

Ingrave Johnstone C of E Primary School Year Group Curriculum Overview – Year 5

Year Group: 5			
Subject	Autumn term	Spring Term	Summer Term
English	<p>Overview of knowledge</p> <p>Ancient Greeks</p> <p>Legends (L)</p> <p>Journalistic writing (additional)</p> <p>What is it like to live in the Alps?</p> <p>Poems with Figurative Language (L)</p> <p>Film & Play Script (L)</p>	<p>Overview of knowledge</p> <p>Tudors</p> <p>Stories with Historical Settings (L)</p> <p>Discussion – Tudors (additional)</p> <p>Why do oceans matter?</p> <p>Poems with A Structure (L)</p> <p>Instructions (additional)</p>	<p>Overview of knowledge</p> <p>Desert Biomes</p> <p>Classic Narrative Poetry (L)</p> <p>Persuasion (L)</p> <p>The Mayans</p> <p>Stories from Other Cultures (L)</p> <p>Non-chronological reports (additional)</p>
	<p>Overview of skills</p> <p><i>See Lancashire Grid Units</i></p> <p>Who Let the Gods Out</p>	<p>Overview of skills</p> <p><i>See Lancashire Grid Units</i></p> <p>The Highway Man</p>	<p>Overview of skills</p> <p><i>See Lancashire Grid Units</i></p> <p>Kensuke's Kingdom – Michael Morpurgo</p>
Maths	<p>Overview of knowledge</p> <p>Number: Place Value (numbers to 100,000 and 1 million, compare and order, rounding, negative nos)</p> <p>Number: Addition and Subtraction (range of strategies and inverse)</p> <p>Statistics (line graphs, two way tables)</p> <p>Number: Multiplication and Division (multiples, factors, prime nos, square nos, cube nos)</p>	<p>Overview of knowledge</p> <p>Number: Multiplication and Division (area model, divide with remainders)</p> <p>Number: Fractions (equivalence, improper fractions to mixed nos and back, +/- fractions)</p> <p>Fractions ctd</p> <p>Number: Decimals and Percentages (D to 2 dp, as fractions, thousandths; P as fractions and decimals)</p>	<p>Overview of knowledge</p> <p>Number: Decimals (+/- decimals within 1, crossing whole, sequences)</p> <p>Geometry: Properties of Shapes (measuring angles in degrees, using protractor, angles on a straight line)</p> <p>Geometry: Position and Direction (first quadrant, reflection, translation, co-ordinates)</p> <p>Measurement: Converting Units (kg and km, mg and ml, metric, imperial, time)</p>

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	Perimeter and Area (measure/calculate perimeter, area of shapes) Consolidation	Consolidation	Measures: Volume (compare and estimate volume, estimate capacity) Consolidation
	Overview of skills <i>See White Rose Units</i>	Overview of skills <i>See White Rose Units</i>	Overview of skills <i>See White Rose Units</i>
<p>Science</p> <p>Ongoing:</p> <ul style="list-style-type: none"> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations 	<p>Overview of knowledge</p> <p>Space (Out of This World) Know how the planets in our Solar System are organised Know about the movement of the planets in relation to the sun. Know the movement of the Moon in relation to the Earth.</p>	<p>Overview of knowledge</p> <p>Properties and changes of materials (Material World) Know the properties of a range of materials Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Know 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> <p>Forces (Let's Get Moving) Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Identify the effects of air resistance, water resistance and friction, the act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p>Overview of knowledge</p> <p>Living Things and Their Habitats (Circle of Life) Recognise the life process of reproduction in some plants and animals Recognise and describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Animals Including Humans (Growing Up and Growing Old) Recognise the changes that happen as we get older, including puberty/adolescence</p>

<p>identifying scientific evidence that has been used to support or refute ideas or arguments.</p>	<p style="text-align: center;">Overview of skills</p> <p>Space (Out of This World) Describe the movement of the Earth, and 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 Identify scientific evidence that has been used to support a theory Use simple models to explain scientific ideas</p>	<p style="text-align: center;">Overview of skills</p> <p>Material World Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic Demonstrate that dissolving, mixing and changes of state are reversible changes Explain that some changes result in the formation of new materials. Plan comparative or fair tests and then take accurate measurements and make accurate observations</p> <p>Let's Get Moving Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Plan, carry out and explain fair tests To set up, carry out and make sense of a variety of investigations Design and make machines that use levers, pulleys, springs and gears</p>	<p style="text-align: center;">Overview of skills</p> <p>Living Things and Their Habitats Recognise (Circle of Life) Taking measurements and presenting findings from enquiries Report and present findings from enquiries</p> <p>Animals Including Humans (Growing Up and Growing Old) Describe the changes as humans develop to old age Compare and analyse the gestation periods of different animals Describe the changes that happen to us as we enter old age Consider the impact of living longer</p>
<p>RE</p>	<p>Overview of knowledge</p>	<p>Overview of knowledge</p>	<p>Overview of knowledge</p>

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Enquiry 1, Philosophy: Is believing in God reasonable?

