

Year 5 Curriculum

Autumn	Spring	Summer
<p>Study the achievements of earliest civilizations – Ancient Egypt Describe and understand key aspects of physical geography – mountains, valleys and volcanoes</p>	<p>Study an aspect of British history that extends chronological knowledge – World War Two</p>	<p>Study of human and physical geography of a region of South America Study Britain's settlement by Anglo Saxons</p>
<p>As historians we will....</p>		
<p>Know and understand: What a civilization is and some of its achievements. Some of the achievements of the 3 Kingdoms of Egypt. The difference between primary and secondary sources and to use sources to develop understanding of enquiry process. Key dates and use key vocabulary. How to read and write Egyptian numbers</p>	<p>Know and understand: How WWII events affected people in Liverpool. How evacuation affected families. That evacuee experience differed and why. That photos, diaries and reports provide recounts of events. Key dates and use key vocabulary.</p>	<p>Know and understand: Some of the ways Anglo-Saxons influenced Great Britain. How to analyse trends using maps to draw conclusions about Anglo-Saxon burials. How to use sources to test, create and revise hypothesis and draw conclusions. Arguments and reasons for Anglo-Saxon settlement in England.</p>
<ul style="list-style-type: none"> describe significant features from time periods and know how Britain has influenced and been influenced by the wider world. understand why some civilisations have been successful and others have not. be able to identify and describe key features and their impact on today's society. 	<ul style="list-style-type: none"> describe significant features from time periods and know Britain has influenced and been influenced by the wider world have awareness of historical concepts and make connections, draw contrasts and analyse some trends identify and describe key features and their impact on today's society 	<ul style="list-style-type: none"> to describe significant features from time periods and know how Britain has influenced and been influenced by the wider world. to have awareness of historical concepts and make connections. begin to form arguments. to use historical terminology appropriate to the topic use evidence to find answers to enquiry-based questions with structured support

<ul style="list-style-type: none"> • use evidence to find answers to enquiry-based questions with structured support. • produce pieces of writing linked to historical eras/events using age appropriate expectations – diary writing • begin to make use of dates to structure our work. <p><i>This topic links to English and mathematics.</i></p>	<ul style="list-style-type: none"> • use evidence to answer enquiry based questions • produce writing linked to historical events – letter writing • accept evidence at face value • identify different views and begin to suggest reasons why they have occurred <p><i>This topic links to English.</i></p>	<ul style="list-style-type: none"> • produce writing linked to historical events – persuasive leaflet • <p><i>This topic links to English.</i></p>
<p>As geographers we will....</p>		
<p>Know and understand: How to use an atlas to locate mountain ranges and name several mountain ranges. How different types of mountain ranges are formed and their features. Some of the affects that volcanoes have on the lives and activities of people living nearby. What causes earthquakes.</p>	<p>Know and understand: Points of a compass to locate points on a map of the UK. How to read and write 4 figure grid references. How to make observations and record features of Liverpool bomb sites.</p>	<p>Know and understand: How countries depend on each other for resources. Ways that people influence the environment – deforestation and pollution. How to locate the Tropics and Equator on a map and know how the position affects the climate.</p>
<ul style="list-style-type: none"> • describe and begin to explain geographical patterns and a range of physical and human processes. • recognise that these interact to affect the lives and activities of people living there. • understand how people can both improve and damage the environment. 	<ul style="list-style-type: none"> • use the eight points of a compass, four figure grid references, symbols and key to build their knowledge of the uk past and present • use fieldwork to observe, measure and record human and physical features in the local area using a range of methods, 	<ul style="list-style-type: none"> • use the eight points of a compass, four figure grid references, symbols and key. • build knowledge of the United Kingdom in the past and present. • understand how people can both improve and damage the

<ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. • know more about the features of a variety of places around the world. • describe and begin to explain geographical patterns and a range of physical processes <p><i>This topic is linked to English and mathematics.</i></p>	<p>including sketch maps, plans and graphs, and digital technology</p> <p><i>This topic is linked to English and mathematics.</i></p>	<p>environment</p> <ul style="list-style-type: none"> • understand more about the links between different places and that some places depend on each other <p><i>This topic is linked to English and mathematics.</i></p>
<p>As artists we will</p>		
<p>Know and understand: How to create a thumb pot in clay. How to create a clay tile using tools to create pattern. That designs need to be evaluated in order to improve them.</p>	<p>Know and understand: How to select needle and thread and use appropriate stitching.</p>	<p>Know and understand: How to create a batik.</p>
<ul style="list-style-type: none"> • explore how stimuli can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture, colour. • selects and uses materials to achieve a specific outcome. • Create printing blocks by simplifying an initial sketch book idea • Create prints with three overlays <p><i>This topic is linked to mathematics.</i></p>	<ul style="list-style-type: none"> • select and use materials to achieve a specific outcome • use fabrics to create 3D structures • use different grades of threads and needles <p><i>This topic is linked to geography.</i></p>	<ul style="list-style-type: none"> • to present recorded visual images using software, eg Photostory, PowerPoint. • to use fabrics to create 3D structures. • use a range of materials to produce line, tone and shade • to use different grades of threads and needles. • to experiment with batik techniques • Use relief of impressed method <p><i>This topic is linked to geography.</i></p>

As designers we will

<p>Know and understand: How to use our science knowledge to enhance our volcano models – creating an erupting volcano and understanding about reversible and irreversible changes.</p>	<p>Know and understand: What an Anderson shelter look like and how its structure supported its purpose. How to recreate a model Anderson shelter using this understanding of form.</p>	<p>Know and understand: How to use our understanding of food hygiene and our cookery skills to create a tasty South American treat.</p>
<ul style="list-style-type: none"> • use a wider range of appropriate material, tools and techniques e.g. kits, textiles, food ingredients, mechanical. • use skills in using different tools and equipment safely and accurately. • evaluate how learning from science and Mathematics can help design and make products that work. <p><i>This topic links to science and mathematics and geography.</i></p>	<ul style="list-style-type: none"> • generate different ideas through brainstorming and identify a purpose for their products. Draw up a design specification • evaluate a product against original specification. Evaluate and seek evaluation from others • develop a clear idea of what has to be done, planning how to use materials • model ideas using prototype and pattern pieces • use results of investigations, information sources, including ICT when developing design ideas • draw up a specification for their design • measure and mark out accurately. • use tools and equipment safely and appropriately. • cut and join with accuracy • generate innovative ideas 	<ul style="list-style-type: none"> • investigate how much products cost to make, how sustainable and how what impact they have beyond their intended use. • have a basic understanding of how food is grown, reared or caught in the UK. • measure and mark out accurately • apply the rules of basic food hygiene and learn safe practise. We will weigh and measure dry and liquid food accurately • know how to prepare and cook a range of predominantly savoury dishes. • use a range of techniques when such as peeling and chopping <p><i>This topic links to mathematics.</i></p>

Autumn	Spring	Summer
As musicians we will		
<p>Controlling Sounds through Singing and Playing</p> <ul style="list-style-type: none"> • sing in unison with clear diction, controlled pitch and with a sense of phrase • maintain own part and be aware of how the different parts fit together to achieve an overall effect in performances to audiences • practice, rehearse and present performances with an awareness of audience <p>Responding and Reviewing</p> <ul style="list-style-type: none"> • describe, compare and evaluate different kinds of music using musical words • suggest improvements to own and others work and comment on how this has been achieved <p>Learning, and Applying Knowledge and Understanding</p> <ul style="list-style-type: none"> • listen to and recall various simple musical patterns 	<p>Controlling Sounds through Singing and Playing</p> <ul style="list-style-type: none"> • sing in unison with clear diction, controlled pitch and with a sense of phrase • maintain own part and be aware of how the different parts fit together to achieve an overall effect in performances to audiences • practice, rehearse and present performances with an awareness of audience <p>Creating and Developing Musical Ideas</p> <ul style="list-style-type: none"> • improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within musical structures <p>Responding and Reviewing</p> <ul style="list-style-type: none"> • describe, compare and evaluate different kinds of music using musical words • explore and explain ideas and feelings about music using movement, dance and expressive and musical language 	<p>Controlling Sounds through Singing and Playing</p> <ul style="list-style-type: none"> • sing in unison with clear diction, controlled pitch and with a sense of phrase • maintain own part and be aware of how the different parts fit together to achieve an overall effect in performances to audiences • practice, rehearse and present performances with an awareness of audience <p>Creating and Developing Musical Ideas</p> <ul style="list-style-type: none"> • improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within musical structures <p>Responding and Reviewing</p> <ul style="list-style-type: none"> • describe, compare and evaluate different kinds of music using musical words • explore and explain ideas and feelings about music using movement, dance and expressive and musical language

