Curriculum Overview – Year 5

Topic 1 – Autumn Term 1	Topic 2 – Autumn Term 2	Topic 3 – Spring Term 1 and 2	Topic 4 – Summer Term 1	Topic 5 – Summer Term 2
Ancient Greece 	**Sustainable Development** 	**The Vikings** 	**Rivers and Coasts** 	**Maps in the Real World** 
WE ARE MUSEUM CURATORS	**WE ARE ENVIRONMENTALISTS**	**WE ARE ANTHROPOLOGISTS**	**WE ARE POTAMOLOGISTS**	**WE ARE CARTOGRAPHERS**
Parental engagement: Enterprise day – Museum of Ancient Greece.	**Parental engagement:** Evaluate current practises in the home and impact on SDGs. Write blog post/Facebook post about SDG at LVPS.	**Parental engagement:** Blog post/Facebook post retelling the events and knowledge of 'Viking Day'.	**Parental engagement:** Parents invited to attend the bottle rocket launch session.	**Parental engagement:** Support practising fieldwork skills producing sketch maps of their local area.
Community links: Visit '*The Box*' to see a working museum in action.	**Community Links:** Writing to local MP Lipson Co-operative Academy trip for science experiment	**Community Links:** Adrian Chapman 'Viking Day'.	**Community Links:** (Science) Bottle rocket launch day with Lipson Co-operative Academy.	**Community Links:** Dartmoor trip to practise fieldwork skills.

History	**Chronological Understanding** Accurately sequence, with increasing independence, many of the significant events and people studied in the Ancient Greek and Viking period. Deepen their chronological knowledge and understanding of historical events by identifying the contrasts and trends over time and impact on Britain today. Use appropriate dates, period labels and terms. **Knowledge and understanding of events, people and changes in the past** Describe and compare aspects of life for different people in time studied (e.g. men and women). Describe how historical events/periods of time influence life today.		**Chronological Understanding** Accurately sequence, with increasing independence, many of the significant events and people studied in the Ancient Greek and Viking period. Deepen their chronological knowledge and understanding of historical events by identifying the contrasts and trends over time and impact on Britain today. Use appropriate dates, period labels and terms. **Knowledge and understanding of events, people and changes in the past** Describe and compare aspects of life for different people in time studied (e.g. men and women).		

	Identify changes and links within and across the time periods studied. **Historical Terms** Record knowledge and understanding of historical terminology in a variety of ways, using dates and key terms appropriately. Use relevant vocabulary to show understanding of some of the similarities and differences between different historical periods studied, e.g. social, belief, local, individual. **Interpretation of History** Compare accounts of events from different sources. (Fact or fiction). Offer some reasons for different versions of events. **Historical Enquiry** Begin to identify primary and secondary sources. Use evidence to build up a picture of life in time studied.		Describe how historical events/periods of time influence life today. Identify changes and links within and across the time periods studied. **Historical Terms** Record knowledge and understanding of historical terminology in a variety of ways, using dates and key terms appropriately. Use relevant vocabulary to show understanding of some of the similarities and differences between different historical periods studied, e.g. social, belief, local, individual. **Interpretation of History** Compare accounts of events from different sources. (Fact or fiction). Offer some reasons for different versions of events. Explain the role of		

	Select relevant sections of information. Confidently use resources to research. Ask and answer more complex questions about the past, considering key concepts in history. **Organisation and Communication** Record and communicate knowledge in different ways. Work independently and in groups showing initiative to research and present ideas. Use appropriate historical vocabulary to communicate information. **OUTCOME:** Creating a museum of Ancient Greece for parents. This will also double as an enterprise day.		different causes and effects of a range of events and developments, e.g. list a range of valid reasons why the Vikings left Scandinavia and chose to settle in Britain. **Historical Enquiry** Begin to identify primary and secondary sources. Use evidence to build up a picture of life in time studied. Select relevant sections of information. Confidently use resources to research. Ask and answer more complex questions about the past, considering key concepts in history. **Organisation and Communication** Record and communicate knowledge in different ways.		

			Work independently and in groups showing initiative to research and present ideas. Use appropriate historical vocabulary to communicate information. **OUTCOME:** Writing a non-chronological report about the Viking way of life.		

