

Year 5					
Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Changing Materials	Maya	Romans	Forces	Vikings	Solar System/ Space
<p>Science-planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary ▪ taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate ▪ recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs ▪ using test results to make predictions to set up further comparative and fair tests ▪ reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>▪ identifying scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Geography-</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>▪ 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</p> <p><b>Geography 187</b></p> <p>▪ 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.</p>					
<p><b>Science</b>-properties and changes of materials</p> <p>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</p> <p>▪ 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</p> <p>▪ demonstrate that</p>	<p><b>Science</b>- Living things and their habitats</p> <p>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> <p><b>DT</b> – taught through other subjects</p> <p><b>ICT</b> – we are game developers (Switched On Computing)</p> <p><b>Geography</b>– Taught through other subjects</p> <p><b>History</b> – <b>Key Question: Why did the Ancient Maya change the way they lived?</b></p> <ul style="list-style-type: none"> <li>The location of the countries and cities of the modern day region of Central America</li> <li>The way of life of modern Maya people of Central America</li> <li>The natural features of</li> </ul>	<p><b>Science</b>-properties and changes of materials</p> <p>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</p> <p>▪ 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</p> <p>▪ demonstrate that</p>	<p><b>Science</b>–forces 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.</p> <p><b>DT</b> – Taught through other subjects</p> <p><b>ICT</b> – we are web developers (Switched On Computing)</p> <p><b>History</b> – Taught through other subjects</p> <p><b>Geography</b>–</p> <p><b>Key Question: What is a river?</b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>Locate the world’s</li> </ul>	<p><b>Science</b>-animals including humans describe the changes as humans develop to old age.</p> <p><b>ICT</b> – we are bloggers (Switched On Computing)</p> <p><b>DT</b> –. Taught through other subjects</p> <p><b>Geography</b>– Taught through other subjects</p> <p><b>History</b> – Vikings</p> <p><b>Key Question: Who were the Vikings and what did they want?</b></p> <ul style="list-style-type: none"> <li>Who the so called ‘Vikings’ actually were and where their original homelands can be found today.</li> <li>The significance of the Viking attack on Lindisfarne in 793.</li> <li>How England in Anglo Saxon times was made</li> </ul>	<p><b>Science</b>-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</p> <p>▪ 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.</p> <p><b>DT</b> - 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> <p>▪ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-</p>

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<p>dissolving, mixing and changes of state are reversible changes</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><u>DT</u> – Food for energy</p> <ul style="list-style-type: none"> <li>understand and apply the principles of a healthy and varied diet</li> <li>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul> <p><u>ICT</u> – we are artists (Switched On Computing)</p> <p><u>History</u> – taught through other subjects</p> <p><u>Geography</u> –<b>Key Question: Why are mountains so important?</b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and</li> </ul>	<p>the environment and climate of Central America</p> <ul style="list-style-type: none"> <li>Who the ancient Maya were and some of their achievements</li> <li>The features and purpose of the structures of the ruined Maya city of Chichen Itza</li> <li>The purpose of a range of ancient Maya artefacts from the city</li> <li>The social and religious importance of the ball game pok-a-tok</li> <li>How the ancient Maya farmed using mountain terraces</li> <li>The likely cause of the gradual abandonment of the ancient Maya jungle cities between AD 900-1100</li> <li>How the way of life of the Maya compared with that of the Anglo Saxons living in Britain at the same time</li> </ul> <p><u>Art</u> –</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> </ul>	<p>dissolving, mixing and changes of state are reversible changes</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><u>DT</u> – structures - roman roads</p> <p>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> <ul style="list-style-type: none"> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p>Make</p> <ul style="list-style-type: none"> <li>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>select from and use a wider range of materials and</li> </ul>	<p>countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Human and physical geography</b></p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> <li>Human geography, including: types of</li> </ul>	<p>up of several separate kingdoms.</p> <ul style="list-style-type: none"> <li>The motives of the Norsemen who invaded Britain in the eighth and ninth centuries.</li> <li>The area of modern day Britain once occupied and settled by Norsemen.</li> <li>How Norse settlements compared with traditional Anglo Saxon homes.</li> <li>The difference between a myth and legend.</li> <li>How Anglo Saxons resisted invasion and occupation by Norsemen.</li> <li>Why King Alfred of Wessex has the title ‘Great’</li> <li>Why William of Normandy invaded England in 1066 ending the Anglo Saxon period</li> </ul> <p><u>Art</u> – Bayeux Tapestry textiles</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p>	<p>sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make</p> <ul style="list-style-type: none"> <li>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>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</li> </ul> <p>Evaluate</p> <ul style="list-style-type: none"> <li>investigate and analyse a range of existing products</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>understand and use mechanical systems in their products [for example, gears,</p>

