



Year 5

Enquiry overviews

What journey does our river take?

How can we ensure our oceans stay amazing?

Who were the Vikings and where did they go?

How can I be a sustainability champion?

How can we restore our UK habitats back to health?

What can we learn about how the Ancient Greeks lived?



Half-termly planning overview Year 5 – Autumn Term 1

Enquiry question: What journey does our river take?

Harmony principle: The principle of the Cycle

Sustainability action: Finding ways to save water at home and at school

Great Work: Creating a leaflet about saving water or an exhibition of river art

Partners in learning: The Rivers Trust, Canal & River Trust, local water company



Weekly Questions						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Where does our river begin?	What is our river like?	What do we find in and around our river?	Why do rivers flood and how can beavers help?	How clean is our river water?	Does a river ever end?
SCIENCE	What part do rivers play in the water cycle?	At what temperature does river water change state?	What materials do our rivers carry? How will we separate materials from river water?	Why do rivers flood more frequently and how can beavers help?	What materials dissolve in water? How clean is our river water?	How can we make fresh water from saltwater using evaporation?
GEOGRAPHY	Where does our river begin?	What are the features of our river?	Why do people settle by rivers?	Why do rivers flood and how can we reduce the risks?	Why are our rivers polluted and what can we do to clean them up?	Does a river ever end?
ENGLISH FOCUS	How can I bring our river to life in a piece of writing?	What will I include in a leaflet about the features of a river?	How will I write from the perspective of a river creature?	What will I include in a newspaper article about a flooding event?	What will I include in a report on river pollution, its causes and solutions?	What techniques will I use to persuade others to save water?
MATHS APPLICATION	How can I compare the lengths of UK rivers?	How can I convert the length of UK rivers from km to m?	How can I estimate, measure and convert capacity using water?	What does data tell us about how beavers improve biodiversity?	What does data tell us about river pollution?	How can I solve real-life capacity problems about water use?
ART	What will I include in a sketch of our river?	How will I use collage to create the different features of a river?	How will I use ink to add detail to a picture of a river creature?	What medium will I use to create a beaver portrait?	How can I create a geometric design inspired by diatoms in water?	How can a river estuary inspire a work of art?
PSHE	How do I identify and manage risks when I am outside?	How do I identify and manage risks around rivers and canals?	How do I manage pressure to get involved in risky situations?	How should I act if an emergency were to arise?	How can we respect the health of our local rivers?	How can we ensure that everyone has access to clean water?

This overview of planning shows how a selection of National Curriculum subjects can be linked within an enquiry.

Half-termly planning overview Year 5 – Autumn Term 2

Enquiry question: How can we ensure our oceans stay amazing?

Harmony principle: The principle of Interdependence

Sustainability action: Reducing plastic pollution to keep our oceans healthy

Great Work: Presenting 'TED Talks' on reducing plastic pollution in the oceans

Partners in learning: Surfers Against Sewage, marine conservation and litter-picking groups



