
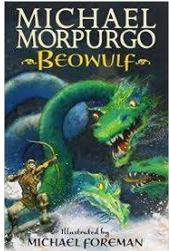
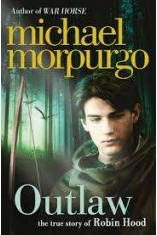
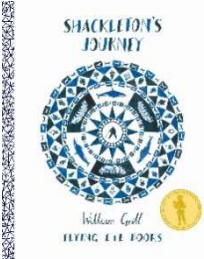




Year 5 Long Term Curriculum Map

Autumn Term Global Citizenship Theme: Equality and Rights		Spring Term Global Citizenship Theme: Respect for Others		Summer Term: Global Citizenship Theme: Ecological Awareness	
Autumn 1 The Slave Trade	Autumn 2 Anglo Saxons and Vikings	Spring 1 London post 1066	Spring 2 Where we live	Summer 1 Weather and Climate	Summer 2 Take One Picture
<p>Core Text: Freedom</p> 	<p>Core Text: Beowulf</p> 	<p>Core Text:</p> 	<p>Core Text: Choice of Shakespeare Play</p> 	<p>Core Text: Shackleton's Journey</p> 	<p>Core Text: To be decided based on painting</p>
<p>Writing Outcome: Persuasive writing – abolition of slavery</p>	<p>Writing Outcome: Write a myth or legend</p>	<p>Writing Outcome: Write and adventure story set in London post 1066</p>	<p>Writing Outcome: Linked to chosen play (e.g. Macbeth – 2 sided argument, Midsummer Night's Dream – natural setting description)</p>	<p>Writing Outcome: Write a historical recount of Shackleton's expedition Persuasive writing on an aspect of climate change</p>	<p>Writing Outcome:</p>
<p>Other Texts: Oh Freedom</p>	<p>Other Texts: How to Train Your Dragon The Hobbit</p>	<p>Other Texts:</p>	<p>Other Texts: Playing with Plays Series</p>	<p>Other Texts: Floodlands Race to the Frozen North Sky Song The Polar Bears Explorers club</p>	<p>Other Texts:</p>

				Dear Greenpeace	
<p>Poetry: Rap Poetry Linked to National Poetry Day (writing a poem) Slavery Got one mind for the boss to see; Got another for what I know is me. (African American, anon)</p>	<p>Poetry: A Small Dragon- Brain Patten</p>	<p>Poetry: The Highway Man</p>	<p>Poetry: Shall I Compare Thee to a Summer's Day – William Shakespeare</p>	<p>Poetry: The Seed Shop – Muriel Stuart</p>	<p>Poetry:</p>
<p>Topic Enquiry: History: Find out about the Trans- Atlantic Slave Trade , famous figures such as Harriet Tubman and Olaudah Equiano, the role of Britain in the Slave Trade and the role of William Wilberforce and other abolitionists Geography: Find out about the countries involved in the slave trade, the slave trade routes and the impact on human geography.</p>	<p>Topic Enquiry: History: Find out about the settlement of Britain by the Anglo Saxon's and Viking invasions. Geography: Find out about the different regions of the UK</p>	<p>Topic Enquiry: History: Find out about Law and Order in London post 1066. Geography: Find out about the influence of other countries on the UK.</p>	<p>Topic Enquiry: History : Local History Study. Children to identify an area of Local History they would like to explore. Geography: Find out about the Geography of the UK. Make comparisons between where we live (London and a contrasting area of the UK).</p>	<p>Topic Enquiry: History: Find out about Shackleton's Antarctic expedition. Geography: Find out about the world's climate zones focusing on polar climates. Understand the causes and effects of climate change. Find out about different weather systems.</p>	<p>Topic Enquiry: Take One Picture</p>
<p>Topic Enrichment Opportunities: Museum of Docklands</p>	<p>Topic Enrichment Opportunities: Museum of London British Museum Maritime Museum</p>	<p>Topic Enrichment Opportunities: Museum of London Tower of London Houses of Parliament</p>	<p>Topic Enrichment Opportunities: London Metropolitan Archives</p>	<p>Topic Enrichment Opportunities: National Maritime Museum The Crystal – sustainable cities</p>	<p>Topic Enrichment Opportunities: National Gallery Science: The Greenwich Observatory</p>
<p>End of Term Project Outcome: International Evening</p>	<p>End of Term Project Outcome: Museum Week</p>	<p>End of Term Project Outcome: Enterprise Week – Christmas Fair</p>	<p>End of Term Project Outcome: Science Fair</p>	<p>End of Term Project Outcome:</p>	<p>End of Term Project Outcome: Art Exhibition</p>
<p>Global Citizenship Links: International Day of Democracy International Day of Peace Black History Month – celebrating diversity Dyslexia awareness week</p>	<p>Global Citizenship Links: Universal Children's Day Anti- Bullying Week Human Rights Day Remembrance Day Children in Need Road Safety Week</p>	<p>Global Citizenship Links: International Women's Day International Mother Language Day Children's Mental Health Week</p>	<p>Global Citizenship Links: Autism Awareness Day Comic Relief Fair Trade Fortnight Mothering Sunday</p>	<p>Global Citizenship Links: International Mother Earth Day World Bee Day Walk to school week National Children's Gardening Week</p>	<p>Global Citizenship Links: BNF Healthy Eating Week World Environment Day World Oceans Day World Refugee Day Oxfam water week Recycle Awareness Week</p>

