

Curriculum Year 5 Term 2: Medieval Norwich- After the Normans

	Curriculum	Local /Context
History	<p>A local history study, for example: a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>	<p>Development of Medieval Norwich: History of Norwich Market Medieval Trade in Norwich- Dragon Hall Building of Guildhall Expulsion of Jews from Norwich 1290 The Black Death (Plague) and its effects on the population of Norwich Adding to the chronological timeline</p> <p>A visit to the Sainsbury's Centre at the UEA</p>
Geography	<p>Human Geography: economic activity including trade links, Fieldwork: to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Transportation of goods to Norwich- sites on river Fieldwork: surveying visitors, sketching and recording of key sites on sketch map, food available on market- place of origin etc. Norwich map work.</p>
Science	<p>Animals including Humans: describe the changes as humans develop from birth to old age. Earth and Space: Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies Use the idea of the Earth's rotation to explain day and night.</p>	<p>How would the Plague have affected young and old? Is our diet healthier today than in Medieval times? What constitutes a 'Healthy Diet'?</p> <p>Norwich cathedral mechanical and astronomical clocks</p> <p>Superstitions based on the calendar, moon etc.</p>
Design and Technology	<p>Design: Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams. Make: Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately. Select from and use a wider range of materials and components, including construction materials, textiles. Evaluate: Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Technical Knowledge: apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<p>Working model of Norwich market</p>

Art	To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)	Art historians of paintings from the time Recreate scenes in paintings through drama and Chamber Theatre (Living Art Gallery)
Music	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music.	Samba and general musicianship lessons delivered by NORCA Assembly music
PE	Develop flexibility, strength, technique, control and balance, for example through athletics and gymnastics Perform dances using a range of movement patterns	Gymnastics and dance Ball skills/team games
Computing	Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	Hopscotch and Scratch programmes Cross Curricular: Web pages, Excel Spreadsheet, CAD, Tables, Word documents PowerPoint presentations, Keynote
French	By engaging with other languages, including, where appropriate, those used in their communities, children should: 1. Look at the patterns, structures and origins of languages in order to understand how language works 2. Listen to and join in with conversation in other languages and communicate about simple, everyday matters 3. Understand how learning other languages can help them appreciate and understand other cultures as well as their own.	French lessons delivered by specialist teachers from CAN
English	Reading, Comprehension, Spelling, Handwriting Composition, Vocabulary, grammar and punctuation In writing children should: 1. Learn to write for a variety of purposes, for a range of audiences and in a range of forms 2. Develop their understanding of how writing is essential to thinking and learning and is enjoyable, creative and rewarding 3. Explore writing using different media including web pages and multimodal formats in English and in other languages.	English in Context: Story telling Newspaper articles Instruction writing Diary entries Use of Chamber Theatre Drama – Living Art Gallery

<p>Maths</p>	<p>Breadth of learning: During the year, pupils should be taught the knowledge, skills and understanding through:</p> <ul style="list-style-type: none"> • practical activity, exploration and discussion • using mathematical ideas in practical activities, then recording these using objects, pictures, diagrams, words, numbers and symbols • estimating, drawing and measuring in a range of practical contexts • drawing inferences from data in practical activities <p>Exploring and using a variety of resources and materials, including ICT activities that encourage them to make connections between number work and other aspects of their work in mathematics.</p>	<p>Maths in Context: Running a market stall – pricing and profit</p> <p>Chronology of dates</p> <p>Trading prices in the past</p> <p>Pricing artwork</p> <p>Calculating percentage content of healthy meals</p>
<p>British Values and SMSC</p>	<ul style="list-style-type: none"> • An understanding that the freedom to choose and hold other faiths and beliefs is protected in law; • An acceptance that other 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; and • An understanding of the importance of identifying and combating discrimination. 	<p>Debate and votes on relevant issues Class elections</p> <p>Social: Using drama to explore the life and times in the period</p> <p>Moral: Expulsion/persecution of a people due to religious differences Compare the expulsion/persecution of the Jewish people from Norwich with similar events through history Addressing the question: Do we have the right to expel people from our country on the grounds of religion or race?</p> <p>Spiritual: Beliefs about the heavens. Difference between Jewish and Christian faith</p> <p>Cultural: Adaptation and integration of different faiths/religions and the tensions arising from new customs, beliefs, ways of believing, building and defending. Learning to live together</p>