






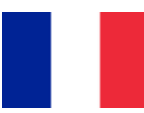


# Age of Change



## Y5 Main Overview (Summary of Topic/Key Information)

This term we will be historians, learning about prehistoric Britain. We will be placing it within the chronology of periods of history we have already learnt about. We will learn about how the first Britons got their food and the shelter they lived in, discussing how this changed from the Stone Age to the Bronze Age and Iron Age.

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| <p>Key Facts</p>  |  <p>The story of prehistoric Britain began when the first humans arrived in Britain. It ended when the Romans conquered the ancient Britons and Britain became part of the Roman Empire. The earliest humans were hunter-gatherers. They survived by hunting animals and finding food to eat. Then, very gradually people learned new skills. First, they learned to herd animals and grow crops. Later, they discovered the secrets of making bronze and iron. Prehistoric people couldn't read or write, but they were astonishing builders. Their forts and monuments have survived for thousands of years.</p> |   |
| <p>Key Questions</p>  | <p>When was the Prehistoric Age? How many periods is it split into? How did the early Britons find their food? What shelter did the early Britons live in? How did their lives change between the different periods? Why did these changes occur?</p>   |   |
| <p><b>Subject</b></p>   | <p><b>Key Skills Covered</b></p>  | <p><b>Key Vocabulary</b></p>  |
| <p>History</p>      | <p>Our history focuses on the change in lifestyles between the Stone Age, Bronze Age and Iron Age. We will be studying artefacts to work out what changes occurred in the way people got their food. We will compare the different prehistoric homes and think about why those changes occur and how they impacted people.</p>  | <p>Palaeolithic Age, Mesolithic Age, Neolithic Age, Bronze, alloy, bone marrow, earthwork, Celt, sacrifice, tribe, iron, hillfort, roundhouse, nomadic, chronology.</p>   |
| <p>Geography</p>  | <p>The children will be identifying and describing the significance of the Prime/ Greenwich Meridian and time zones, including day and night. We will also be exploring the regions and counties of England and identifying them on a variety of maps.</p>  | <p>human, physical, county, country, day, night, Time zones, Greenwich mean time, longitude, latitude, Prime Meridian, globe, region, erosion, valley.</p>  |
| <p>Science</p>    | <p><b>Earth and Space:</b> During our Earth and Space topic this term the children will be learning about the movement of the Earth and other planets as well as the Earth's rotation. This will allow them to allow them to explain day and night and the movement of the sun across the sky.</p>  | <p>Seasons, spins, Autumn, Planets, Rotate, Earth, moon, orbit, Jupiter, Uranus, Saturn, Mercury, Neptune, Venus.</p>   |
| <p>Art</p>        | <p>Our Art project this term focuses on Palaeolithic art where we will be creating a cave painting. We will mix different substances with paint to explore how we can create texture and we will use charcoal and chalk pastels. For Art history, we will compare and contrast Palaeolithic art with Banksy.</p>  | <p>Palaeolithic, graffiti, shapes, colours, lines, primary colours, secondary colours, complementary colours, texture, charcoal, chalk pastels.</p>   |
| <p>DT</p>         | <p>This term we will be cooking. We will be learning about the principles of a healthy diet and understanding seasonality. We will be using natural ingredients to make a healthy cheesecake.</p>   | <p>diversity, seasonality, ingredients, macronutrients, carbohydrates, protein, fruit, vegetable, dairy.</p>  |
| <p>Music</p>      | <p>This term our music units consist of 'Freedom to Improvise' and 'Battle of the Bands' where we will explore the questions 'How Does Music Connect Us with the Environment?' and 'How Does Music Shape Our Way Of Life?' During this unit the children will explore the concept of improvisation by having the freedom to express themselves through music as well as creating a fun performance within a group.</p>  | <p>articulation, loops, bar, bridge, chorus, compose, composition, cover, deck, dynamics, groove, hook, improvisation, improvise, major, melody, Minimalism, minor, pitch, Pop, pulse, repeats, rests, tag ending, tempo, timbre.</p> |
| <p>PE</p>         | <p><b>Indoor (Dance Eco Warriors and Dodgeball):</b><br/>During our Dance unit the children will work in groups to dance in canon to form a performance. For the second half of the term they will learn a range of ball skills through dodgeball including,</p>  | <p><b>Indoor:</b> rehearse, evaluate, leader, Energy, fluency, precision, strength, rhythm, Protect,</p>  |

