

Year five	Chemical chaos Changes in our Local Environment. Enquiry Question: How is our country changing?	Tour guides The Americas. Enquiry Question: Can you come on a Great American Road Trip?	persuade the dragons Journeys: Trade. Enquiry Question: Where does all our stuff come from?"
All	United Kingdom – England, Scotland, Wales and Northern Ireland Topographical features – mountain, hill, highland, lowland. Change over time Urbanisation Land use Population	States Tourism Trade Climate Indigenous North America South America	Atlas Politics Economy Environmental impact Source Origin Recycle
Most	Culture Continent Country Reigon City County Physical and human features	Compass points Route Towns Cities Capital cities Tribes Career Northern hemisphere Southern hemisphere	Locate Trade Transport Border Import Export Raw Materials Man-made Biome Climate
Some	Flood plain Farm land Green belt	Economic drivers Settlers Amid Semi-Arid Biome Rockies Great Plains Canadian Shield Coastal Strip	Airmiles Carbon footprint Country of Origin Producer Consumer Sustainability
Key knowledge	<p>All children can: • describe where the UK is located, and that it consists of England, Scotland, Wales and Northern Ireland • name and locate some key topographical features of the UK • locate where they live within the UK • describe changes that have happened in their local area • share their hopes for the future of the area.</p> <p>Most children can: • describe how another region of the UK has changed over time • understand that change is continual • describe what their local area was like in the past • understand that their local area will continue to change • offer opinions on their local area at present and the changes underway • use appropriate geographical vocabulary to describe change.</p> <p>Some children can: • describe how several UK regions have changed over time • explain some of the ways in which development can be sustainable • understand that people hold differing views about change in their region.</p>	<p>All children can: • use a map to identify countries in North and South America • use eight compass points to locate cities in North and South America • name some North and South American cities • use geographical language to describe some North and South American cities from photographs • name some regions in North and South America • follow a route (Route 66) on a map.</p> <p>Most children can: • use a map to identify states in North America • relate ‘continent’, ‘country’, ‘state’ and ‘city’ in the context of the Americas • describe settlement and road patterns of some North and South American cities from satellite images and photographs • describe some regions in North and South America.</p> <p>Some children can: • describe and compare similarities and differences between some North and South American cities • describe and explain the characteristics of some regions in North and South America.</p>	<p>All children can: • use an atlas to locate countries • know the journey of how at least one product get to their home in detail • pose their own enquiry questions • explain what ‘fair trade’ means • explain where in the world several different fruits originate • name and locate several countries where their clothes and food originate.</p> <p>Most children can: • explain the views of different groups of people on a geographical issue • understand that there are advantages and disadvantages to imported and locally produced products • understand that there are various outcomes for items of clothing that are no longer wanted • explain how cotton clothing is produced • explain that each type of fruit grows in particular climatic conditions.</p> <p>Some children can: • understand there are many routes that products can take before arriving in our homes • understand that our shopping choices have an effect on the lives of others</p>