Multi/Humanist

- ✓ Definitions of belief: Atheist, Agnostic, Theist.
- ✓ Pascal's Wager, as an example of a philosophical explanation.
- ✓ Humanism, as an example of a philosophical stance.
- ✓ How to explain, using a range of reasons, whether a position or argument is coherent and logical. Use philosophical vocabulary e.g. knowing, truth, proof, reality, fact, opinion.
- ✓ How to form a coherent argument to support or oppose the existence of God.
- ✓ Explain different philosophical and theological answers to questions about a belief in God.
- ✓ Explain some of the different ways in which philosophers understand abstract concepts such as arguments for the existence of God e.g. Pascal's Wager and Humanism as a philosophical stance.
- ✓ Explain, using a range of reasons, whether a position or argument is coherent and logical.
- ✓ Link a range of different pieces of evidence together to form a

Enquiry 2, Human and Social Science: How has belief in Christianity/Islam impacted on music and art though history?

Islam/Christianity

As last half term.

Enquiry 3, Philosophy: What can we learn about the world, knowledge and meaning of life from the great philosophers?

Buddhist/Christian

Knowledge:

- ✓ The ways different philosophers or religions understand abstract concepts, including varying views about the existence of the soul in classical Greek Philosophy.
- ✓ The complex nature of concepts such as truth, reality and identity found in Buddhism, Christianity and Plato.
- ✓ The work of one or two key philosophers such as Socrates/Plato and Descartes.
- ✓ Consideration of consequences of action in relation to karma.
- ✓ Explain some of the ways different philosophers or religions understand abstract concepts, including varying views about the existence of the soul in classical Greek Philosophy.
- ✓ Explain different philosophical and religious answers to questions about the world around them and the existence of the 'self' and or soul.

Enquiry 4, Theology: What difference does the Resurrection make to Christians?

Christian

Knowledge:

- ✓ Jesus: As God incarnate, also known as the Son of God. Christian belief that Jesus fulfilled prophecies about the Messiah.
- ✓ Salvation: Gospel accounts of Jesus' death and resurrection and the various interpretations of these accounts in terms of the meaning of salvation (e.g. forgiveness, sacrifice, redemption).
- ✓ Textual theology: consideration of genre, author, content, reliability and audience in relation to the Gospels and resurrection of Jesus .
- ✓ Festivals: the diverse ways in which people celebrate festivals such as Easter.
- ✓ Describe the similarities and differences between the Gospel accounts of Jesus' death and resurrection.
- ✓ Describe the connections between sacrifice in the OT and NT and the link to Jesus as the ultimate sacrifice.
- ✓ Describe the significance of resurrection and how it shapes how Christians see the world and others.
- ✓ Describe how the resurrection effects how Christians might live their lives.

coherent argument to support or oppose the existence of God.

Enquiry 2, Human and Social Science: How has belief in Christianity/Islam impacted on music and art through history?

Islam/Christianity

Knowledge:

- ✓ Explain divergent role of music in worship in the history of the Christian Church.
- ✓ Explain how art has been used in Christianity to reflect key events and facilitate worship.
- ✓ Explain key teachings from the Quran, the Hadith and important Muslim teachers (Al-Ghazali) in regard to the use of music and art.
- ✓ Explain, using a range of reasons, responses to instances of Aniconism and Iconoclasm in Muslims and Christian history.
- ✓ Show awareness that talking about religion and belief can be complex.
- ✓ Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.

- ✓ Have an understanding of the Analogy of the Cave and what it says about existence and knowledge.

Enquiry 5, Theology: How do Hindus make sense of the world?

