

Year 5 – Curriculum Overview

Term	Autumn Term			Spring Term			Summer Term													
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><b><u>Pupils should be taught:</u></b></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"> <li>- Viking raids and invasions</li> <li>- Resistance by Alfred the Great and Athelstand (first king of England)</li> <li>- Further Viking invasions and Danegold</li> <li>- Anglo-Saxon laws and justice</li> <li>- Edward the Confessor and his death in 1066</li> </ul>		<p><b><u>Pupils should be taught:</u></b></p> <p>Earth and Space</p> <ul style="list-style-type: none"> <li>- Describe the movement of the Earth, and the other planets, relative to the sun in the solar system</li> <li>- Describe the movement of the moon relative to the Earth</li> <li>- Describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>- Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</li> </ul> <p>Forces</p> <ul style="list-style-type: none"> <li>- Explain that unsupported objects fall towards the Earth because of the force of the gravity acting between the Earth and falling objects</li> <li>- Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>- Recognise that some mechanisms, including levers and pulleys and gears, allow a smaller force to have a greater effect</li> </ul>		<p><b><u>Pupils should be taught:</u></b></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"> <li>- World War 2</li> <li>- Evacuees</li> <li>- Basingstoke's use after the war (rehoming those from London)</li> <li>- The difference between WW2 in Basingstoke and what the German/ Jewish children would have faced</li> </ul>		<p><b><u>Pupils should be taught:</u></b></p> <p>Living Things and their habitats</p> <ul style="list-style-type: none"> <li>- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>- Describe the life process of reproduction in some plants and animals</li> </ul> <p>Animals including Humans</p> <ul style="list-style-type: none"> <li>- Describe the changes as humans develop to old age</li> </ul>		<p><b><u>Pupils should be taught:</u></b></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"> <li>- To improve the mastery of art and design techniques, including drawings, painting and sculpture with a range of materials (e.g. paint, pencil, etc)</li> <li>- Know about great artists in history</li> </ul>		<p><b><u>Pupils should be taught:</u></b></p> <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>- 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</li> <li>- 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</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>- Understand the geographical similarities and difference through the study of human and physical geography of a region of North America</li> </ul> <p><b>Human and Physical Geography</b></p> <p>Describe and understand the key aspects of:</p> <ul style="list-style-type: none"> <li>- Physical geography including climate zones and rivers</li> <li>- Human geography including settlement and land use, trade links and the use of natural resources</li> </ul>							

		<p><b>Pupils should be taught:</b>  <b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>- 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</li> <li>- 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</li> </ul>	<p><b>Pupils should be taught:</b>  <b>Design</b></p> <ul style="list-style-type: none"> <li>- design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>- explore and evaluate a range of existing products</li> <li>- evaluate their ideas and products against design criteria</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>- apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> <li>- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> <li>- apply their understanding of computing to program, monitor and control their products.</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>- 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</li> <li>- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>- 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</li> <li>- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>	<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>- improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>- listen with attention to detail and recall sounds with increasing aural memory</li> <li>- use and understand staff and other musical notations</li> <li>- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>- develop an understanding of the history of music.</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; 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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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