	<p>Title: 1898</p> <p>Topic Description: Have you ever wondered what life was like for the first pupils at Westgate Hill Primary? Well, now is your chance to travel back in time to 1898, the year that Westgate Hill Primary was first built and the time when schooling became accessible to most children. During this topic, we will be discovering life in the Victorian era with a focus on schooling and corporal punishment, whilst making a comparison to modern day schooling. Children will experience life as a Victorian school child, through in school drama.</p>								
<p>Year Group: Year 5 Term: Autumn 1</p>	<table border="1"> <tr> <td data-bbox="680 722 1057 1011"> <p>Curriculum Links: Art- Looking at Victorian art work and artists such as Joshua Reynolds. Computing- Save documents and images into different formats for different purposes.</p> </td> <td data-bbox="1057 722 1624 1011"> <p>Core Skills Participating in discussions, presentations, performances, role play, improvisations and debates. Speaking audibly and fluently with an increasing command of standard English. Developing an opinion.</p> </td> <td data-bbox="1624 722 2045 1011"> <p>Sustainability Links to rationing food. Look at food waste in the UK and the impact of this.</p> </td> </tr> <tr> <td data-bbox="680 1011 1057 1369"> <p>Topic end points: Experience a Victorian classroom. Create a time line of events. List and compare Victorian and modern-day rules. Write a persuasive letter to demonstrate viewpoints that Victorian punishments ought to be changed.</p> </td> <td data-bbox="1057 1011 1624 1369"> <p>EAL Images: Victorian classroom, Victorian school child, Victorian uniform Experiences: Dressing as school children, experiencing Victorian school, using slate boards. Key Vocab: Tawse, cane, uniform, slate, ink well, punishment, dunce hat, marbles. Questions/ sentence stems: What was similar/ different?</p> </td> <td data-bbox="1624 1011 2045 1369"> <p>PHSE Looking at corporal and capital punishments, how and why changes have occurred. Links to today – laws in the UK regarding physical, mental, emotional punishments and health. Strategies of keeping safe.</p> </td> </tr> </table>			<p>Curriculum Links: Art- Looking at Victorian art work and artists such as Joshua Reynolds. Computing- Save documents and images into different formats for different purposes.</p>	<p>Core Skills Participating in discussions, presentations, performances, role play, improvisations and debates. Speaking audibly and fluently with an increasing command of standard English. Developing an opinion.</p>	<p>Sustainability Links to rationing food. Look at food waste in the UK and the impact of this.</p>	<p>Topic end points: Experience a Victorian classroom. Create a time line of events. List and compare Victorian and modern-day rules. Write a persuasive letter to demonstrate viewpoints that Victorian punishments ought to be changed.</p>	<p>EAL Images: Victorian classroom, Victorian school child, Victorian uniform Experiences: Dressing as school children, experiencing Victorian school, using slate boards. Key Vocab: Tawse, cane, uniform, slate, ink well, punishment, dunce hat, marbles. Questions/ sentence stems: What was similar/ different?</p>	<p>PHSE Looking at corporal and capital punishments, how and why changes have occurred. Links to today – laws in the UK regarding physical, mental, emotional punishments and health. Strategies of keeping safe.</p>
<p>Curriculum Links: Art- Looking at Victorian art work and artists such as Joshua Reynolds. Computing- Save documents and images into different formats for different purposes.</p>	<p>Core Skills Participating in discussions, presentations, performances, role play, improvisations and debates. Speaking audibly and fluently with an increasing command of standard English. Developing an opinion.</p>	<p>Sustainability Links to rationing food. Look at food waste in the UK and the impact of this.</p>							
<p>Topic end points: Experience a Victorian classroom. Create a time line of events. List and compare Victorian and modern-day rules. Write a persuasive letter to demonstrate viewpoints that Victorian punishments ought to be changed.</p>	<p>EAL Images: Victorian classroom, Victorian school child, Victorian uniform Experiences: Dressing as school children, experiencing Victorian school, using slate boards. Key Vocab: Tawse, cane, uniform, slate, ink well, punishment, dunce hat, marbles. Questions/ sentence stems: What was similar/ different?</p>	<p>PHSE Looking at corporal and capital punishments, how and why changes have occurred. Links to today – laws in the UK regarding physical, mental, emotional punishments and health. Strategies of keeping safe.</p>							
<p>History Objectives: Understand differences in social, religious, political and cultural history Know some similarities and differences within a period of time- e.g. the lives of rich and poor Describe how some things from the past affect life today Identify changes across periods of time, using chronological links</p>									

