









### Year 5 Autumn Term

	AUTUMN 1 <sup>st</sup> Half				Autumn 2 <sup>nd</sup> Half			
Theme	Pharaohs				Rainforest			
<b>British Key Question</b>	Were the British grave robbers?				Can Britain save the rainforest?			
<b>Enhancements</b>	Egyptian mummification day Truro Museum – artefacts				Trip to the Eden Project Christmas Play fundraiser			
<b>Books</b>	Holes by Louis Sachar				There's a Boy in the Girls' Bathroom By Louis Sachar			
<b>Addressing Stereotypes</b>	Cleopatra – Powerful woman. Race – compare movie actresses to how Cleopatra would've looked. Why were white women cast in an Egyptian's role?				Tribes – the role of men and women. What is wealth? Are the tribes people rich – (look at the environment they live in, the freedoms they have etc compare to western perceptions of wealth).			
<b>British Values</b>	<b>Democracy</b> – Ancient Egyptian hierarchy – are there any similarities and difference to our government hierarchy? <b>Rule of Law</b> – Are we within the law to have taken ancient Egyptian artefacts? <b>Individual Liberty</b> – Did ancient Egyptians have individual liberty like we do? Slaves? <b>Mutual Respect &amp; Tolerance</b> – Differences in beliefs about the after life – discussion.				<b>Democracy</b> – Tribes hierarchy - are they democratic like our voting systems? <b>Rule of Law</b> – Deforestation what are the laws regarding deforestation? <b>Individual Liberty</b> – Should we be allowed to destroy the rainforest for our own gains? <b>Mutual Respect &amp; Tolerance</b> – Does the World respect the rainforest and its inhabitants?			
<b>Area of Learning</b>								
<b>Area of PSHE/SRE</b>	<b>Relationships</b>	<b>Health and Well-Being</b>	<b>Relationships</b>	<b>British Values</b>	<b>Living in the Wider World</b>	<b>Relationships</b>	<b>Living in the Wider World</b>	<b>Living in the Wider World</b>
<b>PSHE (All NC subject content covered)</b>	Pupils should be taught: <ul style="list-style-type: none"> <li>to understand that learning is for life.</li> <li>that learning can continue in a variety of places after leaving school</li> </ul>	Pupils should be taught: <ul style="list-style-type: none"> <li>to understand the meaning of resilience.</li> <li>to understand that it is important to never give up.</li> </ul>	Pupils should be taught: <ul style="list-style-type: none"> <li>to understand the importance of roles within a team.</li> <li>to understand how to undertake a given role within a team.</li> <li>to understand that working with others is vital in life.</li> <li>to understand that working with others can</li> </ul>	Pupils should be taught: <ul style="list-style-type: none"> <li>to provide an opportunity to become involved with democratic processes within the school.</li> <li>to consider how living under the rule of law can protect individuals and enhance their wellbeing and safety.</li> </ul>	Pupils should be taught: <ul style="list-style-type: none"> <li>about how we can support our community.</li> <li>to understand the importance of supporting the community.</li> </ul>	Pupils should be taught: <ul style="list-style-type: none"> <li>that being responsible is important in life.</li> <li>to understand that responsibility may inspire others.</li> <li>to understand that responsibility has consequences in our lives.</li> </ul>	Pupils should be taught: <ul style="list-style-type: none"> <li>to understand why saving money is important.</li> <li>about how we can save money.</li> <li>to understand why we save.</li> <li>to understand what 'interest' is.</li> </ul>	Pupils should be taught: <ul style="list-style-type: none"> <li>about what a loan is.</li> <li>about what a mortgage is.</li> <li>about what a credit card is.</li> <li>about what a credit score is.</li> </ul>

help us achieve more than on our own

**Key questions / knowledge and understanding to be explained**  
**Key Knowledge and facts to be recalled**

**Phase 1 and 2 – Learning key questions:**  
 What is learning?  
**Do we all learn in the same way as each other?**  
 Does everyone learn in the same way?  
 Is it possible to learn too much?  
 At what age can we leave school?  
**Why are learning many different skills important?**  
 Are GCSEs the only qualifications that you can get when you are 16?  
 How can having a variety of skills be important for life?

