



YEAR 5

CURRICULUM LEAFLET

DISCOVER—AUTUMN 1

Benin Kingdom



READING/ POETRY

Reading:

Children will begin to read *Black and British: A Short, Essential History* by David Olusoga in Destination Reader. We will be revising key strategies taught in Y3/4. The children will also develop their fluency skills to increase their speed and accuracy of what they read.

Poetry:

Children will begin to recite the following poems:

Harriet Tubman by Eloise Greenfield and *I Have A Dream* by Martin Luther King Jr



WRITING

Using the text of *Children of the Benin Kingdom* by Dinah Orji, children will explore the story from various perspectives, comparing characters and writing letters and diary entries in role. Throughout, children will be gathering information and building the skills towards writing a non-chronological report on the Kingdom of Benin. Children will also use the text *Hidden Figures* by Margot Lee Shetterly and Laura Freeman in which children learn about the achievements and determination of these four iconic women at key moments in American and world history.



MATHS

Review Prior Learning:

- Recognise the place value of each digit in four-digit numbers, and compose and decompose four-digit numbers using standard and nonstandard partitioning.
- Rounding to the nearest 10, 100 or 1000.
- Add and subtract up to four-digit numbers using column methods.
- Interpret and present data using bar charts, pictograms and tables

New Learning:

- Reasoning with large whole integers
- Addition and subtraction with integers
- Lines, graphs and timetables

RE/ PSHE

RE: What is it like to be a Buddhist?

We will be learning about Buddhism, by answering the question 'What is it like to be a Buddhist?'



PSHE:

Introduction: Setting ground rules for RSE & PSHE lessons, Family and Relationships



PE

Children will be having PE every Wednesday. The children will be developing their fitness skills including speed, stamina, strength, coordination, balance and agility.

The children will also have a separate PE lesson on Thursday, where they will be developing teamwork skills.

Please ensure children wear their PE kits on these days.



COMPUTING

Online Safety

We will be learning how to alter application permissions; considering the positive and negative aspects of online communication; understanding that online information is not always factual; learning how to deal with online bullying; thinking about the effect that technology has on our health and wellbeing.



ART/ DT

Art : Drawing: I need space

Children will develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.



DT: Food: What could be healthier?

Focusing on nutrition, children research and modify a traditional bolognese sauce recipe to make it healthier. They will cook their new and improved versions, making appropriate packaging and also learn about the ethical considerations of farming cattle.



YEAR 5

HISTORY

AUTUMN 1

BENIN KINGDOM

PRIOR KNOWLEDGE

Previously in Year 3:

- **Prehistoric Britain**—Changes in Britain from the stone age to the iron age

Previously in Year 4:

- **Roman Britain** - The Roman Empire and its impact on Britain
- **Anglo-Saxons and Scots**- Britain's settlement by Anglo-Saxons and Scots

FUTURE KNOWLEDGE

Later in Year Year 5:

- **History: Medieval Monarchs**—British Empire - Victoria was monarch of a quarter of the Earth's land surface.

Later in Year Year 6:

- **History: Industrial Revolution**—Population grew massively through this period.
- **History: Civil Rights**—The ongoing discrimination following desegregation.

NEW KNOWLEDGE

During this unit, I will learn:

- How did the Benin Kingdom begin?
- What was life like for the Edo people in the Benin Kingdom?
- How were trade links established and what goods were traded?
- What led to the Civil war in the 1700s?
- What was the Transatlantic Slave Trade?
- Why did the British colonise Benin and what impact did this have?

Key Misconception

The Kingdom of Benin is not the same as the modern day country called Benin


NEW HISTORY SKILLS

During this unit, I will learn:

- **Chronological understanding:** Reference to earliest recorded contact with Europeans and the development of trading relations.
- **Historical inquiry:** Use evidence to answer how the environment influenced the Edo society.
- **Knowledge and interpretation:** Explaining the origins of the Kingdom of Benin.