Hindu

Knowledge:

- ✓ **Hindus believe in a God with many faces Brahma.**
- ✓ **Hindus believe truth is eternal.**
- ✓ **Hindus strive to achieve dharma – the right way of living (duties, rights, laws, behaviour and virtues.**
- ✓ **Karma – how Hindus act for others and themselves.**
- ✓ **Murti – an image, statue of the divine and seen as a deity.**
- ✓ **Samsara – the cycle of birth, death and rebirth**
- ✓ **Moksha – is when the soul passes through many lives.**
- ✓ **Hindus worship in a Mandir, where they make offerings to a murti, which is a statue of God or a goddess. Hindu temples are dedicated to different gods and goddesses.**
- ✓ **Who Mahatma Gandhi was and why he influenced the concept of ahimsa – a total avoidance of harming any living thing by deeds, words and actions.**

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	<ul style="list-style-type: none"> ✓ Describe ways in which beliefs shape the way Christians/Muslims view the world in which they live and how they view others. 		<ul style="list-style-type: none"> ✓ Describe different sources of authority and how they link with beliefs. ✓ Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers. ✓ Describe ways in which beliefs shape the way Hindus view the world in which they live and how they view others. ✓ Explain a range of answers to ethical and moral questions and issues, drawing conclusions and showing awareness of diversity of opinion and why there are differences. ✓ Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.
	<p style="text-align: center;">Overview of skills</p> <p>Multi/Humanist</p> <p>Skills: Philosophy</p> <ul style="list-style-type: none"> A. The Nature of knowledge, meaning and existence Explain different philosophical answers to questions about the world around them, including questions relating to meaning and existence. Explain some of the different ways in which philosophers understand abstract concepts. B. How and whether things make sense Explain, using a range of reasons, whether a position or argument is coherent and logical. 	<p style="text-align: center;">Overview of skills</p> <p>Skills: Philosophy</p> <ul style="list-style-type: none"> A. The Nature of knowledge, meaning and existence In verbal and written work explain why people including philosophers have different ways of understanding the concept of justice. E.g. using class discussion where they might try and define a concept B. How and whether things make sense Use different pieces of evidence they have explored to form a conclusion about whether they believe in God or not. C. Issues of right and wrong, good and bad Explain a range of answers to the 	<p style="text-align: center;">Overview of skills</p> <p>Skills: Theology</p> <ul style="list-style-type: none"> A. Where beliefs come from Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers. C. How beliefs relate to each other Describe the connections between different beliefs being studied and link them to sources of authority. D. How beliefs shape the way believers see the world and each other Describe ways in which beliefs shape the way

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	<p>Link a range of different pieces of evidence together to form a coherent argument.</p> <p>Skills: Human and Social Sciences</p> <p>A. The diverse nature of religion Show awareness that talking about religion and belief can be complex.</p> <p>C. The ways in which beliefs shape individual identity, and impact on communities and society and vice versa Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.</p> <p>Christmas story and activities</p>	<p>question 'is it possible for something to always be right?' showing that there are many different opinions about this.</p> <p>Easter story and activities</p>	<p>Christians view the world in which they live and how they view others.</p> <p>A. Skills: The diverse nature of religion Explain the different ways in which the terms 'religion' and "belief" are used by followers from within a religion or worldview and those from outside it. Show awareness that talking about religion and belief can be complex.</p> <p>B. Diverse ways in which people practice and express beliefs Explain some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two different religions/worldviews</p> <p>C. The ways in which beliefs shape individual identity, and impact on communities and society and vice versa Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.</p>
<p>Computing -</p>	<p>Overview of knowledge</p> <p>Online Safety</p> <p>Programming in Scratch</p> <p>App design</p> <p>Typing</p>	<p>Overview of knowledge</p> <p>Text-based programming</p> <p>Data Handling</p> <p>Programming with Sphero</p>	<p>Overview of knowledge</p> <p>Computer Networks</p> <p>Physical devices</p> <p>Ebook Creation</p> <p>Music Creation</p> <p>Operating Systems</p>

