Year 5 History and Geography Learning Challenges 2023-24

Autumn 1 **What would you ask Henry VIII if you met him today?** History Link	How Henry VIII influenced change in Britain today. The events around The Spanish Armada	Autumn 2 **What is so special about the USA?** Geography Link	Children have to think of a range of questions they would ask the President if they were to meet him. Provide children with an opportunity of researching New York from the perspective of: its growth; its position on the Hudson; its importance in world economy, etc. Provides children with a choice to research a state that they want to find out more about. They will then do a presentation to others of their chosen state. Children can research the history of America and find out who the original Americans were and why there are so many people from different nationalities in the USA. Children to look at New York in 100 years – What is expected to develop.
English Link	Children to think of the questions they would wish to ask Henry VIII if they met him. Opportunities for research about the formation of the Church of England and its impact on Catholic life in England. Opportunities for distinctive research on the life of Elizabeth I and the notable events that took place during her reign. Persuasive writing (Anne Boleyn execution).	English Link	Children will study the art of Andy Warhol and then use his style to focus on a famous American of their choice. Information text about New York.
Maths Link	Time lines	Maths Link	

Creative Art Link	Children will design and make their own Tudor house. Children will paint their own Tudor portraits.	Creative Art Link	Children will study the art of Andy Warhol and then use his style to focus on a famous American of their choice.
Expressive Art Link	Children will find out about Tudor dances and games then perform/play them as a group.	Expressive Art Link	
Computing Link		Computing Link	

Spring 1 **Will we ever send another human to the moon?** Geography Links	Historical events around the moon landing-- and the effect on our lives today. The possibilities of the colonisation of Mars and the reasons behind it Time zones and their effect on climate/landscape and living conditions Map work skills relating to time zones	**Spring 2** **Will we ever see the water we drink again?** Geography links	Understanding the water cycle. Recognising the impact humans have on the water cycle. Compare areas of differing rainfall on a global scale.
English Link	Opportunities for children to complete a fact file on a chosen planet. Research and present finding in a poster Debate the moon landing using evidence to create a balanced argument Read Write Perform opportunities	English Link	Opportunities for children to carry out research into changes in rainfall locally and globally. Further research into how water is used as an energy source
Maths Link	Time zones – time differences	Maths Link	Rainfall barcharts – understanding and analysing.

	Opportunity for children to measure and use scale and create diagrams		
Creative Art Link	Design a moon buggy and space suit to match the conditions of space and the moon Use of pastels to create different effects in a space themed piece	Creative Art Link	
Expressive Art Link		Expressive Art Link	Opportunities to appraise music before creating their own, capturing different aspects from tiny raindrops to extreme weather storms.
Computing Link		Computing Link	Opportunities for internet research tasks.

Summer 1 **Why is Brazil in the news again?** Geography Link	Opportunities for children to carry out research Children will create a brochure on a Brazilian city - Which cities are tourist attractions and why What is the Brazilian Carnival? Human and physical geographical features of Brazil compare and contrast to UK – climate / location	Summer 2 **Were the Anglo Saxons really smashing?** History Link	Britain's settlements by Anglo-Saxons and Scots- Anglo-Saxon invasions; settlements; kingdoms; names and places; art and culture and Christian conversion.

English Link		English Link	Opportunities for research about Anglo-Saxons – focusing on the impact on British history. Opportunities for distinctive research on famous Anglo-Saxons as well as Alfred the Great. Children will focus specifically on common names and words we use today that derive from Anglo-Saxon times.
Maths Link	Climate graphs	Maths Link	Time line of events
Creative Art Link	Children will research the many symbols associated with Brazil and use the symbols to create a montage of Brazil. Carnival masks – inspired by a theme	Creative Art Link	Children will design and make their own broaches based on the patterns commonly used by AngloSaxons. Children work as a group to design and make an AngloSaxon settlement having carried out research in the first instance.
Expressive Art Link	Children will find out about samba dancing and then perform some Brazilian style dancing Carnival music and its instruments	Expressive Art Link	
Computing Link	Opportunities for internet research and IT presentations	Computing Link	Opportunities for internet research about Anglo-Saxons – focusing on the impact on British history.

