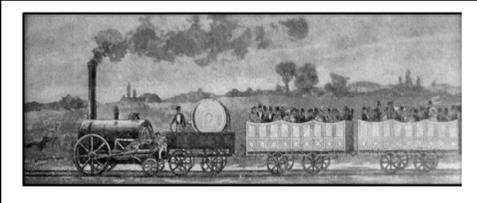


## Year 5 Curriculum Overview – 2022/23 – Curriculum Drivers (Arts/Environment/Spirituality & Mindfulness/Initiative)

Mathematics and English will be taught daily following curriculum guidelines and will be linked to the themes below wherever possible.

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Curriculum Theme</b>						
	<b>Full steam ahead!</b>		<b>Viva Roma!</b>		<b>What a wonderful world!</b>	
<b>Overview</b>	Learn about British history that extends pupils' chronological knowledge beyond 1066. The changing power of the monarchs (Victoria), changes in social history in the 19 <sup>th</sup> century (the work of Doctor Barnardo and Lord Shaftsbury and their impact on the lives of children in Victorian Britain) and a significant turning point in British history (the first railways.)		Learn about the Roman Empire and its impact on Britain. This will include learning about Julius Caesar's attempted invasion in 55-54 BC, the Roman Empire by AD 42 and the power of its army, successful invasion by Claudius and conquest (including Hadrian's Wall) and British resistance including Boudicca.		Learn about climate zones, biomes and other geographical terms through a study of North America that will include researching the physical and key topographical features (such as the Niagara Falls and the Grand Canyon) of the country along with some of its key human features such as the Panama Canal and the Hoover Dam. Consider ways in which humans use the Grand Canyon and how human behaviour, including tourism, has changed it.	
<b>Themed Days/ Special Events</b>	Church Services – Harvest and Christmas Remembrance Service at village War Memorial Christmas Tree Festival in Church Ely Cathedral Virtual Christingle Service Rocksteady Concert Christmas Tree Festival in Church Junior Travel Ambassadors Project		Church Service – Easter World Book Day/dress-up day Grafham Water residential trip Children's Mental Health Week British STEM Week Kidscape Zap Anti-bullying workshop Ely Diocese Art Project E-Safety Week Rocksteady Concert God and The Big Bang – Ely Diocese Science Faith Festival Kidscape ZAP Italian Trattoria Project		Sports day 'Move Up Morning' Rocksteady Concert 'Bassingbourn Experience' – Year 5 visit to BVC Bikeability Sports Day British Red Cross First Aid Champions course Sports Leader training	
<b>Science</b>	<b>Working Scientifically:</b> 1. Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. 2. Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. 3. Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. 4. Using test results to make predictions to set up further comparative and fair tests. 5. 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. 6. Identifying scientific evidence that has been used to support or refute ideas or arguments.					

	<p><b>Living Things: Animals including humans</b> Describe the changes as humans develop to old age. Revisit how animals are classified using classification keys. Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p>	<p><b>Properties of Materials: Reversible change</b> Compare and group together everyday materials based on their properties, including 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 Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Give reasons, based on testing evidence, for the particular uses of everyday materials Demonstrate that dissolving, mixing and changes of state are reversible changes</p>	<p><b>Earth and Space</b> 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. 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>Living Things: Plant life cycles</b> Describe the life cycles common to a variety of plants. Revisit classifying plants. Understand different methods of pollination. Investigate the adaptation of some plants to their environment.</p>	<p><b>Changes of Materials: Irreversible change</b> Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible. Appreciate that some irreversible changes need heat whilst others do not. Investigate burning and rusting. Understand the manufacture, properties and history of plastics.</p>	<p><b>Forces</b> 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.</p>
<b>Geography</b>	Children should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.					
	<p><b>Victorian Britain</b> <b>Locational Knowledge:-</b> Name and locate counties and cities of the United Kingdom. Identify land-use patterns; and understand how some of these aspects have changed over time <b>Human and Physical Geography:-</b> Understand how humans affect the environment over time including types of</p>	<p><b>Roman Britain</b> <b>Locational Knowledge:-</b> Locate the world's countries, using maps to focus on Europe (including the location of Russia)... concentrating on their environmental regions, key physical characteristics... and major cities – linked to the reach of the Roman Empire.</p>	<p><b>North America</b> <b>Geographical Skills and Fieldwork:-</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. <b>Locational Knowledge:-</b> Identify and describe the significance of of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn...</p>			

