



Curriculum Map 2021-22: Year 5

Autumn

| | Main Topic - History | Geography | D&T | Art | • Music |
|-------------------|--|--|--|---|--|
| Year 5 - Pharaohs | <p>Find out about life on the fertile banks of the River Nile during Ancient Egyptian times, discovering Egypt and its fascinating culture.</p> <ul style="list-style-type: none"> Learn about the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt. Describe how different types of evidence tell us different things about the past and understand why contrasting arguments and interpretations occur. Independently place historical events or change on a timeline, remembering key facts from a period of history studied - focus on the Ancient Egyptians but relate to other time periods studied. Look at reasons for why people acted like they did. Describe how different types of evidence tells us different things about the past and understand why contrasting arguments and interpretations occur. Describe how a significant individual or movement has influenced the UK or wider world - for example Cleopatra. | <ul style="list-style-type: none"> With a focus on Egypt, look at land use and geographical features on different types of maps focusing on surrounding countries and seas, climate, and significant geographical features. Make digital map of Egypt, mark its significant features and add a key for reference. Focusing on why the Nile was so important to the development of ancient Egyptian society and its wealth, describe and understand key aspects of the human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including food, minerals and water. Focusing on modern Egypt, recognise and describe the physical and human features of the country, appreciating the importance of its wider geographical location including: land use, economic activity, energy, food, minerals and water. | <p>Design/Make/Evaluate: Draw a range of jars and containers from ancient Egypt. Use clay to make a jar or container that could be used to carry water or store food. Build tombs and pyramids of different sizes using a range of construction materials, including Lego, wooden blocks, bricks and cardboard boxes</p> <ul style="list-style-type: none"> Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing), accurately. Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. <p>Food Technology: Make bread - Egyptian style!</p> <ul style="list-style-type: none"> Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. | <p>Drawing: Draw detailed, colourful pictures of decorative artefacts.</p> <p>Modelling: Make nemes using fabric, card and gold and blue craft foils.</p> <p>Sculpting: Create an Egyptian cartouche out of clay to wear as a pendant. Make an amulet using soft wire, beading and clay.</p> <ul style="list-style-type: none"> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay). Find out about great artists, architects and designers in history. | <p>Singing CN</p> <ul style="list-style-type: none"> Sing or play from memory with confidence Hold the pitch of a song confidently and breathe in the correct places. Sing or play expressively and in tune. Perform showing expression. Sing simple part songs with control and an awareness of phrasing. Maintain my part whilst singing songs from memory in parts. <p>Singing carols around the tree - performance and KS2 play at Christmas.</p> <p>Music to discuss listening and understanding skills - music of the week.</p> |

English (Brilliant Books)

The Phoenix Code (Helen Moss)

Trust, Friendship, Deceit, Egyptian History

Science

Working Scientifically

- To be able to plan different types of enquiries to answer questions, including recognising and controlling variables where necessary,
- To be able to take measurements, using a range of equipment, with increasing accuracy and precision, to take repeat readings if appropriate,
- To record data and results of increasing complexity,
- To use scientific diagrams, labels, classification keys, tables, scatter graphs, bar and line graphs,
- To use test results to make predictions to set up further comparative and fair tests,
- To report and present findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written form,
- To identify scientific evidence that has been used to support or refute ideas or arguments.

Animals including humans

- Describe the changes as humans develop to old age.

Forces

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

Cultural Capital Opportunities

The Great Northern Museum Hancock - Investigating Mummies

Cultural Capital Passport:

- To visit a museum.
- To see a performance at a theatre.

Key Transferable Vocabulary

Key Subject Specific Vocabulary

Afterlife
Apprentice
Curse
Deity
Embalmer
Eternal life
Linen

Ointment
Preserve
Ritual
River Nile
Scribe
Tomb
Underworld

Amulet
Book of the dead
Canopic jar
Cartouche
Egyptologist
Giza
Hieroglyphics
Mummy
Mummification
Natron

Nemes
Pharaoh
Pyramid
Rosetta Stone
Sarcophagus
Sphinx
Tutankhamun
Valley of the Kings
Wedjat
delta

Golden Thread (Foundations of Previous Learning) From Year 4

- To place different periods of time on a timeline and remember key historical facts and some dates from a period studied developing their understanding of Romans, Saxons and Vikings from Y4.
- To be able to explain the impact of a significant historical figure on life in Britain developing on from their knowledge of Saxons and Vikings Y4.
- Locate and explain the significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn to a range of countries of the world developing their knowledge of the human impact on the natural world when learning about The Great Barrier Reef in Y4.