Geography		**LOCATION AND PLACE KNOWLEDGE** **Recall** locational knowledge from previous learning & recognise different shapes of continents & countries. Know location of UK counties & capital cities & seas. **Locate** the equator & **draw conclusions** about why countries have different climates including the tropics. **Locate** largest urban areas on a map. **Ask questions** e.g. what is this landscape like? What is life like there? **Compare & contrast 2 different small regions within UK/Europe.** Consider how land use has changed in local area over time. **HUMAN AND PHYSICAL GEOGRAPHY**	**LOCATION AND PLACE KNOWLEDGE** **Name and locate** the different countries in Europe including Russia & their capital cities. Link to the Vikings & the Scandinavian countries.	**LOCATION AND PLACE KNOWLEDGE** Know location of UK counties & capital cities & seas & continents. **HUMAN AND PHYSICAL GEOGRAPHY** **Describe, understand, explain, demonstrate understanding** of key aspects of physical geography including mountains, coasts, rivers and the water cycle including transpiration. Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. **Understand, explain** how these features have changed over time e.g. erosion of rivers & coasts. Identify and locate the longest rivers in the world.	**LOCATION AND PLACE KNOWLEDGE** **Recall** locational knowledge from previous learning. **Locate** largest urban areas on a map and **use geographical symbols** e.g. contours to identify flattest and hilliest areas. (Map how land use has changed in local area over time.(**RH comment – this could be a comparison of Lipson Vale now and how it was a marshland previously.)** **Identify the position and significance** of latitude/longitude and the Greenwich Meridian. Linking with time zones, night and day (covered in science learning) **GEOGRAPHICAL SKILLS AND FIELDWORK** Use maps, atlases, globes and digital/computer

		Human geography – including environmental change, flood, economic activity, **Understand in basic terms some of the causes** of global warming. Sustainable energy – wind, water, … **recognise, describe & explain** ways in which it is possible to live more sustainably both at home & at school. **OUTCOME:** Create an infographic outlining plans for meeting SDGs at LVPS.		**GEOGRAPHICAL SKILLS AND FIELDWORK** **Use the language of rivers** e.g. erosion, transportation. **Explain and present the process** of rivers. **Compare** how river use has changed over time. **(RH comment – this could link to Plymouth as a fishing port/ferry port)** **OUTCOME:** Design websites for a presentation about local rivers.	mapping (Google Earth) to **locate** countries and **describe** features studied. Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK. Confidently use fieldwork to **observe, measure and record** the human and physical features in the local area with increasing accuracy using a range of methods, including sketch maps with keys, plans and graphs, and digital technologies. **OUTCOME:** Designing a map of local area,(focusing on points for implementing Sustainable Development Goals from Topic 2

Art	**EXPLORE AND DEVELOP IDEAS** Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. **EVALUATING AND DEVELOPING WORK** Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views		**PPA** **EXPLORE AND DEVELOP IDEAS** Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. **EVALUATING AND DEVELOPING WORK** Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.		**EXPLORE AND DEVELOP IDEAS** Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. **EVALUATING AND DEVELOPING WORK** Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views

	and describe how they might develop it further. Annotate work in sketchbook. **DRAWING** Use a variety of source material for their work. Work in a sustained and independent way from observation, experience and imagination. Use a sketchbook to develop ideas. Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. **PRINTING** Explain a few techniques, inc' the use of poly-blocks, relief, mono and resist printing. Build up layers and colours/textures. **3D FORM**		Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. **DRAWING** Use a variety of source material for their work. Work in a sustained and independent way from observation, experience and imagination. Use a sketchbook to develop ideas. **PAINTING** Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. Work on preliminary studies to test media and materials. Create imaginative work from a variety of sources.		and describe how they might develop it further. Annotate work in sketchbook. **DRAWING** Use a variety of source material for their work. Work in a sustained and independent way from observation, experience and imagination. Use a sketchbook to develop ideas. Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. **OUTCOME:** Designing a map of local area, focusing on points for implementing Sustainable Development Goals from Topic 2

	Describe the different qualities involved in modelling, sculpture and construction. Use recycled, natural and manmade materials to create sculpture. Plan a sculpture through drawing and other preparatory work. **OUTCOME:** Making Greek coins + Designing 2D Greek pottery		**PPA OUTCOME:** Vikings shields depicting knowledge of Viking Britain		