	World Philosophy Day				National School Grounds Week
P4C: Slavery poem (see Poetry): can a slave keep a free mind? can we ever know another's mind - or even our own?	P4C: Folk tales – moral dilemmas The Red Tree – Shaun Tan: irritation to despair, dream to hope ... link to PSHE	P4C: I have the right to be a child – Serres et al: rights & responsibilities, rules and laws – how do they overlap (or not)?	P4C: Dangle film (youtube or literacyshed): on temptation and unintended consequences	P4C: The Promise – Davies & Carlin: how a few stolen seeds transform a world. Is it a crime if the outcome is good?	P4C: The Fun Theory 1 (piano stairs): is 'goodvertising' manipulative? Can/should fun change behaviour?
Science: Living Things and Their Habitats Writing Outcome:	Science: Animals Including Humans Writing Outcome:	Science: n/a	Science: Properties and Changes in Materials Writing Outcome: Instruction/ Explanation	Science: n/a	Science: Earth and Space Forces Writing Outcome:
Computing: E-Awareness	Computing: Programming Networks and communication	Computing: Multimedia and word processing	Computing: Communication and Collaboration	Computing: Digital Media	Computing: Data Logging Data
Music: Music's Power to move	Music: Global Citizens	Music: The Planets		Music: Composition- Garage Band	Music: Choral Singing (Year 6 show)
Performance: International Evening	Performance: Christmas Concert	Performance:	Performance: Spring Concert	Performance: Class Assembly	Performance: Pure voices
Art : 3D -Visual Journals	DT : Textiles – Making a purse or wallet	DT: Mechanical Systems – moving toy	Art: Architecture - Buildings	Art: Sculpture - Icebergs DT: Super Home (Sam's Lab)	Take One Picture
Cooking: n/a	Cooking: Pizza	Cooking: Apple Sponge Pudding	Cooking: n/a	Cooking: Planet Friendly Recipes using food from the garden	Cooking: n/a
PSHE: Keeping Safe	PSHE: Citizenship	PSHE: Mental health	PSHE: Drug, Alcohol and tobacco education	PSHE: Financial Capability	PSHE: Fun, food and fitness
RE: Islam: the five pillars of Islam	RE: The Beatitudes Christmas – music and art	RE: People from the Old Testament	RE: Monastery Easter- the Church at Easter	RE: Buddhism- What does it mean to be a Buddhist?	RE: Thematic- understanding faiths
PE: Games – Invasion Swimming	PE: Games – Invasion Dance	PE: Gymnastics Swimming	PE: Athletics Dance	PE: Games – net, striking and fielding Swimming	PE: Athletics Dance

