



## Year 5 Autumn Overview: Globetrotters

	Geography	History	Art	DT	Computing
Overview	Globetrotters Global study – Romania and France (EU)	Britain's Settlement – Anglo Saxon and Scots.	Create an art gallery	Cooking French and Romanian foods	Project based robots: Create a robot waiter.  Project based robots: Robot to create a piece of art.
Week 1	<p>Where do we live? What continent do we live in? What country.</p> <p>Ensure that children can relate this knowledge to their prior knowledge.</p> <p>What European have we ever heard of? What counties are we from? Is anyone in this class from a country in Europe?</p> <p>Locate Romania and France on a world map.</p> <p>Which of these is the closest to where we live?</p> <p>Use:     ordinance survey maps     atlas</p>			<p>What foods do we like to eat? Do people from all countries eat the same types of food? Why do you think people from different countries might like to eat different types of foods?</p> <p>Using safe search research foods from France and Romania.</p> <p>Examples: <u>French foods</u> French onion soup Herb Buttered Snails Cheese Fondue Ratatouille</p> <p><u>Romanian Foods</u> Sarmale Salata de vinete</p>	<p>What do we use the internet for? How do we use the internet at home?</p> <p>Ask pairs to create a character around their age. Ask children to draw this character and then write personal information around it.</p> <ul style="list-style-type: none"> <li>- Favourite food and colours</li> <li>- Names of teddies or toys</li> </ul> <p>Children to look at personal information and agree if it is ok to share or not.</p> <p>Provide children with information about 3 fictious people. What do we see from this information?</p> <p>What would you rate her digital footprint out of 10?</p>

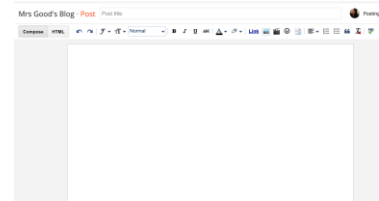


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	<p>globes digital mapping to locate.</p> <p>For each of these destinations use research skills (ensure a range of sources are used to find out the following information) to find out the following pieces of information:</p> <p>Locational knowledge:</p> <ul style="list-style-type: none"> <li>-facts</li> <li>- population</li> <li>- culture.</li> <li>-temperature (average)</li> </ul> <p><u>Outcome</u> In groups compare the above between the two countries. Create a fact file.</p>			<p>Papanasi with sour cream</p> <p>Prior to the lesson adults to organise samples of both Romanian and French food. (Ensure that allergy letters go out before the lesson)</p> <p>Allow children to taste the food and write a simple review for each food their try.</p> <p><u>Link to MFL</u></p> <p>Which was your favourite food? Why was it your favourite?</p> <p><u>Outcome</u> Children to sample and understand different French and Romanian foods.</p>	<p>More able to present a future forecast about her future life.</p> <p><u>Outcome</u> Children to come up with the best privacy situation for each group.</p> <p>Plenary Children to suggest 3 ways which they can create a positive digital footprint.</p>
2	<u>Human Geography</u>			Trip to restaurant	Prior to lesson – create a class account on blogger.com



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	<p>Use safe search and allow children to find out for themselves what Human geography is. What do you think this relates to?</p> <p>Discover that human geography relates to:</p> <ul style="list-style-type: none"> <li>types of settlement,</li> <li>land use,</li> <li>economic activity,</li> <li>trade links,</li> <li>distribution of natural resources,</li> <li>energy,</li> <li>food,</li> <li>minerals,</li> <li>water.</li> </ul> <p>Define each of these terms and allow children to understand what each of these mean using real life examples.</p> <p>Before moving onto individual research ensure children have an understanding of each of these terms.</p>			<p>Caffe Rouge – French Restaurant</p> <p>Speak to S.Cooper about organisation of this trip.</p>	<p>What is a blog? What might we use a blog for?</p> <p>Create a mind map of the information that we want children to add into our blog.</p> <p>Once gathered ideas place children into groups to create a blog post about different areas.</p> <p>Example: English Maths Foundation Subjects Extra-Curricular activities</p> <p>Model to children how to create their blog post.</p>  <p>Once children have created posts upload them onto blogger.</p>
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	<p>Example: A settlement relates to what types of areas people live. Are there villages within in the country? What are the big cities? What are the percentages of city settlements compared to village?</p> <p>In small groups allow children to research information about France and Romania for each of these Human geography areas using pre-prepared resources.</p> <p>Make comparisons between the two countries.</p> <p><u>Outcome</u> Children to present their researched information in relation to their group and make notes.</p>				<p>Share class blog account on school website for parents/community to see.</p> <p><u>Outcome</u> Children to create post for class blog using Blogger.</p>
3				<p>Share an examples of menus from different popular restaurants. (Some may be available online also contact individual restaurants for examples of their menus)</p> <p>What are the features of these menus?</p> <p>What do they include?</p> <p>Which of the menus do you like? Which of the menus do you not like?</p> <p>Children to evaluate menus and create a criteria for their menu.</p>	<p><u>Project Based Robots</u> <u>See Ben Wilkinson for support planning this unit and detail.</u></p> <p><u>Aim</u> Programme a robot to be a waiter in a restaurant.</p> <p><u>Week 1:</u> Explore and get to know the features of the robots.</p> <p><u>Week 2:</u> Basic text programming. "Welcome to Stanton Bridge Pop-Up restaurant" "We hope you enjoy your food!"</p> <p><u>Week 3:</u> Plan and programme robot</p>