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History	Overview of knowledge Ancient Greeks	Overview of knowledge The Tudors	Overview of knowledge Mayans
	<p data-bbox="616 284 1075 387">Enquiry question: What influence does Ancient Greece have on our lives today?</p> <ul data-bbox="667 432 1093 1342" style="list-style-type: none"> • Ancient Greece was a major civilisation that was powerful between 500 and 300 BC. • Ancient Greeks worshipped many gods in temples. • Ancient Greeks used different styles of warfare like warships and foot-soldiers in battles against Sparta and city states. • Alexander the Great was one of the greatest military commanders who spread the Ancient Greek Empire. • Ancient Greeks invented democracy, the alphabet and the Olympic Games. • The Ancient Greek language is still used in many words in the English language. • Ancient Greek Art, sculpture and architecture still influences designs today. • Ancient Greeks ate a healthy diet with fish, olives, fruit and vegetables, wine and wheat being their main food types. 	<p data-bbox="1120 284 1505 352">Enquiry question: Was it all banquets and fun?</p> <ul data-bbox="1171 395 1597 1406" style="list-style-type: none"> • The Tudors reigned from 1485-1603 • The monarchs were: Henry VII 1485, Henry VIII 1509, Edward VI 1547, Mary I 1553, Elizabeth I 1558. • During the Reformation. Henry VIII broke with Rome and became head of the Church of England. • Henry dissolved all the monasteries in Britain and took over their money and land. • About a third of the population lived in poverty with the wealthy expected to give alms to the poor. • The average lifespan in Tudor times was 35. • There were no sewers or drains and refuse was tipped into open drains in the street. • Disease was rife and thousands died from the unhealthy conditions. • The majority of the population lived in small villages. Their homes were thatched huts with one or two rooms. 	<p data-bbox="1628 284 2072 344">Enquiry question: What's so special about the Maya?</p> <ul data-bbox="1680 389 2101 1326" style="list-style-type: none"> • The Mayans were an ancient civilisation who were at the peak of their empire from 250-950AD. • The Mayans lived across Central America. • c. 250 CE The 'classical' period begins, urbanisation begins and continues c. 300 CE Mayan settlements become centres for trade across the region. Goods such as stone and chocolate are traded with neighbouring city states. • c. 600 CE Mayan settlements support an increasing population, growing at a fast rate due to plentiful food supply. • c. 650 CE Caracol, one of the main Mayan cities is increasingly populated and expands over a large area becoming an important centre. • c. 900 CE Mayan centres become less important, perhaps because of a widespread drought, but no clear reason has yet emerged. <p data-bbox="1628 1331 2011 1394">The Mayan language consisted of hieroglyphs.</p>

		<ul style="list-style-type: none"> • Rich people lived in brick mansions and palaces. • Only rich children could afford to go to school. • Henry VIII is famous for having 6 wives, 2 of which he executed. • During the reign of Elizabeth I, famous figures such as William Shakespeare and Sir Francis Drake lived. <p>The Spanish Armada was defeated in 1588.</p>	<p>They created very accurate charts of the moon.</p> <p>Their number system, though different to our was more advanced and logical.</p>
	<p style="text-align: center;">Overview of skills</p> <ul style="list-style-type: none"> • I use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. • I use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. • I show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. • I can place events, artefacts and historical figures on a time line using dates. • I describe some of the main events, people and periods I have studied. • I can describe characteristic features of past societies and periods. 	<p style="text-align: center;">Overview of skills</p> <p style="text-align: center;"><u>Tudors</u></p> <ul style="list-style-type: none"> • I can identify primary and secondary sources • I can use evidence to build a picture of life in the time studied • I can place events, artefacts and historical figures on a time line using dates. • I can describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • I use dates and terms accurately in describing events. • I can study different aspects of different people - differences between men and women. • I can examine causes and results of great events and the impact on people. 	<p style="text-align: center;">Overview of skills</p> <ul style="list-style-type: none"> • I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • I can describe the social, ethnic, cultural or religious diversity of past society. • I can compare some of the times studied with those of the other areas of interest around the world. • Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology, century, decade, legacy. • I can use original ways to present information and ideas.

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	<ul style="list-style-type: none"> I can compare accounts of events from different sources – fact or fiction I can offer some reasons for different versions of events. 	<ul style="list-style-type: none"> I can compare life in early and late 'times' studied. I can compare an aspect of life with the same aspect in another period. 	
Geography	<p>Overview of knowledge</p> <p>Maps and Scales</p> <p>Enquiry question – What is life like in the Alps?</p> <p>Considering the climate of mountain ranges and why people choose to visit the Alps; focusing on Innsbruck and looking at the human and physical features that attract tourists; investigating tourism in the local area and mapping recreational land use; presenting findings to compare the Alps to the children's own locality.</p>	<p>Overview of knowledge</p> <p>Rainforests</p> <p>Enquiry question – Why are rainforests important to us?</p> <p>Developing an understanding of biomes, ecosystems and tropics; mapping features of the Amazon rainforest and learning about its layers; investigating how communities in Manaus use the Amazon's resources; discussing the global human impact on the Amazon; and carrying out fieldwork to compare and contrast two types of forest.</p>	<p>Overview of knowledge</p> <p>Oceans</p> <p>Enquiry question – Why do oceans matter?</p> <p>Exploring the importance of our oceans and how they have changed over time with a focus on the Great Barrier Reef, specifically addressing climate change and pollution</p>
	<p>Overview of skills</p> <p>Fieldwork: Local Area</p> <ul style="list-style-type: none"> -Locating more countries in Europe and North and South America using maps. -Locating major cities of the countries studied. -Locating some key physical features in countries studied on a map. -Locating key human features in countries studied. -Identifying significant environmental regions on a map. -Using maps to show the distribution of the world's climate zones, biomes and vegetation belts and identifying any patterns. -Explaining why a locality has changed over time, giving examples of both physical and human features. 	<p>Overview of skills</p> <p>Fieldwork: Local Woodland</p> <ul style="list-style-type: none"> -Locating some countries in Europe and North and South America using maps. -Locating key physical features in countries studied including significant environmental regions. -Locating some key human features in countries studied. -Locating some of the world's most significant rivers and identifying any patterns. -Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK. -Identifying how topographical features studied have changed over time using examples. 	<p>Overview of skills</p> <p>Fieldwork: Marine environment (beach, river, reservoir, lake or pond)</p> <ul style="list-style-type: none"> -Locating major cities of the countries studied. -Locating some key physical features in countries studied on a map. -Locating key human features in countries studied. -Identifying significant environmental regions on a map. -Identifying key physical and human characteristics of the geographical regions in the UK. -Explaining why a locality has changed over time, giving examples of both physical and human features.

