

Enriching Lives: Unlocking Potential

High Expectations. Integrity. Nurturing. Always Learning. Working Together. Taking Responsibility – No Excuses

Term	Autumn 1	Autumn 2	Spring 2	Spring 2	Summer 1	Summer 2
Topic Title	Space		The Terrible Tudors		The Vile Victorians	
Text						
Year 5	History	<p><i>Neil Armstrong</i></p> <p><b>L.O. to investigate and interpret the past</b></p> <ul style="list-style-type: none"> <li>• select suitable sources of evidence, giving reasons for choices</li> <li>• understand that no single source of evidence gives the full answer to questions about the past</li> <li>• seek out and analyse a wide range of evidence in order to justify claims about the past</li> </ul>	<p><b>L.O. to investigate and interpret the past</b></p> <ul style="list-style-type: none"> <li>• use sources of evidence to deduce information about the past</li> </ul> <p><b>L.O. to build an overview of world history</b></p> <ul style="list-style-type: none"> <li>• describe the social, ethnic, cultural or religious diversity of past society</li> <li>• compare some of the times studied with those of the other areas of interest around the world</li> <li>• describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children</li> <li>• give a broad overview of life in Britain from medieval until the Tudor ad Stuarts times</li> </ul> <p><b>L.O. to understand chronology</b></p> <ul style="list-style-type: none"> <li>• describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural</li> <li>• use dates and terms accurately in describing events</li> </ul>	<p><b>L.O. to investigate and interpret the past</b></p> <ul style="list-style-type: none"> <li>• select suitable sources of evidence, giving reasons for choices</li> <li>• seek out and analyse a wide range of evidence in order to justify claims about the past</li> <li>• understand that no single source of evidence gives the full answer to questions about the past</li> </ul> <p><b>L.O. to understand chronology</b></p> <ul style="list-style-type: none"> <li>• identify period of rapid change in history and contrast them with times of relatively little change</li> <li>• understand the concepts of continuity and change over time, representing them, along with evidence, on a time line</li> <li>• use dates and terms accurately in describing events</li> </ul> <p><b>L.O. to communicate historically</b></p> <ul style="list-style-type: none"> <li>• use appropriate historical vocabulary to communicate including: dates, time period, era, chronology, continuity, change, century, decade, legacy</li> </ul>		

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		<p><b>L.O. to communicate historically</b></p> <ul style="list-style-type: none"> <li>• use appropriate historical vocabulary to communicate including: dates, time period, era, chronology, continuity, change, century, decade, legacy</li> <li>• use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past</li> </ul>	
Depth and Challenge	<p><i>Critique different sources of evidence about Neil Armstrong</i></p> <p><i>Debate whether Neil Armstrong's team was justified in working against the Russians</i></p>	<p><i>Select appropriate information to use to deduce information about the past</i></p>	<p><i>Verify a source of evidence using other pieces to deduce information</i></p> <p><i>Debate different source of evidences</i></p>
British Values and SMSC	<p><i>Opportunities for debate 11 before 11 link – participate in a debate</i></p>	<p><i>Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values – link to Henry VIII</i></p>	<p><i>Opportunities for debate 11 before 11 link – participate in a debate</i></p>
Geog	<p><b>L.O. to investigate places</b></p> <ul style="list-style-type: none"> <li>• Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).</li> <li>• Name and locate some of the countries and cities of the world and their identifying human and physical</li> </ul>	<p><b>L.O. to investigate patterns</b></p> <ul style="list-style-type: none"> <li>• Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</li> </ul>	<p><b>L.O. to communicate geographically</b></p> <ul style="list-style-type: none"> <li>• Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</li> <li>• Create maps of locations identifying patterns (such as: land use, climate</li> </ul>

## Enriching Lives: Unlocking Potential

High Expectations. Integrity. Nurturing. Always Learning. Working Together. Taking Responsibility – No Excuses

