



# TOPIC OVERVIEW



Year Group: 5	The Kingdom of Benin	Term:	Summer
English		Maths	
<ul style="list-style-type: none"> <li>Balanced argument</li> <li>Persuasive brochure</li> <li>Narrative</li> <li>Poetry</li> <li>Information text</li> </ul>		<ul style="list-style-type: none"> <li>Measurement</li> <li>Time</li> <li>Conversion</li> <li>Fractions</li> <li>Maths Mission</li> </ul>	
History	Geography	DT / ART	SCIENCE
<ul style="list-style-type: none"> <li>A study of Benin</li> </ul>	<ul style="list-style-type: none"> <li>Locate the world's countries, with a focus on Europe and countries of particular interest to pupils.</li> <li>human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including</li> </ul>	<ul style="list-style-type: none"> <li><b>African Art</b></li> <li>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</li> <li>Generate, develop, model and communicate their ideas through</li> </ul>	<ul style="list-style-type: none"> <li><b>Earth and Space -</b></li> </ul> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>describe the movement of the Moon relative to the Earth</li> <li>describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>Use the idea of the Earth's rotation to explain day and</li> </ul>

	<p>energy, food, minerals and water supplies.</p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>• Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world.</li> </ul>	<p>discussion, annotated sketches</p> <ul style="list-style-type: none"> <li>• Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately.</li> <li>• Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</li> <li>• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> </ul> <p><b>Rousseau :</b></p> <ul style="list-style-type: none"> <li>• Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.</li> </ul>	<p>night and the apparent movement of the sun across the sky.</p>
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<b>COMPUTING</b>	<b>RE</b>	<b>PE</b>	<b>PSHCE</b>
<ul style="list-style-type: none"> <li>Powerpoint</li> <li>Movie Maker</li> </ul>	<ul style="list-style-type: none"> <li>What does it mean to be a Muslim in Britain today?</li> </ul>	<ul style="list-style-type: none"> <li>Swimming</li> </ul>	<ul style="list-style-type: none"> <li>Personal identity</li> <li>Moral values right vs wrong</li> <li>Differences</li> <li>Helping other</li> <li>Sustainability</li> </ul>
<b>MUSIC</b>	<b>Languages</b>	<b>SMSC</b>	<b>Enriching the curriculum</b> (Visits, Visitors, special days)
<ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using voice and instruments</li> </ul>	<ul style="list-style-type: none"> <li>French</li> <li>Look at the culture of the countries where the language is spoken.</li> <li>Read, write, speak</li> </ul>	<ul style="list-style-type: none"> <li>Spirituality</li> <li>P4C - moral values</li> </ul>	<ul style="list-style-type: none"> <li>Knowsley Safari Park</li> <li>London</li> <li>Heart Start</li> </ul>