



YEAR 5: AUTUMN		WAS IT GREAT TO BE AN ANCIENT GREEK?		Values: Respect/Peace
Suggested Entry Point: Archaeologist's bag appears with Ancient Greek artefacts to explore and discuss.		Suggested Final Outcome: Cross-curricular topic display in class and hall.		Suggested Visit: The British Museum
Using the School Environment: Outdoor science experiments – materials.		Other Subjects:		
Driver Subjects:		Cross-Curricular Subjects:		
<p>History: Ancient Greece A study of Ancient Greece, including Greek life and achievements and their influence on the western world. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy. Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. Use dates and historical terms accurately in describing events. Use sources of information to form hypotheses about the past. Use literacy, numeracy and computing skills to an excellent standard in order to communicate information about the past.</p> <p>Geography: Greece Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. Identify and describe how the physical features affect the human activity within a location. Describe how countries and geographical regions are interconnected and interdependent.</p>		<p>Science: Properties & Changes of Materials Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal), and response to magnets. Understand how 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 particular uses of materials, including metals, wood and plastic. Demonstrate that dissolving, mixing and changes of state are reversible. Explain that some changes result in the formation of new materials, and this kind of change is not usually reversible, including changes associated with burning, oxidation and the action of acid on bicarbonate of soda. Plan enquiries, recognising and controlling variables as necessary. Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work. Take accurate measurements, using a range of scientific equipment. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, graphs, and models. Use test results to make predictions to set up comparative and fair tests.</p> <p>Art: Sculpture Develop and imaginatively extend ideas from starting points. Collect information, sketches and resources to present and develop ideas. Use the qualities of materials to enhance ideas. Create original pieces that show a range of influences and styles. Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. Use tools to carve and add shapes, texture and pattern. Combine visual and tactile qualities. Use frameworks (eg, wire, moulds) to provide stability and form.</p>		<p>RE: Being a Jew/Remembrance/Art & Music at Christmas</p> <p>Computing: Game Developing/Cracking Codes/E-safety</p> <p>PSHE: Physical health & wellbeing: In the media Identity, society & equality: Stereotypes, discrimination & prejudice</p> <p>Music: Charanga Scheme Don't Stop Believin'/Five Gold Rings</p> <p>MFL (Spanish): La Jolie Ronde Scheme Buildings & Directions/Days of the Week/Christmas</p> <p>PE: Real PE Unit 1: Cognitive Coordination: Ball Skills Agility: Reaction/Response Unit 2: Creative Static Balance: Seated Static Balance: Floor Work</p> <p>BIG QUESTIONS:</p> <p>Autumn 1: Is it more important to respect yourself or other people?</p> <p>Autumn 2: How would you bring peace to the world?</p>



YEAR 5: SPRING		WHAT'S BEYOND OUR WORLD?		Values: Love/Faith
Suggested Entry Point: Have a space launch with accompanying countdown and clips of a blast off.	Suggested Final Outcome: Write a news report about Apollo 11.	Suggested Visit: Royal Observatory Greenwich – Planetarium Show.	Using the School Environment: Create a human model of solar system & act out movement of planets in playground.	
Driver Subjects:		Cross-Curricular Subjects:		Other Subjects:
<p>Science: Earth & Space 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. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models. Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. Present findings in written form, displays and other presentations. Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.</p> <p>History: The Space Race Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied. Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Identify periods of rapid change in history and contrast them with times of relatively little change. Use dates and historical terms accurately in describing events. Use appropriate historical vocabulary to communicate, including: Dates, time period, era, chronology, continuity, change, century, decade, legacy. Use literacy, numeracy and computing skills to an excellent standard in order to communicate information about the past.</p>		<p>Science: Forces in Action Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces. Describe, in terms of drag forces, why moving objects that are not driven tend to slow down. Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs. Plan enquiries, recognising and controlling variables as needed. Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work. Take measurements, using a range of scientific equipment, with increasing accuracy and precision. Record data & results of increasing complexity using scientific diagrams and labels, tables, bar & line graphs, and models. Present findings in written form, displays and other presentations. Use results to make predictions and set up comparative & fair tests.</p> <p>Art: Collage Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketch book. Use the qualities of materials to enhance ideas. Mix textures (rough and smooth, plain and patterned). Combine visual and tactile qualities. Use a range of materials and techniques.</p> <p>DT: Materials & Construction Make products through stages of prototypes, making refinements. Ensure products have a high-quality finish, using art skills. Cut materials with precision and refine the finish with appropriate tools, eg. sanding wood after cutting or precise scissor cutting. Show an understanding of the qualities of materials to choose appropriate tools to cut and shape, eg. sharp scissors to cut fabric. Develop a range of practical skills to create products.</p>		<p>RE: What is Buddhism?/Monastic Traditions/Lent & Easter in Church</p> <p>Computing: Fusing Geometry & Art/Cyber Safety Web Page/E-safety</p> <p>PSHE: Keeping safe & managing risk: When things go wrong. Mental health & emotional wellbeing: Dealing with feelings.</p> <p>Music: Charanga Scheme Classroom Jazz 1/Benjamin Britten – A Tragic Story</p> <p>MFL (Spanish): La Jolie Ronde Scheme Sports & Hobbies/Talking about Food</p> <p>PE: Real PE Unit 3: Social Dynamic Balance: On a Line Counter Balance: With a Partner Unit 4: Applying Physical Static Balance: One Leg Dynamic Balance to Agility: Jumping & Landing</p> <p style="text-align: center;">BIG QUESTIONS:</p> <p style="text-align: center;">Spring 1: Do you have to earn love?</p> <p style="text-align: center;">Spring 2: What does it mean to have faith?</p>