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- Using longitude and latitude when referencing location in an atlas or on a globe.
- Describing and explaining similarities between two environmental regions studied.
- Describing and explaining differences between two environmental regions studied.
- Understanding how climates impact on trade, land use and settlement.
- Describing and understanding the key aspects of the six biomes.
- Describing and understanding the key aspects of the six climate zones.
- Understanding some of the impacts and causes of climate change.
- Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather.
- Recognising geographical issues affecting people in different places and environments.
- Describing and explaining how humans can impact the environment both positively and negatively, using examples.
- Confidently using and understanding maps at more than one scale.
- Using atlases, maps, globes and digital mapping to locate countries studied.
- Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.
- Using the scale bar on a map to calculate distances.
- Confidently using the key on an OS map to name and recognise key physical and human features in regions studied.
- Following a short pre-prepared route on an OS map.
- Choosing the best approach to answering an enquiry question.
- Making sketch maps of areas studied including labels and keys where necessary.
- Selecting appropriate methods for data collection.
- Designing interviews/questionnaires to collect qualitative data.
- Conducting interviews/questionnaires to collect qualitative data.
- Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information.

- Describing how a locality has changed over time, giving examples of both physical and human features.
- Finding the position of the Equator and describing how this impacts our environmental regions.
- Finding lines of latitude and longitude on a globe and explaining why these are important.
- Identifying the position of the Tropics of Cancer and Capricorn and their significance.
- Describing and beginning to explain similarities between two regions studied.
- Describing and beginning to explain differences between two regions studied.
- Describing how and why humans have responded in different ways to their local environments.
- Discussing climates and their impact on trade, land use and settlement.
- Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.
- Mapping and labelling the six biomes on a world map.
- Understanding some of the causes of climate change.
- Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities.
- Describing how humans use water in a variety of ways.
- Describing and understanding types of settlement and land use.
- Explaining why a settlement and community has grown in a particular location.
- Describing how humans can impact the environment both positively and negatively, using examples.
- Beginning to use maps at more than one scale.
- Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied.
- Finding countries and features of countries in an atlas using contents and index.
- Making and using a simple route on a map.
- Beginning to choose the best approach to answer an enquiry question.
- Mapping land use in a small local area using maps and plans.
- Making a plan for how they wish to collect data to answer an enquiry-based question, with the support of a teacher.
- Asking and answering one-step and two-step geographical questions.

- Explaining how and why humans have responded in different ways to their local environments in two contrasting regions.
- Understanding how climates impact on trade, land use and settlement.
- Using maps to explore wider global trading routes.
- Describing and understanding the key aspects of the six climate zones.
- Understanding some of the impacts and causes of climate change.
- Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change.
- Describing and understanding economic activity, including trade links.
- Recognising geographical issues affecting people in different places and environments.
- Describing and explaining how humans can impact the environment both positively and negatively, using examples.
- Confidently using and understanding maps at more than one scale.
- Using atlases, maps, globes and digital mapping to locate countries studied.
- Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.
- Using the scale bar on a map to calculate distances.
- Beginning to use thematic maps to recognise and describe human and physical features studied.
- Selecting a map for a specific purpose.
- Choosing the best approach to answering an enquiry question.
- Making sketch maps of areas studied including labels and keys where necessary.
- Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question.
- Selecting appropriate methods for data collection.
- Beginning to use standard field sampling techniques appropriately.
- Using GIS (Geographical Information Systems) to plot data sets.
- Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information.

