

Line of Enquiry annual overview and curriculum content 2017/18 **Year 5**

Colour code key for curriculum content:

- History,
- Art,
- Geography,
- DT
- R.E.

Bullet points are objectives from the national curriculum that need to be covered

Hyphens are ideas for how this could be done.

Below is the new Line of Enquiry overview showing the questions and curriculum content that will be covered over the course of the academic year. It is up to each year group to determine when to teach each line of enquiry and the amount of time dedicated to each one based on the amount of content that needs to be covered. This might involve teaching more than one enquiry question in a term or teaching one question over the course of two terms. Each enquiry question has links to core areas of the curriculum, a wow to engage the children in the topic, a challenge to illustrate their learning and often includes an enrichment activity to deepen the children's understanding of the topic. Each year group will also ensure that the 'British Values' aspect of the curriculum is embedded into the lines of enquiry.

<u>Enquiry Question</u>	<u>Curriculum content</u>	<u>Core curriculum links:</u> <u>English,</u> <u>maths,</u> <u>science</u>	<u>British Values</u>	<u>Enrichment activities e.g trips visitors WOW & challenge</u> <u>Family learning and sharing</u>
How can I think like a learner?	To set expectations for learning behaviour across the school.	The boy in the girls bathroom.	Children will develop an understanding of how citizens can influence decision making through the democratic process. The children will learn about the history of British parliament and will develop an understanding of	<u>Wow:</u> Children will use their gem stone powers when tackling team building games. <u>Challenge:</u> The children will make a classroom display to show their understanding of how they can 'Think Like a Learner'.

			the voting system. They will then use a similar model to vote in two pupil council members.	
How have European artists influenced by their environment?	<ul style="list-style-type: none"> Locate the worlds countries using maps to focus on Europe and North and South America concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Learn about great artists and designers in history. <p>Improve their mastery of art and design techniques – drawing, painting, pastel.</p>	<p>Katie and the waterlily pond.</p> <p>Non fiction text based on artists and art galleries.</p>		<p>Wow: Children will be shown paintings and photographs of the world. They will think about where each image is from, and how the landscape inspired it.</p> <p>Challenge: Children will create their own piece of art based on their environment. This will be created using different forms of media. They will then host an evening gallery displaying the art work. They can invite family members and carers to attend the gallery opening.</p> <p>Opportunities for enrichment: Meet and greet with a professional artist, who will host a workshop.</p> <p>Family learning and sharing: Children host an evening art gallery to show case their newly created pieces of art work that reflects their learning over the course of the term.</p>
How do different religions believe the world began?	To cover creation stories from a broad range of religions.	<p>Nordic creation story</p> <p>Just so stories</p>	<p>An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour</p> <p>Children will look</p>	<p>Wow: Children will be shown images and videos of the world to instill awe and wonder. They will then create an interpretive dance to illustrate the start of time.</p> <p>Challenge: Children will choose a creative way to represent one of the creation stories.</p> <p>Opportunities for enrichment: Opportunities to perform dances based on creation stories.</p> <p>Family learning and sharing: Children share their own versions of the just so stories they have</p>

			at how different religions represent their beliefs through art work and comparing the differences in the religions. For example, artists of Islamic faith do not agree with producing artwork of religious figures.	written.
Who were the best invaders?	<ul style="list-style-type: none"> • Britains settlement by Anglo-Saxons and Scots - Roman withdrawal from Britain -Anglo-Saxon invasions settlements and Kingdoms -Anglo-Saxon art and culture. <ul style="list-style-type: none"> • The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor -Viking raids and invasion. -Resistance of Alfred the Great -Danegeld. -Edward the confessor and his death in 1066. <ul style="list-style-type: none"> • Use maps and atlases, globes, computer mapping to locate countries and to describe features. 	Beowulf Non-fiction texts based on Romans and Anglo – Saxons.	<p>An understanding of how citizens can influence decision-making through the democratic process.</p> <p>After studying the Romans, Anglo-Saxons and Vikings the children will work in groups and attempt to persuade other members of the class to agree with their point of view. The class will then vote for the most convincing</p>	<p><u>Wow:</u> Children will design and create weapons based on historical invaders and have a mock battle between the classes in the year group.</p> <p><u>Challenge:</u> Children will create a T.V documentary showing everything they have learned about one of Britain’s invaders. These documentaries are aimed to educate the viewer as well as persuade them that their chosen invader, really was the best invader.</p> <p><u>Opportunities for enrichment:</u> Artifacts from the different eras will be shown to the children to explore.</p> <p><u>Family learning and sharing:</u> Families will be invited in to have-a-go at creating Anglo-Saxon style jewelry with the children.</p>

			argument.	
What was Cabot's Bristol like?	<ul style="list-style-type: none"> Local history study. - A study over time tracing how several aspects of history are reflected in the locality. - A study of an aspect of history or a site that is significant in the locality. Use maps and atlases, globes, computer mapping to locate countries and to describe features. Locate the worlds countries using maps to focus on Europe and North and South America concentrating on their environmental regions, key physical and human characteristics, countries and major cities. 	<p>Non – fiction – The Gruesome Truth about the Tudors.</p> <p>The thief, the fool and the big fat king.</p>	<p>Children will develop an understanding of how citizens can influence decision making through the democratic process.</p> <p>The children will be taught how Cabot influenced trade.</p>	<p>Wow: Teachers will dress up as John Cabot so that the children can meet the man himself!</p> <p>Challenge: Each class will make a 'John Cabot – This is your life!' book.</p> <p>Opportunities for enrichment: Historical walk around Bristol city centre</p> <p>Family learning and sharing: Families are invited in to bake ships biscuits.</p>
How are Puppets made?	<ul style="list-style-type: none"> Design, make, evaluate and use technical knowledge (skills from page 3 of DT curriculum.) Learn about great artists and designers in history. <p>Improve their mastery of art and design techniques – drawing.</p>	Fairy tales – create own puppet show.		<p>Wow: Children watch a variety of puppet shows performed by professionals, showing how puppet shows can differ based on the audience.</p> <p>Challenge: The children write their own puppet show script, create settings and puppets and perform this to an audience of children and adults.</p> <p>Opportunities for enrichment: Professional puppeteers run a workshow explaining what goes into creating a puppet show as well as explaining how the different puppets and scenery has been made.</p> <p>Family learning and sharing: Family are invited in to watch the children's puppet shows.</p>
How has water	<ul style="list-style-type: none"> Locate the worlds countries using maps to 	Floodland		<p>Wow: Children will pour a jug of water over a tray of sand and see how the</p>

<p>shaped the land?</p>	<p>focuss on Europe and North and South America concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <ul style="list-style-type: none"> • Use field work to observe, measure, record and present the human and physical features in the local area using a range of methods, including skatch maps, plans and graphs, and digital technologies. 	<p>Where my wellies take me</p>		<p>water creates its own path.</p> <p><u>Challenge:</u> The children will create a performance based on what they have learned, which will be filmed for families to watch.</p> <p><u>Opportunities for enrichment::</u> Cheddar Gorge</p> <p><u>Family learning and sharing:</u> Families will be invited into an evening showcase of the children's performances and shows.</p>
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