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| Year 5 – Curriculum Overview 1:2 | | | | | | |
| Subject | Autumn 1  Yes Minister | Autumn 2  Communities and cultures Dudley and Beyond | Spring 1  Natural Disaster | Spring 2  Wild Water | Summer 1  Save our Planet | Summer 2  Rule Britannia |
| Vocabulary | Bill, Law, House of Commons, Speaker, House of Lords, Parliament, Government, Prime Minister, Political Party, Ministers, MP, 10 Downing Street, Vote, Motion, Democracy, Polling, London, Thames, Big Ben, Westminister, Security, | Birmingham, Wolverhampton, Dudley. Networks, Worcester, Green Belt Land, Motorway, Transport, Religions, Mosque, Hindu Temple, Yemeni. Gurdwara, Cathedral, Divali, Community centres, Reggae, Wolves, Albion, Aston Villa, Birmingham City, Wider Families, Immigration, Airport. | Volcano, Earthquakes, Hurricane, Tornado, Landslide, Avalanche, Pompeii. Mount Etna, Aid Workers, Survivor, Displacement, Rescue, Mountain, Eruption. Tectonic Plates, Lava, Earths Core, Crust, Layers, Gases, Disaster, | Flood, Cycle, Rain, Cloud, Rapids, River, Danger, Lake, Ocean, Risk, Safety, RNLI, Lifeboat, Buoyancy aid, Fish, Disease, Erosion, Waterfall, Meandering, Valley, Niagara Falls, Victoria Falls, Settlements, Nile, Bridges, Amazon, Sienne, Mississippi, Danube, Zambezi, Ganges, . | Pollution, Extinction, Climate Change, reuse, recycle, renewable, repurpose, upcycle Carbon footprint, Ecological footprint, Land-use, Sustainable, eco-friendly, environment, atmosphere, energy source, turbine, insulation, compost, marine, make do and mend, activist, organic | Viking, Longboat, Longhouse, Anglo-Saxons, Raid, Sailor, Warrior, Battle of Hastings, Settlement, Lindisfarne, Alphabet, 1066, Bayeux Tapestry, Danegald, King Alfred, |
| Science | **Forces**   * 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, that act between moving surfaces * Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect | **Earth and Space**   * 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   Depth: Earth and Space Assessment Question: Is time travel possible? | **Animals, including habitats**   * Describe the changes as humans develop to old age   **Living things and their Habitats**   * 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 | | **Properties and change of materials**   * 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 * Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution * 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, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda | |
| History | * Pupils show their knowledge and understanding of local, national and international history * When finding answers to historical questions, they begin to use information as evidence to test hypothesis   - Place events, people and changes in chronological order, divided into different periods of time | * A local history study - Black Country Study * A local history study for example: o a depth study linked to one of the British areas of study listed above o a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) | * Describe some main events, people and periods they have studied * Identify causes and consequences of the main events and changes * Describe characteristics features of past societies and periods to identify change and continuity within and across different * Place events, people and changes in chronological order, divided into different periods of time | | * They begin to produce structured work, making appropriate use of dates and terms * study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality * Pupils show their knowledge and understanding of local, national and international history | |
| Geography | * To recognise key geographical features of the countries of the UK and understand how some of these aspects have changed over time. (Name and locate counties and cities of the United Kingdom) (Y5)  *  Describe and understand key aspects of physical and human geography (Y5)  * Use four-figure grid references, symbols and keys on OS maps (Y5)  * Begin to draw maps and plans at a range of scales, including using ICT (Y5)  | * Geographical sources- maps, diagrams, globes, aerial photographs, Geographical Information Systems (GIS) (Y5)   * Describe and explain changes to places and how they might change in the future(Y5) * To recognise how places fit into the wider geographical context and are interdependent (Y5)  * Name and locate countries and cities of the United Kingdom, geographical regions and their human and physical characteristics (Y5) * Use appropriate fieldwork techniques and methods (e.g. using a camera, labelled field sketches, aerial views and maps.) (Y5)  * Describe and understand key aspects of physical geography including: climate zones, volcanoes and earthquakes (Y5) | * Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom, a region or area in a European country and a region or area