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				<p>Design menu for pop up restaurant including: Starter, Main, Desert</p> <p>Split class into two equal groups. One group to cover French food and one group Romanian.</p> <p>Split each group into 3 so that each smaller group are designing a starter, main, desert.</p> <p><u>Outcome</u> Children to produce menu for their restaurant.</p>	
4	<p><u>Physical Geography</u></p> <p>Define each of these terms by giving real life examples:</p> <p>climate zones, biomes, vegetation belts, rivers, mountains,</p>			<p>Pop Up Restaurant <b>Whole day</b></p> <p>Spend day preparing, cooking, making food for their pop-up restaurant.</p>	
5				<p>For restaurant children need to make:</p>	



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<p>Make comparisons between the two countries.</p> <p>Round Robin of activities based on physical geography.</p> <p>1. Explain to children that they are going to become weather forecasters.</p> <p>By using the information that they already know about countries they are going to create their own weather reports for each country.</p> <p>Which of these countries would you rather live in? Why? Children to gather</p> <p>2. Rivers</p> <p>Provide children with a list of lengths and features of rivers in France and Romania.</p> <p>Children to research what these rivers are and then</p>			<ul style="list-style-type: none"> <li>- Menu</li> <li>- Evaluation sheet</li> <li>- Decorations</li> <li>- Invitations</li> <li>- Food</li> </ul> <p><u>Example of food:</u></p> <ul style="list-style-type: none"> <li>- French onion soup</li> <li>- Stuffed peppers</li> <li>- Crepes</li> </ul> <p>Invite parents in after school to visit restaurant.</p> <p>See Mrs Good at least 2 weeks in advance for a plan of the day.</p>	
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	<p>plot them on maps of France and Romania.</p> <p>3. Mountains Children to create a fact sheet about mountains in France and Romania. Children to compare to other mountains in the world.</p> <p><u>Outcome</u> Children to understand physical features in France and Romania.</p>				
6	<p><b><u>Writing Outcome</u></b> <b><u>Information text</u></b></p> <p>Recap the information they have gathered over the last 5 lessons. Introduce children to Non-chronological report using information they have gathered.</p> <p>Using mind map app give children 10 minutes to create a mind map of all the information they have gathered.</p>			<p><u>Evaluate</u> Using pictures from the event share and ask children to consider what they enjoyed/did not enjoy. What did they find difficult?</p> <p>Analyse questionnaires given to visitors. What did our visitors say during our visit? What can we improve for next time?</p>	



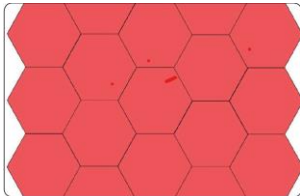
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	<p>What are the features of a non-chronological report? Recap from English.</p> <p>Model writing non-chronological report.</p> <p><u>Outcome</u> Children to write non-chronological report.</p>			<p>Children to complete evaluation of the unit.</p> <p><u>Outcome</u> Children to produce a written evaluation for the unit.</p>	
Half Term					
7		<p>What do we remember about the Romans from Year 4? (Use mind map app to create a class mindmap)</p> <p>Look at a timeline including topics already taught from Years 1 – 4.</p> <ul style="list-style-type: none"> <li>- Neil Armstrong (Significant individual)</li> <li>- Transport</li> <li>- Great fire of London</li> <li>- Ancient Greeks</li> <li>- Stone Age</li> <li>- Romans</li> <li>- Vikings</li> </ul>	<p><u>What is an art gallery?</u> Who has ever been to an art gallery before?</p> <p>Using google street view show chd La Louvre. Explain that this is the most visited art gallery in the world. <a href="#">Louvre</a></p> <p>Show children the</p>		<p><u>Robot Project 2</u></p> <p>Programme a robot to create a piece of art.</p> <p><u>Week 1:</u> We are Artists, step 1</p> <p>Share with pupils a selection of photos of tessellating patterns made from a single shape. Discuss – What is a tessellation? (Link to maths) Revise the definition of a tessellation.</p>





