

Curriculum Overview – Year 5

Topic 1 – Autumn Term 1	Topic 2 – Autumn Term 2	Topic 3 – Spring Term 1 and 2	Topic 4 – Summer Term 1	Topic 5 – Summer Term 2
<p style="text-align: center;">Ancient Greece</p> 	<p style="text-align: center;">Sustainable Development</p> 	<p style="text-align: center;">The Vikings and Anglo-Saxons</p> 	<p style="text-align: center;">Rivers and Mountains</p> 	<p style="text-align: center;">Maps in the Real World</p> 
<p style="text-align: center;">WE ARE MUSEUM CURATORS</p>	<p style="text-align: center;">WE ARE ENVIRONMENTALISTS</p>	<p style="text-align: center;">WE ARE ANTHROPOLOGISTS</p>	<p style="text-align: center;">WE ARE POTAMOLOGISTS</p>	<p style="text-align: center;">WE ARE CARTOGRAPHERS</p>
<p>Parental engagement: Ancient Greece Day Ancient Greece Museum</p>	<p>Parental engagement: Evaluate current practises in the home and impact on SDGs. Share sustainable practices with parents.</p>	<p>Parental engagement: Blog post/Facebook post retelling the events and knowledge of 'Viking Day'.</p>	<p>Parental engagement: Design Technology.</p>	<p>Parental engagement: Support practising fieldwork skills producing sketch maps of their local area.</p>
<p>Community links: Ancient Greece Day</p>	<p>Community Links: Writing to local MP Visit NMA Discussion with the Eco-Council and headteacher.</p>	<p>Community Links: Adrian Chapman 'Viking Day'.</p>	<p>Community Links: Understanding of mountains around the World and rivers.</p>	<p>Community Links: Dartmoor trip to practise fieldwork skills.</p>

History	<p>Chronological Understanding Accurately sequence, with increasing independence, many of the significant events and people studied in the Ancient Greek and Viking period.</p> <p>Deepen their chronological knowledge and understanding of historical events by identifying the contrasts and trends over time and impact on Britain today.</p> <p>Use appropriate dates, period labels and terms.</p> <p>Knowledge and understanding of events, people and changes in the past Describe and compare aspects of life for different people in time studied (e.g. men and women).</p> <p>Describe how historical events/periods of time influence life today.</p>		<p>Chronological Understanding Accurately sequence, with increasing independence, many of the significant events and people studied in the Ancient Greek and Viking period.</p> <p>Deepen their chronological knowledge and understanding of historical events by identifying the contrasts and trends over time and impact on Britain today.</p> <p>Use appropriate dates, period labels and terms.</p> <p>Knowledge and understanding of events, people and changes in the past Describe and compare aspects of life for different people in time studied (e.g. men and women).</p> <p>Describe how historical events/periods of time influence life today.</p>		

<p>Identify changes and links within and across the time periods studied.</p> <p>Historical Terms Record knowledge and understanding of historical terminology in a variety of ways, using dates and key terms appropriately.</p> <p>Use relevant vocabulary to show understanding of some of the similarities and differences between different historical periods studied, e.g. social, belief, local, individual.</p> <p>Interpretation of History Compare accounts of events from different sources. (Fact or fiction).</p> <p>Offer some reasons for different versions of events.</p> <p>Historical Enquiry Begin to identify primary and secondary sources.</p> <p>Use evidence to build up a picture of life in time studied.</p>		<p>Identify changes and links within and across the time periods studied.</p> <p>Historical Terms Record knowledge and understanding of historical terminology in a variety of ways, using dates and key terms appropriately.</p> <p>Use relevant vocabulary to show understanding of some of the similarities and differences between different historical periods studied, e.g. social, belief, local, individual.</p> <p>Interpretation of History Compare accounts of events from different sources. (Fact or fiction).</p> <p>Offer some reasons for different versions of events.</p> <p>Explain the role of different causes and effects of a range of events and developments, e.g. list a</p>		
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	<p>Select relevant sections of information.</p> <p>Confidently use resources to research.</p> <p>Ask and answer more complex questions about the past, considering key concepts in history.</p> <p>Organisation and Communication Record and communicate knowledge in different ways.</p> <p>Work independently and in groups showing initiative to research and present ideas.</p> <p>Use appropriate historical vocabulary to communicate information.</p>		<p>range of valid reasons why the Vikings left Scandinavia and chose to settle in Britain.</p> <p>Historical Enquiry Begin to identify primary and secondary sources.</p> <p>Use evidence to build up a picture of life in time studied.</p> <p>Select relevant sections of information.</p> <p>Confidently use resources to research.</p> <p>Ask and answer more complex questions about the past, considering key concepts in history.</p> <p>Organisation and Communication Record and communicate knowledge in different ways.</p> <p>Work independently and in groups showing initiative to research and present ideas.</p>		
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			Use appropriate historical vocabulary to communicate information.		
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Geography	LOCATION AND PLACE KNOWLEDGE	LOCATION AND PLACE KNOWLEDGE	LOCATION AND PLACE KNOWLEDGE	LOCATION AND PLACE KNOWLEDGE
	<p>Recall locational knowledge from previous learning & recognise different shapes of continents & countries. Know location of UK counties & capital cities & seas.</p> <p>Locate the equator & draw conclusions about why countries have different climates including the tropics.</p> <p>Locate largest urban areas on a map.</p> <p>Ask questions e.g. what is this landscape like? What is life like there?</p> <p>Compare & contrast 2 different small regions within UK/Europe. Consider how land use has changed in local area over time.</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p>	<p>Name and locate the different countries in Europe including Russia & their capital cities. Link to the Vikings & the Scandinavian countries.</p>	<p>Know location of UK counties & capital cities & seas & continents.</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p>Describe, understand, explain, demonstrate understanding of key aspects of physical geography including mountains, coasts, rivers and the water cycle including transpiration. Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers.</p> <p>Understand, explain how these features have changed over time e.g. erosion of rivers & coasts. Identify and locate the longest rivers in the world.</p>	<p>Recall locational knowledge from previous learning.</p> <p>Locate largest urban areas on a map and use geographical symbols e.g. contours to identify flattest and hilliest areas.</p> <p>(Map how land use has changed in local area over time. (RH comment – this could be a comparison of Lipson Vale now and how it was a marshland previously.))</p> <p>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with time zones, night and day (covered in science learning)</p> <p>GEOGRAPHICAL SKILLS AND FIELDWORK</p> <p>Use maps, atlases, globes and digital/computer</p>

