

Year 5 Curriculum Overview – 2019-20

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Identity and Culture

Essential Question: What are the challenges that face our community?

Call to action: Organise an event to tackle a community issue.

Science:

- Describe the changes as humans develop to old age.
- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- identifying scientific evidence that has been used to support or refute ideas or arguments

RE:

- Theme: Faith and the Arts
- How does faith help when life gets hard?

PSHE:

- *To reflect on how we can be the most effective and responsible citizen.*
- To reflect on how we and support one another in different contexts.
- To understand the changes in the human body.

DT:

- Understand how food is processed into ingredients that can be eaten or used in cooking.
- Start to understand how to use a range of techniques such as peeling, chopping, slicing, grating, **mixing**, spreading, **kneading and baking**.

Computing:

- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.

Conflict & Resolution

Essential Question: How do British Values help resolve conflict?

Call to action: Help those affected by conflict.

History

- the Roman Empire and its impact on Britain
- a local history study - Exeter Romans
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Geography

- name and locate counties and cities of the United Kingdom (London, Exeter, Colchester-history link)

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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. (Field trip to Exeter)

PSHE

To understand there are different types of friendship (online and offline)

- **To develop conflict resolution strategies (online and offline)**
- **To manage my anger successfully (online and offline)**
- **To develop strategies' to prevent bullying (online and offline)**
- **I understand about E-safety**
- **To be aware of anti-social behaviour and the consequences of crime**
- **To know why we need rules and laws**
- **Too be aware of the legal system and local courts**
- **To understand the process of voting and debating**
- **To have a say in the school community**
 - **To be able to work as a group to set goals and work on a project to raise money**

Art

- to improve mastery of art and design techniques through drawing with a range of

		<p>materials [for example, pencil, charcoal, paint]</p> <ul style="list-style-type: none"> • Learn about great artists. • Use sketchbooks to collect, record and evaluate ideas
<p>S P R I N G</p>	<p>Environment and Sustainability Essential question: Call to action:</p> <p>Journey of Discovery Geography</p> <ul style="list-style-type: none"> • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country • Human geography: the distribution of natural resources including energy (Icelandic fish sticks) • 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. <p>Living things and their habitats Pupils should be taught to:</p> <ul style="list-style-type: none"> • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction in some plants and animals <p>Computing</p> <ul style="list-style-type: none"> • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • <p>PSHE</p> <p><i>Use technology to create something to help sustainability.</i></p>	<p>Health and Wellness Essential question: Call to action:</p> <p><i>Food and nutrition - Link with South Devon College - Mark Proben Tesco - community fund</i></p> <p>RE: How do Christians decide how to live? ‘What would Jesus do?’ RE: Why do Hindus try to be good? DT:</p> <ul style="list-style-type: none"> • Understand how food is processed into ingredients that can be eaten or used in cooking. • Start to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. <p>PSHE</p> <ul style="list-style-type: none"> • I understand the principles of first aid • To reflect on how to communicate my emotions • To understand how emotions change at different points in relationships • To broaden knowledge of how to remain safe <p>PSHE</p> <ul style="list-style-type: none"> • To understand and respect others’ opinions (online and offline) • To know how to agree or disagree with reasoning (online and offline) • To recognise and appreciate risky choices (online and offline) • To be able to stand up for oneself and not always follow the crowd (online and offline) • To understand how to be assertive in the right way (online and offline) • To be able to use a range of strategies to prevent bullying (online and offline) <p>DT</p> <ul style="list-style-type: none"> • Use research & criteria to develop products which are fit for purpose and aimed at specific groups • Use annotated sketches, cross-section diagrams & computer-aided design • Analyse & evaluate existing products and improve own work • Use mechanical & electrical systems in own products, including programming

Technology and Innovation**Essential question:****Call to action:****History**

- the Roman Empire and its impact on Britain
- a local history study - Exeter Romans
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

RE: Why do some people believe in God and some don't?**RE: What matters most to Humanists and Christians****RE: Creation and science - Conflicting or complementary****Earth and space**

Pupils should be taught to:

- 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

Forces

Pupils should be taught to:

- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect

Properties and changes of materials

Pupils should be taught to:

- 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 evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- demonstrate that dissolving, mixing and changes of state are reversible changes
- explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda

Computing

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
 - Select, use and combine a variety of software (including internet services) on a range of 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 Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

(Key scientists and innovators through history)