



Year 5: Autumn 1 Significant periods of time <b>Victorians</b>		
Topic Name: What was life really like for the Victorians? Driver: History Parental involvement/trip/visit:		<b>Big Writes / SPAG</b> <ul style="list-style-type: none"> <li>• Simple, complex, compound sentences</li> <li>• Fronted adverbials</li> <li>• Pronouns and noun phrases to avoid repetition</li> <li>• Range of sentence openers: adjective, noun, adverb, verb</li> <li>• Noun phrases</li> <li>• Apostrophes for possession and contraction</li> <li>• Spell some Y5/6 words</li> </ul>
Previous learning Children will have previously learnt about comparing lives of different people. In year 5 they will learn about children in an age that is similar to them to compare their lives and the reasons why things have changed. Children have learnt how historical events have impacted their current life. This year children will have visited Victorians in Year 2.		
Week 1 – hook	Oliver Twist film. Art - making Victorian silhouettes	A fact file about life inside a workhouse
Week 2	Living in a workhouse	
Week 3	The Industrial Revolution, how was life before and after? What happened?	A report about children in Victorian times - at work
Week 4	Why did Victorian children have to work?	
Week 5	Children going to school	Instructions - how to make a clay plaque
Week 6	Art/DT project - Clay Victorian house plaque	

Sticky knowledge	Vocabulary	Local connection
<p>Some people lived in workhouses during the Victorian age</p> <p>Children were employed as chimney sweeps, coal miners and factory workers</p> <p>In 1870 school was made compulsory for children aged 5-10. It was free in 1891</p> <p>The Industrial Revolution was a time when the manufacturing of goods moved from small shops and homes to large factories.</p>	Workhouse Industrial revolution Invention Harsh conditions Exploited Orphan Social class Prosperity Slum Act of Parliament	Hull Maritime Museum Marfleet as a Victorian school Victorian railway on Marfleet Lane.



Year 5: Autumn 2 Weather and Environment <b>Coasts</b>		
Topic Name: Why are our coasts changing? Driver: Geography Parental involvement/trip/visit: Spurn Point		<b>Big Writes / SPAG</b> <ul style="list-style-type: none"> <li>• Simple, complex, compound sentences</li> <li>• Fronted adverbials</li> <li>• Pronouns and noun phrases to avoid repetition</li> <li>• Range of sentence openers: adjective, noun, adverb, verb</li> <li>• Noun phrases</li> <li>• Apostrophes for possession and contraction</li> <li>• Inverted commas for speech set out correctly</li> <li>• Spell some Y5/6 words</li> </ul>
Previous learning In year 4 the pupils used an ordnance map to locate different areas in the UK. In year 5, the pupils will be using an ordnance map and atlases to locate coastlines in the UK and in Europe. Year 4 pupils observed, sketched and explained the different physical features of different rivers. In year 5, pupils will observe, sketch and explain the physical features of coasts. In year 4 pupils explore the impact of human geography of the land. In year 5, pupils will explore the impact of physical geography on the landscape - erosion.		
Week 1 – hook	British Beach day - Sharing memories of our times at the coast, eating ice cream/donuts, beach games	Write a description of an area of coast that has been studied this week (in preparation for story writing)
Week 2	Features of a coastline, e.g .Delta, headland, bay, beach, cliff and estuaries	
Week 3	Identify a coast on an ordnance map. Find ones close to where we are? Signs and symbols on a map	Who are the characters in your story? Write a description of one/some of them
Week 4	How do cliffs erode? What impact does the sea have on land erosion?	
Week 5	How are beaches formed? Human and natural geography effects on the coast line?	Plan and write a story "Adventure in ____" (link with topic coverage)
Week 6	Art/DT - Designing something that will ease corrosion.	

Sticky knowledge	Vocabulary	Local connection
The coast is the land among the sea  Erosion is the wearing away and removal of land caused by water  There are 2 types of delta: Fan shaped delta and bird foot delta  Estuaries are a drowned valley in a low-lying coast  Coasts can be rapidly changing.	Erosion Sea defence Deposit Stewardship Tide Cove Surf Estuaries Headland Bay Beach Cliff Deltas	Spurn Point.



