

Year 5
2025

Summer 1

Medieval England

BIG Question

Were the Dark Ages Really Dark?

Welcome back, Year Five! We hope you had a relaxing and well-deserved Easter break.

This term, our 'big question' is 'Were the Dark Ages Really Dark?'

The children will be introduced to the role of an archaeologist when they find a surprise burial in the Jubilee Garden. The children will have to use their developing disciplinary knowledge of what an archaeologist does to piece together the evidence to form an opinion on their find.

This links with this half-term's work on what life was like in Medieval England (focusing on Devon) and how we know.

The historical enquiry threading through our Enquiry Project this term is: 'Were the dark ages *really* dark?'

The class will also benefit from a field trip to the Houndtor Medieval Settlement on Dartmoor which will involve important tours with local experts.

**Date of trip to Houndtor Medieval Settlement:
Tuesday 13th May 2025**



Local Context

Houndtor Medieval Settlement

English

THE PAPERBAG PRINCE

by Colin Thompson



Writing outcome:

History / Science

As historians, we will:

To select reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between the lives of the rich and poor

To compare and contrast between people, events and artefacts studied - observe, categorize, reason, synthesize, explain, informed conclusion, reasoned judgement, justify, apply, evaluate, critique

To consider/explain the significance of events, people and developments in their context and in the present

To evaluate evidence to choose the most reliable forms

To write a persuasive leaflet to give advice on waste management whilst selecting an appropriate audience.

The children will recall/review their learning from last half term to support them with this writing sequence.

National curriculum skills for this unit:

Spoken language:

- Listen and respond
- Build vocabulary
- Give well-structured descriptions, explanations and narratives
- Maintain attention and participate actively in collaborative conversations
- Speak audibly and fluently
- Use Standard English
- Participate in **discussions, presentations, performances, role play, improvisations and debates**
- Consider and evaluate different viewpoints
- Select and use appropriate registers for effective communication

Reading comprehension:

- Make comparisons within and across books
- Check sense, discuss understanding and explore meaning of words in context
- Ask questions to improve understanding
- Predict from details stated and implied
- Identify how language structure and presentation contribute to meaning
- Distinguish between fact and opinion
- Retrieve, record and present information from non-fiction
- Explain and discuss understanding of reading
- Provide reasoned justifications for views

Writing Composition:

- Identify the audience for and purpose of writing
- Note and develop initial ideas, drawing on reading and research
- Enhance meaning through selecting appropriate grammar and vocabulary
- Use organisational and presentational devices to structure texts
- Use consistent and correct tense
- Distinguish between the language of speech and writing
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Proof-read for spelling and punctuation errors

To consider ways of checking the accuracy of interpretations – fact or fiction and opinion

To know and understand that people both in the past have a point of view and that this can affect interpretation

To **give clear reasons** why there may be different accounts of history, linking this to factual understanding of the past

To use documents, printed sources (e.g. archive materials) the internet, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past

To **choose reliable sources of evidence** to answer questions, realizing that there is often not a single answer to historical questions

To **investigate** own lines of enquiry by posing questions to answer

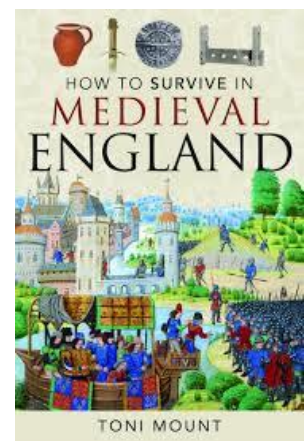
To **form own opinions** about historical events from a range of sources

To **communicate ideas** about the past using different genres of writing; drawing; diagrams; data-handling; drama role-play; re-enactment; storytelling

To **plan and present** a self-directed project about the period studied or an in-depth study concentrating on one aspect of history, for example, warfare or costume since 1066. This must be presented in an organized and clearly structured way with awareness of the intended audience

To **make accurate use of** specific dates and terms

To use IT to achieve the above



Vocabulary

Catholic Life

Tier 1 /2: kingdoms, power, tax, punishment, conviction, tournaments, attack, defence, church and church organisation, scholarship, Gothic, kings, saints, charter, fairs, markets, court, battle, soldiers, tapestry, servants, crops, tracks, seals

Tier 3: Dark Ages, knights, barons, feudal system, scutage, vassal, peasants, jousting, castles, manors, officials, monasteries, monastic orders, guilds, night watchman, Domesday, Black Death, Tudor, York, revolt, heraldry, gauntlet, breastplate, sallet, poleax, bailiff, open field system, enclosed fields, homestead, transhumance, droveways, lynchets, ridge, furrow, longhouses, hamlet, arable, pastoral, Villeins, cottagers, parish, watermill, tanners

The Gospel Values we will weave into our learning this half term are:

Equality/Empathy

Religious Education:

Pentecost and Reconciliation

Catholic Social Teaching:

Stewardship (Laudato Si)

In addition to our focus subjects, we will also be learning the following...

In Maths	<ul style="list-style-type: none"> - Measurement - Statistics - Geometry
In PE	<ul style="list-style-type: none"> - Athletics - Tennis
Science	Forces
In SMSC	<p>Session 1: Sharing Isn't Always Caring</p> <p>Session 2: Cyberbullying</p> <p>Session 3: Types of Abuse</p> <p>Session 4: Impacted Lifestyles</p> <p>Session 5: Making Good Choices</p> <p>Session 6: Giving Assistance</p>
Latin	<ul style="list-style-type: none"> - Possessive Noun Endings
Design & Technology	<ul style="list-style-type: none"> - Developing a recipe

Thank you for taking time to read this newsletter; we hope you have found the information useful. If you have any questions, please do not hesitate to contact me on

[whitmore@shrcps.org/](mailto:whitmore@shrcps.org) mstewart@shrcps.org

Please note, our staff wellbeing policy states that we should not be responding to emails during evenings and weekends but we will get back to you as soon as possible during working hours.

Reminders

PE – Monday

Please remember children should have their PE kits in school.

Please ensure your child has a drink in school each day.

Please can each child bring a pencil case, containing essentials, to school.



Class Book

Home Learning

Weekly Spelling Checks

(Sent out on a Friday and tested on the following Friday)

Weekly SATS practise maths sheets

Weekly reading comprehension

Daily reading at home