Greek Language	Greek Language	Greek Language	Greek Language	Greek Language	Greek Language
Greek Culture	Greek Culture	Greek Culture	Greek Culture	Greek Culture	Greek Culture

Year 5 National Curriculum Coverage					
Term	Topic	History objectives	Geography Objectives	DT/Art	Music
Autumn 1	The slave trade	<ul style="list-style-type: none"> Be able to find out about aspects of the past from a range of sources Be able to describe and identify reasons for and results of historical events, situations, and changes in the periods they have studied Be able to find out about aspects of the past from a range of sources Be able to describe and identify reasons for and results of historical events, situations, and changes in the periods they have studied 	<ul style="list-style-type: none"> Locate the world's countries using maps Name and locate cities of the UK, identify human and physical characteristics of places and understand how some aspects have changed over time Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods Describe and understand key aspects of human geography including types of settlement and land use and economic activity including trade links. 	<ul style="list-style-type: none"> understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] Design, make and evaluate as laid out in KS2 programme of study 	See curriculum outline for music
Autumn 2	Anglo Saxons/Vikings	<ul style="list-style-type: none"> Be able to describe how the history of one country affects that of another Be able to place the events, people and changes in the periods they have studied into a chronological order Britain's settlement by Anglo Saxons and Scots The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor 	<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 including drawing and painting techniques with a range of materials knowledge and skills as laid out in the KS2 programme of study 		
Spring 1	London post 1066	<ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 changes in an aspect of social history, such as crime and punishment from 	<ul style="list-style-type: none"> apply their understanding of computing to program, monitor and control their products. Design, make and evaluate as laid out in KS2 		

		the Anglo-Saxons to the present or leisure and entertainment in the 20th Century		programme of study	
Spring 2	Where we live	<ul style="list-style-type: none"> a local history study 	<ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom 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, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	<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 sculpture with a range of materials knowledge and skills as laid out in the KS2 programme of study 	
Summer 1	Weather and climate	<ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- Shackleton's explorations of Antarctica 	<ul style="list-style-type: none"> Identify the position and significance of latitude, longitude, Equator, etc Describe and understand key aspects of physical geography – climate zones, biomes and vegetation belts 	<ul style="list-style-type: none"> Design, make and evaluate as laid out in KS2 program understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] Design, make and evaluate 	

				as laid out in KS2 programme of study	
Summer 2	Take One Picture				

Year 5 Enquiry Skills Map

Subject Area		End of Year Expectations	Greater Depth
History		<p>Can they pose a historical hypothesis using primary and secondary sources to give a reasoned conclusion?</p> <ul style="list-style-type: none"> •Can they make comparisons between the past and present, explaining things which have changed and things which have stayed the same? •Can they explain how historical sources such as artefacts have helped us understand more about people’s lives in the present and past? •Can they present a balanced view of interpretations of the past, using different points of view? 	<p>Can they make connections and comparisons between the past and present through explaining and justifying their reasons?</p> <ul style="list-style-type: none"> •Can they adapt their ideas and viewpoints as new historical information arises?
Geography		<p>Can they identify the links between human and physical geography?</p> <ul style="list-style-type: none"> •Can they makes links between their own geographical location and other localities (local, national, global) with reference to human, physical and economical features? •Can they explain their views in relation to environmental change and geographical issues and compare these with the views of others? •Can they pose a geographical hypothesis using various sources to draw a conclusion? 	<p>Can they rank geographical information in order of importance, justifying their viewpoints and adapt thinking as new geographical information arises?</p>
DT	Developing, Planning and Communicating Ideas	<p>Can they survey their target audience and use this to generate ideas?</p> <ul style="list-style-type: none"> •Can they take a user’s view into account when designing? •Can they produce a detailed step-by-step plan for their design method? •Can they suggest some alternative designs and compare the benefits and drawbacks to inform the design process and outcome? 	
	Working with Tools, Equipment, Materials and Components	<p>Can they choose appropriate tools and materials to ensure that the final product will appeal to the audience?</p> <ul style="list-style-type: none"> •Can they use a range of tools and equipment with good accuracy and effectiveness, within established safety parameters? 	
	Evaluating Processes and Products	<p>Can they continuously check that their design is effective and fit for purpose?</p> <ul style="list-style-type: none"> •Can they assess how well their product works in relation to the design criteria and the intended purpose and suggest improvements? •Can they evaluate appearance and function against the original design criteria? 	
Art	Drawing	<p>Can they experiment with drawing techniques to support their observations?</p> <ul style="list-style-type: none"> •Can they create a sense of distances and proportion in a drawing? •Can they use line to create movement in a drawing? •Do they understand how drawing skills can support other medias? •Can they develop a series of drawings that explore a theme? 	