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|  | <p>throwing a ball with precision, dodging with control, blocking a ball and catching.</p> <p><b>Outdoor- Tennis and Kwik Cricket:</b></p> <p>During our Tennis unit the children will learn how to move and hit a ball with control, serve diagonally into a target and practice moving into position to hit a ball. During Kwik Cricket, they will learn a range of ball skills including fielding techniques when throwing and stopping the ball, how to bowl and hit the wicket as well as hitting a moving ball with control and distance.</p>  | <p>direction, opposition, overarm, tactics, attacker, defender, speed.</p> <p><b>Outdoor:</b> collaborate, serve, shots, integrity, Overarm, volley, Inspire, speed, distance, wide, over, runs, fair play, Wicket keeper.</p>  |
| <p>Computing</p>  | <p>During Computing this term the children will be evaluating film trailers to see what makes an effective movie trailer. They will then be designing, filming and editing their own film trailer using iMovie.</p>  | <p>iMovie, trailer, design, insert, edit, clip, crop, evaluate, perform, project, outline.</p>  |
| <p>RE</p>          | <p><b>Hinduism:</b> How do Hindus make sense of the world? We will explore Hindu beliefs and compare these to other religions.</p> <p><b>Buddhism and Christianity:</b> Why should we be good? What do the great philosophers teach about the meaning of life? The ways different philosophers or religions understand abstract concepts, including varying views about the existence of the soul in classical Greek Philosophy, Hinduism and Christianity.</p>  | <p><b>Hinduism:</b> Dharma, Ahimsa, Karma, Murti, Samsara, Atman, Moksha</p> <p><b>Buddhism:</b> soul, Allegory, Reincarnation, Karma, Bhavacakra, Deontological, Utilitarian</p>   |
| <p>PSHE</p>       | <p><b>Being my best:</b></p> <p>We will be thinking about and discussing body image, building self-esteem, influences from the media and relationships. We will identify our talents and skills and think about the mindset required to fulfil dreams and ambitions.</p> <p><b>Growing and Changing:</b> We will be learning about how our bodies change during puberty, products which may be needed during puberty and why and the way that hormones can impact how we feel. We will also look at stereotyping to allow us to recognise that some people can get bullied because of the way they express their gender. Finally, we will look at a range of ways bullying behaviours can be recognised and stopped.</p> | <p><b>Being my best:</b></p> <p>strategies, develop, hone, healthy, support, responsible, independence, protecting, ordinary, media, portray, social media, portray, reflect.</p> <p><b>Growing and Changing:</b> A separate letter will be sent detailing vocabulary linked to RSE</p> |
| <p>French</p>    | <p>We are continuing our French lessons to cover three more units:</p> <p><b>Ou vas-tu?, On mange and Le cirque.</b></p> <p>In <b>Ou vas-tu?</b>, we will name and recognise French cities, give and understand directions and talk about the weather.</p> <p>In <b>On mange</b>, we will shop for food, ask and say how much something costs, talk about party activities and give opinions about these tasks.</p> <p>In <b>Le cirque</b>, we will identify francophone countries, discuss the languages we speak, and identify and describe items of clothing.</p>   | <p>Je vais à..., tournez à droite/gauche, Quel temps fait-il ?, il fait froid/chaud/ beau, Qu'est-ce que tu veux ?, Je voudrais..., C'est combien ?, On boit/mange /danse/chante/s'amuse, les vêtements.</p>  |
| <p>English</p>   | <p>This term, we will start off with writing an adventure story inspired by 'Stig of the Dump.' We will also be writing explanatory and persuasive texts this term, linked to our topic of Age of Change.</p>  | <p>Imperative verbs, setting, character, relative clauses, parenthesis, subordinating conjunctions, atmosphere.</p>   |
| <p>Maths</p>     | <p>This term, we will be adding and subtracting decimals, as well as multiplying and dividing decimal numbers by 10, 100 and 1000. We will also be looking at properties of shapes, position and direction and converting units of measurement. Furthermore, we will be focusing on the properties of angles.</p>  | <p>multiply, multiplication, partition, division, divide, remainders, decimals, tenths, hundredths, faces, sides, vertices, rotate, reflect, translate, scale</p>   |