**Phase 3 and 4 – Resilience key questions:**  
**What is resilience?**  
 When do you see examples of resilience?  
 Which of these situations demonstrates resilience?  
 How do Paralympic athletes show their resilience?  
 Why is resilience so important?  
 How can resilience make you feel?  
 Is it easy to be resilient in all situations?  
**Why is it important never to give up?**

**Phase 5 and 6 – Teamwork key questions:**  
 What makes a good team?  
 Why is it important to know what our role is in a team?  
**What makes good teamwork?**  
 Is it possible to have different roles within a team and still work well together?  
 Do you know why working together is important?  
 Why is it important that a team shares common goals with each other?  
 Can you name some different roles in a sports team?  
 How can communication work well in teamwork?

**Phase 7 and 8- BV Laws and Parliament key questions:**  
 How does an MP become elected?  
 What does a candidate for election have to do?  
 What skills do you need to represent people as a Member of Pupil Parliament?  
 What does an MP do at a parliamentary meeting?  
**What are the basic principles of the rule of law?**  
 Why does the rule of law matter?  
 How old do you have to be before you are accountable under the rule of law?  
**If an eleven-year-old commits a crime, what might happen?**  
 An adult read my diary and now I'm in trouble. I've been grounded for a month – do I have any rights in law?  
 School has excluded a pupil with shaved patterns in their hair. Can they contest this rule, using the law and human rights to help?

**Phase 1 and 2 – Supporting the Community key questions:**  
 What is a community?  
**How can you support your community?**  
 How could you support your community?  
 Which is NOT a characteristic of a community?  
 Why is it important that we support our community?  
 What might happen if you don't support your local community?  
 What can you gain from supporting the community?  
 What might happen if community resources are not used or supported?

**Phase 3 and 4 – Responsibility and Inspiration key questions:**  
 Why is being responsible important?  
 How does responsibility inspire other people?  
**Which responsibilities might you have at school?**  
**Which responsibilities might you have at home?**  
 What might sports players do to inspire others with their responsibilities?  
 What consequences does responsibility bring?  
 What benefits does responsibility bring?  
 What might happen if you show that you're a responsible person?  
 How could being a responsible person improve your life?

**Phase 5 and 6 – Saving Money key questions:**  
 Why is it important to save some money regularly?  
 How much money should you save each month?  
 Why is saving money important in life?  
 How much should you save each month?  
**What do you need to save for?**  
 What is interest?

**Phase 7 and 8- Borrowing Money key questions:**  
**What is a loan?**  
**What is a mortgage?**  
 What is 'interest'?  
 What is a credit card?  
 What is a credit score?  
 What may happen if you have a low credit score?

