

Year 5 - Areas of Study Spring 1 - 2025

Topic Title: I dream of Africa

Key Question: How would someone's life in Africa be different to yours?

English (Reading and Writing)

African culture is steeped in mythology and mysticism, and this is present in their poetry and literature as well as their beliefs about creation. In this unit, children will be exposed to stories about the formation and downfall of the Benin Empire and stories which have guided moral decisions like the tales of the cunning trickster god Anansi. The children will also look at poems which present views of typical African symbols, such as the lion, and how people have responded to Africa's treatment over time.

In writing, children will begin by developing their persuasive skills by creating a brochure aimed at enticing travellers to experience all that West Africa has to offer such as safari experiences, visiting the rainforests and taking jeep/camel rides in the Sahara Desert. The stories of Anansi inspire people to live better lives and consider morality. Children will use these stories to inspire their own stories that explain morality or how things were created or work in the world. Lastly, children will imagine that they are writing a letter to the leader of the Benin Empire, the Oba, and giving thanks for the safety and security that their leadership has provided them.

Maths

This half term, children will expand on their previous knowledge and understanding of multiplication and division by expanding their skills when using written calculations. Children will begin by using a single digit number to multiply numbers with up to 4-digits using the column method. They will then progress onto learning how to use long multiplication to multiply numbers with up to 4-digits by a 2-digit number.

They will then apply their understating of the multiplication tables and their knowledge of division to using the short 'bus-stop' method of dividing and presenting their remainders after they have made their calculations.

Later in the half-term, children will further their knowledge of fractions by looking at how to find fractions of quantities and amounts and multiplying a unit fraction by an integer. They will then progress into applying their knowledge of fractions to write a range of fractions as decimals, including those which represent $\frac{1}{2}$, $\frac{1}{4}$ etc. Children will learn how to write and read decimals up to three decimal places, and the corresponding place value for tenths, hundredths and thousandths.

Science

Children will investigate the life cycles of different categories of African animals. they will also look at the gestation periods of mammals and explain why there are differences. They will present their findings in various ways - leaflet, poster and through information video.

History

When people refer to Benin Kingdom, they do not mean the modern-day country of Benin in West Africa. Instead, they are talking about an area of land that was known in the past as 'Benin Kingdom' but is now a part of modern-day Nigeria. The kingdom began as a group of small villages that joined together, and it rose to become a wealthy and powerful empire in the 16th Century.

They were ruled by a dynasty of kings called Ogisos (meaning 'Kings of the Sky') and the people began to build an impressive earthen moat around the boundaries of the kingdom, the remains of which can still be seen today. They began to form an identity as a unified kingdom, which became called Igodomigodo. People worked hard as farmers and craftsmen to ensure that the kingdom had high quality goods to trade with foreigners.

Children will learn that a big change occurred around AD 1180 when the Ogiso and his family were exiled for misrule. After plenty of drama, a young man called Eweke became king and began a new dynasty of rulers called the Obas. The Obas were very powerful and were treated like gods. Under their rule, Benin Kingdom began to flourish and expand its boundaries.

Children will learn how the ruling family changed a small group of farmers and peasants into a burgeoning African empire which would be tragically ended by the British Empire in the nineteenth century.

Geography

In terms of its biodiversity and topography, Africa (as a continent) is home to not only natural wonders but some man-made wonders also. Children will study and explore some of the physical features of the continent including the location of notable mountains and mountain ranges; the course and location of some of the Africa's largest rivers; and the climate and biomes present.

Through a study of the human aspects of geography, children will be able to directly compare a settlement in Africa to one in the UK – understanding how and why they are different. They will also look at the types of employment and population distribution that makes this continent an incredibly interesting place.

Art

Traditional tribal patterns and clothing in Western Africa still hold significant meaning to the people who wear them. In the past, different tribes would often associate different values with colours and weave these into their fabric to represent their beliefs and ethos. The children will explore what these colours meant and, because of their memorable moment, begin to think about the values of their own tribe.

In this unit, children will develop their knowledge of complimentary colour and how to increase the tone and change the pigment of colours by adding more or less of

a colour to a mixture. They will then create a pattern and, using acrylic paints, print their designs and combine them to show a unique pattern.

Design Technology (DT)

Not taught this half-term

Music

This listening unit is based around the Gospel song *Why we sing* by Kirk Franklin. The song originally comes from the album *Kirk Franklin and the Family* from 1993, however this activity is based around a live video recording from inside a church, with a congregation. The video is a good starting point for talking about the places where we make music, and the differences between performing for an audience and singing as a part of worship or celebration.

Activity in the unit will explore other examples of Gospel music and gives opportunities for developing singing in a Gospel style.

Children will also be learning how to play a musical instrument through a tutored programme designed to familiarise them with the ukulele.

Religious Education (RE)

The children will be introduced to the Abrahamic and Eastern faiths and how these are similar. They will then begin by looking at the celebration of life, such as birthdays and naming ceremonies. They will also look at how religions cope with the idea of life after death and how these beliefs might bring hope and peace to their followers.

They will be able to make active links with what they know about the beliefs and practises of the Benin people and explore how the religions compare to the main religions today.

Physical Education (PE)

African dance refers to the various dance styles of sub-Saharan Africa. These dances are closely connected with the traditional rhythms and music traditions of the region. Music and dancing are an integral part of many traditional African societies. Songs and dances facilitate teaching and promoting social values, celebrating special events and major life milestones, performing oral history and other recitations, and spiritual experiences.

African dance uses the concepts of polyrhythm and total body articulation. African dances are a collective activity performed in large groups, with significant interaction between dancers and onlookers in most styles.

During their outside sessions, the children will focus on the target game of tri-golf.

Computing

Like so many modern businesses, travel agents have made the successful transition to selling holidays online. Through a careful and considered gathering of information, photographs and facts, these agents are able to sell holidays to people all over the world through user-friendly and intuitive websites, designed to put the customer at ease.

In this unit, children will use their learning about Africa as a continent to compile a webpage outlining some of the more memorable locals and places to visit. Children will do this using HTML coding in order to add information to a webpage, format it and display it accurately. By doing this, children will gain an understanding of how businesses use web-designers to create effective webpages and the importance of HTML as a coding language.

Personal, Social and Health Education (PSHE)

Throughout this unit, children will learn about the importance of the environment and how it is everyone's responsibility to ensure that the planet's natural resources are maintained and available for the future. Children will understand why it is important to be compassionate, especially towards the natural environment, to animals and to all living things and what this means in practise.

Later on, in the unit, children will learn about how the media influences people and how, through its different forms and purposes, it can affect people on all levels of society. They will analyse and discuss how the media reinforces stereotypes and why we should look at media sources with a careful bias and not believe everything that is being expressed.

The children will also look at what their aspirations are for the future and how they are able to achieve their dream career. They will also look at the way that diversity and workplace stereotypes should be overcome.

Modern Foreign Languages (MFL)

By the end of this unit pupils will have the knowledge and skills to make a presentation about their own / a fictitious family in both spoken and written form in French. Children will start to integrate previously learnt language with newly acquired language, encouraging more confident use of their growing bank of vocabulary. Children will demonstrate an increasing knowledge of grammar and the use of the possessive in French to manipulate language, thus starting to create more personalised responses as the unit supports the change from 1st person singular to 3rd person singular.

[*If you require additional information relating to our school curriculum, please ask at the school office or the class teacher.](#)