Year Five	Anglo Saxons: The Dark Ages The Anglo-Saxons. Enquiry Question: Was the Anglo-Saxon period really a ‘Dark Age’?"	My many coloured days Journeys. Enquiry Question: What made people go on a journey?"	Out of this world Vikings Enquiry Question: Would the Vikings do anything for money?
All	Archaeologist Settler/settlement Invasion evidence Hoard Anglo-Saxon Roman	Journey Migration Refugee Invader Prejudice Discrimination British Empire	Viking Causes Invader Settler Wessex
Most	Artefact Century Christianity Invasion Metal detecting Scandinavia Migration Monk Pagan	invader settler Tudor voyage prejudice adventurer charter	Raid monk monastery abbey looted monarch significant
Some	Excavation Saxons Source Preserved Classification Cataloguing	asylum seeker immigration indigenous Kindertransport Great Depression Illegal immigrant	overpopulation migrate inheritance runes cult longhouses
Key knowledge	<p>All children can: reach a valid conclusion based on devising and answering questions related to a historical enquiry. • produce work that contains evidence of an understanding of the use of the term ‘Dark Ages’. •refer to several sources of evidence studied within the sessions. • reach an overall conclusion on the use of the term ‘Dark Ages’, with some reference made to the preceding arguments. • use a limited number of historical terms relating to the Anglo-Saxon period.</p> <p>Most children can: reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement. • work contains evidence of a good understanding of the use of the term ‘Dark Ages’. •refer to evidence from a range of varied sources studied within the sessions. • reach an overall conclusion on the use of the term ‘Dark Ages’ with clear reference made to the preceding arguments. • follow a clear structure appropriate for presenting an argument.</p> <p>Some children can: plan and produce quality responses to a wide range of historical enquiries requiring the use of some complex sources and different forms of communication, with detailed ideas on ways to improve or develop responses. • produce evidence of a sound understanding of the use of the term ‘Dark Ages’. They will make some reference to changing attitudes to the use of the term. • refer to appropriate evidence from a wide range of varied sources studied within the sessions, and also from their own research.</p>	<p>All children can: identify different interpretations of events, developments and people covered in a range of Upper Key Stage 2 topics. • identify that there are some differences in the interpretations presented about the Windrush journey. •show some awareness of why there may be differing interpretations, and may make reference to the differing types of representation.</p> <p>Most children can: explain how and why it is possible to have different interpretations of the same event or person. • identify a number of differences in the interpretations presented about the Windrush journey. • explain why there may be differing interpretations, and will make reference to the differing types of representation. • will use key terms related to sources and evidence.</p> <p>Some children can: understand and explain the nature and reasons for different interpretations in a range of topics. • identify a number of differences in the interpretations presented about the Windrush journey. • explain with confidence, and at some length, why there may be differing interpretations, and will make reference to the differing types of representation. •understand that unreliable sources can still be useful. • use key terms related to sources and evidence. • work independently</p>	<p>All children can: place several valid causes and effects in an order of importance relating to events and developments. •list several valid reasons why the Vikings left Scandinavia and settled in Britain. They will demonstrate some understanding of a hierarchy of importance between the causes. • use a limited number of historical terms relating to the Viking period.</p> <p>Most children can: explain the role and significance of different causes and effects of a range of events and developments. • list a range of valid reasons why the Vikings left Scandinavia and chose to settle in Britain. They will order these in a hierarchy of significance, and can comment on why they have selected this order. • make a link between the causes of events in the Viking period with those of other periods studied. For example, why the Romans or the Anglo-Saxons chose to settle in Britain.</p> <p>Some children can: comment independently on the different types of causes and effects for most of the events covered, including longer- and shorter-term aspects. • provide a comprehensive list of valid, detailed reasons why the Vikings left Scandinavia and chose to settle in Britain. They will order these in a hierarchy of significance, and will comment insightfully on why they have selected this order. • make a number of valid links between the reasons why they left Scandinavia and why they chose to settle in Britain. • make a number of links between the causes of events in the Viking period with those of other periods studied. For example, why the Romans or the Anglo-Saxons chose to settle in Britain.</p>

Year 5 key vocabulary and knowledge.

Science: vocabulary and knowledge;

Year five	Properties and Changes of materials (Chemical Chaos) Autumn 1	Forces (The Dark Ages-Discrete Teaching) Autumn 2	Living things and their Habitats (Tour Guides) Spring 1	Animals, including humans (My Many Coloured Days-Discrete Teaching) Spring 2	Earth and Space (Persuade the Dragons) Spring 2
ALL	Soluble Insoluble filtrate (ir)reversible change solution	Forces air & water resistance friction gravity variable	Habitats life cycle mammals amphibians insects Bird Living things	reproduction fertilisation gestation menstrual cycle Living things	axis/axes sphere/spherical rotation elliptical orbit planet solar system stars
Most	Materials solute solvent filter mixture separation conductor thermal insulator insulation reaction	mechanisms levers pulleys gears cams	Interdependence sexual and asexual reproduction	birth uterus embryo ovary gestation infancy arachnid mollusc crustacean sponge Health puberty menstrual cycle penis vagina	Sound, light, Earth & space Mercury Venus Mars Jupiter Saturn Uranus Neptune Pluto spin revolve
Some	suspension buoyancy residue combustion	drag forces transference	topography erosion	ovum zygote testes placenta chromosomes fallopian tubes	celestial body asteroid
Key knowledge ALL children should at least know Please refer to the progression of skills and knowledge map for more detail.	<ul style="list-style-type: none"> To 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. To know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. To use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. 	<ul style="list-style-type: none"> To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. To identify the effects of air resistance, water resistance and friction, that act between moving surfaces. To recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect. 	<ul style="list-style-type: none"> To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. To describe the life process of reproduction in some plants and animals. 	<ul style="list-style-type: none"> To describe the changes as humans develop to old age. 	<ul style="list-style-type: none"> To describe the movement of the Earth and other planets relative to the sun in the solar system. To describe the movement of the moon relative to the Earth. To describe the sun, Earth and moon as approximately spherical bodies. To use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

	<ul style="list-style-type: none">• To 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.• To demonstrate that dissolving, mixing and changes of state are reversible changes.				
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Under continual review

Year 5 key vocabulary and knowledge.