Weekly Questions

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	What living things do we find in the seas around the UK?	How is all marine life interdependent?	Why are starfish so important to ocean ecosystems?	What does 'sustainable fishing' mean?	How does plastic pollution threaten the health of our oceans?	What can we do to protect our oceans?
SCIENCE	How can we classify living things in the seas around the UK?	How can we classify living things in the ocean? How can we order them in a food chain?	How do starfish help to maintain healthy ecosystems?	How are fishing nets and other litter polluting our oceans?	How can we stop plastic polluting our oceans?	How will I group materials according to their buoyancy?
GEOGRAPHY	What are the features of the coastline around the UK?	Why do we find villages, towns and cities along the UK coastline?	How have coastal villages, towns and cities in the UK changed over time?	What different types of fishing methods are used around the world?	What can we find out about the major oceans of the world?	Why is the health of our oceans important to people around the world?
ENGLISH FOCUS	What makes an effective opening and build-up to an ocean adventure story?	How can I create tension in an ocean adventure story?	How can I resolve, edit and share my ocean-based adventure story?	What makes an effective poster about choosing sustainable fish?	How will I plan a 'TED Talk' about plastic pollution in the ocean and how to reduce it?	How will I present my 'TED Talk' about reducing plastic pollution in the ocean?
MATHS APPLICATION	How can I present, interpret and compare data about living things in the seas around the UK?	How can I read and use tide timetables?	How can I use multiplication to solve word problems about ocean ecosystems?	How can I use addition and subtraction to solve problems about fish stocks?	How can I use my knowledge of percentages to explore our use of plastic?	How can I present, interpret and compare data about marine conservation?
ART	How can I create texture in a painting of a coastal landscape?	How will I explore the shape of different seaweed species in an artwork?	How can I use geometry to create a starfish drawing?	How can I use geometry to draw different fish shapes?	How can I recreate the shape of a fish in a sculpture?	How can I decorate my sculpture with the colours and patterns of a fish?
PSHE	Do I belong to one or many communities?	Are communities made up of groups and what role do I play within these groups?	What is 'single-use plastic' and why is it a problem?	Do we have a right to use single-use plastic?	Should single-use plastic be banned?	Who is responsible for cleaning up our oceans and how can we play a role?

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Half-termly planning overview Year 5 – Spring Term 1

Enquiry question: Who were the Vikings and where did they go?

Harmony principle: The principle of Adaptation

Sustainability action: Designing a clean energy form of transport

Great Work: Presenting how the Vikings adapted to life in Britain

Partners in learning: English Heritage, Royal Museums Greenwich



Weekly Questions						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Who were the Vikings? Where did they come from and where did they go?	How did the Vikings fight?	How do we know about the Vikings?	How did the Vikings settle in England?	Who did the Vikings believe in?	How did the Vikings learn to survive?
SCIENCE	Why did Viking longboats float?	How did the shape of Viking boats reduce water resistance?	What is air resistance and how did it act on Viking longboats?	How will we carry out an investigation to test the force of air resistance?	Which surface was harder for Vikings to pull their longboat across?	How will we represent the idea of a balanced force in different ways?
HISTORY	Where did the Vikings come from and where did they go?	How did the Vikings fight?	How do we know about the Vikings?	What happened when Alfred the Great challenged the Vikings?	Who did the Vikings believe in?	How did the Vikings trade and live successfully in England?
ENGLISH FOCUS	How will I describe the journey of a Viking heading towards England?	What will I include in a description of the Battle of Lindisfarne?	How will I describe how my museum artefacts were used by Vikings?	How will I describe the wintery setting of the forest in <i>Odd and the frost giants</i> by Neil Gaiman?	How will I describe the main characters of <i>Odd and the frost giants</i> by Neil Gaiman?	What examples will I include in my discussion text titled 'What does it mean to be strong?'
MATHS APPLICATION	How many oar strokes did the Vikings need to make to reach their destination?	How many miles did the Vikings travel across the sea?	How will we use Viking units of measure (the Viking ell) to calculate length?	How will I calculate the area of material required to make a Viking sail?	How will we record the results from our investigation on air resistance?	How much do different amounts of silver coins weigh?
DT	What features made Viking longboats effective?	What materials did Vikings use to build their longboats, and how can we recreate our own?	What should we consider to ensure our longboats are sturdy and reliable?	What features should our clean energy mode of transport have?	How can we accurately test the performance of our clean energy prototypes?	How can we improve our designs?
PSHE	What does it mean to be strong and when do we show strength in our everyday lives?	Do we always have to be strong?	How can we promote courage and resilience in ourselves?	How can we promote courage and resilience in others?	What skills do we need to be able to get along with different people?	How do I show strength in my life?

This overview of planning shows how a selection of National Curriculum subjects can be linked within an enquiry.

Half-termly planning overview Year 5 – Spring Term 2

Enquiry question: How can I be a sustainability champion?

