

Topic Focus	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lead Question	Raiders or settlers: How should we remember the Vikings?	What is the solar system and how do forces affect us?	What was the Golden Age of Islam? Why is reproduction vital for all living things? (2 weeks)	How do we change the state of materials? How do plants reproduce? (1 week)	What was the Great Plague?	Where in the world is most extreme?
Key Knowledge	History: Knowledge / understanding of British history - Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor.	Science: SPACE – <ul style="list-style-type: none"> Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky. Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. know the movement of the Moon relative to the Earth. Know the Sun, Earth and Moon as approximately spherical bodies. Science: FORCES <ul style="list-style-type: none"> know that unsupported objects fall towards the Earth because of the force of gravity acting between 	History: Knowledge / understanding of wider world history - Non-European society that contrasts with British history. - Early Islamic civilizations (inc study of Baghdad c 900AD) Science: -Describe the changes as humans develop to old age -Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird	Science: <ul style="list-style-type: none"> Compare and group together everyday materials on the basis of their properties, Know that some materials will dissolve in liquid to form a solution, Know how mixtures might be separated, including through filtering, sieving and evaporating Know that dissolving, mixing and changes of state are reversible changes know that some changes result in the formation of new materials, and that this kind of change is not usually reversible, 	History: Knowledge / understanding of British history - An aspect or theme of British history that extends pupils’ chronological knowledge beyond 1066. Local history - a local study.	Geography: Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country. Describe and understand key aspects of: physical geography, including: rivers, volcanoes and earthquakes

		<p>the Earth and the falling object</p> <ul style="list-style-type: none"> • identify the effects of air resistance, water resistance and friction, that act between moving surfaces • recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. • Geography: Identify and describe how the physical features affect human activity within a location. 		<p>including changes associated with burning and the action of acid on bicarbonate of soda.</p> <p>Science: - Describe the life process of reproduction in some plants and animals.</p> <p>Art:</p> <ul style="list-style-type: none"> • To know about great artists, architects and designers in history 		
Linked literature	Viking Boy by Tony Bradman	A Man Who Walked Between Towers By Mordicai Gerstein	The Golden Horsemen of Baghdad by Saviour Pirotta	ML - The Iron Man by Ted Hughes	Children of Winter by Berlie Doherty	Floodland by Marcus Sedgwick
Life Skills						
Outdoor Learning	Working out the dimensions of a Viking longboat	Forces – spinners test outside. Forces walk. Look for forces in action outside.	Outdoor sequencing of a timeline	Go outside on a science hunt to find material with particular properties.	Modelling spread of disease from person to person.	Setting off ‘volcanoes’ outside.

<p>School Values/ Drivers</p>	<p>Enrichment: Visit to JORVIK Viking centre, Viking, storytelling and food afternoon, Making longboats Citizenship: Understanding feelings of control and invasion, understanding the need to move around the world for a better quality of life Collaboration: Understanding how to be assertive and work within a group- demonstrate respect for all. Develop confidence through presenting ideas to the general public and peers – storytelling at Viking afternoon</p>	<p>Enrichment: Space Dome visit to school Possible Sheffield Astronomical Society speaker? Citizenship: Collaboration:</p>	<p>Enrichment: Visit to mosque. Build model of Baghdad Citizenship: Exploring the richness of the civilization and the legacy. Chn understand that for about half of what is deemed the Christian era, Muslims marched at the forefront of human progress. Collaboration: Learning how much the west has in common with early Islam and how much we owe to each other. Chn work together to create a museum exhibition.</p>	<p>Enrichment: Citizenship: Collaboration:</p>	<p>Enrichment: Trip to Eyam: tour of the village & visit the museum. The plague doctor visits school. Citizenship: Empathising with individuals, envisaging what life was like for sufferers and families Collaboration:</p>	<p>Enrichment: building and setting off volcanoes, making tornadoes and clay animals.in art. Citizenship: Collaboration:</p>
<p>Hooks/ visits, speakers, community links etc</p>	<p>Visit to JORVIK Viking centre/Drama Hut workshop</p>	<p>Space Dome visit to school Possible Sheffield Astronomical Society speaker?</p>	<p>Visit to local mosque</p>	<p>Year 5 trip</p>	<p>Trip to Eyam: tour of the village & visit the museum.</p>	<p>Impact of flooding in the local area.</p>
<p>Additional Science</p>	<p>Making Butter Investigating floating and sinking of Viking longboats</p>				<p>Micro-organisms: spread of disease</p>	<p>Making Volcanoes – chemical reactions</p>
<p>Project outcome</p>	<p>* Viking day, drama workshop</p>	<p>*Podcast</p>	<p>*Museum exhibition of all the work that we create.</p>	<p>*Presentation to demonstrate what they have learned: Are all changes reversible?</p>	<p>* Plague dance</p>	<p>*Chn create a video news report/documentary</p>