

Year 5 – Curriculum Overview

| Term | Autumn Term | | | Spring Term | | | Summer Term | | | | | | | | | | | | | |
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| Name | Transition project | | Mystery of History | | May the Force Be With You | | Through the Eyes of a Child | | Life on Earth | | You've Been Framed | | Native Arizona | | | | | | | |
| Weeks | 1 week | | 6 weeks | | 7 weeks | | 6 weeks | | 6 weeks | | 6 weeks (1 week after ½ term) | | 7 weeks | | | | | | | |
| Focus | ENG | PDL | ENG | HIST | GEOG | ENG | SCI | DT | ENG | HIST | ICT | ENG | SCI | MUS | ENG | ART | ICT | ENG | GEOG | SCI |
| Writing | | | | | | | | | | | | | | | | | | | | |
| Hook | | | | | | | | | | | | | | | | | | | | |
| Outcome | | | | | | | Parents Cinema afternoon | | | | Parents afternoon in for an Art Gallery | | | | | | | | | |
| FOUNDATION SUBJECT 1 | | | <p><u>Pupils should be taught:</u></p> <p>Ancient Greece – a study into the Greek life and achievements and their influence on the western world (democracy)</p> <p>The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <ul style="list-style-type: none"> - Viking raids and invasions - Resistance by Alfred the Great and Athelstand (first king of England) - Further Viking invasions and Danegold - Anglo-Saxon laws and justice - Edward the Confessor and his death in 1066 | | <p><u>Pupils should be taught:</u></p> <p>Earth and Space</p> <ul style="list-style-type: none"> - Describe the movement of the Earth, and the other planets, relative to the sun in the solar system - Describe the movement of the moon relative to the Earth - Describe the Sun, Earth and Moon as approximately spherical bodies - Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky <p>Forces</p> <ul style="list-style-type: none"> - Explain that unsupported objects fall towards the Earth because of the force of the gravity acting between the Earth and falling objects - Identify the effects of air resistance, water resistance and friction, that act between moving surfaces - Recognise that some mechanisms, including levers and pulleys and gears, allow a smaller force to have a greater effect | | <p><u>Pupils should be taught:</u></p> <p>A local history study which shows an aspect of history from a period beyond 1066 that is significant to our locality</p> <ul style="list-style-type: none"> - World War 2 - Evacuees - Basingstoke's use after the war (rehomeing those from London) - The difference between WW2 in Basingstoke and what the German/ Jewish children would have faced | | <p><u>Pupils should be taught:</u></p> <p>Living Things and their habitats</p> <ul style="list-style-type: none"> - Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird - Describe the life process of reproduction in some plants and animals <p>Animals including Humans</p> <ul style="list-style-type: none"> - Describe the changes as humans develop to old age | | <p><u>Pupils should be taught:</u></p> <p>To develop their techniques, including their control and their use of materials (range of), with creativity, experimentation and an increasing awareness of different kinds of arts, crafts and designs.</p> <ul style="list-style-type: none"> - To improve the mastery of art and design techniques, including drawings, painting and sculpture with a range of materials (e.g. paint, pencil, etc) - Know about great artists in history | | <p><u>Pupils should be taught:</u></p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> - Locate the worlds countries using maps to focus on North America, concentrating on the environmental regions, key physical and human characteristics, countries and major cities - Identify the position and significance of longitude and latitude, Equator Northern Hemisphere and the Southern Hemisphere, the Tropics of Cancer and Capricorn, Artic and Antarctic circle, the Prime/ Greenwich Meridian and time zones <p>Place Knowledge</p> <ul style="list-style-type: none"> - Understand the geographical similarities and difference through the study of human and physical geography of a region of North America <p>Human and Physical Geography</p> <p>Describe and understand the key aspects of:</p> <ul style="list-style-type: none"> - Physical geography including climate zones and rivers - Human geography including settlement and land use, trade links and the use of natural resources | | | | | | | |

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| | | <p>Pupils should be taught: Locational Knowledge</p> <ul style="list-style-type: none"> - Locate the world's countries using maps to focus on North America, concentrating on the environmental regions, key physical and human characteristics, countries and major cities - Identify the position and significance of longitude and latitude, Equator Northern Hemisphere and the Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic circle, the Prime/ Greenwich Meridian and time zones | <p>Pupils should be taught: Design</p> <ul style="list-style-type: none"> - design purposeful, functional, appealing products for themselves and other users based on design criteria - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> - explore and evaluate a range of existing products - evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> - apply their understanding of how to strengthen, stiffen and reinforce more complex structures - understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] - understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] - apply their understanding of computing to program, monitor and control their products. | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts - understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | <p>Pupils should be taught:</p> <ul style="list-style-type: none"> - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - improvise and compose music for a range of purposes using the inter-related dimensions of music - listen with attention to detail and recall sounds with increasing aural memory - use and understand staff and other musical notations - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - develop an understanding of the history of music. | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts - understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | <p>Pupils should be taught:</p> <p>Recap from Year 4 – water cycle, flow of movement and motion as well as recapping the force of water resistance</p> |
| RE | | Belonging - Shahada and Salut (Islam) | Interpretation – 2 birth narratives (Christianity) | Umma – Hajj and Zakat (Christianity) | Justice – Stories of Justice (Christianity) | Sacred Place – Place of Worship (Christianity / Islam) | Rites of Passage – Journey of Life (Islam) |

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