Harmony principle: The principle of Diversity

Sustainability action: Finding ways to consume less and reuse more

Great Work: Organising a second-hand fashion show

Partners in learning: Science Museum, Cromford Mills, Global Action Plan



Weekly Questions

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Why are the Sustainable Development Goals (SDGs) so important?	Why is the way we are living a problem for the planet?	What changes can we make to be more sustainable at home?	How will doing things differently at school improve the lives of others?	How can we live more simply so we reduce our impact on the planet?	What action will I take to ensure a sustainable future for all life on the planet?
SCIENCE	What materials do I encounter every day? How can I describe them?	Which objects are made from more than one material and why?	Which materials are the best insulators and which are the best at conducting heat?	Which materials are the best conductors of electricity?	Do irreversible changes always result in a new material?	What will I observe when I create an irreversible change when heating?
HISTORY	When and why did the Industrial Revolution take place?	What happened during the Industrial Revolution and was it a good thing?	What was invented during the Industrial Revolution?	What was life like for children during the Industrial Revolution? Has this changed?	How has the Industrial Revolution changed our planet and our lives today?	How will we reduce the effects of the Industrial Revolution on the planet and our lives?
ENGLISH FOCUS	What will I include in a leaflet to inform others about the SDGs?	How will I tell the story of a pair of jeans in a poem?	What information will I include in a letter to Earth?	How will I compare the life of a child during the Industrial Revolution with the life of a child today?	How will my balanced argument explain the benefits and challenges of living simply?	What persuasive language will I use in a campaign speech about living more sustainably?
MATHS APPLICATION	What percentage of the things we own end up in landfill?	What is the environmental impact of making a pair of jeans?	How can we eat more sustainably? (bulk buying)	What changes could we make so our school is more sustainable?	How much does a 'zero packaging waste' meal cost?	How much does waste packaging weigh?
DT	How are different things made from fabric constructed?	How can you turn an old piece of clothing into something new?	How can I improve my sewing skills? (practising different stitches)	What stitches will I use to create an upcycled design?	How will I decorate my upcycled design? (adding buttons, ribbons etc)	How will I showcase and evaluate my finished upcycled design?
PSHE	What does it mean to live sustainably and why is it important?	What are the consequences of my choices every day for people and our planet?	How can we encourage our families to be more sustainable?	What is life like for children in different countries?	What does Gandhi's quote "Live simply so that others may simply live" teach us?	How can we become less wasteful and make better use of what we have?

This overview of planning shows how a selection of National Curriculum subjects can be linked within an enquiry.

Half-termly planning overview Year 5 – Summer Term 1

Enquiry question: How can we restore our UK habitats back to health?

