



# 'Our place in time'

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 DELTA  
The Vale Primary  
Year 5      Cycle A

# ‘Our place in time’

The lessons I learn now, from the people in the past, will inspire me to be someone extraordinary in the future

A leader, an astronaut, a civil rights activist, an explorer, a mathematician, an architect, an artist, a politician, a teacher, a doctor, a scientist, a conservationist, a CEO.

At The Vale Primary Academy, we are committed to providing a curriculum that provides our children with knowledge and skills across all primary subjects, with the aim of ensuring pupils are ready for the next stage of their lives.

Our curriculum is underpinned by our values of:

- Respect
- Excellence
- Compassion
- Aspire
- Pride

## **Core Learning**

Core learning is integral to the expectation of excellence that runs throughout our curriculum, ensuring that we demonstrate high standards to the children, and that they have high expectations of themselves. There is an emphasis on reading and writing throughout our curriculum, with phonics, maths, science and RE being taught discretely, making cross-curricular links where appropriate. We ensure the effectiveness, and demonstrate impact of our core learning, through rigorous assessment model.

Each **Inquiry** is led by a **Guiding Question**, underpinned by **key questions**, which are used to give children the opportunity to use critical thinking skills while working towards their **written outcome** and **celebration** to answer the question. **Hooks** are used to launch each guiding question and **celebrations** are used to conclude each. **Anchor texts** are used to engage children in their learning across the curriculum, giving all children access to high quality texts to promote a love of reading. We do this by ensuring that core learning is embedded throughout our curriculum, providing pupils with opportunities to practice and refine the skills they have been taught across a range of contexts. The skills, knowledge and conceptual understanding taught in each **Inquiry**, build over time and are supportive of each other. The progression of this **Core Learning** is systematically planned across the school from EYFS to Year 6 to ensure that children can make the links across year groups and subjects. To assist with this, staff and children use inquiry-specific **Knowledge Organisers** to outline the content expectations and vocabulary progression. The use of iterative and interleaving assessment ensures knowledge retention over time, culminating in children being able to make links and draw on knowledge to articulate what they have learnt.

Children at The Vale Academy, leave school with the skills to support them with lifelong learning to ensure they can access wider opportunities in their future lives. Our goal is for them to be employable members of the community, who will make valuable contributions to society. Our children will be challenged, in an environment where they feel safe, and where any mistakes are viewed as part of their learning journey to build resilience and grit.

### **The Golden Thread**

The Golden Thread are delivered through other curriculum areas this allows teachers to incorporate many aspects of SMSC into their teaching. These questions provide opportunities for children and their teachers to discuss aspects of SMSC such as different cultures and beliefs within the community, modern British Values, the world we live in and identifying right and wrong. Most importantly, it gives the children of The Vale an opportunity to be responsible, independent, and invested citizens in the world that they will grow up in.

### **Service beyond ourselves**

Our curriculum encompasses fieldwork with the expectation that our children will work within, and be, active members of the community. This is embraced and encouraged by members of our governing body, who work with our staff to plan community projects. Our **celebrations** and **end outcomes** are designed to work with, and support the wider community, including fund raising and working with local projects and businesses. In doing this, we are creating future global citizens, who will be equipped for the challenges and opportunities of life, in a fast-changing and interdependent world.