DT		**PPA** **DESIGN** Use the internet and questionnaires for research and design ideas. Take a 'user's view' into account when designing. Begin to consider needs/wants of individuals/groups when designing. Ensure product is fit for purpose. **FOOD AND NUTRITION** Know, explain and give examples of food that is grown, reared and caught in the UK Understand about seasonality and how this may affect the food availability. Understand that food is processed into ingredients.	**MAKE** Use selected tools/equipment with a good level of precision. Produce suitable lists of tools, equipment/materials needed. Select appropriate materials, fit for purpose and explain choices - considering functionality. Create and follow detailed step-by-step plans. Explain how the product will appeal to an audience. Measure, mark out, cut and shape materials/components with greater accuracy. Assemble, join and combine materials/components with greater accuracy.	(SPECIFIC TO OUTCOME 1) **DESIGN** Use the internet and questionnaires for research and design ideas. Ensure product is fit for purpose. Create own design criteria. Have a range of ideas for design. Produce a logical, realistic plan and explain it to others. Use cross-sectional planning and annotated sketches. Make design decisions considering production time and resources. (SPECIFIC TO OUTCOME 2) **DESIGN** Use the internet and questionnaires for	

		Explain that foods contain different substances, such as protein, that are needed for health. Describe how recipes can be adapted to change appearance, taste, texture and aroma. Explain how to be safe/hygienic when working with food and follow own guidelines. Demonstrate how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. Measure accurately and calculate ratios of ingredients. Independently follow a recipe. Use the following techniques: peeling, chopping, slicing	Apply a range of finishing techniques with greater accuracy. Use techniques that involve a small number of steps. Begin to be resourceful with practical problems. **TECHNICAL KNOWLEDGE** <u>Textiles</u> Think about the user and aesthetics when choosing textiles. Use own template. Think about how to make the product strong and more aesthetically pleasing. Begin to use a range of joining techniques. Begin to understand that a single 3D textiles project can be made from a combination of fabric shapes. **OUTCOME:** Design, make and evaluate Viking longboats.	research and design ideas. Take a 'user's view' into account when designing. Begin to consider needs/wants of individuals/groups when designing. Ensure product is fit for purpose. Create own design criteria. Have a range of ideas for design. Produce a logical, realistic plan and explain it to others. Use cross-sectional planning and annotated sketches. Make design decisions considering production time and resources. Clearly explain how parts of the product will work.	

		mashing, whisking, mixing, spreading, grating, kneading and baking. Demonstrate how to use a range of cooking techniques, such as griddling, grilling, frying and boiling. Present product well, ensuring that it looks interesting, attractive, and is fit for purpose. **EVALUATE** Consider how much products cost to make and evaluate how innovative they are. Research how sustainable materials are. **OUTCOME:** Design a menu supporting the Sustainable Development Goals		Model and refine design ideas by making prototypes/models and using pattern pieces. Begin to use computer-aided designs. **MAKE** Use selected tools/equipment with a good level of precision. Produce suitable lists of tools, equipment/materials needed. Select appropriate materials, fit for purpose and explain choices - considering functionality. Create and follow detailed step-by-step plans. Measure, mark out, cut and shape materials/components with greater accuracy. Assemble, join and combine materials/components with greater accuracy.	

				EVALUATE Evaluate quality of design while designing and making. Evaluate ideas and finished product against specification, considering purpose and appearance. Test and evaluate the final product. Evaluate and discuss existing products, considering: how well they've been made, materials, whether they work, how they have been made, whether fit for purpose. Talk about some key inventors/designers/ engineers/ chefs/manufacturers of ground-breaking products. **TECHNICAL KNOWLEDGE** <u>Materials and Structures</u>	

				Select materials carefully, considering intended use of product and appearance. Explain how the product meets design criteria. Measure accurately enough to ensure precision. Ensure the product is strong and fit for purpose. Begin to reinforce and strengthen a 3D frame. Refine product after testing. **OUTCOME 1:** Design and make Modroc river systems. **OUTCOME 2:** Design, make, test and evaluate bottle rockets (Science).	

Science	**BIOLOGY** **<u>Animals inc Humans</u>** Identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood.	**CHEMISTRY** **<u>Properties and Changes of Matter</u>** 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. Understand 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 evidence from comparative and fair tests, for the particular uses of everyday materials, including	**PHYSICS** **<u>Earth & Space</u>** 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.	**PHYSICS** **<u>Forces & Magnets</u>** 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. Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs. **OUTCOME:** Design, make and evaluate bottle rockets (DT)	**PPA** **BIOLOGY** **<u>Living Things and their Habitats</u>** Explain 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.