	<p>characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <ul style="list-style-type: none"> <li>Name and locate the countries of North and South America and identify their main physical and human characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>Understand some of the reasons for geographical similarities and differences between countries.</li> </ul>	<p>zones, population densities, height of land).</p>
<p><b>Depth and Challenge</b></p>	<p><i>Recommend a place to visit based on the characteristics</i></p> <p><i>Debate which place is the best to visit</i></p>	<p><i>Convince me that one place will be similar to another based on the geographical similarities.</i></p>	<p><i>Produce a map showing the differences in Victorian Birmingham and modern Birmingham.</i></p>
<p><b>British Values and SMSC</b></p>	<p><i>Opportunities for debate</i></p> <p><i>11 before 11 link – participate in a debate</i></p>	<p><i>Opportunities to take part in wide range of experiences and undertake difficult tasks</i></p>	<p><i>Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others</i></p>

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High Expectations. Integrity. Nurturing. Always Learning. Working Together. Taking Responsibility – No Excuses

<p>Art and Design</p>	<p><b>L.O. to master techniques</b></p> <p><b>Sculpture</b> Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</p> <ul style="list-style-type: none"> <li>• Use tools to carve and add shapes, texture and pattern.</li> <li>• Combine visual and tactile qualities.</li> <li>• Use frameworks (such as wire or moulds) to provide stability and form.</li> </ul> <p><b>L.O. to take inspiration from the greats (classic and modern)</b></p> <ul style="list-style-type: none"> <li>• Show how the work of those studied was influential in both society and to other artists.</li> <li>• Create original pieces that show a range of influences and styles.</li> </ul> <p><b>L.O. to develop ideas</b></p> <ul style="list-style-type: none"> <li>• Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources and present ideas imaginatively in a sketch book.</li> </ul>	<p><b>L.O. to master techniques</b></p> <p><b>Print</b></p> <ul style="list-style-type: none"> <li>• Build up layers of colours.</li> <li>• Create an accurate pattern, showing fine detail.</li> <li>• Use a range of visual elements to reflect the purpose of the work.</li> </ul> <p><b>L.O. to develop ideas</b></p> <ul style="list-style-type: none"> <li>• Collect information, sketches and resources and present ideas imaginatively in a sketch book.</li> </ul>	<p><b>L.O. to master techniques</b></p> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• Sketch (lightly) before painting to combine line and colour.</li> <li>• Create a colour palette based upon colours observed in the natural or built world.</li> <li>• Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li> </ul> <p><b>L.O. to take inspiration from the greats (classic and modern)</b></p> <ul style="list-style-type: none"> <li>• Give details (including own sketches) about the style of some notable artists, artisans and designers.</li> <li>• Create original pieces that show a range of influences and styles.</li> </ul> <p><b>L.O. to develop ideas</b></p> <ul style="list-style-type: none"> <li>• Comment on artworks with a fluent grasp of visual language.</li> <li>• Collect information, sketches and resources and present ideas imaginatively in a sketch book.</li> </ul>
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<p><b>Depth and Challenge</b></p>	<p><i>Design a framework that would provide stability and form to a 3D model planet</i></p>	<p><i>Devise a complex pattern using fine details</i></p>	<p><i>Compose a piece of artwork based on the classics</i></p>
<p><b>British Values and SMSC</b></p>	<p><i>Use of imagination and creativity while reflecting.</i></p>	<p><i>Use of imagination and creativity while reflecting.</i></p>	<p><i>Use of imagination and creativity while reflecting.</i></p>
<p>D&amp;T</p>	<p><b>L.O. to master techniques</b></p> <p><b>Food</b></p> <ul style="list-style-type: none"> <li>• Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms).</li> <li>• Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.</li> <li>• Demonstrate a range of baking and cooking techniques.</li> </ul>	<p><b>L.O. to master techniques</b></p> <p><b>Construction</b></p> <ul style="list-style-type: none"> <li>• Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding).</li> </ul> <p><b>L.O. to master techniques</b></p> <p><b>Mechanics</b></p> <ul style="list-style-type: none"> <li>• Convert rotary motion to linear using cams.</li> <li>• Use innovative combinations of electronics (or computing) and mechanics in product designs.</li> </ul>	<p><b>L.O. to master techniques</b></p> <p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>• Create objects (such as a cushion) that employ a seam allowance.</li> <li>• Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration).</li> <li>• Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).</li> </ul>

