

Long term Curriculum Plan Overview 2019-20: Year 5

	Aut 1 (6 weeks)	Aut 2 (7 ½ weeks)	Spr1 (6 weeks)	Spr2 (5 weeks)	Sum 1 (6 weeks)	Sum 2 (7 ½ weeks)
Title	Stone-Age to Iron-Age	Space			Evolution	Ancient Greece
Year 5	History: Stone-Age to iron Age DT	Science: Earth and Space	History: Torrington/ mayflower Art Project (3 weeks)	RE Music	Evolution and Inheritance	History: Ancient Greece Geography DT 2 weeks
1 session per week unless stated	Properties of Materials	Geography Fieldwork	Forces	Animals including humans	Art	ICT coding for half a term
Title	Ancient Egypt	Explorers	Climate Change		Animals	
Year 6	History: Ancient Egyptians DT	History: Mayans Geography	Geography DT		Living things and their habitats Geography	RE (2 weeks) Music (3 weeks) Art Project (3 weeks)
1 session per week unless stated	Animals including humans	Electricity	ICT coding for half a term	Art	Light	
Golden Time Ipads						Y5 class Stop animation/coding
						Y5 class Stop animation/coding

History

Geography

Science

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Things to note:

- **Science:** These following objectives will need to be threaded through the science lessons

During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- a. planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- a. taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- b. recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- c. using test results to make predictions to set up further comparative and fair tests

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d. 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 ♣

e. identifying scientific evidence that has been used to support or refute ideas or arguments.

- **Science:** Please refer to non-statutory guidance in national curriculum for guidance when planning

	Aut 1 (6 weeks)	Aut 2 (7 ½ weeks)	Spr1 (6 weeks)	Spr2 (5 weeks)	Sum 1 (6 weeks)	Sum 2 (7 ½ weeks)
Title	Stone-Age to Iron-Age	Space	Lifeboats		Evolution	Ancient Greece
Visit/ Visitor	Kents cavern	Skype - NASA	Torrington common – visit to Mayflower	Cultural champion		Residential

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<p style="text-align: center;">Year 5</p>	<p>History: Changes in Britain from Stone Age to Iron Age This could include:</p> <ul style="list-style-type: none"> - Late Neolithic hunter gatherers and early farmers e.g Skara Brae - Bronze Age religion, technology and travel e.g. Stonehenge - Iron Age Hill forts: tribal kingdoms, farming, art and culture <p>DT Shelters: Construction Design</p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately • select from and use a wider range of materials and components, including construction materials, , according to their functional properties and 	<p>Science: Earth and Space</p> <ol style="list-style-type: none"> 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. 	<p>History A local history study</p> <ul style="list-style-type: none"> - A depth study linked to one of the British area of study listed above. - A study over time tracing how aspects national history are reflected in the locality (this can go beyond 1066) - A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. <p>Art Project (3 weeks)</p> <ul style="list-style-type: none"> - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) - about great artists, architects and designers in history. 	<p>RE (2 ½ weeks) Why do Hindus try to be good?</p> <ul style="list-style-type: none"> - Identify and explain Hindu beliefs e.g. dharma, using technical terms accurately - Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara etc.. - Make clear connections between Hindu beliefs about dharma etc.. and ways in which Hindus live - Connect the four Hindu aims of life and the four stages of life with beliefs about dharma etc.. - Give evidence and examples to show how Hindus put their beliefs into practise in different ways - Make connections between Hindu beliefs studied and explain how and why they are important to Hindus - Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view. <p>What matters most to Humanists and Christians?</p> <ul style="list-style-type: none"> - Identify and explain beliefs about why people are good and bad - Make links with sources of authority that tell people how to be good - Make clear connections between Christian and humanist ideas 	<p>Science: Year 6: Evolution and Inheritance</p> <ol style="list-style-type: none"> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution 	<p>History: Ancient Greece a study – of Greek life and achievements and their influence on the western world</p> <p>Running? Olympics? Sports day?</p> <p>Geography Location knowledge</p> <ul style="list-style-type: none"> - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <p>DT 2 weeks – food</p> <ul style="list-style-type: none"> - understand and apply the principles of a healthy and varied diet - prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques - understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
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<p>1 session per week unless stated</p>	<p>Properties of Materials</p> <p>a. 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>b. understand that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>c. use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>d. give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>e. demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>f. 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>	<p>Geography Fieldwork (Andy's Garden?)</p> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world - use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	<p>Forces</p> <p>a. explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>b. identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>c. recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p>Animals including humans</p> <p>a. Describe the changes as humans develop from birth to old age.</p>	<p>Art – journal illustrations</p> <ul style="list-style-type: none"> - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) - about great artists, architects and designers in history. 	<p>ICT coding for half a term</p> <ul style="list-style-type: none"> -design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts -use sequence, selection, and repetition in programs; work with variables and various forms of input and output -use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs
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Art **DT**

ICT

<p>In golden time ICT</p>					<p>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</p> <p>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>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</p>	<p>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</p> <p>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>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</p>
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