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	-Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings.	-Observing, recording, and naming geographical features in their local environments. -Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. -Collecting quantitative data in charts and graphs. -Using a questionnaire/interviews to collect quantitative fieldwork data. -Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information. -Suggesting different ways that a locality could be changed and improved. -Finding answers to geographical questions through data collection.	-Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. -Evaluating evidence collected and suggesting ways to improve this. -Analysing quantitative data in pie charts, line graphs and graphs with two variables.
Art	Overview of knowledge & skills Sculpture and 3D: Interactive installation Artists: Cai Guo-Qiang	Overview of knowledge & skills Painting and mixed media: Portraits Artists: Chila Kumari Singh Burman	Overview of knowledge & skills Drawing: Make my voice heard (From Y6) Artists: Dan Fenelon
Design	<u>Overview of knowledge</u> <u>Year 5 Mechanical Systems - Pulleys or gears</u> Understand that mechanical and electrical systems have an input, process and an output. Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement. Know and use technical vocabulary relevant to the project.	Overview of knowledge <u>Year 5 Structures - Frame structures</u> Understand how to strengthen, stiffen and reinforce 3-D frameworks. Know and use technical vocabulary relevant to the project.	Overview of knowledge <u>Year 5 Food - Celebrating culture and seasonality</u> Know how to use utensils and equipment including heat sources to prepare and cook food. Understand about seasonality in relation to food products and the source of different food products. Know and use relevant technical and sensory vocabulary.

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	<p>Overview of skills</p> <p>Designing Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources. Develop a simple design specification to guide their thinking. Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views.</p> <p>Making Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team. Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost.</p> <p>Evaluating Compare the final product to the original design specification. Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. Consider the views of others to improve their work. Investigate famous manufacturing and engineering companies relevant to the project.</p>	<p>Overview of skills</p> <p>Designing Carry out research into user needs and existing products, using surveys, interviews, questionnaires and web-based resources. Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost. Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches.</p> <p>Making Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used. Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks. Use finishing and decorative techniques suitable for the product they are designing and making.</p> <p>Evaluating Investigate and evaluate a range of existing frame structures. Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests.</p>	<p>Overview of skills</p> <p>Designing Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas.</p> <p>Making Write a step-by-step recipe, including a list of ingredients, equipment and utensils. Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. Make, decorate and present the food product appropriately for the intended user and purpose.</p> <p>Evaluating Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams. Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements. Understand how key chefs have influenced eating habits to promote varied and healthy diets.</p>
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		Research key events and individuals relevant to frame structures	
PE	Overview of knowledge Football Tennis Gymnastics Handball	Overview of knowledge Badminton Hockey Orienteering Dodgeball	Overview of knowledge Dance / Fitness Netball Athletics Rounders
French	Overview of knowledge Autumn 1: <ul style="list-style-type: none"> • Greet people and give and personal information. • Ask and talk about sisters and brothers • Say what people have and have not using 3rd person <i>avoir</i> • Say what people are like using 3rd person <i>être</i> including negatives • Project work: descriptions of people or celebrities. Autumn 2: <ul style="list-style-type: none"> • Ask about school subjects • Talk about likes and dislikes at school • Ask and say the time. • Talk about timings of the school day • Project work: School in France 	Overview of knowledge Spring 1: <ul style="list-style-type: none"> • Ask and say where you're going on holiday. • Express opinions about holidays. • Talk about what you're going to do on holiday. • Talk about holiday plans. • Project work: finding out about French theme parks and presenting information to rest of class. Spring 2: <ul style="list-style-type: none"> • To name a place or town. • Ask the way and give directions. • To say where you are going. • Give the time and say where you are going. • Project work: Researching a town in France • Sound/spelling activity for Units 3–4 	Overview of knowledge Summer 1: <ul style="list-style-type: none"> • Ask politely for food items. • Describe how to make a sandwich. • Express opinions about food. • Talk about healthy and unhealthy food. • Project work: finding out about French lunches and writing instructions for favourite sandwich. Summer 2: <ul style="list-style-type: none"> • Describe rooms in the house • Name rooms in a house. • Say what people do at home. • Say what people do and where. • Project work: researching and making a display / presentation of homes in France and GB • Sound/spelling activity for • Units 5–6

