

Year 5 Topic Overviews 2022/2023

A study of Whitehaven (local history study)

Substantive Knowledge

1. Whitehaven a Georgian market town in Cumbria.
2. Whitehaven Harbour is where trade of sugar, lime and rum took place.
3. Slaves were part of the trade between The Americas, Whitehaven and Antigua – know as the “Transatlantic Slave Trade.”
4. Slaves were mistreated using a range of different punishments.
5. The slave trade was the largest forced migration.
6. The slave trade was abolished in Britain in 1807
7. Slaves were mistreated during the “Transatlantic Slave Trade” with many slaves dying before reaching The Americas.

Disciplinary Concepts

- Communicate their knowledge and understanding.
- Examine causes and results of great events and the impact on people
- Compare life in early and late 'times' studied
- Compare accounts of events from different sources – fact or fiction
- Begin to identify primary and secondary sources
- Use the library and internet for research with increasing confidence

Linked Learning

- LKS2 Link- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (Year 4 Summer Term)
- KS1 reference – Great Fire of London (Year 1 Spring Term)
- ELG link – Understanding the World – Past and Present- Talk about the lives of the people around them and their roles in society; (e.g Bobbies/ Police today) .

a non-European society that provides contrasts with British history-

Mayan civilization c. AD 900

Substantive Knowledge

1. The Mayan civilisation began long ago in a place called 'Mesoamerica' (made up of Mexico and part of Central America).
2. Spanish conquistadors discovered whole abandoned cities and buildings in the middle of the rainforest.
3. Mayans had temples for worship and palaces for kings.
4. Archaeologists discovered artefacts and writing that tell us about society.
5. Mayan Kings were the more important people. Slaves and Labourers were the least important.
6. Adults worked as farmers, warriors, hunters, builders, teachers and many other things.
7. Children from noble families could learn maths, science, writing and astronomy, but poorer children were only taught their parents' jobs.
8. The Mayans were successful at farming and grew maize in their fields.
9. The Mayans believed in many gods, each representing a different aspect of life.
10. Maya believed they needed to offer sacrifices to their gods to keep them happy and to stop the sun from dying and ending the world.

Disciplinary Concepts

- Use relevant terms and period labels
- Study different aspects of different people - differences between men and women
- Compare an aspect of life with the same aspect in another period
- Begin to identify primary and secondary sources
- Use evidence to build up a picture of a past event

Linked learning

- LKS2 Link- The Roman Empire's Impact on Britain – Leadership (Year 3 Summer Term)
- KS1 reference – The Norman's Battle of Hastings (Year 2 Autumn Term)
- ELG link – Understand the past through settings, characters and events encountered in books read in class and storytelling.

Medieval Monarchs

Substantive Knowledge

1. In 1066 William the Conqueror was crowned the first Norman king of England.
2. The Domesday book includes detailed records of land, wealth and tax during medieval England.
3. King Henry II and Thomas Beckett had a quarrel about power and religion.
4. The reign of King John was a turning point in the history of England's government.
5. Edward I was a controversial king as he conquered Wales and Scotland but did it in a brutal manner.
6. King Henry VIII is remembered for starting the Church of England, and for having six wives!
7. Elizabeth I was Queen of England, Ireland and Wales from 1558-1603.
8. Queen Elizabeth I encouraged exploration and conquered the Spanish Armada.

Disciplinary Concepts

- Recall, select and organise historical information
- Know and sequence key events of time studied
- Communicate their knowledge and understanding.
- Use evidence to build up a picture of a past event
- Offer some reasons for different versions of events
- Select relevant sections of information
- Begin to identify primary and secondary sources
- Examine causes and results of great events and the impact on people
- Study different aspects of different people - differences between men and women

Linked Learning

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Substantive Knowledge

1. 4 figure co-ordinates can show you a specific location based on a grid reference, it includes eastings and northings.
2. A compass has 8 points and is a device that shows the cardinal directions used for navigation and geographic orientation.
3. A map consists of symbols relating to a key to help navigation.
4. Symbols and keys are used to build knowledge of the UK, identify human and physical characteristics and land-use patterns.
5. Maps, atlases and digital maps can be used to locate countries and describe their features.
6. Physical features are natural like seas, mountains and rivers; they would be here even if there were no people around. Human features like houses, roads and bridges are things that have been built by people.
7. An aerial photograph and a maps main difference is that a map represents a vertical “plan” of a region, while a photograph presents a realistic image.
8. Cities are situated by rivers as it provides rich soil for farming and rivers provide transportation.
9. The water cycle shows the continuous movement of water within the Earth and atmosphere.
10. A location fits into its wider geographical location based on its human (bridges houses, and parks) and economical features (production, consumption, and exchange).