		<ul style="list-style-type: none"> •Can they explain why they have chosen specific materials to draw with? 		
	Painting	<p>Do they understand the different properties of different paints?</p> <ul style="list-style-type: none"> •Can they create a range of shades using different kinds of paint? •Can they create mood in a painting? •Can they use shade to create depth in a painting? •Can they identify different painting styles and how these artists are influenced by these styles over time? 		
	Printing	<p>Can they print using materials?</p> <ul style="list-style-type: none"> •Can they create an accurate print design that reflects a theme or ideas? •Can they make links with printmaking and other medias to help develop their work? 		
	Textiles/3D	<p>Can they experiment with and combine materials and processes to design and make 3D form?</p> <ul style="list-style-type: none"> •Can they take a 2D drawing into a 3D form? •Can they shape using a variety of mouldable materials? •Can they interpret an object in a 3D form? •Can they explore a range of textures using textiles? •Can they transfer a drawing into a textile design? •Can they experiment with different ways of exploring textiles? •Can they use artists to influence their textile designs? 		
	Collage	<p>Can they overlap materials to build an image?</p> <ul style="list-style-type: none"> •Can they use collage as a tool to develop a piece in mixed media? •Can they use collage to create a mood boards of ideas? •Can they combine pattern, tone and shape in collage? 		
	Sketchbooks	<p>Can they experiment with different styles which artists have used?</p> <ul style="list-style-type: none"> •Can they use their sketchbooks as a mode to record the learning journey? •Can they use their sketchbooks to explore and practice a range of materials, record ideas, and experiment? •Can they use their sketchbooks to build and record their knowledge? •Can they compare sketchbook ideas and give supportive and constructive feedback on peers development? 		
	Knowledge	<table border="0"> <tr> <td> <p>Can they experiment with different styles which artists have used?</p> <ul style="list-style-type: none"> •Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and sharing ideas as a class? •Do they critic each other's work as a way of developing and supportive each other's ideas? •To they understand how different medias can be combined and work together? •Do they know to develop an idea through exploration and experimentation? </td> <td> <p>Can they demonstrate an understanding of the 'Creative Process' by managing their time effectively, practicing skills, and actively enquiring how to make improvements?</p> <ul style="list-style-type: none"> •Are they able to work independently, confidently and take creative risks in their work? •Can they explain their own style of art and identify a range of influences? E.g. mood, events, geography, nature, history </td> </tr> </table>	<p>Can they experiment with different styles which artists have used?</p> <ul style="list-style-type: none"> •Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and sharing ideas as a class? •Do they critic each other's work as a way of developing and supportive each other's ideas? •To they understand how different medias can be combined and work together? •Do they know to develop an idea through exploration and experimentation? 	<p>Can they demonstrate an understanding of the 'Creative Process' by managing their time effectively, practicing skills, and actively enquiring how to make improvements?</p> <ul style="list-style-type: none"> •Are they able to work independently, confidently and take creative risks in their work? •Can they explain their own style of art and identify a range of influences? E.g. mood, events, geography, nature, history
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Music	Performing	<p>Can they sing and use their understanding of meaning to add expression?</p> <ul style="list-style-type: none"> •Can they perform 'by ear' and from simple notations? •Can they improvise within a group using melodic and rhythmic phrases? •Can they recognise and use basic structural forms e.g. rounds, variations, rondo form? •Can they maintain their part whilst others are performing their part? 	<p>Can they use pitches simultaneously to produce harmony by building up simple chords?</p> <ul style="list-style-type: none"> •Can they devise and play a repeated sequence of pitches on a tuned instrument to accompany a song?
	Composing	<p>Can they use technology to change sounds or organise them differently to change the effect?</p> <ul style="list-style-type: none"> •Can they use their notations to record groups of pitches (chords)? •Can they use a music diary to record aspects of the composition process? •Can they choose the most appropriate tempo for a piece of music? •Can they use technology to compose music which meets a specific criterion? 	<p>Do they understand the relation between pulse and syncopated patterns?</p> <ul style="list-style-type: none"> •Can they identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre?
	Appraising	<p>Can they describe, compare and evaluate music using musical vocabulary?</p> <ul style="list-style-type: none"> •Can they suggest improvements to their own or others' work? •Can they choose the most appropriate tempo for a piece of music? •Can they identify and begin to evaluate the features within different pieces of music? •Can they contrast the work of established composers and show preferences? 	<p>Can they explain how tempo changes the character of music?</p> <ul style="list-style-type: none"> •Can they identify where a gradual change in dynamics has helped to shape a phrase of music?