Year 5: Spring 1 Significant periods of time <b>Mayans</b>		
Topic Name: How do we know what life was like for the Mayans? Driver: History Parental involvement/trip/visit: Parents in to help with baking using chocolate		<b>Big Writes / SPAG</b> <ul style="list-style-type: none"> <li>• Range of sentence openers: adjective, noun, adverb, verb</li> <li>• Adverbial phrases</li> <li>• Prepositional phrases</li> <li>• Apostrophes for possession and contraction</li> <li>• Inverted commas for speech set out correctly</li> <li>• Commas to mark clauses</li> <li>• Spell Y5/6 words</li> </ul>
Previous learning In this unit of work, the year 5 pupils will explore the social, cultural and religious aspects of the time period. The pupils will also use a range of sources to learn about the time period. The pupils will build upon their prior knowledge, developing their understanding of chronological order and communicating using historical vocabulary. In year 3, pupils learnt about the Roman Army. In Year 5, pupils will compare the Mayan warriors to the Roman army and answer valid historical questions, 'Which warriors would win in combat' In year 4, pupils retrieved information about an aspect of society, 'pupils schooling'. In year 5 pupils will explore Mayan hierarchy and economy, including trade. In years 3 and 4, pupils explored temples and gods. In year 5, pupils will further develop their understanding of ancient religions exploring the Mayan gods. Pupils will draw upon their knowledge of the Greek Gods studied in year 4.		
Week 1 – hook	Mayans increased the value and status of chocolate. Chocolate day. Mayan architecture and art	An information leaflet about the Mayans
Week 2	Key events of the Mayan civilizations including ways of life	
Week 3	Mayan Gods and religious ceremonies	A report about Mayan religion
Week 4	Mayan calendars, sundials and hieroglyphics	
Week 5	Similarities and differences between the rise and fall of the Mayans and the Romans	A diary entry of a Mayan
Week 6	Art/DT - Collage. Mosaics (masks)	

Sticky knowledge – Geography	Vocabulary	Local connection
<p>The rise of the Maya began about 250 CE, and what is known to archaeologists as the Classic Period of Mayan culture and lasted until about 900 CE.</p> <p>Maya (Mesoamerican Indians) occupied a nearly continuous territory in southern Mexico, Guatemala, and northern Belize.</p> <p>Prices were standardised but money as we know it was not used. For cheap goods they used cacao beans.</p> <p>The ancient Maya quarried immense quantities of building stone, used advanced techniques of irrigation and developed a system of hieroglyphic writing and calendrical systems.</p>	Civilisation Ritual Scribe Irrigate Conquest Hieroglyphic Calendrical	



Year 5: Spring 2 Significant places <b>Rivers</b>		
Topic Name: Do rivers age? Driver: Geography Parental involvement/trip/visit: Trip to Hull centre exploring the River Hull.		<b>Big Writes / SPAG</b> <ul style="list-style-type: none"> <li>• Range of sentence openers: adjective, noun, adverb, verb</li> <li>• Adverbial phrases</li> <li>• Prepositional phrases</li> <li>• Apostrophes for possession and contraction</li> <li>• Inverted commas for speech set out correctly</li> <li>• Commas to mark clauses</li> <li>• Spell Y5/6 words</li> </ul>
<b>Previous learning</b> In Year 4 the pupils used an ordnance map to locate different areas in the UK. In year 5, the pupils will be using an ordnance map and atlases to locate rivers in the UK and around the world. In Year 5, pupils will observe, sketch and explain the physical features of different deltas formed. In this unit of work the pupils will develop these skills and sketch a local river - meanders and surrounding environment. In their previous unit of work, Year 5 pupils explored the impact of physical geography on the landscape- erosion. In this unit the pupils will transfer this knowledge to their work on rivers.		
Week 1 – hook	Trip to the River Hull	A description of a river scene
Week 2	Identify the features of a river system	
Week 3	Locate rivers using an ordnance map. Looking at meandering	Write a story, "How the fish got its tail"
Week 4	The water cycle	
Week 5	The impact of floods and droughts	Poetry unit - Write a poem about the water cycle
Week 6	Art/DT - Food. Fish goujons	

Sticky knowledge	Vocabulary	Local connection
The River Hull is the closest river to me  Meander is a large curve or loop in a river  A river is a blue line on a map flowing into a large body of water  Rivers begin in mountains or hills, where rain water or snowmelt collects and forms small channels.	Meander Current Evaporation Head waters Water purification Oxbow Spring Source Delta Tributaries	River Hull River Humber.