Spring

| | Main Topic - History | Geography | D&T | Art | Music |
|---------------------|--|---|---|--|---|
| Year 5 - Revolution | <p>Through studying the Victorian era the children will discover a time when when great mind thought new thoughts and inventors created so many things that we take for granted today: the light bulb, a flushing toilet, the telephone. Studying the roles of reformers look at how people lived during Queen Victoria's reign.</p> <ul style="list-style-type: none"> Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Create, from memory, a timeline from date / details / eras showing knowledge of how to check for accuracy. Select, organise, summarise and present relevant information, from a wide range of sources, in the most effective way for a given purpose - studying Victorian slums and the contrasting lives of the rich and poor during the Victorian era. Through studying Queen Victoria, acknowledge different points of view expressed and explain why these are important in understanding and interpreting history. Using images from Victorian times, independently investigate a complex historical research question, such as, 'How reliable are visual sources for historical study?' Provide reasons for, and outcomes of, the main events and changes in historical periods, showing factual knowledge of aspects of Britain and the wider world - study crime and punishment in Victorian times. Describe the negative or positive impact of a period of history on contemporary society. Explore the role of women in Victorian times, including how the suffragette movement and women such as Emmeline Pankhurst changed women's lives forever. | <ul style="list-style-type: none"> Explain how physical and human processes lead to diversity and change in places. Locate Darlington, Stockton, Durham and the River Tees on a map of the UK label roads, railways and other transport links. Use a range of sources to research the significance of this route for Victorian rail travel, and the development of the Stockton to Darlington railway. Produce accurate scaled maps to show the following locations in London: Hyde Park, the Crystal Palace Museum, Penge Common (next to Sydenham Hill), the Royal College of Music, the Royal College of Art, the Imperial College of Science, the Science Museum and the Natural History Museum. | <p>Food Technology: Follow recipes to make popular dishes of the day, such as bread, soup and jam</p> <ul style="list-style-type: none"> Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. <p>Design/Make/Evaluate: Sew a simple sample using different coloured threads and trying out different stitches</p> <p>Use a range of recycled materials to make a model Victorian town or slum.</p> <p>Wood Build wooden toys, such as a sailing boat or train</p> <ul style="list-style-type: none"> Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. | <p>Artists: Draw their own version of Sir David Wilkie's painting, The First Council of Queen Victoria. William Morris, make detailed sketches of his wallpapers and fabric prints. Paint or colour delicately with attention to detail. Make a detailed press print block, using polystyrene tiles and a pencil, then use roller to apply paint.</p> <ul style="list-style-type: none"> Find out about great artists, architects and designers in history. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [e.g. pencil, charcoal, paint, clay]. | <p>Samba CN</p> <ul style="list-style-type: none"> Sing or play from memory with confidence. Hold the pitch of a song confidently and breathe in the correct places. Sing or play expressively and in tune. Perform showing expression. Sing simple part songs with control and an awareness of phrasing. Start to take the lead in a performance. Play simple parts with accuracy. Accurately maintain an independent part within a group, using controlled playing. Quickly read notes and know how many beats they represent. Demonstrate imagination and confidence in the use of sound. Create musical patterns. <p>Music Theory and Garageband CN</p> <ul style="list-style-type: none"> Improvise and compose including the use of simple chord structures. Know and use standard musical notation to both perform and record my music. Use musical notation to record groups of pitches (chords). Choose the most appropriate tempo for a piece of music. Begins to compose music which meets specific criteria. Suggest improvements to my own work and that of others. <p>Visiting live performer.</p> <p>Music to discuss listening and understanding skills - music of the week.</p> |

English (Brilliant Books)

Street child (Berlie Doherty)

An unforgettable tale of an orphan in Victorian London.

Science

Earth and 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

Living things and their habitats

- 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.