within North or South America and communicate findings geographically (Y5)  * Locate the geographical zones of the world and understand their significance. (including latitude and longitude, Equator, Northern hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and time zones (day and night) (Y5/6) * Locate key countries in the World (Y5) * Identify how and why places have changed and how this might affect the people living there (Y5)  * Locate the geographical zones of the world and understand their significance. (including latitude and longitude, Equator, Northern hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and time zones (day and night) (Y5) * Show a knowledge and understanding of aspects of geography in the UK and wider world (Y5)  Y5/6)  | | * Understand geographical similarities and differences through the study of a region of a European country and a region within North or South America (Y5) * Key aspects of human geography including types of settlement and land use and types of economic activity including trade links (Y5) * Impact of trade, travel, land use on ecological and carbon footprint * Locate habitats and wildlife at risk using geographical sources – maps, globes, aerial photographs. * \_Describe and understand distribution of natural resources including energy * -Describe and understand climate zone * Understand the concept of climate change | * Geographical sources- maps, diagrams, globes, aerial photographs, Geographical Information Systems (GIS) (Y5) * Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom, a region or area in a European country and a region or area within North or South America and communicate findings geographically (Y5)  - Continue to use a range of secondary sources to carry out research and find information (Y5) |
| ICT | **Digital Literacy - Let’s Communicate Online!**   * Being Safe and Sensible online * Blogging * Sending Emails | **Creating and Publishing**  Power-Points and word   * Use ICT to locate, recall, select and organise historical information.   Concept Maps Unit 5.7 (Purple mash) | **Computer Science**   * Understanding Algorithms * Adding Messages   Coding Unit 5.1 (Purple mash) | **Digital Literacy**   * Create a game environment * Finish and share a game * Evaluate their own and peer games   Game Creator Unit 5.5 (Purple mash) | **Digital Literacy**   * Design and create own website * Define a network | **IT/Podcasts/digital Literacy**   * Writing * Recording * Editing a Podcast |
| Music | -Recognise a range of musical symbols in standard notation   * Play a beat. * Identify features of a drum. * Play with relaxed arms and appropriate force. * Achieve a resonant base tone. * Play a slap/open tone with correct technique. * Combine tones in basic rhythms. | Count and keep in time.   * Improvise a simple rhythm. * Play a rhythm as an accompaniment.   -Understand cultural significance of djembe drums.   * Keep in time with a beat.   -Play a slap/open tone with improving technique. | -Maintain their part while others play different parts.  -Maintain a rhythm with increasing tempo.  -Play with improving technique.   * Keep in time with other musicians. | -Compose and play own rhythms of increasing complexity.  -Follow drum notations of increasing complexity.  -Maintain a rhythm with increasing tempo.  -Listen with attention to detail in order to imitate rhythms. | -Improvise rhythm solos.  -Improvise rhythms to accompany those played by other instruments.  -Play with increasing skill and technique.  -Use varied tones to create complex drum rhythms. | -Listen with attention to detail in order to imitate rhythms.  -Perform as part of an ensemble.  -Compose and play own rhythms of increasing complexity.  -Play with expression and control. |
| PE | Games 1 - Football/Rugby  Develop a broader range of techniques and skills to attack and defend in invasion games.  Utilise skills and tactics to apply principles of attack and defence.  Work with others to keep game going independently.  Play full version of game with increasing effectiveness  Evaluate own and team’s performance and suggest ways to improve performance. | Gym/Dance  Develop a broader range of shape, movement and balances.  Perform all singularly and combined at various heights, speeds and direction including apparatus.  Create sequences of travel on and off equipment with greater control and consistency. | Health Related Fitness  To know and understand the principles involved in warming up, stretching and cooling down.  Develop their own warm-ups and cool down and perform independently.  Use circuit training to develop; flexibility, strength, control, agility, balance and co-ordination. | Games 2 – Netball/Basketball  Develop a broader range of techniques and skills to attack and defend in invasion games.  Utilise skills and tactics to apply principles of attack and defence.  Work with others to keep game going independently.  