		<p>In a Victorian school, As a Victorian child, Compared to our school,</p>	
		<p>Drama Drama- opportunities for children to engage with drama activities relating to every-day Victorian life and life a Victorian classroom.</p>	<p>The World of Work/Enterprise Role of a teacher as a professional. Discuss teaching in the Victorian times compared to today's society.</p>



Title: The Blitz

Topic Description:

Enter into Britain in 1939, at the start of the second World War. Discover how Britain managed to succeed in several battles between the great nations. Imagine living during that period, how women kept the home fires burning whilst food was rationed and survival was bleak. 'Blitz Krieg' as the Germans referred to it, was upon us as major cities walked into devastation. Bombers, hurricanes and spitfires filled the skies as more weaponry destroyed the landscapes.

Year Group: Year 5
Term: Autumn 2

History Objectives:
Organise a series of relevant historical information and check this for accuracy.
Explain their own point of view and justify this with a broad range of evidence.
Understand the role of opinion and propaganda.
Speculate what if we lost the war.
Use a time line to place periods and cultural movements.

Curriculum Links:
Geography:
Suggest how human activities can cause changes to environment and to the different view people hold.
Compare the lives of people in two different environments or places.
Understand how people can both improve and damage the environment.
Computing:
To safely research aspects of World War 2.
To research appropriate materials to build an Anderson Shelter.

Core Skills: Participating in discussions, performances, role play, improvisations and debates.
Speaking audibly and fluently with an increasing command of standard English.
Developing an opinion.

Sustainability: How food was rationed during WW2.
Explore how people grew their own food to help with rationing.
Take part in a rationing activity.

BAME
WW2 : People's War
A Polish Wartime Childhood.

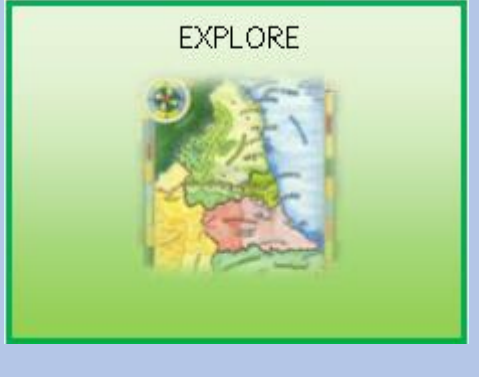
Topic End Points
Create a poster demonstrating what they have learnt from their Blitz experience.

EAL: Key images – Tanks, aeroplanes, destruction, blitz, bombs, Nazi cross, country flags and maps.
Key experiences – Eden Camp (The Blitz experience). Anne Frank exhibition about her life during the war.

PHSE: War crimes. Survival and how lack of food could impact on crime.

<p>Primary evidence of impact of war from Polish child's point of view.</p>	<p>Write a letter explaining the evacuee process and experience from a child's viewpoint. Create a timeline of events and the impact on the history of the UK and the world.</p>	<p>Key vocabulary – Blitz, war, destruction, terror, Germany, Hitler, Auschwitz, Jewish, gas masks, concentration camps. Key sentence stems – During the war... After the Blitz... Before Neville Chamberlain's announcement...</p>	
	<p>Create a Propaganda poster. Devise a script for a radio broadcast.</p>	<p>Drama: Justify a view point or decision, and adapt it with new information, sometimes creating a new idea. Respond to the comments of others, arguing and defending a position. Propose points and formulate opinions.</p>	<p>The World of Work/Enterprise Armed forces. Catering. Fostering.</p>



	<p>Title: The Grand Tour</p>		
<p>Year Group: Year 5 Term: Spring 1</p>	<p>Topic Description: Buckle up your seats and get ready for journey of a lifetime! Join us on our adventures around the United Kingdom and further afield to Europe. In this topic, we aim to explore and compare geographical, physical and humanitarian elements of different countries and cities. Join us as we stop off for breakfast in a quaint Parisian café, lunching in the bustling streets of Bucharest and settling down for the evening in a cosy cottage in Kendal. Be wowed by the amazing sculptures of iconic landmarks that will pass you by as you sit back and relax, taking in the sights of our magnificent World. Travel by land or sea, pack your bag and get ready for your adventure. Come prepared for all eventualities.</p>		
<p>Geography Objectives: Suggest how human activities can cause changes to environment and to the different view people hold. Compare the lives of people in two different environments or places. Understand how people can both improve and damage the environment. Locate and name geographical regions and Identify human and physical characteristics, including key geographical features</p>	<p>Curriculum Links: History: Explain their own point of view and justify this with a broad range of evidence. Use a time line to place periods and cultural movements. Art: Experiment with combinations of materials and techniques. Combine a range of colours, tints, tones and shades Use other cultures and times as a stimulus</p>	<p>Core Skills: Participating in discussions, performances, role play, improvisations and debates. Speaking audibly and fluently with an increasing command of standard English. Developing an opinion.</p>	<p>Sustainability: Travel – is it ethical to travel nowadays? Consider the impact of pollution from travel.</p>