Enriching Lives: Unlocking Potential

High Expectations. Integrity. Nurturing. Always Learning. Working Together. Taking Responsibility – No Excuses

		<ul style="list-style-type: none"> <li>• Create and refine recipes, including ingredients, methods, cooking times and temperatures.</li> </ul> <p><b>L.O. to make, design, evaluate and improve</b></p> <ul style="list-style-type: none"> <li>• Design with the user in mind, motivated by the service a product will offer (rather than simply for profit)</li> </ul> <p><b>L.O. to take inspiration from design throughout history</b></p> <ul style="list-style-type: none"> <li>• Evaluate the design of products so as to suggest improvements to the user experience.</li> </ul>	<p><b>L.O. to make, design, evaluate and improve</b></p> <ul style="list-style-type: none"> <li>• Design with the user in mind, motivated by the service a product will offer (rather than simply for profit)</li> <li>• Make products through stages of prototypes, making continual refinements.</li> <li>• Ensure products have a high quality finish, using art skills where appropriate.</li> </ul> <p><b>L.O. to take inspiration from design throughout history</b></p> <ul style="list-style-type: none"> <li>• Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.</li> <li>• Evaluate the design of products so as to suggest improvements to the user experience.</li> </ul>	<p><b>L.O. to take inspiration from design throughout history</b></p> <ul style="list-style-type: none"> <li>• Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.</li> <li>• Create innovative designs that improve upon existing products.</li> <li>• Evaluate the design of products so as to suggest improvements to the user experience.</li> </ul>
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<p><b>Depth and Challenge</b></p>	<p><i>Propose and create food based on a recipe</i></p>	<p><i>Produce a Tudor themed textile product</i></p>	<p><i>Design a product for a specific person in time</i></p>
<p><b>British Values and SMSC</b></p>	<p><i>11 before 11 opportunity – cook a meal</i></p>	<p><i>Opportunities to work on other cultures (eg. Dress) and faiths</i></p>	<p><i>Work together and use initiative when building vehicles Acceptance and engagement of British values – social development  Opportunity to celebrate success</i></p>
<p>RE</p>	<ul style="list-style-type: none"> <li>• Study the beliefs, festivals and celebrations of Christianity.</li> <li>• Study at least two other religions in depth. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism.</li> <li>• Study three of the major six religions not studied in depth in order to gain a brief outline.</li> <li>• Study other religions of interest to pupils</li> </ul>		
<p><b>LO: To understand beliefs and teachings SMSC1 &amp; SMSC3</b></p> <ul style="list-style-type: none"> <li>• Explain how some teachings and beliefs are shared between religions.</li> <li>• Explain how religious beliefs shape the lives of individuals and communities.</li> </ul> <p><b>LO: To understand practices and lifestyles SMSC1 &amp; SMSC3</b></p>	<p><b>LO: To understand how beliefs are conveyed SMSC1 &amp; SMSC3</b></p> <ul style="list-style-type: none"> <li>• Explain some of the different ways that individuals show their beliefs.</li> </ul> <p><b>LO: To understand values</b></p> <ul style="list-style-type: none"> <li>• Explain why different religious communities or individuals may have a different view of what is right and wrong. SMSC1 &amp; SMSC3</li> </ul>	<p><b>LO: To reflect SMSC1</b></p> <ul style="list-style-type: none"> <li>• Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings.</li> <li>• Explain their own ideas about the answers to ultimate questions.</li> <li>• Explain why their own answers to ultimate questions may differ from those of others. BV6</li> </ul>	