**Vocabulary**

learn, knowledge, behaviour, skills, resilient, determined

resilience, determination, failure, challenge, bounce back,

role, respectful, collaboratively, resolve, disputes, negotiation,

by-election, general election, manifesto, opposition leader,








Community, support, voluntary, responsible

responsibility, community, inspiration, accountable,

Budget, value, afford, income







Loan, debt, borrow, afford

## Year 5 Spring Term

	Spring 1 <sup>st</sup> Half	Spring 2 <sup>nd</sup> Half					
Theme	Stargazers	Farming and Agriculture in Cornwall					
<b>British Key Question</b>	Will the UK ever launch a rocket into space?	Kernow Bys Viken?					
<b>Enhancements</b>	Planetarium Visit	Hatching chicks Scarecrow Competition Various animal visits Growing Vegetables					
<b>Books</b>	Cosmic by Frank Cottrell Boyce	The Boy at the Back of the Class Onjali Q. Raúf					
<b>Addressing Stereotypes</b>	The Girl of Ink and Stars – gender inequality	Women in farming - explore the roles of women in the farming industry. The Black Farmer – research Wilfred Emmanuel Jones and his journey from Jamaica into farming in Britain: <a href="https://theblackfarmer.com/about-us/">https://theblackfarmer.com/about-us/</a>					
<b>British Values</b>	<b>Democracy</b> – Who owns space? <b>Rule of Law</b> – Space Law – what are they? <b>Individual Liberty</b> – Would you travel to Space? <b>Mutual Respect &amp; Tolerance</b> – Should there be a flag on the Moon?	<b>Democracy</b> – DEFRA – how does it work? <b>Rule of Law</b> – RSPCA – safety for animals <b>Individual Liberty</b> – Vegetarian, vegan or meat eater – what’s your choice and why? <b>Mutual Respect &amp; Tolerance</b> – Respect between humans and animals - how can we ensure the planet is fit for us all?					
<b>Area of Learning</b>							
<b>Area of PSHE/SRE</b>	<b>Relationships</b>	<b>British Values</b>	<b>Living in the Wider World</b>	<b>Health and Well-Being</b>	<b>Health and Well-Being</b>	<b>Relationships</b>	<b>Relationships</b>
<b>PSHE (All NC subject content covered)</b>	Pupils should be taught: <ul style="list-style-type: none"> <li>to understand how effective communication is important in sport and life.</li> <li>to understand the various types of non-verbal communication.</li> <li>to know how and why non-verbal communication is so important</li> </ul>	Pupils should be taught: <ul style="list-style-type: none"> <li>to understand what is meant by freedom of expression.</li> <li>to know when individual liberty should be exercised and how rights need to be balanced with responsibilities.</li> <li>to explore immigration and its history in the UK</li> </ul>	Pupils should be taught: <ul style="list-style-type: none"> <li>about safety when using the ‘Digital World’.</li> <li>to understand the benefits of the ‘Digital World’.</li> </ul>	Pupils should be taught: <ul style="list-style-type: none"> <li>to plan a balanced daily diet and get the most from our food.</li> <li>more about nutrients and why we need them.</li> </ul>	Pupils should be taught: <ul style="list-style-type: none"> <li>about how junk food can affect our health.</li> <li>about how junk food can affect our daily life.</li> <li>to understand why junk food is bad for us.</li> <li>to know what is in junk food to make it bad for our health.</li> </ul>	Pupils should be taught: <ul style="list-style-type: none"> <li>to understand the importance of communicating effectively.</li> <li>about whether we can learn to communicate effectively or not.</li> </ul>	Pupils should be taught: <ul style="list-style-type: none"> <li>that how we treat others affects how others treat us.</li> <li>to understand morals and how helping others can in turn help us.</li> </ul>

<p><b>Key questions / knowledge and understanding to be explained</b></p> <p><b>Key Knowledge and facts to be recalled</b></p>	<p><b>Phase 1 and 2 –Body Language and Communication key questions:</b></p> <p><b>Is communication just about talking?</b></p> <p>Which types of facial expressions and gestures are clearer in sport? Is communication just about speaking? Why is listening important when communicating? Which types of non-verbal communication could we use to send a message? What is the difference between an ‘open’ question and a ‘closed’ question? Which ways can you use to communicate without speaking?</p> <p><b>Phase 3 and 4 –BV Freedom of Speech and Movement key questions:</b></p> <p><b>Do you think there’s a difference between speaking the truth and speaking your truth?</b></p> <p>What is defamation? Is defamation a crime? What are some of the effects of speaking your truth? What does the term freedom of information mean? What is hate speech?</p> <p><b>Phase 5 and 6 – The Digital World key questions:</b></p> <p>What is digital etiquette (netiquette)? <b>Why do you need to be careful in the Digital World?</b> Why is ‘digital etiquette’ important? <b>Why do we need to be careful about what we post online?</b> What are the benefits of the Digital World for you? How can the Digital World make us successful? How can the ‘Digital World’ improve communication?</p>			<p><b>Phase 1 and 2 – Nutritional Values key questions:</b></p> <p><b>What are nutrients?</b> <b>How many meals should we eat every day?</b></p> <p>Which is the recommended time to eat dinner? Why do we need nutrients in our daily diet? Why is it important to have nutrients in your diet? Which jobs will require fewer levels of nutrients in the day?</p> <p><b>Phase 3 and 4 – Junk Food key questions:</b></p> <p>Why doesn’t junk food support our body during physical activity? Can you name any illnesses that eating a regular diet of junk food might cause? How can eating a diet of junk foods affect your weight? <b>Which illnesses could be caused by eating a diet high in junk food?</b></p> <p>Is it easier or harder for our body to digest junk food? What happens to your blood sugar levels if you eat a diet high in junk food? How might junk food affect your brain over time?</p> <p><b>Phase 5 and 6 – Communicating Effectively key questions:</b></p> <p>What is communication? <b>How does communicating effectively help us?</b> <b>What are the different ways that we use to communicate?</b></p> <p>How can we develop and improve our communication skills? What can good communication skills bring? Which of these skills would you need to be a good communicator?</p> <p><b>Phase 7 and 8- You get out of life what you put in key questions:</b></p> <p><b>Why should you be kind to others?</b></p> <p>Why should you try to help others? How can kindness affect our health? What are morals? Why are morals important? Why is helping others such a good thing to do?</p>			
<p><b>Vocabulary</b></p>	<p>convey, sign language, facial expression, gesture, body language, signal</p>	<p>freedom of expression, freedom of information, slander, authentic, hate speech</p>	<p>Online, digital world, danger, social media</p>	<p>balanced diet, food group, nutritional value, healthy, diet, habit, obesity</p>	<p>junk food, unhealthy, choice, risk, responsible, safe</p>	<p>Communicate, online, personal information, boundaries</p>	<p>Kindness, relationship, inspire, valuable</p>