KEY IDEAS AND VOCABULARY

A historic kingdom of West Africa, Benin flourished for more than 600 years in the forests of what is now southern Nigeria.

| | |
|---|--|
| Oba  | A kind or chief. |
| Ogisos  | The first kings of Benin. Ogisos means "Rulers of the Sky." |
| Empire  | Lots of countries or states, all ruled by one monarch or single state. |
| Guild  | A group of people who all do the same job, usually a craft. |
| Animism  | A religion widely followed in Benin. |
| Voodoo  | The belief that non-human objects have spirits or souls. |
| Cowrie shells  | A sea shell which Europeans used as a kind of money to trade with African leaders. |
| Civil war  | A war between people who live in the same country. |
| Moat  | A long trench dug around an area to keep invaders out. |
| Colonisation  | When invaders take over control of a country by force, and live among the people. |



YEAR 5 SCIENCE AUTUMN 1 PHYSICAL AND CHEMICAL CHANGES

PRIOR KNOWLEDGE

Previously in Year 4:

- **Phases of Matter**—Recognise the properties of the particles in the three states of matter and the effect of heat on particles.

FUTURE KNOWLEDGE

Later in Year 5:

- **Separating Mixtures**— know how to separate mixtures through boiling

Later in Year 6:

- **Chemical Reactions** —what happens to particles during burning?
- **Heat (Physics)** - Describe what happens to particles when they are heated
- **Energy (Physics)** - Give the names of different energy stores.

Chemical and physical changes

| similarities | differences |
|--|---|
| <ul style="list-style-type: none"> • Both cause a change in appearance • Amount of matter does not change for both | <ul style="list-style-type: none"> • Chemical creates to a new material, physical does not • Chemical is hard to reverse, physical is easy to reverse |

NEW KNOWLEDGE

During this unit, I will learn:

- What happens during a state change?
- What is a physical change and how can we identify them?
- What is a chemical change and how can we identify them?
- How do physical and chemical changes compare?
- What can we do to investigate chemical reactions?
- What happens when we place metals into acid?

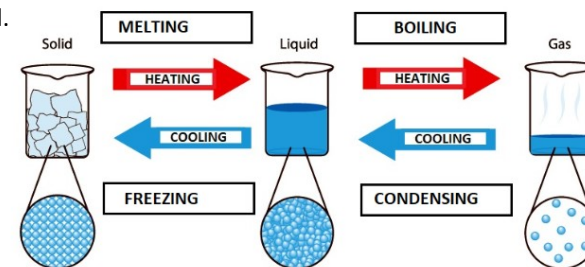
SCIENTIFIC ENQUIRY

During this unit, I will learn the following practical skills:

- Answer scientific enquiry questions about how particles behave by acting out particles changing from a solid to a liquid and from a liquid to a gas and back again.
- Experiment - examples of physical changes to ice and water, chocolate, paper and dissolving. Record finding in table
- Plan different experiments showing physical changes that take place when a substance changes form or arrangement. Observe the effect of changing the amount of vinegar on the reaction with sodium bicarbonate
- Investigate which metal is the most reactive when it is placed in vinegar. Tell you how to control variables in experiment.

KEY IDEAS AND VOCABULARY

Physical changes take place when a substance changes form or arrangement. They are often **reversible**, e.g. When two substances are mixed. **Chemical change** is when a change takes place and a new substance is formed. They are often **irreversible**, e.g. When something is burned.



| | |
|-----------------------|---|
| Solid | Firm and stable in shape; not liquid or fluid. |
| Liquid | A substance that flows freely but is of constant volume, having a consistency like that of water or oil. |
| Gas | A substance in which it will expand freely to fill the whole of a container, having no fixed shape. |
| Condensing | Change or cause to change from a gas or vapour to a liquid. |
| Boiling | the action of bringing a liquid to the temperature at which it bubbles and turns to vapour. |
| Melting | Melting is a physical process that results in the transition of a substance from a solid to a liquid. |
| Freezing | Freezing is where a liquid turns into a solid when its temperature is lowered below its freezing point (below 0°C). |