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		<p>Sort these onto timeline using dates. Explain that we are now looking at what happened after 410AD – Children to place this on the timeline as a starting point for teaching this unit.</p> <p><u>Roman withdrawal from Britain in AD410. The fall of the western Roman empire.</u></p> <p>-Why did the Romans leave? - How did Britain deal with this?</p> <p>Explain that after 400 years of protection from Roman the Britain's were unable to look after their own country and became under threat from external invaders.</p> <p>What do you think happened next? Chd to make written predictions about the next part of Britain's history.</p>	<p>virtual tour of La Louvre.</p> <p>Share with chd the following questions:</p> <p>What artists are housed in there? When was it built? Why was it built? How many visitors visit per year?</p> <p>Using ipads chd to research Le Louvre.</p> <p>Chd to create mindmap with all their information gathered.</p>		<p>Teach – How to create a tessellating pattern using paper.</p> <p>Outcome – Children to experiment with and create a tessellating pattern on paper.</p>  <p><u>Week 2 &amp; 3</u> Create a tessellating pattern using Scratch. (links to We are Artists)</p> <p>Who has used Scratch before? What do we already know about Scratch? (Link back to Year 4 Autumn term Scratch unit)</p> <p>Teach Scratch programme blocks with a specific focus on pen and clear commands (Found in the pen palette) as well as the commands in the motion and control palettes.</p>
8		<p>Scot invasions from Ireland to North Britain (Now Scotland)</p> <p>Introduce children to The Scots</p>	<p>Bring chd into the classroom and example that this week we are going to be researching some of our most influential artists.</p>		

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### TEACH

The Scots came from Ireland in 200AD. They invaded Scotland and divided it into 4 kingdoms. Dal Riata, Pictland, Strathclyde and Bernicia.

They wanted to invade Britain and were a threat to them. Share two adjectives to describe them: 'foul' and with 'a lust for blood' What does this tell use about them?

Share map and ask questions:



1. Where the invading troops came from?
2. What they were called?

Provide each group with an envelope containing the following artists.

Claude Monet  
Henri Rousseau  
Leonardo Davinci

Explain to them that they are not to share with the rest of the class who they are researching.

Share the questions they need to answer and present by the end of the lesson.

1. Who are they?
2. Where and when were they born?
3. What is their most influential piece of art?
4. Where are their collections housed?

### Outcome

Children to present their findings to the class. Children to take notes so their build up information about each artist.

Model how to use scratch to draw some basic shapes. (Equilateral triangles and squares) Provide the concrete shapes to support less able pupils. (See rising stars for support)

When children have mastered creating simple mistakes (AFL) model how to create more complex shapes (by drawing a simple shape and repeatedly turning through a set angle)

### Outcome

Chd to create a tessellating pattern using scratch. Chd to improve by using scratch graphic functions – pen colour, shade, size.

### Week 4

Recap use of robots using Choreography programme. (Draw upon knowledge of computing lead).

Recap key functions of Choreography.



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		<p>3. Whereabouts in Britain did they settle? Why did they not manage to take control?</p> <p>Chd to use independent research to answer these questions and present their answers to the class.</p>	<p>Homework – Purple mash. Children to create a profile of one of today's artists studied.</p>		<p>Write a written algorithm to programme robot to draw a simple shape. (Link back to previous learning in the unit). Using programme create the basic algorithm. Keep going back to paper plan to debug.</p> <p><u>Outcome</u> Chd to create algorithm for NAO robot.</p>
9		<p><u>Over 2 weeks</u></p> <p>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</p> <p>Teach: The British fought hard against the Anglo-Saxons but by about 600AD they had either been forced to escape or had been taken as slaves. Those who escaped retreated mainly to Wales and Cornwall which never came under Anglo-Saxon rule. The rest of Britain was divided into 7 kingdoms:</p> <ol style="list-style-type: none"> <li>1. Northumbria</li> <li>2. Essex</li> <li>3. Wessex</li> <li>4. Sussex</li> <li>5. Mercia</li> </ol>	<p>Introduce painting to children. Explain that many artists use different types of paints to add colour to their work.</p> <p>Share video: <a href="#">Painting techniques</a></p> <p>Children to make notes of the different techniques used throughout the video.</p> <p>On chd's tables provide them with different types of paints. (Acrylic, poster, water colour)</p> <p>Model how each of these paints can be used.</p> <p>Children to experiment with:</p> <ol style="list-style-type: none"> <li>1. The effects of the paints.</li> <li>2. How different</li> </ol>		<p><u>Week 5 &amp; 6</u> Building on previous lesson chd to programme and debug the robots to create a tessellating pattern.</p> <p>Improve their programme. (Allow children to find out for themselves e.g. the number of steps robots will draw to create a big enough pattern.</p> <p><u>Week 7</u> Evaluation of project. Compare the two projects and outline what skills they have learnt.</p>