Greek			
Subject Area		End of Year Expectations	Greater Depth
Greek Language	Speaking and Listening		
	Reading and Writing		

Greek Culture	Mythology		

Subject Area	End of Year Expectations	Greater Depth
Greek Language		

Greek Culture		

Year 5 Science Knowledge and Skills Map

Area	End of Year Expectations	Greater Depth
Living Things and their Habitats	<ul style="list-style-type: none"> • Can they describe the differences in the life cycles of a mammal, amphibians, an insects and a bird? • Can they identify the reproductive processes of some animals? • Can they describe the life cycles of common plants? • Can they explore the work of well know naturalists and animal behaviourists? (David Attenborough and Jane Goodall) • Can they present a report of their findings through writing, display and presentation? 	<ul style="list-style-type: none"> • Can they observe their local environment and draw conclusions about life-cycles, e.g. plants in the vegetable garden or flower border? • Can they compare the life cycles of plants and animals in their local environment with the life cycles of those around the world, e.g. rainforests?
Animals Including Humans	<ul style="list-style-type: none"> • Can they describe the changes as humans develop to old age? • Can they use basic ideas of inheritance, variation and adaptation to describe how living things have changed over time? • Can they use a graph to answer scientific questions? • Can they present a report of their findings through writing, display and presentation? 	<ul style="list-style-type: none"> • Can they create a timeline to indicate stages of growth in certain animals, such as frogs and butterflies? • Can they describe the changes experienced in puberty? • Can they draw a timeline to indicate stages in the growth and development of humans?
Properties and Changes to Materials	<ul style="list-style-type: none"> • Can they compare and group together everyday materials on the basis of their properties, including hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets? • Can they explain how some materials dissolve in liquid to form a solution? • Can they explain what happens when dissolving occurs? • Can they use their knowledge of solids, liquids and gases to decide and describe how mixtures might be separated, including through filtering, sieving, evaporating? • Can they give reasons, based on evidence for comparative and fair tests for the particular uses of everyday materials, including metals wood and plastic? • Can they describe changes using scientific words? (evaporation, condensation) • Can they demonstrate that dissolving, mixing and changes of state are reversible changes? Can they explain that some changes result in the formation of new materials, and that this kid of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda? • Can they use the terms 'reversible' and 'irreversible'? • Can they plan and carry out a scientific enquiry to answer questions, 	<ul style="list-style-type: none"> • Can they describe methods for separating mixtures? (filtration, distillation) • Can they work out which materials are most effective for keeping us warm or for keeping something cold? • Can they use their knowledge of materials to suggest ways to classify? (solids, liquids, gases) • Cant they explore changes that are difficult to reverse, e.g. burning, rusting and reactions such as vinegar with bicarbonate of soda? • Can they explore the work of chemists who created new materials, e.g. Spencer Silver (glue on sticky notes) or Ruth Benerito (wrinkle free cotton)?