Key Transferable Vocabulary

Affluent
Boarding school
Butler
Coal
Crime
Descendent
Domestic
Factory
Footman
Invention
Limerick
Maid

Mill
Mine
Pick pocket
Poverty
Prime minister
Prince Albert
Punishment
Queen
Slum
Social reformer
Steam power

Key Subject Specific Vocabulary

Charles Dickens
Emmeline Pankhurst
Florence Nightingale
Industrial Revolution
Posser
Sir Robert Peel
Suffragette
The Great Expedition
Victorian
Washboard
William Morris
Workhouse

Golden Thread (Foundations of Previous Learning) From Year 4

- To place different periods of time on a timeline and remember key historical facts and some dates from a period studied developing their understanding of Romans, Saxons and Vikings from Y4.
- To be able to explain the impact of a significant historical figure on life in Britain developing on from their knowledge of Saxons and Vikings Y4.
- Using mapping skills of the UK, identify why people choose to locate their settlements by studying key aspects of human geography: the distribution of natural resources including, food, minerals, water and trade links understanding economic and resource reasons through studying the Roman Empire and Saxon and Viking settlements in Y4.

Cultural Capital Opportunities

Beamish

Cultural Capital Passport:

- To visit a museum.
- To understand that there are many career paths to follow.
- To watch a live performance.

Summer

| | Main Topic - Science | Geography | D&T | Art | Music |
|-------------------------|---|---|---|---|--|
| Year 5 - Alchemy Island | <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, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets 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. | <ul style="list-style-type: none"> Recognise and describe the physical features of a given location and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, mountains and the water cycle. Use the eight points of a compass, symbols and key to build their knowledge of the UK and the wider world. Use four figure grid references to locate features on an Ordnance Survey or world map. Use six figure grid references to locate features on an Ordnance Survey or world map. Produce own scaled maps to describe and understand key aspects of physical geography, including climate zones, vegetation belts, rivers and mountains. | <p>Electricity:</p> <p>Create a simple circuit using the ribbons (copper track or foil), an LED bulb and a 3V coin cell battery. Use the circuit to make a lamp or torch. Provide each child with a piece of Faraday film (to conduct electricity).</p> <ul style="list-style-type: none"> Understand and use electrical systems in their products (e.g. series circuits incorporating switches, bulbs, buzzers and motors). <p>Design/Make/Evaluate:</p> <p>Use a graphics package to design a new board game called Alchemy Island.</p> <ul style="list-style-type: none"> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. | <p>Modelling:</p> <p>Large-scale flower heads using wire formers, layers of tissue paper and PVA glue.</p> <ul style="list-style-type: none"> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [e.g. pencil, charcoal, paint, clay]. | <p>Singing CN</p> <ul style="list-style-type: none"> Sing or play from memory with confidence Hold the pitch of a song confidently and breathe in the correct places. Sing or play expressively and in tune. Perform showing expression. Sing simple part songs with control and an awareness of phrasing. Maintain my part whilst singing songs from memory in parts. <p>Music to discuss listening and understanding skills - music of the week.</p> |

| <u>English (Brilliant Books)</u> | | <u>Science</u> | |
|--|--|--|---|
| <p>Tom's Midnight Garden (Phillipa Pearce) Concepts of time; Feelings of isolation; Change</p> | | <p><u>Properties and changes of materials</u></p> <ul style="list-style-type: none"> • Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • 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. | |
| Key Transferable Vocabulary | | Key Subject Specific Vocabulary | |
| Citadel Conductor Contours Coordinates Fantasy Human features Irreversible change | Landscape Non-conductor Physical features Reversible change Riddle Soundtrack Transparency | Alchemist Alchemy Dissolve Insoluble Reagent Saturated solution | Soluble Solute Solution Solvent Terrain Tors |
| <p><u>Golden Thread (Foundations of Previous Learning) From Year 4</u></p> <ul style="list-style-type: none"> • Locate and explain the significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn to a range of countries of the world developing their knowledge of the human impact on the natural world when learning about The Great Barrier Reef in Y4. • To understand the term Global and how our actions can have an impact upon the world. • Global Communities - International Refugee Day | | <p><u>Cultural Capital Opportunities</u> Forbidden Corner</p> <p><u>Cultural Capital Passport:</u> To know that there are many ways to protect the planet.</p> | |