## Year 5 Summer Term

	Summer 1 <sup>st</sup> Half			Summer 2 <sup>nd</sup> Half		
<b>Theme</b>	<b>Bombs, Blitz and Brits (WW2)</b>			<b>Home or Away?</b>		
<b>British Key Question</b>	What did they mean by 'Keep Calm and Carry On'? <a href="https://london.ac.uk/about-us/history-university-london/story-behind-keep-calm-and-carry">https://london.ac.uk/about-us/history-university-london/story-behind-keep-calm-and-carry</a>			Do the British make the best explorers?		
<b>Enhancements</b>	WW2 Day Evacuee speaker			Travelling speakers Travelling across Perranporth		
<b>Books</b>	Letters from the Lighthouse Emma Carroll			The Explorer Katherine Rundell		
<b>Addressing Stereotypes</b>	The role of women in WW2 - Land girls and exploring stereotypes Jewish people – why were they treated so badly?			What does it mean to be foreign? – Foreign stereotypes		
<b>British Values</b>	<b>Democracy</b> – What is a dictator? <b>Rule of Law</b> – Should one person make the rules for the whole country? <b>Individual Liberty</b> – Evacuation - was it the right thing to do? <b>Mutual Respect &amp; Tolerance</b> – The Holocaust - what was it and why must it never happen again?			<b>Democracy</b> – G7 Summit - what does the G7 want to achieve? <b>Rule of Law</b> – Different government systems – communism <b>Individual Liberty</b> – Refugees – should you be allowed to live where is safe? <b>Mutual Respect &amp; Tolerance</b> – Freedom of travel during Covid.		
<b>Area of Learning</b>						
<b>Area of PSHE/SRE</b>	<b>Health and Well-Being</b>	<b>Living in the Wider World</b>	<b>Relationships</b>	<b>Health and Well-Being</b>	<b>RSE and Drugs Awareness</b>	<b>RSE and Drugs Awareness</b>
<b>PSHE (All NC subject content covered)</b>	Pupils should be taught: <ul style="list-style-type: none"> <li>to understand the importance of overcoming a difficult situation.</li> <li>to understand that when things go wrong, our reaction can help</li> </ul>	Pupils should be taught: <ul style="list-style-type: none"> <li>to understand what the NHS is.</li> <li>to understand the importance of the NHS.</li> </ul>	Pupils should be taught: <ul style="list-style-type: none"> <li>about what 'respect' means.</li> <li>about how to respect other people's views and opinions.</li> <li>about different beliefs and how to show respect</li> </ul>	Pupils should be taught: <ul style="list-style-type: none"> <li>to understand how different body parts work both individually and as a team.</li> <li>to understand how exercise supports the function of the human body.</li> <li>to understand how a balanced diet supports the function of the human body.</li> </ul>	Pupils should be taught: <ul style="list-style-type: none"> <li>to understand how different body parts work both individually and as a team.</li> <li>to understand how exercise supports the function of the human body.</li> <li>to understand how a balanced diet supports the function of the human body.</li> </ul> Pupils should be taught: <ul style="list-style-type: none"> <li>to identify, locate and use the terminology for the basic parts of the human body.</li> <li>to know who to speak to if they are concerned about their health.</li> <li>to know that their bodies will experience puberty and what this means for their bodies</li> </ul>	Pupils should be taught: <ul style="list-style-type: none"> <li>to understand that our bodies belong to us.</li> <li>to know that there are laws to protect us as children.</li> <li>to know that we have rights and to know when the law is being broken.</li> <li>to know who to talk to if they are worried about their health or body.</li> <li>to know about the procedure called Female Genital Mutilation.</li> <li>to know that FGM is illegal in the UK.</li> <li>to know that there is someone to talk to about FGM and there are organisations that can provide help and support.</li> </ul>