Harmony principle: The principle of Health

Sustainability action: Educating others on the importance of our UK habitats

Great Work: Carrying out presentations on the importance of our UK habitats

Partners in learning: RSPB, Curlew Action, Wildlife Trusts, Woodland Trust, WWT



Weekly Questions						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	How much of the UK is woodland and where are the biggest forests?	Where are our mountain and moorland habitats and what lives there?	How is heathland different from moorland?	Where and how is the Wildfowl and Wetlands Trust protecting UK wetlands?	How can UK farmland help bring back biodiversity?	How can we help others to understand the importance of our UK habitats?
SCIENCE	How do different woodland plants reproduce?	What is the life cycle of a curlew in a moorland habitat and what are its threats?	What are the relationships in a heathland ecosystem?	How does a wetland habitat support the metamorphosis of a dragonfly and damselfly?	How healthy is our farmland in the UK today and what is being done to improve it?	How can we use our science learning to plan our own rewilding project?
GEOGRAPHY	How will I identify on a map the biggest forests in the UK?	Where are the mountains and moorlands of the UK on a map?	Which UK counties will we label on a map and which ones are the best for heathlands?	Where are the WWT sites in the UK?	How much of the UK is farmland and what is it used for?	What is being done to protect each habitat?
ENGLISH FOCUS	Which is my favourite poem from <i>The Lost Words</i> and why?	Which 'lost words' of the moorland will inspire my own poem?	Which living things native to a heathland habitat will I describe in my information page?	What facts will I include in a documentary commentary about the importance of wetlands?	How will I describe the changes that takes over the girl's city in <i>The Promise</i> ?	What will I include in a letter to the old lady in <i>The Promise</i> ?
MATHS APPLICATION	How does woodland cover in the UK compare to other countries in Europe?	How have curlew and lark populations declined over time?	Can we order the counties of the UK from largest to smallest?	How long does each stage of different wetland species life cycle last?	What fraction of crops are pollinated by different pollinators?	How will I use data about birds of prey to answer questions about their similarities and differences?
ART	What will I include in my composition sketch of bluebells?	How will I create the curve and detail of a curlew's beak and feathers?	How will I recreate a nightjar in camouflage?	How will I create a picture of birds in water inspired by Quentin Blake?	How will I use the sgraffito technique with oil pastels to recreate crops in a field?	Which livestock portrait will I recreate inspired by fauvism technique?
PSHE	How do I feel when I spend time in Nature?	How do people around me affect the way I feel? Who can I turn to when I need support?	What goals do I want to achieve and why are these goals important to me?	How will I show resilience when I face a setback or obstacle?	How does my connection with Nature affect my mental health?	How can I take responsibility of my own health and the health of the planet?

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Half-termly planning overview Year 5 – Summer Term 2

Enquiry question: What can we learn about how the Ancient Greeks lived?

Harmony principle: The principle of Oneness

Sustainability action: Preparing an organic seasonal locally grown Greek salad

Great Work: Organising an exhibition of 3D Geometry

Partners in learning: British Museum, Historical Association



Weekly Questions						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	When and where did the Ancient Greek civilisation begin?	What was the agora and how did it create a community in Ancient Greece?	How was daily life for an Ancient Greek child different from daily life for us?	Where and how did the Ancient Greeks celebrate the arts?	How was Ancient Greek architecture influenced by the order of Nature?	What did the Ancient Greeks know about astronomy?
SCIENCE	What did Archimedes discover about levers?	What was the Archimedes water screw and what was its function?	How did the Ancient Greeks use gears?	How can the Ancient Greeks knowledge about pulleys help us to design a crane?	What are the stages of a human life cycle?	What happens during each stage of a human life span?
HISTORY	When and where did Ancient Greece begin?	What was the agora and why was it so important in Ancient Greek life?	How was daily life for an Ancient Greek child different from daily life for us?	Where and how did the Ancient Greeks celebrate the arts?	How was Ancient Greek architecture influenced by the order of Nature?	What did the Ancient Greeks know about astronomy?
ENGLISH FOCUS	Where do we find Ancient Greek influence in our language today?	What will I include in my setting description of the agora?	How can I retell the day in the life of a Ancient Greek child?	Which Ancient Greek myth will we bring to life through drama?	What will I include in my character description of one of the Ancient Greek Gods?	How will the characteristics of different star signs inform our horoscope predictions?
MATHS APPLICATION	How will we calculate the average time we are able to run a particular distance?	How will I calculate measurements to show the average jump of each team member?	How will I create a graph to represent the different distances thrown by the class?	How will I convert measurements to show the average javelin throw of each team member?	How many jumps with a skipping rope can I make in a minute?	How will we create a scoreboard in excel to record the final timings and distances?
ART	How will we decorate and embellish the faces of a tetrahedron?	How will we decorate and embellish the faces of a cube?	How will we decorate and embellish the faces of an octahedron?	How will we decorate and embellish the faces of an icosahedron?	How will we decorate and embellish the faces of a dodecahedron?	How will we decorate and embellish the faces of our Archimedean solid?
PSHE	How do we create a 'Socratic Circle'?	What is democracy and how do we experience it?	What would our school be like without citizenship?	Is it alright to change our opinion about something?	What can we do to live well into old age?	Why should we spend more time in Nature?

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