	<p>settlement and land use and economic activity including trade links.</p>	<p><b>Grafham Water Residential Trip</b>  <b>Geographical Skills and Fieldwork:-</b>          Use the eight points of a compass, four and six-figure references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.  <u>Use fieldwork to observe, measure, record and present the human and physical features in the local area (Grafham Water) using a range of methods, including sketch maps, plans and graphs, and digital technologies.</u>  <b>Locational Knowledge:-</b>          Know about the wider context of places e.g. county, region and country.          Know and describe where a variety of places are in relation to physical and human features.</p>	<p>the Prime/Greenwich Meridian and time zones including day and night.          Recognise the different shapes of countries. Identify the physical characteristics and key topographical features of the countries within North America.          Know and describe where a variety of places are in relation to physical and human features.          Locate the world's countries, using maps to focus on... North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.  <b>Human and Physical Geography:-</b>          Understand and use a widening range of geographical terms e.g. specific topic vocabulary – climate zones, biomes and vegetation belts, rivers, mountains, volcanoes an earthquakes, and the water cycle.          Understand how humans affect the environment over time including types of settlement and land use and economic activity including trade links.  <b>Place Knowledge:-</b>          Compare the physical and human features of a region of the UK and a region in North America, identifying similarities and differences.</p>
<p><b>History</b></p>	<p>Pupils should be taught about a study of an aspect or theme of British history that extends pupils' chronological knowledge beyond 1066 e.g. the changing power of the monarchs (Victoria), changes in an aspect of social history and a significant turning point in British history, for example, the first railways. Pupils should be taught about the Roman Empire and its impact on Britain.</p>		
	<p><b><u>Industrial revolution and social reform in the 19<sup>th</sup> Century</u></b>  <b>Chronological Understanding</b>          Use dates to order and place events on a timeline and understand how Britain has influenced the wider world.  <b>Historical Enquiry</b>          Compare sources of information available for the study of different times in the past.  <b>Historical Interpretations</b>          Make comparisons between the aspects of periods of history and the present day. Understand ideas of continuity and change and the expansion and dissolution of</p>	<p><b><u>Roman Britain</u></b>  <b>Chronological Understanding</b>          Use dates to order and place events on a timeline and understand how Britain has been influenced by the wider world.  <b>Historical Interpretations</b>          Make comparisons between the aspects of periods of history and the present day. Understand concepts of continuity and change.  <b>Understanding of events, people and changes</b>          Give some reasons for some important historical events.</p>	

	<p>empires (Roman and Victorian); the achievements and follies of humankind.</p> <p><b>Organisation and communication</b> Present findings and communicate knowledge and understanding in different ways. Provide an account of a historical event based on more than one sources.</p> <p><b>Understanding of events, people and changes</b> Give some reasons for some important historical events</p>		
<b>Computing</b>	<p><b>E-Safety</b> - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>		
	<p>To investigate the safe use of different search engines and to learn to become increasingly discerning about their content. To create, share and evaluate presentations relating to online tours and journey itineraries linked to science themes (work of naturalist David Attenborough)</p>	<p>To search for particular given information using online mapping tools and to customise maps of familiar routes – linked to residential trip. To design, write and debug programs that accomplish specific goals, solve problems by decomposing them into smaller parts. To use sequence and repetition in programs and work with variables. To use logical reasoning to explain how simple algorithms work and to detect and correct errors in algorithms and programs linked to topic work.</p>	<p>To understand computer networks including the internet work; how they can provide multiple services such as the World Wide Web; and the opportunities they offer for communication and collaboration linked to Languages curriculum.</p>
<b>Art &amp; Design</b>	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds are art, craft and design. Pupils should be taught to use sketchbooks to record their observations and use them to review and revisit ideas. Pupils should be taught to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay) Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished produce.</p>		
	<p><b>19th Century Art</b> William Morris and Victorian wallpaper: designing new, 21<sup>st</sup> century inspired wallpaper L.S. Lowry Matchstick Men</p>	<p><b>Roman Britain</b> Creating a Roman bust from clay. Creating a Roman mosaic.</p>	<p><b>North America</b> Architecture: Frank Lloyd Wright Grant Wood ‘American Gothic’ and other works (linked to topic and mystery story writing in English.)</p>