				<ul style="list-style-type: none"> <li>and minds.</li> <li>● to discuss the life process of reproduction in humans.</li> <li>● to know about menstrual well-being and the menstrual cycle.</li> <li>● to describe the changes which happen as humans age.</li> <li>● to identify, locate and use the terminology for the basic parts of the human body.</li> </ul>		
<b>Key questions / knowledge and understanding to be explained</b> <b>Key Knowledge and facts to be recalled</b>	<b>Phase 1 and 2 – Dealing with adversity key questions:</b> What is adversity? What is the best way you can deal with adversity? What is the best way to deal with a tough situation? In which of these areas might you see people dealing with adversity in a positive way? Why is it important to try to control your reactions to adversity? Does adversity affect everyone? If you were a witness to a situation that was inappropriate or harmful in any way, what would you do?  <b>Phase 3 and 4 – The NHS key questions:</b> What is the nhs? Which jobs would you find in the NHS? What does NHS stand for? Why do we need the NHS? Which number do you call if you have a medical emergency? Who else may be able to give you advice on non-urgent medical care?  <b>Phase 5 and 6 – Respecting Others Boundaries and Beliefs key questions:</b> What does respect mean? Why should you respect others who live in your community? Why should you respect other people? What is stereotyping?  What are the names of some of the main religions in the world? If you have different beliefs, religions or cultures, should this prevent you from getting along with others? Which religions are the two most practised in the world? What might someone who does not believe in any God be called? What might you do or say if you disapproved of, or disagreed with, someone’s belief or religion?			<b>Phase 1 and 2 – The Human Body key questions:</b> Is our body designed to be inactive for long periods of time? How do different nutrients help our body? Which of these are names of organs in the body? How can being active help your body? Which part of our body gives it shape, structure and support? How does our body move?  <b>Phase 3 and 4 – My Body Changes key questions:</b> Which changes can we see when girls grow and develop into women? Why do girls and women menstruate? What happens to the body when a girl grows and develops into a woman? When do girls and women start to menstruate?  Which changes can we see when boys grow and develop into men? If sperm is released from the penis during sleep, what is this called? What happens to the body when a boy grows and develops into a man? When do boys usually start puberty?  <b>Phase 5 and 6 – Keeping My Body the same key questions:</b> What do we mean by keeping our body the same? What is FGM? Who is the person that is in complete control of your body and what happens to it? What does FGM stand for? What is the lesson we learned from an early age about keeping our body the same? Why do you need to talk to somebody if you are worried about FGM? Who can you talk to if you are worried about FGM happening to you? Why is it important to talk to someone if you are worried about FGM happening to you or someone you know?		
	<b>Vocabulary</b>	adversity, bullying, teasing, online, social media, respect	National Health Service, doctor, nurse, health, medicine, treatment, funding	Culturally diverse, rights, opinions, respectful	choice, responsibility, activity, organ, nutrients, consequence	penis, vagina, anus, testicles, hips, breasts, pubic hair, menstruation, puberty law, enforce, police, secret, Female Genital Mutilation, illegal, trusted adult, vagina, vulva