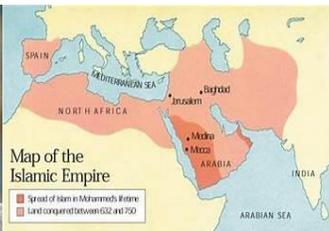




Year 5 Autumn Term Journeys Around the World



The Big Idea: This term, the children's learning takes them to other parts of the world: Amazing Africa is our first focus and we widen the children's experience and understanding of this rich and varied culture and history, including the impact of apartheid and how it was overcome. Later in the term we look at Ancient Islamic civilisation and consider its impact on the world. We compare these places to the UK and develop an appreciation of them by looking at key figures and reading key texts with these locations as their setting.

As geographers, we locate Africa on an atlas and identify its key human and physical characteristics: cities, rivers, deserts, mountains. We examine the distribution of its human population and consider geographical reasons for this. We compare living in Africa with living in Kingston. We use maps atlases and globes to locate various countries that formed parts of the Islamic Empire.

As historians, we learn about apartheid and its impact and relevance in our present day. We look closely at Nelson Mandela and causes and effects of events in the apartheid era in South Africa. Later in the term, we consider the importance of Islam c.900 and learn why its civilisation spread so quickly. We use various historical sources to draw an impression of ancient Baghdad. We think about life for the rich and the poor, contemplate various artefacts and their uses and enjoy an Arabian feast of food!

As scientists, we explore the Properties of Materials. We notice how butter melts on different spoons in hot water. We find out which material insulates best using a handful of ice cubes, taking temperature readings over time and using them to draw conclusions. We do much work on planning investigations and improve our understanding of variables. We find out the difference between a mixture and a solution and think about whether a process can be reversed such as melting ice or frying an egg.

As language specialists, we will start with a reflective unit of work based on poetry and Here I Am by Oliver Jeffers. In this start to the term we consider the effect of lockdown on ourselves and the wider world, positive and negative! We will step into the shoes of child characters in our text "Journey to Jo'burg", writing from their perspective as they experience what it was like for black people to live during Apartheid in South Africa. Another key figure, Nelson Mandela becomes a focus for biography work as we discover and organise facts about significant events in his life.

After half term, we journey through a picture book which tells a story of a boy who travels to a new and fantastical world of flying ships and magical creatures. We write detailed descriptions of settings and write an extended story, focusing on structure by building tension and resolving details. In another text, "Pearl Diver", we learn about the ancient culture of pearl diving on the coast of Arabia and write an informative non-chronological report all about it. This, along with the Arabian Nights, provide a setting and context to topic work on Early Islamic Civilisation.

We link Maths to its origins in Islam, whose Arabic numerals we use today. As mathematicians, we build strong foundations in place value that will support our learning throughout the year by understanding numbers up to 100,000. We compare them, order them and round them and count up and back in numbers to the power of ten. We add and subtract numbers using the formal column method and develop mental strategies for addition and subtraction such as rounding and use the inverse to find or check a solution. We approach multistep problems that include addition and subtraction. We explore the use of line graphs and learn when to use these over bar graphs and we read and interpret data from them. And from two-way tables and timetables. We move on to multiple and factors to kick off our work on multiplication and division and as well as developing fluency in key facts, practise the column method for multiplication and short division. We learn about prime, cube and square numbers and use place value to multiply by 10, 100 and 1000. We measure and calculate perimeter and find the area of compound shapes.

As artists, we look for patterns on African textiles and art. We become familiar with the meaning of 'adinkra' symbols of Ghana. These inspire us to create a design for batik. We use hot wax on fabric and layer primary colour using dyes to make an effective pattern and evaluate the process.

As computer programmers, we contemplate our safety online reminding ourselves of risky behaviours and define safe use of communication technology. We use illustrations from our book 'Journey' to make a movie, adding narrative and music and arranging transitions and timings.

As theologians, we are immersed in the beliefs and practices of Islam which helps us understand the people we are studying in History. In another focus we gain an understanding of Hindu practices and beliefs.

As musicians, we learn a 1980s soft rock song, using percussion and instruments sometimes and we prepare a Winter Performance by practising and performing key songs.

As speakers of Spanish, we develop and practise key language for conversation in weekly lessons, communicating our interests and saying how we feel.

As sportspeople, we use pair work in gymnastics to compose sequences using a variety of motifs and formation. We learn the 'haka' as the six-nations rugby happens in Autumn. Our team sports in outdoor PE are netball and tag rugby.

As members of our community, we think about ways we approach change as we transition into our new academic year. Our other PSHE topic 'celebrating difference' complements our work on Black History and world cultures.