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	<ul style="list-style-type: none"> • Sound/spelling activity for Units 1–2 • Assessment for Units 1–2 	<ul style="list-style-type: none"> • Assessment for Units 3–4 	<ul style="list-style-type: none"> • Assessment for Units 5–6
	<p style="text-align: center;">Overview of skills</p> <p>Autumn 1: Ask and answer questions.</p> <ul style="list-style-type: none"> • Recognise and use plural forms • Use a negative. • Use 3rd person <i>avoir</i> in positive and negative statements • Manipulate language by changing an element in a sentence. • Use 3rd person <i>être</i> in positive and negative sentences • Understand and use agreements of adjectives (singular) • Recognise patterns in simple sentences • Prepare a short presentation. <p>Autumn 2:</p> <ul style="list-style-type: none"> • Understand and use the definite article correctly: <i>le/la/l'/les</i> • Express opinions • Use correct intonation when asking a question. • Understand that there is not always a direct equivalent to each English word in French. • Use song to help memorise language • Form longer sentences. 	<p style="text-align: center;">Overview of skills</p> <p>Spring 1:</p> <ul style="list-style-type: none"> • Use <i>au/à la /à l'</i> correctly with places • Recognise patterns and apply knowledge of rules. • Express opinions. • Use <i>je vais</i> + infinitive to talk about future plans • Apply grammatical knowledge to make sentences. • Make longer sentences. • Use the internet to find information • Read authentic texts. <p>Spring 2:</p> <ul style="list-style-type: none"> • Use <i>le /la /l'</i> correctly with Places. • Use sequencers <i>d'abord, ensuite, enfin</i> to say longer sentences. • Give instruction using the <i>vous</i> form. • Use prepositions <i>au/à la /à l'</i> with places. • Recognise language patterns and deduce rules. • Incorporate known language into new structures. • Use the internet to find information. 	<p style="text-align: center;">Overview of skills</p> <p>Summer 1:</p> <ul style="list-style-type: none"> • Understand and use <i>au/à la/à l'</i> when referring to flavours of foods • Learn gender when learning new words. • Give instructions in the <i>vous</i> form • Prepare a short presentation. • Understand and use negatives • Use the plural form of some food vocabulary. • Integrate new vocabulary into previously learned language. • Use known language in a new context. • Use the internet to find information • Use a dictionary for unknown words <p>Summer 2:</p> <ul style="list-style-type: none"> • Use <i>il y a</i> + indefinite article • Prepare a short presentation. • Use <i>c'est</i> + adjectives • Join sentences with <i>et</i> • Practise new language with a friend. • Use 3rd person verbs

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	<ul style="list-style-type: none"> • Use the internet to find information 		<ul style="list-style-type: none"> • Manipulate language by changing an element in a sentence. • Use and understand both the indefinite and definite articles. • Make longer sentences. • Use the internet to find information. • Prepare a presentation.
Music	<p style="text-align: center;">Overview of knowledge</p> <p>Livin on a prayer Classroom Jazz 1</p> <ul style="list-style-type: none"> • Style indicators of rock music are heavily amplified guitar, bass guitar, drums, keyboard sounds, often male vocals with backing vocals from other band members, frequent solo guitar, sometimes distortion of the sound, heavy backbeat • Structure of rock music is intro, verse 1 bridge, chorus, intro, verse 2 bridge, chorus, guitar solo, bridge, chorus. • Know five songs and their parts from memory with a rock style • Know what texture, dynamics, tempo, structure rhythm and pitch mean • Explain what the song is about and the meaning of lyrics • Know the notes C, D, E, F, G, A, B and c on the treble staff • Different ways of writing music down; staff notation, symbols • Improvisation is free performance of a musical passage 	<p style="text-align: center;">Overview of knowledge</p> <p>South America</p> <ul style="list-style-type: none"> • A round is a musical composition where voices sing the same melody starting at different times. <p>Drumming</p> <ul style="list-style-type: none"> • Samba is known as the carnival rhythms of Brazil • Instruments include: surdo, caixa, repinique, tamborim and agogo • A percussion instrument is a musical instrument that is sounded by being struck or scraped by a beater, hand or other instrument. • In music, syncopation involves a variety of rhythms which are in some way unexpected, making part or all of a tune or piece of music off-beat. • The structure of a musical piece is known as the composition. Bass instruments are the lowest in pitch. <p style="background-color: yellow;">Let You Feel My Love (Charanga)</p>	<p style="text-align: center;">Overview of knowledge</p> <p>The Fresh Prince of Bel Air Dancing in the street</p> <ul style="list-style-type: none"> • Lyrics are the words to a song. • I know how to draw notes accurately on a staff to represent music, using FACE and EGBDF to help me. • Compose is to write or create music. When performing it's important to understand the meaning of the lyrics and melody in order to connect with the audience. • Motown was musical genre from 1960's American • It was the first black-owned record company in America • A song is typically made up of a verse/bridge/chorus structure • Pop songs often connect the verse and chorus via a bridge, which as its name suggests, is a section that connects the verse and chorus at one or more points in the song. The verse and chorus are usually repeated throughout a song though the bridge is usually only used once.