**Members of Parliament/Councillors and the power and responsibility they have**

**Equality and Diversity/Activism/Standing up for minority groups**

**Raising Money for Local, national and International Charities.**

**Conservation of habitats in the local and wider community**

**Entrepreneurship and the importance of fiscal responsibility**

SUBJECT AREA	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>INQUIRY QUESTION</b>	What makes leaders great?	Can one person make a big difference?	Why are our communities significant?	How are we designed to survive?	How does the unknown inspire us?	
<b>INQUIRY DRIVER</b>	History	History	Geography	Science	Design and Technology	
<b>SCHOOL VALUE</b>	Respect	Pride	Compassion	Excellence	Aspirations	
<b>FIELDWORK</b>			UK, Europe and Wider World Focus	Thackray Medical Museum		
<b>CASE STUDIES</b>	UKS2- Pakal the Great and Winston Churchill	UKS2- Nelson Mandela and Martin Luther King	UK and Wider World	Evolution	Space Race	
<b>LIFE SKILLS</b>	Democracy	Public Speaking	Map reading	Empathy/ Critical thinking	Financing/ Budgeting	
<b>SERVICE BEYOND TVPA</b>	MPs/Councillors and the power/responsibility they have.	Equality and Diversity/Activism/Standing up for minority groups.	Raising Money for Charity – Local, national and International Charities.	Conservation of habitats in the local and wider community	Enterprise	
<b>PRIOR LEARNING</b>	<p>The relationships between different members of the British monarchy.</p> <p>The importance of succession in the monarchy.</p> <p>The impact the monarchy had on religion in England.</p> <p>To use a number of sources to find information out about the past.</p> <p>To place periods of British history on a timeline.</p> <p>That portraits were an important way of showing the qualities of a leader.</p> <p>How to use different techniques to paint a portrait.</p>	<p>The Nobel Peace Prize has been awarded to individuals for achievements around civil rights.</p> <p>World leaders and government make decisions involving civil rights, and people vote for these.</p> <p>Malala Yousafzai and Emmeline Pankhurst fought for gender equality in relation to education and voting.</p> <p>Rosa Parks made a stand about the segregation of black and white people on buses.</p> <p>Nelson Mandela was a believer of peaceful protests.</p> <p>Individuals faced challenges defending civil rights.</p>	<p>That the UK is part of Europe.</p> <p>The names of the countries that are in Europe.</p> <p>The capital cities of countries in Europe.</p> <p>Europe is one of 7 continents.</p> <p>How people travel between places in Europe.</p> <p>Popular landmarks across Europe.</p> <p>Human and physical features of European countries.</p> <p>The climate in Europe.</p>	<p>That animals get nutrition from what they eat.</p> <p>That humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>To describe the simple functions of the basic parts of the digestive system in humans.</p> <p>To identify the different types of teeth in humans.</p> <p>To construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>How our understanding of the universe, maths and physics has developed since Sir Isaac Newton and Albert Einstein.</p> <p>How gravity works as a force.</p> <p>How magnets work.</p> <p>How our world has changed due to the discoveries of these scientists.</p> <p>How astronauts travel to Space.</p> <p>The planets in our Solar System.</p>	

<p><b>WHERE DOES THIS LEARNING FIT IN?</b></p>	<p>In Inquiry 1, When looking at great historical leaders it is important to look at the time they ruled, the subjects of which they ruled over, the important events during their life and the key decisions they made that shaped theirs and others lives. Linking ideas in Cycle B we will be able to see similarities between different leaders that ruled in different parts of the world and at different times in history? And what lessons can we see being learnt by today's leaders, from the past? All this gives us an invaluable insight into how we could be a leader and how democracy and respect play invaluable roles in the world we live in.</p>	<p>Moving on from Inquiry 1, we will look at how the decisions that are made by world leaders affect the lives of their citizens. In this Inquiry we will look at the responses of those citizens, the actions that have had the most progress towards equality and the lasting figures and symbols that we still debate today. We will investigate how giving groups of people a 'voice' can inspire other people to follow causes and movements for societal change. Can peaceful and non-peaceful protests contribute to changes in society? What challenges have individuals faced and overcome in order to make a difference? Looking at society, and what we believe in, will empower us to learn from the past to stand up for ourselves, and others in the future.</p>	<p>When we look around our world communities, we often think about the physical features, buildings, statues and other monuments that commemorate and represent the past whilst also looking forward towards the future. It is important, as in Inquiry 2, to widen our viewpoint of the world not only from a belief standpoint but from a travel and knowledge perspective. Knowing about our world and where our own communities sit within it, is an important step to understand our own significance and identity whilst also respecting others. Can the geography of a location tell a narrative about its history and how does the human footprint affect the landscape we see?</p>	<p>Laying foundations for Cycle B, we explore living things around the world including Humans. We will learn about habitats and the adaptations living things make to survive in their environments. This will develop further when looking at the advancements in medical science, vaccinations against illness and disease and how the future looks for an every growing world population. How are we as humans similar to that of the animal kingdom and how do our lifestyles impact on our survival? In Inquiry 2 we learnt about how we as a society adapt and survive whilst in this Inquiry we will gain valuable knowledge about our biological adaptations to adapt and survive.</p>	<p>Bringing together the whole of Cycle A, we learn about the risks people have taken to advance the human species, as we know it. Historical figures and explorers risked their lives to learn more about the unknown worlds on and off our planet so that we today can thrive in a forward facing world. From Inquiry 4, we continue to look at the scientific advancements and ask 'How does the world work?' while studying the founding fathers of physics. We look further afield beyond our own planet and establish an understanding of the true nature of space exploration and the importance this has had on technology over the years.</p>
<p><b>ANCHOR TEXTS</b></p>	<p><b>The Storm Runner</b> by J.C.Cervantes</p> <p><b>Mayan and Aztec Mythology</b> by Jim Ollhoff</p> <p><b>The Great Kapok Tree</b> by Lynne Cherry</p>	<p><b>I have a dream</b> speech By Martin Luther King</p> <p><b>Rosa</b> by Nikki Giovanni</p> <p><b>Back of the Bus</b> by Aaron Reynolds</p> <p><b>Stella by Starlight</b> by Sharon Draper</p>	<p><b>Beyond the Bright Sea</b> by Lauren Wolk</p> <p><b>Migrations collated</b> by Sean Tan</p> <p><b>A Story like the wind</b> by Gill Lewis &amp; Jo Weaver</p> <p><b>Illegal: a graphic novel</b> by Eoin Colfer</p>	<p><b>The Midnight Fox</b> by Betsy Byars</p> <p><b>The White Giraffe</b> by Lauren St John</p> <p><b>When the Mountains Roared</b> by Jess Butterworth</p> <p><b>Running Wild</b> by Michael Morpurgo</p>	<p><b>Phoenix</b> by S.F.Said</p> <p><b>Where once we stood</b> by Christopher Riley</p> <p><b>War of the Worlds</b> by H.G.Wells</p>