<p><b>Design Technology</b></p>	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts (for example, the home, school, leisure, culture, enterprise, industry and the wider environment).</p> <p>As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the greatest expressions of human creativity. Learning how to cook is a crucial skill that enables pupils to feed themselves and others affordably and well, now and in later life. Pupils should be taught to</p> <ol style="list-style-type: none"> <li>1. Understand and apply the basic principles of a healthy and varied diet</li> <li>2. Prepare and cook a variety of predominately-savoury dishes using a range of cooking techniques.</li> <li>3. Understand seasonality, and know where and when a variety of ingredients are grown, reared, caught and processed.</li> </ol>		
	<p><b><u>Brunel's Bridges</u></b></p> <p><b>Design</b></p> <p>Use research into existing products and market research to inform the design of their own innovative product.</p> <p>Produce step-by-step plans to guide making, demonstrating that they can apply knowledge of different materials, tools and techniques. Create prototypes to show initial ideas.</p> <p><b>Make</b></p> <p>Make careful and precise measurements so that join, holes and openings are in exactly the right place.</p> <p><b>Evaluate</b></p> <p>Make detailed evaluations about existing products and their own considering the views of others to improve their work.</p> <p><b>Technical knowledge</b></p> <p>Build more complex 3D structures and apply knowledge of strengthening techniques to make them stronger.</p>	<p><b><u>Roman Shields</u></b></p> <p><b>Design</b></p> <p>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 – in this case, a Roman soldier</p> <p><b>Make</b></p> <p>Creating a Roman shield by selecting from and using a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>	<p><b><u>American soul food</u></b></p> <p><b>Food &amp; Nutrition</b></p> <p>Understand the main food groups and the different nutrients that are important for health.</p> <p>Understand how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable/tasty to eat.</p> <p><b>Design</b></p> <p>Use research into existing products and market research to inform the design of their own innovative product.</p> <p><b>Make</b></p> <p>Select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p><b>Evaluation</b></p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>
<p><b>Music</b></p>	<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: 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>		
	<p>Musical history Benjamin Britten Whole school singing practice</p>	<p>Reading music and playing an instrument - Ukulele Whole school singing practice</p>	<p>North American music: Jazz, Rock 'n' Roll, Blues. Discussion and response to different genres and music from different eras/countries Whole school singing practice</p>

<b>PE</b>	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.					
	Cross country Netball Hockey		Outdoor Adventurous Activities -Orienteering Gym – Press and Go		Athletics Kwik cricket Tennis Dance Styles from North America - Charleston, Swing and Lindy Hop	
<b>PSHE</b>	Beginning and Belonging	Family and Friends Anti-Bullying	Diversity and Communities	Relationships and Sex Education Drug Education	Personal Safety	Healthy Lifestyles
<b>RE</b>	Creation and Science: Conflicting or Complementary?	What kind of king would Jesus be?	Can following God bring freedom and justice?	Was Jesus the Messiah?	Hinduism Moksha – What spiritual pathways to Moksha are written about in Hindu scripture?	Hinduism Brahman – How do questions about Brahman and atman influence the way a Hindu lives?
<b>Languages - Italian</b>	Greetings Numbers	Days of the week Colours Cultural Knowledge	Birthdays Months of the year	Food Cultural Knowledge	Classroom objects Animals	Family members Cultural Knowledge