<p>Analyse data – e.g. population data - using similarity and difference</p>	<p>Computing: Use our online safety guidance to research cities around the world.</p>		
	<p>Topic end points: To locate countries on a world map. To plan and design routes to visit different countries. To collect statistics about people and places. Analyse statistics to identify similarities and differences.</p>	<p>EAL: Images: world map, famous landmarks, specific cities <u>Experiences:</u> Virtual tours of various cities and sights. <u>Vocab:</u> landmark, population, data, similarities, differences, human, physical, environment, characteristics, geographical, features, region, city, town, village, continent, country <u>Key Questions/ sentence stems:</u> How does this compare to Newcastle? Which aspects are human/ physical geography? What are the similarities and differences...? This is similar/ different to... I would like to visit/ live here because... The human/ physical features are... The environmental features are...</p>	<p>PHSE: Understanding of British Values and having tolerance towards other culture and religions.</p>
		<p>Drama: Justify a view point or decision, and adapt it with new information, sometimes creating a new idea. Respond to the comments of others, arguing and defending a position Propose points and formulate opinions</p>	<p>The World of Work/Enterprise: Travel Agents Social/economic climate of different cities and making comparisons.</p>

CREATE



Title: Islamic Art

Topic Description:

Our world is full of different religions and cultures. Throughout this topic, we will be exploring and learning about the culture of Islam and how it is celebrated through art. From the rhythmic beats in Islamic music, to the intricate patterns used in textiles, children will need to get their creative mind-set ready as we explore all aspects of Islamic art. Through examining Islamic art in real life contexts, we will be designing and making our own geometric tiles. To support in our design process, we will also be studying the work of William Morris, a famous British designer, whose work has similarities to that of Islamic art. Ready, Set, Create!

Year Group: Year 5
Term: Spring 2

Art/DT Objectives:

- Experiment with a range of materials and techniques.
- Produce work that sometimes can be both visual and tactile.
- Combine a range of colours, tints, tones and shades.
- Consider the end point when adapting and improving their work.
- Use inspiration from other cultures.

Curriculum Links:

RE: Understanding differences between individuals in relation to religion and culture.
Music: Creating music through a range of instruments from around the world.
Computing: To use paint to create geometric patterns.

Core Skills:

Participating in discussions, performing to an audience, Team work, patience and resilience.

Sustainability:

Using recycled materials, understand the implications of using different materials.

Topic end points:

Create a design using vegetal patterning.

EAL:

Images: Islamic patterns within different contexts
Experiences: Working with tactile resources to create designs

PHSE:


Working collaboratively to achieve goals.

	<p>Print your design creating a communal wall hanging. Investigate cultural influences using vegetal and geometric patterns. Use 'paint' to design a pattern.</p>	<p>Vocab: pattern, Islam, repeating, geometric, vegetal, sponge, parallel, roller, printing, fabric, design Key questions/ sentence stems: What do you notice about the pattern? Which shape is repeating? Do you like this pattern? How does the colour impact on the effect of the pattern? I like this pattern because... I can improve my pattern by... I have chosen these shapes because...</p>	<p>Understanding the beliefs and cultures of others. Celebrating differences.</p>
		<p>Drama: Acting out various aspects of Islamic culture. Dancing and performing. Expressing emotions through drama and Islamic music.</p>	<p>The World of Work/Enterprise: Children will look at the work of artists and make links to the job of a designer/ clothes designer.</p>