	<p><b>The Chocolate Tree</b> by Linda Lowery &amp; Richard Keep</p> <p><b>You wouldn't want to be a Mayan Soothsayer!</b> By Rupert Matthews</p>	<p><b>Grandpa's stories</b> by Joseph Coelho &amp; Allison Colpoys</p> <p><b>Grandad Mandela</b> by Ambassador Zindzi Mandela</p> <p><b>That is my dream</b> by Langston Hughes</p>	<p><b>When Hitler stole pink rabbit</b> by Judith Kerr</p>	<p><b>The Jungle Book</b> by Rudyard Kipling</p>		
<b>HOOK CELEBRATION</b>	Election of student council SMSC Exhibition Showcase	Guest speaker Debate - Y5 vs Y6	Visit from a significant member of the local and wider community. Art gallery	Visit to Thackery Medical Museum Survival day	Job fair Dragon's Den	
<b>DELTA STRATEGY READ</b>	Street Child		Who Let The Gods Out		Kensuke's Kingdom	
<b>WRITING OUTCOMES</b>	<p><b>Fiction: The Canal</b> Story pattern: Warning tale Focus: Setting description (Y1, Y2, Y3, Y4)</p> <p><b>Fiction: The Nightmare Man</b> Story pattern: Tale of fear Focus: Suspense (Y3)</p> <p><b>Non-Fiction: Persuasive argument (persuasion Y1, Y2, Y3, Y4, Y5)</b> <b>Non-Fiction: Explanation (Y1, Y2, Y3, Y4)</b></p>		<p><b>Fiction: The Time Slip Scarab</b> Story pattern: Portal story Focus: Character and dialogue (Y1, Y2, Y3, Y4, Y5)</p> <p><b>Fiction: Alien Landing</b> Story pattern: Meeting tale Focus: Action (Y3, Y4)</p> <p><b>Non-Fiction: Recount in the form of a newspaper (Y1, Y2, Y3, Y4)</b> <b>Non-Fiction: Information (Y1, Y2, Y3, Y4)</b></p>		<p><b>Fiction: The Red Eye</b> Story pattern: Losing tale Focus: Opening and endings (Y1, Y3, Y4)</p> <p><b>Fiction: Beowulf</b> Story pattern: Defeating the monster. Focus: Style and vocabulary (Y3)</p> <p><b>Non-Fiction: Instructions (Y1, Y2, Y3, Y4)</b> <b>Non-Fiction: Recount in the form of a diary (Y1, Y2, Y3, Y4)</b></p>	
<b>EGPS</b>	<p><b>Fiction</b></p> <ul style="list-style-type: none"> <li>-descriptive language</li> <li>-cohesive devices</li> <li>-adverbials across paragraphs</li> <li>-relative clauses</li> <li>-parenthesis (brackets, dashes and commas)</li> </ul>	<p><b>Non-fiction</b></p> <ul style="list-style-type: none"> <li>- adverbials across paragraphs</li> <li>-modal verbs and adverbs</li> <li>-relative clauses</li> <li>-commas to demarcate clauses</li> <li>-commas for clarity</li> <li>- parenthesis (brackets, dashes and commas)</li> </ul>	<p><b>Fiction</b></p> <ul style="list-style-type: none"> <li>-noun phrases</li> <li>-relative clauses</li> <li>-figurative language (similes, metaphors and personification)</li> <li>-adverbials within and across paragraphs</li> <li>-direct speech</li> </ul>	<p><b>Non-fiction</b></p> <ul style="list-style-type: none"> <li>-reported vs direct speech</li> <li>-modal verbs</li> <li>-adverbials of time</li> <li>-relative clauses</li> <li>-apostrophes for singular and plural possession</li> <li>-brackets and hyphens</li> <li>-rhetorical questions</li> <li>-cohesions</li> </ul>	<p><b>Fiction</b></p> <ul style="list-style-type: none"> <li>-adverbials</li> <li>-cohesive devices</li> <li>-dialogue</li> <li>-synonyms and antonyms</li> <li>-experiment with the structure within sentences and narrative (e.g., flashback)</li> </ul>	<p><b>Non-fiction</b></p> <ul style="list-style-type: none"> <li>-bullet points and presentational elements</li> <li>-brackets</li> <li>-modal verbs</li> <li>-adverbials of time within and across paragraphs</li> <li>-apostrophes for contraction, singular</li> </ul>