Art: vocabulary and knowledge			
Year 5	Face to Face Movement – Cubism	Photographer – David Hockney (English)	My Many Coloured Days Movement – Abstract (with links to expressionism) Artist – Elizabeth Murray (American) , Kandinsky (Russian))
ALL	Colour Cubism Perspective Tone Highlights Abstract Stippling Scumbling Hatching Cross-hatching Blending Smudging Line Shade Depth Mood	Perspective Tone Highlights Abstract Stippling Scumbling Hatching Cross-hatching Blending Smudging Line Shade Depth Mood	Perspective Tone Highlights Abstract Stippling Scumbling Hatching Cross-hatching Blending Smudging Line Shade Depth Mood
Most	Shape Portrait Sketch Line Tone Shade Colour wash Techniques	Photography Portrait Sketch Line Tone Shade Colour wash Techniques	Techniques Metal Materials Wire Pliers
Some	Gradual Observation	Composition Observation	Observation
Key knowledge ALL children should at least know Please refer to the progression of skills and knowledge map for more detail.	Skills - Experiment with continuing line and tone on a black and white picture. Explore cubist art and perspectives. Take photos of each other from different perspectives and fit them together into a piece of artwork.	Skills - Experiment with shade, tone, blending, form and other techniques creating drawings of objects, ready to apply their skills to their own piece of abstract art. Create a colour strip of shade, starting with either a primary or secondary colour and gradually adding white to change the shade each time to be create a piece of art work in the style of Wassily Kandinsky. Experiment with colour wash, swirling, mixing, splattering to create effect backgrounds and practice the technique. Experiment with paint brush sizes and techniques, to begin linking brush strokes to emotions – fast line/slow lines etc.	Sculpture – Metal wire sculptures. Project and artist study to be decided.

	Year Five		
	Construction Inc. Mechanisms	Textiles	Cooking and nutrition
	Key Vocabulary		
All	Develop Market research Analyse Assemble Evaluate Functionality Hand-made	design stitch technique shape	Safety Hygiene texture Diet Plan Weigh, grams Diet Chop, mix, stir, bake Ingredients taste
Most	Test Exploded diagrams, cross sectional diagrams Audience Manipulate	mould apply construct components	quality Contamination
Some	Consumer Constraints	prototype consumer	Bacteria presentation
Key knowledge ALL children should at least know Please refer to the progression of skills and knowledge map for more detail.	<p>DESIGN</p> <ul style="list-style-type: none">• Use research and develop a criteria to inform the design of an innovative, functional and appealing product.•Identify who the product is for and ensure it is fit for purpose• Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams,•Create prototypes, pattern pieces and/or computer-aided design <p>MAKE</p> <ul style="list-style-type: none">•Use a wide range of tools to cut, shape and join materials accurately• Select materials based on their aesthetic and functional qualities•Measure materials with great accuracy <p>TECHNICAL</p> <ul style="list-style-type: none">• Apply their understanding of how to strengthen, stiffen and reinforce more complex structures•Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]	<p>DESIGN</p> <ul style="list-style-type: none">• Use research and develop criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups• Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>MAKE</p> <ul style="list-style-type: none">• Select from and use a wider range of tools and equipment to perform practical tasks (fabric scissors, needle, thread)• Select textiles and materials that are most suited to the product•Use a range of finishing techniques to ensure the product is aesthetically pleasing•Use a range of stitching techniques (e.g. cross stitch, running stitch, whip stitch)•Combine art techniques to increase the products appeal (e.g. fabric printing)	<p>DESIGN</p> <ul style="list-style-type: none">• Develop own design criteria highlighting the purpose and audience for the product•Generate, discuss and share ideas in pairs•Produce a design to communicate ideas <p>COOKING AND NUTRITION</p> <ul style="list-style-type: none">• Understand and apply the principles of a healthy and varied diet• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques• understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.•follow a simple recipe when cooking• use proportions when cooking (e.g. doubling or halving amounts)•display good hygienic practice when cooking

Under continual review