	<p>Title: Edge of Extinction</p>		
<p>Year Group: Year 5 Term: Summer 1</p>	<p>Topic Description: Our world is full of fascinating, beautiful creatures and animals, however, due to the actions of mankind, some of these creatures are slowly becoming endangered or worse still, extinct. Follow us on the journey through time, back to the Jurassic era, where we will study fossils and evidence of prehistoric life and extinct animals. We will consider actions of humans and what we are doing to cause harm to our wonderful world, its deforestation, pollution and the effects of global warming. We aim to bring this topic into the modern day by studying animals which have been brought from the wild into captivity as part of the International Breeding Programme, in order to guarantee the survival of the species. Are you ready to make a change, needed to prevent any further animals or species becoming extinct? We will develop arguments for the need for change, for example; recycling, fossil fuels, deforestation and the difficulties some animals will make from the melting of the ice caps.</p>		
<p>Geography Objectives: Examine, question, analyse what is discovered using a range of evidence. Explain their own views on environmental change and topical issues and compare these with those of others, evaluating the arguments of each. Describe and begin to explain patterns and physical and human changes. Speculate and hypothesise about what is found.</p>	<p>Curriculum Links: Clarify ideas through drawing and modelling. Make improvements from design suggestions. Use various sources of information and draw them in a design. Begin to understand significance. Computing – To create an informative PowerPoint to inform other children about climate change and what we can do to prevent it.</p>	<p>Core Skills: Participating in discussions, performances, role play, improvisations and debates. Speaking audibly and fluently with an increasing command of standard English. Developing an opinion through an argument-based discussion.</p>	<p>Sustainability: Looking at the impact of plastic and recycling. Renewable energy.</p>
	<p>Topic End Points: Explain the differences in climate and weather around the world. Write a summary about changes over time in deforestation and the impact in our lives.</p>	<p>EAL: Key images – Endangered and extinct animals, jungles, trees, destruction, deforestation, climate change. Key experiences – Kirkley Hall Zoological Gardens. Key vocabulary – Endangered, extinction, animals, jungles, deforestation. Key sentence stems – Here is a...</p>	<p>PHSE: To work collaboratively towards shared goals. Discussion of environmental laws and why we need them.</p>

	<p>Design a panda play pen from secondary resources. Produce a poster to educate others on extinction.</p>	<p>_____ is an endangered animal. Endangered means...</p>	
		<p>Drama: Developing an opinion through an argument-based discussion. Conscience alley to discuss climate change and the impact of human actions.</p>	<p>The World of Work/Enterprise: Children will look at the job of a zookeeper, conservationist and marine conservationist.</p>

<p>CREATE</p> 	<p>Title: Taste the World</p>		
<p>Year Group: Year 5 Term: Summer 2</p>	<p>Topic Description: Set your taste buds alight, as Year 5 are set to experience the cuisines from around our magnificent World. Children will take an entrepreneurial role in the food industry, as restaurant owners. From deciding the cuisine, choosing ingredients and designing a mouth-watering menu, to preparing and making the food for others to taste, children will understand the role of a chef and other food related roles. Children will begin to understand the dietary requirements of all including, halal, vegetarian, vegan, gluten free and lactose intolerant and the thought that needs to go into creating a diverse and delicious menu. Ready, steady... cook!</p>		
<p>DT Objectives: Use inspiration from other cultures. Evaluate food by taste, texture, flavour etc. Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>Curriculum Links: Geography - Work out a location using a range of information Understand the different uses of different places Understand that different places may have similar / different characteristics and give reasons for these. Computing – To conduct a safe internet search based around a given country and its food. To make a home page for a website. To design and create a menu for a restaurant that you have created.</p>	<p>Core Skills: Teamwork, patience, food preparation, hygiene and cleanliness.</p>	<p>Sustainability: Exploring the importance of using fair trade and recycling plastic. We will also look at food wastage and what we can do to stop this.</p>
	<p>Topic End Point Design a restaurant logo.</p>	<p>EAL: Key images – Menus, restaurant logos, specific food (desserts,</p>	<p>PHSE: Consider that differences and similarities between people</p>

	<p>Research restaurants and logos and create your own mood board. Collect information to analyse using consumer survey. Design a 3-course menu using 'publisher'. Prepare, serve and evaluate your menu.</p>	<p>starters, main courses), posters, advertisements. Key experiences – Visiting a restaurant to prepare, serve and eat food. Key vocabulary – Hygiene, cleanliness, preparation, cutlery, baking, serving, cooking. Key sentence stems – First, you need to... Make sure you wash your _____ before preparing food. My favourite food is... I like to eat...</p>	<p>arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age and gender.</p>
		<p>Drama: Children will use drama skills to pitch the idea of a new restaurant that will be opening in Newcastle. They will work together to come up with an opening speech about their menu choices and the theme of their restaurant.</p>	<p>The World of Work/Enterprise: Children will learn the purpose restaurants, cafes and other eating establishments. We will also explore the job of a chef, sous chef, farmer and food manufacturer.</p>