Enriching Lives: Unlocking Potential

High Expectations. Integrity. Nurturing. Always Learning. Working Together. Taking Responsibility – No Excuses

	<ul style="list-style-type: none"> <li>• Explain the practices and lifestyles involved in belonging to a faith community.</li> <li>• Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.</li> <li>• Show an understanding of the role of a spiritual leader.</li> </ul>	<ul style="list-style-type: none"> <li>• Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules). <b>BV7</b></li> <li>• Express their own values and remain respectful of those with different values.</li> </ul>	
<b>Depth and Challenge</b>	<i>Hypothesise why some religions share the same religious ideas</i>	<i>Criticize different actions reasoning why based on moral awareness and understanding of right and wrong</i>	<i>Produce a presentation expressing their identity.</i>
PE	<p><b>L.O. to develop practical skills in order to participate, compete and lead a healthy lifestyle</b></p> <p><b>Games</b></p> <ul style="list-style-type: none"> <li>• Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</li> <li>• Work alone, or with team mates in order to gain points or possession.</li> <li>• Strike a bowled or volleyed ball with accuracy.</li> </ul>	<p><b>L.O. to develop practical skills in order to participate, compete and lead a healthy lifestyle</b></p> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Compose creative and imaginative dance sequences.</li> <li>• Perform expressively and hold a precise and strong body posture.</li> <li>• Perform and create complex sequences.</li> <li>• Express an idea in original and imaginative ways.</li> </ul>	<p><b>L.O. to develop practical skills in order to participate, compete and lead a healthy lifestyle</b></p> <p><b>Gymnastic</b></p> <ul style="list-style-type: none"> <li>• Create complex and well-executed sequences that include a full range of movements including: <ul style="list-style-type: none"> <li>• travelling</li> <li>• balances</li> <li>• swinging</li> <li>• springing</li> <li>• flight</li> <li>• vaults</li> <li>• inversions</li> <li>• rotations</li> <li>• bending, stretching and twisting</li> <li>• gestures</li> </ul> </li> </ul>

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High Expectations. Integrity. Nurturing. Always Learning. Working Together. Taking Responsibility – No Excuses

				<ul style="list-style-type: none"> <li>linking skills.</li> <li>Hold shapes that are strong, fluent and expressive.</li> </ul>	
Computing	<p>Design a website about the planets to include multiple media services: E.g. create and embed documentary videos, podcasts, animations etc. (Science/Computing)</p> <p><b>L.O. to communicate</b></p> <ul style="list-style-type: none"> <li>Choose the most suitable applications and devices for the purpose of communication.</li> <li>Use many of the advanced features in order to create high quality, professional or efficient communications.</li> </ul>	<p>Programming: Geometric artwork Art</p> <p><b>L.O. to code</b></p> <ul style="list-style-type: none"> <li>Draw: Control when drawings appear and set the pen colour, size and shape</li> </ul> <p><b>L.O. to code</b></p> <ul style="list-style-type: none"> <li>Draw: Control the shade of pens</li> </ul> <p><b>L.O. to code</b></p> <ul style="list-style-type: none"> <li>Draw: Combine the use of pens with movement to create interesting effects</li> <li>Motion: set IF conditions for movements. Specify types of rotation giving</li> </ul>	<p>Create a blog (History/English)</p> <p><b>L.O. to connect</b></p> <ul style="list-style-type: none"> <li>Collaborate with others online on sites approved and moderated by teachers.</li> <li>Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.</li> <li>Understand the effect of online comments and show responsibility and sensitivity when online.</li> </ul>	<p>Variables, post tested loops and a series of selection statements</p> <p><b>L.O. to code</b></p> <ul style="list-style-type: none"> <li>Variables and lists: use lists to create a set of variables</li> <li>Control: Use IF THEN ELSE conditions to control events or objects</li> <li>Operators: Use the Boolean operators to define conditions: <math>() &lt; () ; () = ()</math> ...</li> <li>Use the reporter</li> </ul>	<p>Variables, post tested loops and a series of selection statements</p> <p><b>L.O. to code</b></p> <ul style="list-style-type: none"> <li>Variables and lists: use lists to create a set of variables</li> <li>Control: Use IF THEN ELSE conditions to control events or objects</li> <li>Operators: Use the Boolean operators to define conditions: <math>() &lt; () ; () = ()</math> ...</li> <li>Use the reporter operators to</li> </ul>