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		<div>6. Kent</div> <div>7. East Anglia</div> <div>Explain that chd are going to completing their own independent research to help them find out about Anglo-Saxon place names.</div>	<div>tools create a different effect.</div> <div>Outcome</div> <div>Chd to feedback their findings to the class.</div>																															
10		<table><thead><tr><th>Name Ending</th><th>Meaning</th></tr></thead><tbody><tr><td>burh</td><td>town</td></tr><tr><td>bury</td><td>fortified place</td></tr><tr><td>croft</td><td>small enclosure</td></tr><tr><td>field</td><td>open land</td></tr><tr><td>ford</td><td>river crossing</td></tr><tr><td>ham/hamm</td><td>village</td></tr><tr><td>ings</td><td>____'s people</td></tr><tr><td>ley</td><td>clearing</td></tr><tr><td>mer/mere</td><td>pool or lake</td></tr><tr><td>ny</td><td>island</td></tr><tr><td>stow/stowe</td><td>meeting place or holy place</td></tr><tr><td>ton/tun</td><td>farmstead or village</td></tr><tr><td>wicel/wich</td><td>farm</td></tr><tr><td>worth/worthy</td><td>enclosure</td></tr></tbody></table> <div>.Activity 1- Use atlas to find place names using the vocabulary list, label them on map of Britian and then explain why they are called that.</div> <div>Outcome – Share findings with the class.</div> <div>Activity 2:</div> <div>Teach</div>	Name Ending	Meaning	burh	town	bury	fortified place	croft	small enclosure	field	open land	ford	river crossing	ham/hamm	village	ings	____'s people	ley	clearing	mer/mere	pool or lake	ny	island	stow/stowe	meeting place or holy place	ton/tun	farmstead or village	wicel/wich	farm	worth/worthy	enclosure	<div>What subjects for artists use for their paintings?</div> <div>Explain that they often use objects that they like/are fond of.</div> <div>Explain that each chd is going to bring in an object that means something for them and we are going to complete observational drawings based on these objects.</div> <div><div>1. Allow chd to look closely at their object.</div><div>Is it rough or smooth? Is it shiny or dull? What colours is the object made up of? What markings can you see?</div><div>2. Pick up object. What are the textures like?</div><div>Is it rough or smooth?</div><div>Is it hard or soft?</div></div>	
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		<p>The Anglo-Saxons preferred to live very differently to the Romans who had established large towns in Britain during their rule. Places like London and Cirencester, which were thriving centres under the Romans became much smaller and quieter during the Anglo-Saxon times, and some towns were completely <u>abandoned</u> and the buildings were left to go to ruin.</p> <div> <ul style="list-style-type: none"> <li>The Anglo-Saxons chose to live in small villages instead, which were often set up by clearing away a part of a forest.</li> <li>The Anglo-Saxons lived in family houses which were built around a central hall where the village chief lived.</li> </ul>  </div> <p>Discuss with your partner why you think the Anglo-Saxons chose to create their own villages and not use the towns and facilities already established by the Romans. Can you think of three reasons?</p> <p>Share a selection of jobs that people might do in Anglo-Saxon villages: There were a variety of every day jobs to be done including:</p> <ul style="list-style-type: none"> <li>Clearing and ploughing the ground.</li> <li>Grinding flour and making bread.</li> <li>Growing crops and tending to livestock.</li> </ul> <p>Some people had more specialised jobs:</p> <ul style="list-style-type: none"> <li>Blacksmiths forged metal to make tools and weapons.</li> <li>Woodworkers made bowls, wheels and furniture.</li> <li>Jewellers made brooches and ornaments for the rich.</li> </ul> <p>Using a range of resources children to research to find out more about these jobs:</p> <ul style="list-style-type: none"> <li>Internet, books, printed resources.</li> </ul>	<p>3. Step back and look at the whole object. What is the overall shape? What different shapes is it made up of? What are interesting? What details can you see?</p> <p>4. Compare sizes. What parts are small? What parts are large?</p> <p>5. Light and shade. Where is the light coming from? What shadows can you see? What are the light and dark areas?</p> <p>Model by referring to each of these questions.</p> <p><u>Outcome</u></p>	
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		Outcome – Using the information gathered chd to create a <b>Diary Entry</b> based on one of the jobs.	children to sketch their object ready to present in our art gallery.		
11		<p>Anglo-Saxon art and culture.</p> <p>Share key questions:</p> <ol style="list-style-type: none"> <li>1. What do we mean by the term 'digging up the past'?</li> <li>2. Is it important to know what happened in times before we were even born?</li> <li>3. What can 'digging up the past' teach us?</li> <li>4. What is archaeology?</li> <li>5. Who is a historian?</li> </ol> <p>Provide children with a range of anglo saxon artefacts (Speak to L.Harris to gather some from Coventry History Library)</p> <p>Provide an artefact on each table:</p> <p>For each source of evidence we will consider the following questions:</p> <ol style="list-style-type: none"> <li>1. What do you think the object is?</li> </ol>	<p><u>Rearrange time table so this is taught over an entire afternoon.</u></p> <p>Using painting and sketching skills built up over the last 2 weeks children to create their piece of art.</p> <ol style="list-style-type: none"> <li>1. Sketch</li> <li>2. Paint</li> </ol> <p>Allow chd to refer back to object for inspiration throughout.</p>		