Play full version of game with increasing effectiveness  Evaluate own and team’s performance and suggest ways to improve performance. | Games – Cricket/Rounders  Develop a broader range of techniques and skills to attack and defend in invasion games.  Utilise skills and tactics to apply principles of attack and defence.  Show knowledge of rules and officiate to keep game going independently.  Play full version of game with increasing effectiveness  Evaluate own and team’s performance and suggest ways to improve performance. | Athletics    Develop consistency in their actions in a number of athletic events.  Choose appropriate techniques for specific events.  Identify activities that require strength, speed and stamina.  Evaluate performances in each area.. |
| Art/DT | Art (Claude Monet, Parliament)  -Develop a painting from a drawing  -Carry out preliminary studies, trying out different media and materials and mixing appropriate colours  -Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music  -Mix and match colours to create atmosphere and light effects  -Be able to identify primary secondary, complementary and contrasting colours  -Work with complementary colours | DT (Public Art - Midlands)  -Work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment  - Model their ideas using prototypes and pattern pieces  - generate realistic ideas, focusing on the needs of the user  - Explain their choice of materials and components according to functional properties and aesthetic qualities  -Accurately apply a range of finishing techniques, including those from art and design.  - About inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products | DT (Disaster-proof buildings)  -Describe the purpose of their building  -Develop a design specification  -Generate realistic ideas based on the needs of the user  -Select materials and components suitable to the task.  -Formulate step-by-step plans as a guide to making  - Accurately measure, mark out, cut and shape materials and components   -Accurately assemble, join and combine materials and components  - Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make. | Art (Representing and using Water)  - Shape, form, model and construct from observation or imagination  - Use recycled, natural and manmade materials to create sculptures  - Plan a sculpture through drawing and other preparatory work  - Produce intricate patterns and textures.  - Record, collect and store visual information using digital cameras  - Present recorded visual images using software e.g. Photostory, PowerPoint  - Understand that a digital image is created by layering Create layered images from original ideas (sketch books etc.) | Art (EcoArt/Reuse/Repurpose) | Art/DT – (Tapestry/Cross-Stitch)  - Use different grades of threads and needles  - Experiment with a range of media to overlap and layer creating interesting colours and textures and effects  -Develop a simple design specification to guide their tapestry.  -Make design decisions that take account of the availability of resources  - Accurately measure, mark out, cut and shape materials and components.  - That materials have both functional properties and aesthetic qualities.  -Accurately assemble, join and combine materials and components   -Apply a range of finishing techniques, including those from art and design. |
| RE | 25. Why care about the planet? Explore how we use up the earth’s resources or damage the fragile ecosystem. The planet a small speck in space. Stewards or caretakers. Hinduism – the people who hugged the trees. What can we do that will make a difference? | 26. Why do Christians celebrate Holy Communion? Bread as a metaphor. Something received which makes life possible. The feeding of the 5,000 – Jesus as the Bread of Life. The Body of Christ. Communion as what feeds a spiritual life. | 27. Is getting your own back OK? Jesus’ law of love – Love God and love one another. Avoiding conflict. Being a peacemaker. How to diffuse a situation. Controlling your anger. What does turning the other cheek mean? Revisit - Muhammad and the angry woman. Is getting your own back OK? | 28. Who was Jesus? Jesus as Lord and Saviour – what does this mean? Something had gone wrong – humans were flawed. The world was corrupt. What could save humans? God entered into the world to put right what had gone wrong. The incarnation. The Word was made flesh. | 29. Why do Jews celebrate the Passover? Revisit earlier work on Judaism. The story of Moses and the escape out of captivity. The idea that God will send a saviour and will act in history. Revisit - the light that wouldn’t go out. Celebrating the Passover. Unleavened bread. | 30. Why do Muslims worship? Revisit earlier work on Islam. Islamic worship - bowing and prostration. What does it express? Staying on the straight path. Not forgetting God. Visit a local mosque. Muslims as brothers and sisters. The Ummah. |