different counties and towns it flows through.  
Look at the different ways in which the River Thames is used both now and over time.  
Compare the Thames to the River Amazon and look at similarities and differences.  
Study different cases of flooding around the world.  
Look at the evidence for climate change and the melting of the icebergs.

**DT**

- Children to plan, make, test and adapt their own wind turbines and make them using recyclable materials.  
Children to plan, make, test and adapt their own dams and flood barriers.

**Science**

- Children to look at the water cycle. Looking at evaporation and precipitation.  
They will research sources of rivers and track the flow of the river Thames and where it originates from.  
Children visit the Thames barrier to learn about how it works and the science behind it.  
Children to look at a case study of a recent UK flooding; where it happened, why it happened and what being done to prevent future flooding.

**P. E. - Gymnastics**

- Children to learn about the different routines in gymnastics.



**Expanding World**

Look at different examples of flooding around the world  
Compare how floods effect peoples livelihoods an well-being

**Determination to Excel**

Look at the qualifications and skills needed to become and engineer and the different roles engineers perform e.g. aeronautical engineering  
Look at famous engineers, what they have achieved and how they have

**Values**

Look at the values of campaigning organisations and charities like Greenpeace and friends of the earth that campaign against climate change

**Inspire Minds**

Look at 'green' inventions and 'green' gadgets, and research where inventors got their inspiration from and how they got their ideas off the ground.

**History**

- Look at heroes and villains throughout time.
- Fill a box with primary and secondary sources for a specific hero or villain
- Children to research in detail a hero or villain to write a biography.
- Children to look at newspaper reports to look for hero.

**Computing**

- Using internet for researching primary and secondary sources.
- Typing biographies and illustrating them with digital pictures.
- Using digital media to present a piece of work – videoing a debate or a mock court of law.

**Art**

- Poetry illustrations.
- Ink Blowing.

**Science/  
Materials**

- Look at the work of famous chemists who created new materials.
- Use the science of food to explore reversible and irreversible changes; baking bread or making a cake,

**English**

- The Highway Man (Nicola Morgan)
- Writing Biographies about heroes and villains
- Persuading in the court of law.
- Mock court of law.



**Expanding World**

Look at modern day heroes, who are they and what do they do

**Determination to Excel**

Good overcoming evil  
Scientists changing the world

**Values**

Honour  
Respect

**Inspire Minds**

How can I be a hero to those around me?

**English**

- The London Eye Mystery (Siobhan Dowd)  
Writing Detectives stories.  
Look at guidebooks. Produce a guide book on the local area to encourage people to visit.  
Information leaflets and advertisements for local attractions.  
Make a promotional video about local landmarks with an alternate twist.

**Geography**

- Study different types of maps of the local area, locating places of interest.  
Show children real examples of London guidebooks and real maps.  
Invite a local historian or guide book writer into school.  
Plan a walking tour (using the OS maps) that takes in some local landmarks.

**DT**

- Making miniature mechanical models of the London eye using electrical circuits and motors to help the wheel spin.  
Making a model of a local building with architectural or historical relevance.

**Science**

- Go on a learning walk of the local area to look at forces at work in the area.  
Children to take photographs.  
Look at the mechanics at work on the London Eye and similar big wheels and link this to forces.

**Computing**

- Making and editing a video on the iPads.



**Expanding World**

Look at the different ethnic groups, cultures and communities living in the local area.  
Look at how and why people choose to move from one country to another and start a new life.

**Determination to Excel**

Compare and contrast Henry Fawcett School with a special needs school. Look at the similarities and differences in the school building, the facilities, the curriculum, the children who attend the school, what qualifications and skills they learn,

**Values**

Look at the values of tolerance and understanding, by looking at the lives of people who are different to us.  
Look at the many different ways people and communities can make themselves inclusive of people who have special needs or a learning difficulty.

**Inspire Minds**

Look at people who have overcome a learning difficulty to succeed in something.

**History**

- Have a lesson in which the children live as Tudors - what did Tudor children live like? What were schools like and what did they learn about? The class teacher could be a Tudor teacher for one lesson.  
Link learning to RE and the religious ideology of the church in the Tudor period.

**P. E.**

- **Invasion games**  
Children will learn about different invasion games.  
Children will learn the importance of team work and how to work together as a team.  
Children will learn to play games such as netball, rounders, bench ball, football and hockey.  
Children will learn about the different positions in sports and how they contribute to the team.

**Art**

- Children to study different artists that were famous during the Tudor Period.  
Children to produce different Tudor portraits in the different styles of the famous artists.  
Children to complete self portraits and portraits of their peers.

**Science**

- Children could explore healthy eating by comparing the diet of now and then.  
They could reproduce some recipes and look at their nutritional value.

**English**

- Treason (Berlie Doherty).  
Diary entry – in the role of a Tudor child.  
Drama and role play for character profiles based on Henry VIII.  
Letter writing – children.  
Concluding ending of the story.



**Expanding World**

What remnants of the Tudors are still visible in London today?

**Determination to Excel**

Observe how equality has progressed since Tudor times

**Values**

What values were important in Tudor times that are not today?

**Inspire Minds**

Look at how important healthy eating is for children in schools