		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. **OUTCOME:** Trip to LCA to conduct experiment in science lab.			

RSHE	**Health and Wellbeing** Understand healthy sleep habits and routines and the risks associated with the sun and the need for safety; learn how medicines, vaccinations, immunisations, and allergies can impact on lives in different ways and begin to consider the shared responsibilities for keeping a clean environment. Learn about personal identity, recognising individuality and the different qualities of different people; understand and explore mental wellbeing in relation to boosting own mood and improving wellbeing. Learn to identify when situations are become unsafe/ risky and how to keep safe in different situations, including responding in emergencies. Learn about basic first aid.		**Relationships** Learn how to manage friendships and peer influence, including what makes a healthy friendship and recognising if it is not. Learn about physical contact and feeling safe, including permission – managing this on/ offline and knowing how to respond if physical contact is uncomfortable/ unwanted and how to seek support. Learn about responding respectfully to a wide range of people; learn about recognising prejudice and discrimination.	**Living in the Wider World** Learn about protecting the environment and showing compassion towards others, including expressing opinions. Learn about how information online is targeted; that there are different media types: their rules, role, and impact. Identify job interests and aspirations; consider what influences career choices and the importance of diversity and inclusion in the workplace, including stereotyping in the workplace.	

	Learn that FGM is against British Law and what to do.				
Music	**Exploring rounds: melody and pitch focus.** Children will use their understanding of meaning to give expression to their singing. They will be able to sing their musical part alongside another musical line. They can use a melodic pattern as an accompaniment to a performance. Children will be able to compare,, describe and evaluate a piece of music. Children will be able to contrast famous composers and state their preferences. (Pachebel,		**Exploring lyrics and melodies: Viking saga songs** Children will perform by ear and from simple notations. To improvise within a group using a melodic phrase. Children will be able to change sounds or order them differently to create an effect. Children will be part of a musical diary process to record their musical journey. Children will choose the appropriate tempo for their piece of music. Children will be able to explain why they think their music is successful. Carmina Burana, Orff Listening and appraising focus	**Exploring rhythm and pitch: Rhythmical river pieces.** Children will improvise within a group using a rhythmic phrase. Children will be able o begin to use a syncopated rhythm. Children will compose rhythms which meet certain criteria. They will record notation of their rhythms Children will be able to suggest musical improvements to their music. . They are able to make a positive beginning, middle and conclusion to their performance Vltava, Smetana ,listening and appraising focus.	
PE	**Indoor: Gymnastics** **Outdoor: Handball**	**Gymnastics** **Tag Rugby**	**Dance:** Street Dance re-enactment of Battle of Stamford Bridge. **Hockey/Tennis**	**Multi skills** **Track and Field**	**Multi skills** **Rounders**

Computing		**ICT** Introduction to **cryptography** to allow information to be shared securely online, including the **technical features that make it possible**. **DIGITAL LITERACTY** Introduction to **cryptography** to allow information to be shared securely online, including the reasons why it is needed. Explicit teaching of E-Safety focusing on **sharing personal information online**, including the **permissions given to social media** providers and **how to report inappropriate activity**. **OUTCOME:** We are cryptographers.	**COMPUTER SCIENCE** Capitalise on all prior knowledge and skills in basic programming language to **develop a game including progression and reward**. This will include the use of logical reasoning to evaluate choices and make improvements. **OUTCOME:** We are game developers.	**ICT** Researching and understanding the main **features of websites** and how to use them effectively. Use this understanding to **design and build a website.** **Consolidate presentation skills** to produce an informative presentation on the features and uses of cryptography. **DIGITAL LITERACY** **Design and build a website**, taking into account knowledge of target audience, **functionality** and the impact of aesthetic design. More complete understanding of copywrite and where to find free-to-use images and video content. **OUTCOME:** We are web developers.	

RE	**PPA** U2.1 – (2B.1) What does it mean if Christians believe God is holy & loving?	**PPA** U2.8 – What does it mean to be a Muslim in Britain today?	**PPA** U2.3 – (2B.4) Was Jesus the Messiah? U2.9 – Why is the Torah so important to Jewish people?	**PPA** U2.4 – (2B.5) What would Jesus do?	**PPA** U2.10 – What matters most to Humanists and Christians?