	<ul style="list-style-type: none"> • suggest improvements to own and others work and comment on how this has been achieved <p>Learning, and Applying Knowledge and Understanding</p> <ul style="list-style-type: none"> • listen to and recall various simple musical patterns • use a variety of notations to plan, revise and refine musical material • evaluate how venue, occasion and purpose affects the way that music is created, performed and heard 	<ul style="list-style-type: none"> • suggest improvements to own and others work and comment on how this has been achieved <p>Learning, and Applying Knowledge and Understanding</p> <ul style="list-style-type: none"> • listen to and recall various simple musical patterns • identify and explore relationships between sounds and how music reflects different meanings • use a variety of notations to plan, revise and refine musical material • evaluate how venue, occasion and purpose affects the way that music is created, performed and heard
<p>During P.E. we will develop</p>		
<p>Basketball</p> <ul style="list-style-type: none"> • travelling with a ball showing changes of speed and directions using either foot or hand • using a range of techniques when passing, eg high, low, bounced, fast, slow • hitting the ball with purpose, varying speed, height and direction. • Judging how far they can run to score goals 	<p>Gymnastics</p> <ul style="list-style-type: none"> • performing actions in a fluent and consistent performance • creating sequences and adapt • knowing and understanding the basic principles of warming up and why it is important • understanding why physical activity is good for overall health • evaluating and improving our own and other work. 	<p>Cricket</p> <ul style="list-style-type: none"> • travelling with a ball showing changes of speed and directions using either foot or hand • Using a range of techniques when passing, eg high, low, bounced, fast, slow • hitting the ball with purpose, varying speed, height and direction • hitting the ball from both sides of the body

Dance

- exploring ideas from different dance styles
- composing dances expressively
- organising our own warm up and cool down to suit activities
- understanding why it is important to warm up

Tennis

- travelling with a ball showing changes of speed and directions using either foot or hand
- hitting the ball with purpose, varying speed, height and direction
- hitting the ball from both sides of the body
- judging how far we can run to score points
- using a range of techniques when passing, eg high, low, bounced, fast, slow

Swimming

- consolidating and developing the quality of their skills eg front crawl, back crawl, breaststroke, floating, and survival skills
- improving linking movements and actions
- choosing and using a variety of strokes and skills, according to the task and the challenge eg swimming without aids, distance and time challenges
- knowing and describing the short term effects of exercise on the body and how it reacts to different types of activity

- judging how far they can run to score points

Athletics

- developing the consistency of our actions in a number of events.
- increasing the number of techniques we use
- choosing appropriate techniques for specific events
- understanding the basic principles of warming up
- understanding why exercise is good for fitness, health and wellbeing

	<ul style="list-style-type: none"> describing and evaluating the quality of swimming and recognise what needs improving 	
During Computing we will		
<p>Garage Band</p> <ul style="list-style-type: none"> CS - use sequence, selection, and repetition in programs; work with variables and various forms of input and output. CS - select, use and combine a variety of software on a range of digital devices to design a piece of music. DL - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content DL -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact <p><i>This links to music, science and geography</i></p> <p>Scratch</p> <ul style="list-style-type: none"> CS - design, write and debug programs that accomplish specific goals, including controlling or 	<p>Photography</p> <ul style="list-style-type: none"> IT –be learning how to save their work using a shared folder with class codes and initials. IT –be learning how to use the computer to create an imitation of an artist’s work. CS – be learning how has technology developed to allow us to create and take pictures such as this? <p><i>This has links to art, geography and science</i></p> <p>Podcast</p> <ul style="list-style-type: none"> DL – be learning about how podcasting came about and how this has developed the radio industry. DL – be using the internet to research their topic and create a short script. IT – know how the radio industry has moved forward using technology. CS - select, use and combine a variety of software (including internet services) on a range of 	<p>Presentation</p> <ul style="list-style-type: none"> DL – be discussing how presentations can be used in and around the world of work and not only in schools. DL – use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. DL - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact <p><i>This has links to science and English</i></p> <p>Animation</p> <ul style="list-style-type: none"> DL– be learning how animations are made and how this is used in the movie industry. IT – be learning about the different types of animation available. IT – be learning how animation works by animating drawings on whiteboards to create a story.

simulating physical systems; solve problems by decomposing them into smaller parts.

- **CS** - use sequence, selection, and repetition in programs.
- **CS**- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
- **CS** – know how computer games work?