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		<ol style="list-style-type: none"> <li>Who do you think would have used it?</li> <li>Where was the object found or came from originally?</li> <li>What is it made of?</li> <li>What can it teach us about Anglo-Saxon life?</li> <li>Any other observations?</li> </ol> <p><b>Outcome</b> Children to investigate their artefact and then present their findings to the class.</p> <p>Plenary – Share information about Sutton Hoo and how we found out about the Anglo-Saxons from the artefacts found here.</p>			
12		<p>Christian Conversion – R.E Link– Canterbury, Iona and Lindisfarne.</p> <p>Share questions: The early Anglo-Saxons were Pagans but over the course of approximately one hundred years, they were converted to Christianity. With your partner discuss the following questions:</p> <ol style="list-style-type: none"> <li>What do you know about these two religions?</li> </ol>	<p>Frame and display children's piece of art work in hall.</p> <p>Explain to children they need to think about their art work and what it means to them.</p> <ol style="list-style-type: none"> <li>What techniques did you use?</li> <li>What skills did you use?</li> <li>Why is this piece of art special to you?</li> </ol>		



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		<p>2. What are the similarities and differences?</p> <p>Be ready to feedback your ideas to the rest of the class.</p> <p>Teach:</p> <p>In 597AD, Pope Gregory the Great from Rome sent a Roman monk called Augustine (early 6<sup>th</sup> century – 604AD) to Britain to tell the Anglo-Saxons all about Christianity, and persuade them to become Christians.</p> <p>Augustine arrived in Kent and set about his work. King Ethelbert, who was the king of Kent at the time, allowed him to preach to the people to teach them all about Christianity.</p> <p>Augustine converted King Ethelbert of Kent to Christianity soon after his arrival. Ethelbert was baptised and became the first Anglo-Saxon Christian king.</p> <p>On Christmas day 597AD, Augustine baptised 10,000 of the kings' subjects. The mission was proving to be a great success!</p> <p>Augustine was made a saint after his death in recognition of his work.</p> <p>Augustine founded Canterbury Cathedral and became the first Archbishop of Canterbury. The cathedral had to be rebuilt in 1070AD following a major fire. It is thought that Augustine's original building is located under the nave of the cathedral.</p>	<p>Model to chd how to write their art description.</p> <p><u>Outcome</u></p> <p>Invite other classes to the hall to see art work.</p> <p>Children to use written description to describe their work.</p>		
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		<p>Today the Archbishop of Canterbury is also the head of the Church of England and Canterbury Cathedral is one of the most important and famous Christian buildings in the world.</p> <p>P4C = Ex[amine this issue using P4C.</p> <p>Is it moral to tell someone to change their religion?</p> <p>Outcome – Chd to write a written reflection.</p>			
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