		<p>Human geography – including environmental change, flood, economic activity, Understand in basic terms some of the causes of global warming.</p> <p>Sustainable energy – wind, water, ... recognise, describe & explain ways in which it is possible to live more sustainably both at home & at school.</p>		<p>GEOGRAPHICAL SKILLS AND FIELDWORK</p> <p>Use the language of rivers e.g. erosion, transportation.</p> <p>Explain and present the process of rivers.</p> <p>Compare how river use has changed over time. (RH comment – this could link to Plymouth as a fishing port/ferry port)</p>	<p>mapping (Google Earth) to locate countries and describe features studied. Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK.</p> <p>Confidently use fieldwork to observe, measure and record the human and physical features in the local area with increasing accuracy using a range of methods, including sketch maps with keys, plans and graphs, and digital technologies.</p>
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Art	<p>Drawing</p> <p>Know techniques for draw with pastel and charcoal and practise.</p> <p>Know how make a collection of drawings around a theme.</p> <p>Know how to use hard and soft lines to show the detail in the distance, foreground and avoid using a rubber.</p> <p>Know how to use their skills to draw simple objects including texture</p> <p>Know how to use shade to show mood and feeling.</p>		<p>Painting</p> <p>Know how to and use layers of paint to add detail to background colours.</p> <p>Know how to create mood and feeling in their paintings.</p> <p>Know how to express their own emotions accurately through their painting through colour.</p>		<p>3D Sculpture (clay)</p> <p>Know how to prepare clay and record first-hand observations into it.</p> <p>.</p> <p>Printing</p> <p>Know how to produce a relief print.</p> <p>Know how to combine previous taught techniques to develop my own piece of work.</p>