*This has links to **mathematics** and **English***

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

*This has links to **geography, music** and **English**.*

- **IT** – be using the internet to research and to recreate a story using computing and animation.

*This topic links to **religious studies** and **English***

During PSHE we will begin to know and understand....

<p>Health and Wellbeing</p> <ul style="list-style-type: none"> • what is meant by a healthy lifestyle • how to maintain physical, mental and emotional health and wellbeing • how to manage risks to physical and emotional health and wellbeing • ways of keeping physically and emotionally safe • about managing change, including puberty, transition and loss • how to make informed choices about health and wellbeing and to recognise sources of help with this • how to respond in an emergency • to identify different influences on health and wellbeing • 	<p>Relationships</p> <ul style="list-style-type: none"> • how to develop and maintain a variety of healthy relationships, within a range of social / cultural contexts • how to recognise and manage emotions within a range of relationships • how to recognise risky or negative relationships including all forms of bullying and abuse • how to respond to risky or negative relationships and ask for help • how to respect equality and diversity in relationships. 	<p>Living in the Wider World</p> <ul style="list-style-type: none"> • about respect for self and others and the importance of responsible behaviours and actions • about rights and responsibilities as members of families, other groups and ultimately as citizens • about different groups and communities • to respect equality and to be a productive member of a diverse community • about the importance of respecting and protecting the environment • about where money comes from, keeping it safe and the importance of managing it effectively • how money plays an important part in people's lives • a basic understanding of enterprise.
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During R.E. we will begin to know and understand....

<p>Authority Figures</p> <ul style="list-style-type: none"> • what makes a good leader • what is the importance of Abraham's family tree • what do people believe <p>Sacred texts</p>	<p>Places of Worship</p> <ul style="list-style-type: none"> • how what people believe affects their worship <p>Signs and symbols</p> <ul style="list-style-type: none"> • what we understand by 'place of worship' 	<p>Inspirational Figures</p> <ul style="list-style-type: none"> • how what people believe affects their worship • what makes someone inspirational • what we can learn from Anne Frank
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- why holy books are important
- how they are used

Creeds, Statements of belief...

- what a creed is
- why people of faith have a creed

Stories from the Bible

Christmas

- what do we mean by 'traditional Christmas'

- how is symbolism is used in places of worship
- why a place of worship so important to faith followers

Festivals and celebrations

- why festivals are so important
- what can we learn from the food eaten at Last Supper
- how what people believe affects their worship

Festivals

- what fasting is and why people fast
- how people empathise and help those who are starving in the world

- how what people believe affects their behaviour

Rights and Responsibilities

- why are Muslims expected to give alms
- how what people believe affects their behaviour
- what is justice?

Daily Life

- what we can learn from the different faiths in Liverpool

Autumn	Spring	Summer
As scientists we will ...		
<p>Properties and changes of materials</p> <ul style="list-style-type: none"> • compare and group together everyday materials on the basis of their properties. • 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: through filtering, sieving and evaporating. • give reasons, based on evidence from comparative 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 soda. 	<p>Forces in action:</p> <ul style="list-style-type: none"> • 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 friction acting between moving surfaces. • identify and explain the effects of air resistance. • identify and explain the effects of water resistance. • recognize that that levers and pulleys allow a smaller force to have a greater affect. • recognize that gears allow a smaller force to have a greater effect. 	<p>Changes and reproduction: This topic is linked to Sex and Relationships Education from Brook visit in Autumn.</p> <ul style="list-style-type: none"> • recognise the stages of growth and development in humans. • know the stages in the gestation period of humans and compare them to other animals. • recognize the stages of development during childhood and understand the needs of children of those stages. • understand the initial changes inside and outside of the body during puberty. • know the changes that occur during puberty and how they differ for boys and girls. • understand how the body changes during adulthood and old age <p>Sex and Relationships Education Life Cycles:</p> <ul style="list-style-type: none"> • describe the process of sexual reproduction in flowering plants. • describe the process of asexual reproduction in plants.

Earth and Space

- describe the Earth, Sun and Moon as approximately spherical bodies.
- find out about the size of the earth sun and moon, and how far away from each other they are.
- understand the Earth's rotation to explain day and night and the movement of the Sun across the sky.
- use data to draw conclusions about the Sun at different times of the year.
- 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 process of sexual reproduction in animals.
- observe and compare the life cycles of animals and compare how different animals reproduce and grow.
- our local environment with other animals around the world.
- find out about the work of naturalists.