YEAR 5: SUMMER		WHO BEGAN THE KINGDOM OF BENIN?		Values: Perseverance/Hope
Suggested entry point: Find an explorer's bag with African artefacts.	Suggested final outcome: Create a class museum about Benin	Suggested trip/visit: Horniman Museum		Using the School Environment: Science Fieldwork – Life Cycles
Driver Subjects:		Cross-Curricular Subjects:		Other Subjects:
<p>History: Kingdom of Benin Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. Use sources of information to form hypotheses about the past. Seek out and analyse a wide range of evidence in order to justify claims about the past. Understand that no single source of evidence gives the full answer to questions about the past. Use original ways to present information and ideas.</p> <p>Geography: Nigeria Name and locate some of the countries and cities of the world and their identifying human and physical characteristics and understand how some of these aspects have changed over time. Understand some of the reasons for geographical similarities and differences between countries. Describe how locations around the world are changing and explain some of the reasons for change. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. Identify and describe how the physical features affect the human activity within a location. Describe geographical diversity across the world.</p>		<p>Science: Life Cycles Describe the life cycles common to a variety of animals, including humans (birth, growth, development, reproduction, death), and to a variety of plants (growth, reproduction and death). Describe the life process of reproduction in some plants & animals. Describe the changes as humans develop from birth to old age. Take accurate measurements using a range of scientific equipment. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs. Report findings from enquiries, including oral and written explanations involving causal relationships, and conclusions. Present findings in written form, displays and other presentations.</p> <p>Science: Healthy Bodies Identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood (including the pulse and clotting). Recognise the impact of diet, exercise, drugs and lifestyle on the way human bodies function. Describe the ways in which nutrients and water are transported within animals, including humans. Take accurate measurements using a range of scientific equipment. Record data and results of increasing complexity using scientific diagrams, tables, bar and line graphs, and models. Report findings from enquiries, including oral and written explanations involving causal relationships, and conclusions. Present findings in written form, displays and other presentations.</p> <p>Art/DT: Textiles Develop and imaginatively extend ideas from starting points. Collect information, sketches and resources and present ideas imaginatively in a sketch book. Use the qualities of materials to enhance ideas. Show precision in techniques. Choose from a range of stitching techniques. Combine previously learned techniques to create pieces.</p>		<p>RE: The Christian Message/The Journey of Life & Death</p> <p>Computing: Blogging/Creating a Virtual Space/E-safety</p> <p>PSHE: Drug, alcohol & tobacco education: Different influences Careers, financial capability & economic wellbeing: Borrowing & earning money</p> <p>Music: Charanga Scheme Stop!/Reflect, Rewind and Replay</p> <p>MFL (Spanish): La Jolie Ronde Scheme Days, Months & Weather/Where You Live & Comparing Lifestyles</p> <p>PE: Real PE Unit 5: Health & Fitness Static Balance: Stance Coordination: Footwork Unit 6: Personal Agility: Ball Chasing Coordination: Sending & Receiving</p> <p>BIG QUESTIONS:</p> <p>Summer 1: How can we persevere to make a better world?</p> <p>Summer 2: What would our planet hope for?</p>