						and possessive apostrophes
<b>SPELLING SHED</b>	Lists 1-6	Lists 7-13	Lists 14-20	Lists 21-26	Lists 27-31	Lists 32-36
<b>ALAN PEAT SENTENCES</b>	De:De sentences (Description: details) Personification of weather Outside (inside) Noun which/who/where (relative clause)		3 bad – (dash) question? Some; other Imagine 3 examples :		If, if, if then sentences 2 pair sentences P.C sentences (paired conjunction) One word/ phrase: definition	
<b>MATHEMATICS</b>	<b>Number:</b> Place Value <b>Number:</b> Addition and Subtraction <b>Statistics</b>	<b>Number:</b> Multiplication and Division <b>Measurement:</b> Perimeter and Area	<b>Number:</b> Multiplication and Division <b>Number:</b> Fractions	<b>Number:</b> Fractions <b>Number:</b> Decimals and Percentages	<b>Number:</b> Decimals <b>Geometry:</b> Properties of Shape <b>Geometry:</b> Position and Direction	<b>Measurement:</b> Converting Units <b>Movement:</b> Volume
<b>SCIENCE</b>	<b>Properties and changes of material</b>	<b>Forces</b>	<b>Living things &amp; their habitats</b>	<b>Animals, including humans</b>	<b>Earth and Space</b>	
<b>PE</b>	<b>Real PE</b> Cognitive	<b>Real PE</b> Creative	<b>Real PE</b> Social	<b>Real PE</b> Physical	<b>Real PE</b> Health and Fitness	<b>Real PE</b> Personal
<b>SMSC GOLDEN THREAD</b>	What does it mean to be British?	Is Great Britain truly great?	Should Power reside in the few?	Do all actions have positive outcomes?	What is my role in addressing climate change?	How can I make the world a better place?
<b>RSHE</b>	Keeping safe out and About FGM	Human rights	Healthy minds	Drug, alcohol and tobacco education weighing up risk	Borrowing and earning money	Sex and Relationship Education
<b>ART AND DESIGN TECHNOLOGY</b>	<b>Portraits</b> Graham Sutherland and Chris Levine	<b>Activist art</b> African American artists	<b>Landmarks</b> Wider World	<b>Animal sculptures</b> Damien Hirst	<b>Construction</b> Vehicles for Space Travel	
<b>RE</b>	<b>Expressions of faith:</b> How do people express their faith?		<b>Faith in action:</b> What inspires people to follow a faith and what is the cost?		<b>Pilgrimage:</b> Why do people of faith make a pilgrimage?	
<b>MUSIC</b>	<b>Charanga</b> Livin' On A Prayer Classroom Jazz 1		<b>Charanga</b> Make You Feel My Love The Fresh Prince of Bel-Air		<b>Charanga</b> Dancing In The Street Reflect, Rewind and Replay	
<b>COMPUTING</b>	We are game developers		We are architects		We are web developers	
<b>MFL (SPANISH)</b>	Phonetics 1to3	Fruit	Presenting Myself	Family	My Home	Clothes

	Selection of Core Vocabulary lessons					
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