			the number of degrees		operators to perform calculations ...	perform calculations ...
Science	<p><b>L.O. to understand movement, forces and magnets</b></p> <p><b>Magnets</b></p> <ul style="list-style-type: none"> <li>Describe magnets as having two poles.</li> <li>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul> <p><b>Forces</b></p> <ul style="list-style-type: none"> <li>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</li> <li>Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces.</li> <li><i>Describe, in terms of drag forces, why moving objects that are not driven tend to slow down.</i></li> </ul>	<p><b>L.O. to understand plants</b></p> <ul style="list-style-type: none"> <li><i>Relate knowledge of plants to studies of evolution and inheritance.</i></li> <li><i>Relate knowledge of plants to studies of all living things.</i></li> </ul> <p><b>L.O. to investigate living things</b></p> <ul style="list-style-type: none"> <li>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</li> <li>Describe the life process of reproduction in some plants and animals. <i>Clued up for growing up resource 'Bits and Bobs and Sweat and Spots L2-3'</i></li> <li>Describe how living things are classified into broad groups according to common observable characteristics.</li> <li>Give reasons for classifying plants and animals based on specific characteristics.</li> </ul>	<p><b>L.O. to investigate materials</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Understand how some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.</li> <li>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</li> <li>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</li> </ul>			

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High Expectations. Integrity. Nurturing. Always Learning. Working Together. Taking Responsibility – No Excuses

	<ul style="list-style-type: none"> <li>• <i>Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs.</i></li> <li>• Understand that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul> <p><b>L.O. to understand the Earth’s movement in space</b></p> <ul style="list-style-type: none"> <li>• Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</li> <li>• Describe the movement of the Moon relative to the Earth.</li> <li>• Describe the Sun, Earth and Moon as approximately spherical bodies.</li> <li>• Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ul>	<p><b>L.O. to work scientifically</b></p> <ul style="list-style-type: none"> <li>• Plan enquiries, including recognising and controlling variables where necessary.</li> <li>• Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate that dissolving, mixing and changes of state are reversible changes.</li> <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, oxidisation and the action of acid on bicarbonate of soda.</li> </ul> <p><b>L.O. to work scientifically</b></p> <ul style="list-style-type: none"> <li>• Take measurements, using a range of scientific equipment, with increasing accuracy and precision.</li> <li>• Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models.</li> </ul>
<p><b>Depth and Challenge</b></p>	<p><i>Design an investigation into the effects of drag</i></p>	<p><i>Classify a range of animals using different criteria</i></p>	<p><i>Recommend different materials for different purposes based on evidence from their investigations.</i></p> <p><i>Invent a new product using a specific material</i></p>

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British Values and SMSC	<i>Sense of enjoyment and fascination in learning about themselves, others and the world around them</i>	<i>Sense of enjoyment and fascination in learning about themselves, others and the world around them</i>	<i>Opportunities for group activities that teach co-operation and initiative</i>
Brilliant Beginning	Visit: Space Station	Visit: <a href="#">Holdenby House</a>	Visit: Back to backs
Fabulous Finish	Create own solar system and model it	Tudor experience day with Tudor food – invite parents to taste the food made by the children	Victorian experience day with Victorian crafts (sewing, painting etc.) invite parents to view the artwork in a gallery.