



Girton Glebe Primary School Curriculum Organiser

Year 5 (Willow Class) – Summer 1

Key Skills

History:

- Study a feature of a past civilisation or society.
- Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.
- Articulate and organise important information and detailed historical accounts using topic related vocabulary.
- Frame historically valid questions about continuity and change and construct informed responses.
- Compare and contrast an aspect of history across two or more periods studied
- Explain how everyday life in an ancient civilisation changed or continued during different periods.

Geography:

- Analyse and compare a place, or places, using aerial photographs, atlases and maps.

Groundbreaking Greeks

Ancient Greece in the Classical period



Key Vocabulary

acropolis	Athenian	citadel
city state poleis	civilisation	mythology
agora	citizen	democracy
Spartan	Hellenic Hellenistic	Classical

Key Knowledge

Significant periods of Greek History

The Ancient Greek history can be divided into seven main periods or civilisations: Neolithic, Minoan civilisation, Mycenaean civilisation, Dark Age, Archaic period, Classical period and Hellenistic period.

Dark Age and Archaic Period

In c1100 BC, the Minoan and Mycenaean civilisations collapsed and society began to decline. Greece entered its Dark Age. Many people left Greece and skills, including writing, were lost. The few remaining people lived in small family groups and reared livestock for food. They also began to mine iron to make spears and tools. Then, around 800 BC, Greece entered the Archaic period. This was characterised by the re-emergence of society, government, art and architecture. A new alphabet was devised, the population grew, city states (poleis) developed and the first Olympic Games were held.

Classical period (c500BC – 323BC)

The Classical period is known as the golden age of ancient Greece because many discoveries and advancements were made. People in the Classical period believed in gods and mythology from earlier periods, although philosophers and scientists at the time began to challenge those beliefs. Their architecture featured symmetrical designs and columns. Like the Minoans and Mycenaeans before them, people in Classical Greece established trade links both within Greece and with surrounding countries.



<p>English: This term, our core text in English will be Who Let the Gods Out by Maz Evans. This half term, we will have the opportunity to write:</p> <ul style="list-style-type: none"> • Myths • Narrative fiction (including setting and character descriptions). • Newspaper reports • Balanced Arguments <p>Grammar covered:</p> <ul style="list-style-type: none"> • Punctuating direct speech • Relative clauses and omitted relative pronouns • Using commas to clarify meaning • Mixed suffixes and verb prefixes <p>Reading skills covered: All VIPER skills will be covered this term.</p> <ul style="list-style-type: none"> • Discuss the writer’s use of language, structure and presentation, considering the impact on the reader. • Identify how language, structure and presentation contribute to meaning. • Draw inferences such as inferring character’s feelings, thoughts and motives and justifying inferences with evidence. • Retrieve information from texts. 	<p>Science: The topic this half-term will be Living Things and Their Habitats; life cycles.</p> <p>Knowledge covered: Sexual and asexual reproduction of plants; classifying mammals; typical mammalian life cycles; insect and amphibian life cycles; important natural scientists</p> <p>Skills covered:</p> <ul style="list-style-type: none"> • Compare the life cycles of animals, including a mammal, an amphibian, an insect and a bird. describe the life process of reproduction in some plants and animals. • Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • Identifying scientific evidence that has been used to support or refute ideas or arguments <p>Key vocabulary: Foetus – A stage in the mammalian life cycle when a mammal in the uterus has begun to develop limbs and organs. Gestation – The length of time the young of a mammal develops inside the female’s body until birth. Process – A series of changes that happen naturally. Stage – One part of a life cycle or period of development.</p>	<p>Maths: For the latter half of this term, we will be focusing on perimeter and area, statistics and shape.</p> <p>We will focus on the following skills:</p> <ul style="list-style-type: none"> • Measuring the perimeter of rectangles, rectilinear shapes and polygons. • Finding the area of rectangles and compound shapes. • Estimating area. • Drawing line graphs. • Reading and interpreting line graphs, tables and timetables. • Understanding two-way tables. • Understanding and using degrees. • Classifying and estimating angles. • Measuring angles up to 180 degrees. • Drawing lines and angles accurately. • Calculating angles around a point and on a straight line. • Measuring lengths and angles in shapes. • Understanding regular and irregular polygons. • 3D shapes • Reading and plotting coordinates • Problem solving with coordinates • Translation and translation with coordinates • Lines of symmetry • Reflection in horizontal/vertical lines.
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<p>Art & DT:</p> <p>This half term we will be basing our art projects on Groundbreaking Greeks; we will be learning about ancient Greek pottery and we will have a go at making our own Greek pots, depicting a myth of our choice. We will also be discussing the artistic legacy of ancient Greece.</p> <ul style="list-style-type: none"> • To design pottery, recording observations, and reviewing and revisiting ideas in a sketch book. • Improving mastery of art and design techniques, including drawing, painting and sculpture, using a range of materials. 	<p>PE:</p> <p>PE this half-term will be focused on</p> <p>1) Tag rugby</p> <p>Skills that will be covered:</p> <ul style="list-style-type: none"> • Understanding when to run and when to pass • Using the forward pass and offside rules • Introducing the tagging rule and applying this to game situations. • Developing dodging skills to lose a defender • Developing drawing defence and moving towards goal • Applying rules, skills and tactics learnt to play tag rugby. <p>2) Athletics</p> <p>Skills that will be covered:</p> <ul style="list-style-type: none"> • Applying different speeds over varying distances • Develop fluency and coordination when running for speed • Develop technique in relay changeovers. • Develop technique and coordination in the triple jump • Develop throwing with force for longer distances. • Develop throwing with greater control and technique. 	<p>RE:</p> <p>This half term, we will be exploring Hinduism again, focusing on the enquiry: <i>Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?</i></p> <p>In this unit, we are learning to understand the impact of certain beliefs in a Hindu's life.</p> <p>We will be using Bhagavad Gita 2:11-13/The Upanishads, to explore Karma, Samsara and Moksha. We will also be recapping our knowledge of Brahman.</p> <p>We will briefly be covering the Humanist perspective.</p>
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<p>French: Chez Moi!</p> <p>By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about where they live and which rooms they have and do not have in their homes in French. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary, conjunctions and grammar, demonstrating a growing ability to create independent responses.</p>	<p>Computing:</p> <p>This half term's unit is titled 'iCommunicate'. In this unit, pupils will be introduced to advertising across three different mediums: Print, TV and Radio. Participants will learn how to create radio adverts and sonic branding to suit different products and themes, create a TV advert for a new product and slogan for their product. The outcome will be for pupils to have a series of works surrounding the advertisement industry. Pupils will look at collaborations of different departments in the same company to make a rounded campaign</p>	<p>Music:</p> <p>Sing Up! Kisne Banaaya</p> <p>Skills covered:</p> <ul style="list-style-type: none">• Sing unaccompanied in two or three parts.• Create a soundscape for some of the creatures in the world.• Play a simple accompaniment on tuned instruments.• Listen and explore a range of timbres to use in the creation of a soundscape.
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