Year 5: Summer 1 Kings and Queens <b>Elizabeth I</b>		
Topic Name: How was life under Elizabeth I different to life under Queen Victoria? Driver: History Parental involvement/trip/visit: Poetry day for parents		<b>Big Writes / SPAG</b> <ul style="list-style-type: none"> <li>• Range of sentence openers: adjective, noun, adverb, verb</li> <li>• Adverbial phrases</li> <li>• Prepositional phrases</li> <li>• Apostrophes for possession and contraction</li> <li>• Inverted commas for speech set out correctly</li> <li>• Dash</li> <li>• Parenthesis</li> <li>• Colons, semi colons, hyphens</li> <li>• Spell Y5/6 words</li> </ul>
Previous learning In Year 4, the pupils learnt about Henry VIII and the Tudor era. In Year 4, the pupils learnt about a specific aspect of life in Tudor times, in this unit pupils will look at life at sea. In Year 4, the pupils explored primary and secondary sources to help them understand the period of history. In year 4, the pupils also draw conclusions about the time period from sources, in this unit the pupils will continue to evaluate evidence and justify their responses to the information gathered.		
Week 1 – hook	Renaissance day. Poetry, art, Shakespeare plays	A recount of week 1's Renaissance day
Week 2	Researching the Elizabethan Royal family tree. Looking at Royal portraits and using them as primary sources. Ordering significant events of the era	
Week 3	The Spanish Armada	A biography of Elizabeth I
Week 4	Problems faced by Elizabeth	
Week 5	The golden age of discovery	A report about the golden age of discovery
Week 6	Art/DT - Print. A coat of arms	

Sticky knowledge	Vocabulary	Local connection
Elizabeth I's Grandfather was Henry VIII  The Golden Age of Discovery was when European ships travelled around the world to search for new trading routes and partners  The Spanish Armada was destroyed in the English Channel by the English fleet  Francis Drake was vice admiral of the English fleet at the time of the defeat of the Spanish Armada.	Poverty Divisions Allies Enemies Foreign Invasion Military Invasion Armada	Paintings by Riehe in the Guildhall, Hull. Included is a painting of Elizabeth I.



Year 5: Summer 2 Natural Disasters <b>Earthquakes</b>		
Topic Name: Are all earthquakes violent? Driver: Geography Parental involvement/trip/visit: Countryside Days		<b>Big Writes / SPAG</b> <ul style="list-style-type: none"> <li>• Range of sentence openers: adjective, noun, adverb, verb</li> <li>• Adverbial phrases</li> <li>• Prepositional phrases</li> <li>• Apostrophes for possession and contraction</li> <li>• Inverted commas for speech set out correctly</li> <li>• Dash</li> <li>• Parenthesis</li> <li>• Colons, semi colons, hyphens</li> <li>• Spell Y5/6 words</li> </ul>
Week 1 – hook	Earthquake drill roleplay	
Week 2	What is an earthquake? Fact finding	A description of an earthquake scene
Week 3	Tectonic plates	
Week 4	Using maps and atlases to find where Earthquakes take place. Looking at aftermath	A fact file about earthquakes
Week 5	Measuring earthquakes	
Week 6	Art/DT - Warning system with a buzzer	A poster about earthquake safety

Sticky knowledge	Vocabulary	Local connection
<p>An earthquake is a very sudden violent event which can come without warning and cause immense change</p> <p>Tectonic plates are pieces of the Earth's crust. These plates are constantly moving</p> <p>Earthquakes happen along the edges of tectonic plates</p> <p>Scientists tell the strength of an earthquake on a scale called the Richter scale.</p>	Earthquake Epicentre Magnitude Aftershock Plate Seismometers Richter scale Faults Tremors Seismic waves	1 earthquake in the North Sea