DT		<p>Know, explain and give examples of food that is grown, reared and caught in the UK Understand about seasonality and how this may affect the food availability.</p> <p>Understand that food is processed into ingredients. Explain that foods contain different substances, such as protein, that are needed for health.</p> <p>Describe how recipes can be adapted to change appearance, taste, texture and aroma.</p> <p>Explain how to be safe/hygienic when working with food and follow own guidelines.</p> <p>Demonstrate how to prepare and cook a</p>	<p>Select materials carefully, considering intended use of product and appearance.</p> <p>Explain how the product meets design criteria. Measure accurately enough to ensure precision.</p> <p>Ensure the product is strong and fit for purpose.</p> <p>Begin to reinforce and strengthen a 3D frame. Refine product after testing.</p> <p>Mechanisms Show confidence about trying new / different ideas. Begin to use cams, pulleys or gears to create movement.</p>	<p>Think about the user and aesthetics when choosing textiles. Use own template. Think about how to make the product.</p> <p>Begin to use a range of joining techniques. Begin to understand that a single 3D textiles project can be made from a combination of fabric shapes.</p>	
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		<p>variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.</p> <p>Measure accurately and calculate ratios of ingredients. Independently follow a recipe.</p> <p>Use the following techniques: peeling, chopping, slicing mashing, whisking, mixing, spreading, grating, kneading and baking.</p> <p>Present product well, ensuring that it looks interesting, attractive, and is fit for purpose.</p>			
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Science	<p>CHEMISTRY <u>Properties and Changes of Matter</u></p> <p>Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</p> <p>Understand that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including</p>	<p>PHYSICS <u>Earth & Space</u></p> <p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>Describe the movement of the Moon relative to the Earth.</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>Use the idea of the Earth's rotation to explain day and night.</p>	<p>PHYSICS <u>Forces & Magnets</u></p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</p> <p>Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs.</p>	<p>BIOLOGY <u>Animals including humans.</u></p> <p>Describe the changes as humans develop to old age.</p>	<p>BIOLOGY <u>Living Things and their Habitats</u></p> <p>Explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life process of reproduction in some plants and animals.</p>
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	<p>metals, wood and plastic.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p>				
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<p style="text-align: center;">RSHE</p>	<p>Relationships Learn how to manage friendships and peer influence, including what makes a healthy friendship and recognising if it is not.</p> <p>Learn about physical contact and feeling safe, including permission – managing this on/ offline and knowing how to respond if physical contact is uncomfortable/ unwanted and how to seek support.</p> <p>Learn about responding respectfully to a wide range of people; learn about recognising prejudice and discrimination.</p>		<p>Living in the Wider World Learn about protecting the environment and showing compassion towards others, including expressing opinions. Learn about how information online is targeted; that there are different media types: their rules, role, and impact.</p> <p>Identify job interests and aspirations; consider what influences career choices and the importance of diversity and inclusion in the workplace, including stereotyping in the workplace.</p>	<p>Health and Wellbeing Understand healthy sleep habits and routines and the risks associated with the sun and the need for safety; learn how medicines, vaccinations, immunisations, and allergies can impact on lives in different ways and begin to consider the shared responsibilities for keeping a clean environment.</p> <p>Learn about personal identity, recognising individuality and the different qualities of different people; understand and explore mental wellbeing in relation to boosting own mood and improving wellbeing.</p> <p>Learn to identify when situations are become unsafe/ risky and how to keep safe in different situations, including responding in emergencies. Learn about basic first aid.</p>	

				Learn that FGM is against British Law and what to do.	
Music	<p>Exploring rounds: melody and pitch focus. We are musicians Children will use their understanding of meaning to give expression to their singing. They will be able to sing their musical part alongside another musical line. They can use a melodic pattern as an accompaniment to a performance. Explore simple chords and use these as an accompaniment. Children will be able to compare,, describe and evaluate a piece of music. Children will be able to contrast famous composers and state their preferences. (Pachebel,)</p>		<p>Exploring lyrics and melodies: Viking saga songs. We are composers Children will perform by ear and from simple notations. To improvise within a group using a melodic phrase. Children will be able to change sounds or order them differently to create an effect. Children will be part of a musical diary process to record their musical journey. Children will choose the appropriate tempo for their piece of music. Children will be able to explain why they think their music is successful. Carmina Burana, Orff Listening and appraising focus</p>	<p>Exploring rhythm and pitch: Rhythmical river pieces. We are performers. Children will improvise within a group using a rhythmic phrase. Children will be able to begin to use a syncopated rhythm. Children will compose rhythms which meet certain criteria. They will record notation of their rhythms Children will be able to suggest musical improvements to their music. They are able to make a positive beginning, middle and conclusion to their performance Vltava, Smetana ,listening and appraising focus.</p>	

PE	Indoor: Fitness Outdoor: Handball	Gymnastics Football	Dance Netball	Yoga Tennis	Bikeability Cricket Rounders
Computing		<p>Computing Systems and Networks – Systems and Searching</p> <p>To explain that computers can be connected to form systems.</p> <p>To recognise the role of computer systems in our lives.</p> <p>To experiment with search engines.</p> <p>To describe how search engines select results.</p> <p>To explain how search results are ranked.</p> <p>To recognise why the order of results is important and to whom.</p>	<p>Programming – Selection in Physical Computing</p> <p>To control a simple circuit connected to a computer.</p> <p>To write a program that includes count-controlled loops.</p> <p>To explain that a loop can stop when a condition is met.</p> <p>To explain that a loop can be used to repeatedly check whether a condition has been met.</p> <p>To design a physical project that includes selection.</p>	<p>Creating Media – Introduction to Vector Graphics</p> <p>To identify that drawing tools can be used to produce.</p> <p>To create a vector drawing by combining shapes.</p> <p>To use tools to achieve a desired effect.</p> <p>To recognise that vector drawings consist of layers.</p> <p>To group objects to make them easier to work with.</p> <p>To apply what I have learned about vector drawing.</p>	

RE	<p>PPA U2.1 – (2B.1) What does it mean if Christians believe God is holy & loving?</p>	<p>Non PPA U2.8 – What does it mean to be a Muslim in Britain today?</p>	<p>PPA U2.3 – (2B.4) Was Jesus the Messiah?</p> <p>Non PPA U2.9 – Why is the Torah so important to Jewish people?</p>	<p>PPA U2.4 – (2B.5) What would Jesus do?</p>	<p>Non PPA U2.10 – What matters most to Humanists and Christians?</p>
Spanish	<p>My Family</p> <p>The Date</p>	<p>What is the weather?</p> <p>Do you have a pet?</p>		<p>My Home</p> <p>Habitats</p>	