



Darlinghurst School Connected Curriculum Overview



Term Autumn 2		Year 5	
Subject Focus What has World War 1 got to do with castles? (History and Geography focus)			
Starting Point		End Product	
The pupils will discover a range of old photographs which had been taken during World War 1 and set the challenge to discover what happened to cause such a violent war and the events the followed.		The children will have recreated artefacts used during the period and a class book to present to other year groups which they can use to teach others about the war.	
Homework & independent learning	Reading at least 3 - 4 times a week with an adult Weekly spellings and times tables (up to 12x12 in readiness for the weekly times table grid challenge) Once a week children will be given a piece of Maths of English homework to complete		
Maths	<ul style="list-style-type: none"> • Multiplication and division • Fractions, decimals and percentages • Calculating with whole numbers and decimals 		
Writing	<ul style="list-style-type: none"> • Historical narrative writing based on WW1 (writing to entertain) • Recount, diary entry writing based on a soldiers perspective of being on the front line during WW1 (writing to inform) • Recount, letter writing based on the soldiers experience playing a football match on No-Man's land during the middle of the war. 		
Reading	<ul style="list-style-type: none"> • Daily reading where children will be covering the age related expectations for year 5 • Some texts provided for reading this term will be linked to our Edison curriculum with a focus on world wars • Texts will include fiction, non-fiction and poems • Children are also expected to read silently every morning during their start of the day activity 		
Speaking and Listening	<ul style="list-style-type: none"> • Presenting, group tasks including performance of poetry and role play drama 		
Science	<ul style="list-style-type: none"> •What materials would be best to create a soldiers helmet? •Children will be exploring what material would have been best to create a helmet and linking back to prior learning regarding the properties of materials. •How did the soldiers keep warm in their trenches? •Children will be investigating conductors and insulators and how they could have helped the soldiers during the war 		
Computing	<ul style="list-style-type: none"> • Children will develop word processing skills • Children will look into how to research reliably and safely 		
Humanities	<p>Children will learn</p> <ul style="list-style-type: none"> • How WW1 started and all the factors behind it • The impact the War had on British lives • The inventions which were used for the first time in WW1 such as tanks and gas • About D-Day and the importance it had in WW1 • The football match which took place in No-Man's land 		

	<ul style="list-style-type: none"> • Which countries were involved in WW1, their location on a modern map and the differences between today's world map and a world map in 1914 • The role castles played in the war and where they were located in England
MFL	<ul style="list-style-type: none"> • Spanish - introduction covering basic greetings, days of the week, colours and numbers 0-20
RE	<ul style="list-style-type: none"> • What does faith mean? • The Christmas story and other religions beliefs
PHSE & British Values	<ul style="list-style-type: none"> • To look at nationalism and what it meant to be British and how this perception has change
Learning & Life Skills	<ul style="list-style-type: none"> • School values : Confidence Determination, Respect , Excellence • It's up to me! • Taking individual responsibility for self and others • Developing ability to act independently
Design and technology	<ul style="list-style-type: none"> • The children will be designing and creating helmets used by British soldiers during WW1
Art & Sketchbooks	<ul style="list-style-type: none"> • Sketch books and scrap books <p>Children will look at</p> <ul style="list-style-type: none"> • The history of castles and why they were needed were they just large homes and displays of wealth or fortresses or communities or prisons or were they needed to safeguard against invasion and war. • What castles were they made of? <p>Children will</p> <ul style="list-style-type: none"> • Design a castle considering; what the interior look like? How would people cook and wash? How were castles decorated? • Investigate the Bayeaux Tapestry and consider making one of their own. This was one of the first accounts of art recording history. Continue with your design. Why did or do we need to record War? • Look at other artists that recorded history from the Great War and their styles (Sir William Orpen, Christopher Wynne Nevinson, Paul Nash, Richard Eurich, Anna Airy, John Singer Sargent.
Music	<p>Musical Concepts & Composition:</p> <ul style="list-style-type: none"> • Looking at rhythm, melody, form and timbre • Researching expressive qualities and harmony • Composition using layers • Emotional responses to stimuli
PE	<p>Football</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To be able to pass accurately on the move • To develop/refine shooting, heading and throwing skills and be able to use them correctly within a game • To know and understand the rules of football
Outdoor learning	<ul style="list-style-type: none"> • Children will be making their own catapults by looking at the design of catapults made in Norman times. Considering what materials were used to make them as well as what they were used for.
Trips and Visits	<ul style="list-style-type: none"> • Trip to Hadleigh castle.