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<p>South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>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 and a region within North or South America.</li> </ul> <p><b>Human and physical geography</b></p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>Physical geography,</li> </ul>	<ul style="list-style-type: none"> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>about great artists, architects and designers in history.</li> </ul> <p><u>Music</u> – Leicestershire Scheme of Work Unit 4 - Pitch</p> <p><u>PE</u> – Gymnastics – Unit T – Val Sabin</p> <p><u>PSHE</u> – Celebrating Difference</p> <p><u>RE</u> – What does it mean to be a Hindu? Visit Mandir (see Leicester agreed syllabus for objective)</p> <p><u>French</u> – See SOW by PJa – Autumn 2</p>	<p>components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate</p> <ul style="list-style-type: none"> <li>investigate and analyse a range of existing products</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>understand how key events and individuals in design and technology have helped shape the world</li> <li>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> </ul> <p><u>ICT</u> – we are cryptographers (Switched On Computing)</p> <p><u>History</u> – <b>How did the arrival of the Romans change Britain?</b></p> <ul style="list-style-type: none"> <li>Pupils will know what an empire is.</li> <li>Modern day countries that were once part of</li> </ul>	<p>settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p><u>Art</u> – taught through other subjects</p> <p><u>Music</u> – Leicestershire Scheme of Work Unit 5 – Technology, Structure and Form</p> <p><u>PE</u> – Dance – Unit 3 Val Sabin</p> <p><u>PSHE</u> – Healthy Me</p> <p><u>RE</u> – Taught through other subjects</p> <p><u>French</u> – See SOW by PJa – Spring 2</p>	<ul style="list-style-type: none"> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>about great artists, architects and designers in history.</li> </ul> <p><u>Music</u> – Leicestershire Scheme of Work Unit 6 – 20<sup>th</sup> Century Music</p> <p><u>PE</u> – Athletics – Unit 2 Val Sabin</p> <p><u>PSHE</u> – Relationships</p> <p><u>RE</u> – What happens when we die? (see Leicester agreed syllabus for objective)</p> <p><u>French</u> – See MFL Scheme of Work</p>	<p>pulleys, cams, levers and linkages]</p> <ul style="list-style-type: none"> <li>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> </ul> <p><u>ICT</u> – we are architects Sketch-Up (Switched On Computing)</p> <p><u>Geography- Geography</u> – <b>Key Question: Why is fair trade fair?</b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</li> </ul> <p><b>Human and physical geography</b></p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural</li> </ul>

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<p>including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <ul style="list-style-type: none"> <li>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> </ul> <p><u>Art</u> – taught through other subjects</p> <p><u>Music</u> – Leicestershire Scheme of Work Unit 4 - Pitch</p> <p><u>PE</u> – Net and Wall Games – Unit 1 - Val Sabin</p> <p><u>PSHE</u> – Being Me in the World</p> <p><u>RE</u> – How do you find your way through the moral maze? (see Leicester agreed syllabus for objective)</p> <p><u>MFL</u> – See SOW by PJa – Autumn (1)</p>		<p>the Roman Empire.</p> <ul style="list-style-type: none"> <li>Why Claudius invaded Britain in AD 43.</li> <li>Who Boudica was and why she was such a threat to the Roman settlement of Britain.</li> <li>The lifestyle of many high status Romans living in Britain.</li> <li>Why the Romans constructed Hadrian's Wall in AD122.</li> <li>How and why the Romans designed and built many towns in Britain.</li> <li>What a gladiator was and why gladiatorial games were organised in Britain.</li> <li>Why so much evidence remains today in Britain of the Roman occupation.</li> <li>Why most Romans eventually left Britain and returned to Rome.</li> </ul> <p><u>Art</u> – taught through other subjects</p> <p><u>Music</u> – Leicestershire Scheme of Work Unit 5 – Technology, Structure and Form</p> <p><u>PE</u> – Athletics – Unit 1 Val Sabin</p>			<p>resources including energy, food, minerals and water.</p> <p><u>History</u> – taught through other subjects</p> <p><u>Art</u>- taught through other subjects</p> <p><u>Music</u> – Leicestershire Scheme of Work Unit 6 – 20<sup>th</sup> Century Music</p> <p><u>PE</u> – Striking and Fielding Unit 4 – Val Sabin</p> <p><u>PSHE</u> – Changing Me</p> <p><u>RE</u> – What is special about marriage?(see Leicester agreed syllabus for objective)</p> <p><u>French</u> – See MFL Scheme of Work</p>

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		<u>PSHE</u> – Dreams and Goals <u>RE</u> – Taught through other subjects <u>French</u> – See SOW by PJa – Spring 1			

Science	DT	ICT	History	Geography	Art	Music	PE	PSHE	RE	MFL (French)
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### Key Question: How is climate change affecting the world?

#### Locational knowledge

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.
- 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.
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

#### Human and physical geography

Describe and understand key aspects of:

- Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.