	<p>including recognising and controlling variables where necessary?</p> <ul style="list-style-type: none"> • Can they make a prediction with reasons? • Can they use test results to make predictions to set up comparative and fair tests? • Can they take repeat readings when appropriate? • Can they record more complex data and results using scientific diagrams, labels, classification keys, table, scatter graphs, bar and line graphs? 	
Earth and Space	<ul style="list-style-type: none"> • Can they identify and explain the movement of the Earth and other planets relative to the sun in the solar system? • Can they explain how seasons and the associated weather is created? • Can they describe and explain the movement of the Moon relative to the Earth? • Can they describe the sun, earth and moon as approximately spherical bodies? • Can they use the idea of the earth's rotation to explain day and night and the apparent movement of the sun across the sky? • Can they present a report of their findings through writing, display and presentation using appropriate scientific vocabulary? • Can they use evidence from secondary sources to explore their own and other people's ideas? 	<ul style="list-style-type: none"> • Can they compare the time of day at different places on the earth? • Can they create shadow clocks? • Can they begin to understand how older civilizations used the sun to create astronomical clocks, e.g. Stonehenge? • Can they explore the work of some scientists? (Ptolemy, Alhazen, Copernicus)
Forces	<ul style="list-style-type: none"> • Can they explain that unsupported objects fall towards the earth because of the force of gravity acting between the earth and the falling object? • Can they identify the effects of air resistance, water resistance and friction that act between moving surfaces? • Can they recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect? • Can they present a report of their findings through writing, display and presentation using appropriate scientific vocabulary? • Can they use a graph to answer scientific questions? • Can they use test results to make predictions to set up comparative and fair tests 	<ul style="list-style-type: none"> • Can they describe and explain how motion is affected by forces? (including gravitational attractions, magnetic attraction and friction) • Can they design very effective parachutes? • Can they work out how water can cause resistance to floating objects? • Can they explore how scientists, such as Galileo Galilei and Isaac Newton helped to develop the theory of gravitation?
Working Scientifically		

Planning	<ul style="list-style-type: none"> • Can they plan and carry out a scientific enquiry to answer questions, including recognising and controlling variables where necessary? • Can they make a prediction with reasons? • Can they use test results to make predictions to set up comparative and fair tests? 	<ul style="list-style-type: none"> • Can they explore different ways to test an idea, choose the best way and give reasons? • Can they vary one factor whilst keeping the others the same in an experiment? • Can they use information to help make a prediction? • Can they explain, in simple terms, a scientific idea and what evidence supports it?
Obtaining and Presenting Evidence	<ul style="list-style-type: none"> • Can they take measurements using a range of scientific equipment with increasing accuracy and precision? • Can they take repeat readings when appropriate? • Can they record more complex data and results using scientific diagrams, labels, classification keys, table, scatter graphs, bar and line graphs? 	<ul style="list-style-type: none"> • Can they decide which units of measurement they need to use? • Can they explain why a measurement needs to be repeated?
Considering Evidence and Evaluating	<ul style="list-style-type: none"> • Can they use a graph to answer scientific questions? • Can they present a report of their findings through writing, display and presentation? 	<ul style="list-style-type: none"> • Can they find a pattern from their data and explain what it shows? • Can they link what they have found out to other science? • Can they suggest how to improve their work and say why they think this?