Religious Education 2023-24

	Autumn	Spring-	Summer
Year 5 **Autumn= 15 hrs** **Spring= 11 hrs** **Summer= 13 hrs** **TOTAL= 39 hrs** **NCFU= 7 hrs**	**5.1** How and why do Christians read the Bible? (6 hrs) Followed by NCFU (5hrs) **5.2** Christmas. The gospels of Matthew and Luke (4 hrs)	**5.3** Jesus the Teacher (6 hrs) **5.4** Easter- Victory (5 hrs)	**5.9** Pentecost. What happened next? (6 hrs) **5.5** Women in the Old Testament (5 hrs) Followed by NCFU (2hrs) Extra hours need to be added a necessary

Note: RE in a Church school should make up 5% of overall curriculum time.

KS2= 45 hours (one hour, twenty minutes per week) AS A MINIMUM

Non-Christian Faith Units should take up 20% of teaching time. (9 hrs) At St Andrew's, we focus on Judaism & Islam.

NB…Multi-faith week is in addition to these hours.

Computing UKS2 2023-24

Sound Recording
- Collect audio from a variety of resources including own recordings and internet clips. ☺
- Create a multi-track recording using effects. ☺
- Edit and refine work to improve outcomes. ☺

Animation
- Plan a multi-scene animation including characters, scenes, camera angles and special effects. ☺
- Use stop animation software with an external camera to shoot animation frames. ☺
- Adjust the number of photographs taken and the playback rate to improve the quality of the animation. ☺
- Publish their animation and use a movie editing package to edit/refine, add titles and sound. ☺

Graphics
 Create a 3D representation of an existing building. ☺
- Use the tools available to design a fit for purpose building. ☺
- Change the style, colour and texture of the walls. ☺
- Change the viewpoint angle whilst designing the building to gain insight to its look from a variety of angles. ☺

Video (iMovie)
 Storyboard and capture videos for a purpose. ☺
- Plan for the use of special effects and transitions. ☺
- Trim, arrange and edit audio levels to improve quality of their outcome. Export the ☺
video. ☺

Presentation (Powerpoint)
- Work independently to create a multi slide presentation that includes speaker's notes. ☺
- Use professional transitions and animations to improve the quality of the presentation. ☺

- Include sounds and moving graphics in the slides. ☺
- Present to a large group or class using the notes made. ☺

Scratch/Coding

- Use infinite loops to control sprites. ☺
- Create and edit variables. ☺
- Use conditional statements. ☺
- Design a game including sprites, backgrounds, scoring and/or timers. ☺
- Create a game where the player finishes, wins or loses and they must know they have won or lost. ☺
- Peer evaluate the effectiveness of the game and debug as required. ☺

Internet Research

- Use advance search functions in Google (quotations). ☺
- Understand websites such as Wikipedia are made by users (link to E-Safety). ☺
- Use strategies to check the reliability of information. ☺
- Use their knowledge of domain names to aid their judgment of the validity of websites. ☺
- Research the key players and invented technology in computing history. ☺

E-Safety

- Judge what sort of privacy settings might be relevant to reducing different risks. ☺
- Identify and respond appropriately to cyberbullying. ☺
- Judge when and when not to answer a question online. ☺
- Be a good online citizen and friend. ☺
- Articulate what constitutes good behaviour on-line. ☺
- Use different sources to double check information found online. ☺

- Find 'report' and 'flag' buttons in commonly used sites and name sources of help. ☐ Click-CEOP button and explain to parents what it is for. ☺ ☺
- Discuss scenarios involving online risk. ☺

Data

- Create data collection forms and enter data accurately from these. ☺
- Make graphs from the calculations on my spreadsheet. ☺
- Sort and filter information. ☺
- Understand that changing the numerical data effects a calculation. ☺

Everyday Technology

- Display how information in transported through the internet. ☺
- Display how a school/home networks works. ☺