Disciplinary Concepts

- Plan and draw a sketch map using symbols and a key
- Use/recognise OS map symbols.
- Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.)
- Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)
- Use index and contents page within atlases.
- Use medium scale land ranger OS maps.
- Compare maps with aerial photographs.
- Begin to use 4 figure coordinates to locate features on a map.
- Use 8 compass points
- Identify significant places and environments
- Able to explain how a location fits into its wider geographical location; with reference to human and economical features
- Able to explain what a place might be like in the future, taking account of issues impacting on human features.
- Able to explain why many cities of the world are situated by rivers, able to explain how the water cycle works and able to explain why water is such a valuable commodity.

Linked Learning

- LKS2 Link- Geographical Skills (Autumn Term)
- KS1 reference – Geographical Skills (Autumn Term)
- ELG link – Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Substantive Knowledge

1. A volcano is an opening in the Earth's crust that allows magma, hot ash and gases to escape.
2. Volcanoes can look like mountains or small hills, depending on what type they are.
3. Magma is molten rock - rock that is so hot it has turned into liquid. When magma reaches the surface of the Earth it is called lava and comes out of the volcano as a volcanic eruption, along with gases and ash.
4. Most volcanic eruptions are caused by tectonic plates moving towards each other, which usually produces violent eruptions.
5. Eruptions from volcanoes can be very dangerous. They can produce: pyroclastic flows, ash clouds and volcanic bombs
6. Mountains are areas of land that are much higher than the land surrounding them. They are higher and usually steeper than a hill and are generally over 600 metres high.
7. They are often found together in a group called a mountain range.
8. The highest mountains in the U.K: Ben Nevis, Snowdon, Scafell Pike and Slieve Donard
9. Famous mountain ranges in the U.K: the Cairngorms in Scotland, the Pennines in England, the Mourne Mountains in Northern Ireland, Snowdonia in Wales
10. The highest mountain ranges are created by tectonic plates pushing together and forcing the ground up where they meet.

Disciplinary Concepts

- Begin to use primary and secondary sources of evidence in their investigations.
- Begin to suggest questions for investigating
- Collect and record evidence unaided
- Find/recognise places on maps of different scales. (E.g. river Nile.)

Linked Learning

- LKS2 Link- Earth Matters – The Water Cycle – Rivers (Year 4 Autumn Term)
- KS1 reference – Earth Matters – Intro to human and physical features - (Year 1 Spring Term)
- ELG link – Explore the natural world around them, making observations.

Comparing people and Places- The Amazon Basin

Substantive Knowledge

- 1.The Amazon basin is the part of South America drained by the Amazon River
- 2.Most of the Amazon Basin is Tropical Rainforest.
3. The tropical rainforests of the Amazon Basin face the threat of deforestation.
4. Deforestation is happening due to the following reasons: farming, mining , logging, roads and population growth.
5. The Amazon River is the longest river in the world. It is 6,400 km long.
6. The Amazon contains an estimated quarter of all animal and plant life on earth.
7. The Amazon rainforest has been called the ‘lungs of the Earth’ because of the oxygen released by the trees.
8. Brazil gets 90% of its electricity from hydro-electricity.
- 9.The climate in Brazil is hot and wet.

Disciplinary Concepts

- Collect and record evidence unaided
- Analyse evidence and draw conclusions eg compare maps
- Begin to draw a variety of thematic maps based on their own data.
- Find/recognise places on maps of different scales. (E.g. river Nile.)
- Identify significant places and environments
- Able to explain how a location fits into its wider geographical location
- Able to explain what a place might be like in the future
- Begin to use primary and secondary sources of evidence in their investigations.
- Begin to suggest questions for investigating
- Investigate places with more emphasis on the larger scale; contrasting and distant places

Linked Learning

- LKS2 Link- Comparing people and places – Mexico (Year 4 Summer Term)
- KS1 reference – Comparing people and places – Penrith to Sydney (Year 1 Summer Term)
- ELG link – Know some similarities and differences between the natural world around them and contrasting environments.