	<ul style="list-style-type: none"> • Recognise instruments played in swing/jazz 		
	<p style="text-align: center;">Overview of skills</p> <ul style="list-style-type: none"> • Be able to compare different rock songs using correct musical language, how are they similar and different: vocal lone, backing accompaniment, names of instruments, texture, tempo, dynamics, rhythm and pitch • Understand the message of songs and how it makes people feel • Find the pulse • Copy back rhythms based in the words of the main song that included syncopation/off beat • Copy back one/two-note riffs by ear and notation • Sing with awareness of being ‘in tune’ • Use a similar structure but with different notes to try a small piece of improvisation 	<p style="text-align: center;">Overview of skills</p> <ul style="list-style-type: none"> • Sing songs in a variety of styles showing accuracy and expression. • Sing part of 2 and 3 part rounds with confidence and pitch accuracy. • Sing songs from memory. • Perform with a sense of occasion. • Understand the context of a piece or a song. • Evaluate how venue, occasion and purpose affect the way music is created and heard • Compare two different pieces of instrumental music from different countries and discuss the similarities and differences. • Recognise music from different cultures. Identify key elements that give it its unique sound. 	<p style="text-align: center;">Overview of skills</p> <ul style="list-style-type: none"> • Create and use symbols to represent sound. • Read and create rhythm grids. • Play with help from conventional or graphic notation. • Use appropriate notations to record their own and others’ compositions, e.g. graphic or grid. • Compose and perform a song with awareness of lyrics and melody. • Setting words to melody. • Sing songs linked to an era of history understanding its history and purpose. • Perform songs in a way that reflects their meaning. • Create own simple songs. • Study a style or period of music that has made music what it is today. Create pieces of music using musical structures.
<p style="text-align: center;">PSHE</p>	<p style="text-align: center;">Overview of knowledge and skills <i>Families and Friendships and safe relationships</i></p> <p>Talk about the attributes of a good team, accept people have different opinions and know that I can politely disagree with others and offer my own opinion, compromise and collaborate to ensure a task is completed, reflect on the need to care for individuals within a team, identify hurtful behaviour and</p>	<p style="text-align: center;">Overview of knowledge and skills Relationships <i>Belonging to a Community and Media Literacy and Digital Resilience</i></p> <p>Talk about the range of faiths and ethnicities in our nation and identify ways of showing respect to all people, explain why and how laws are made and identify what might happen if laws are broken, discuss the terms democracy and human rights in relation</p>	<p style="text-align: center;">Overview of knowledge and skills Health and Wellbeing <i>Physical health and mental wellbeing</i></p> <p>Understand the link between thoughts, feelings and behaviours, understand the concept and impact of positive thinking, recognise and manage uncomfortable feelings, understand the importance of making good choices, use mindfulness techniques in my everyday life, apply a growth mindset in my everyday life.</p>

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suggest ways I can help, understand the importance of shared responsibilities in helping a team to function successfully.

Respecting Ourselves and Others

Explain why everyone is unique and understand why this should be celebrated and respected, explain why I should share my own thoughts and feelings and know how to do this, explore uncomfortable feelings and understand how to manage them, understand why we sometimes feel shy or nervous and know how to manage these feelings, identify when I might have to make different choices from those around me, explore how it feels to make a mistake and describe how I can make amends.

to local government, discuss the terms democracy and human rights in relation to national government, investigate what charities and voluntary groups do and how they support the community.

Money and Work

Understand how people learn new things and achieve certain goals, understand that a helpful attitude towards learning can help us succeed in life, identify opportunities that may become available to me in the future and I am aware of how to make the most of them, understand that gender, race and social class do not determine what jobs people can do, understand there are a variety of routes into different jobs which may match my skills and interests, discuss my goals for the future and the steps I need to take to achieve them.

Growing and changing and keeping safe

Know my body belongs to me and I have control over what happens to it, understand why getting enough exercise and enough sleep is important, understand how to take care of my body, understand the harmful effects of using drugs, including alcohol and tobacco, understand what a positive body image is, make informed choices in order to look after my physical and mental health, explain changes during puberty, understand personal hygiene during puberty, discuss emotions during puberty, basic first aid: bleeding.

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