



# Year 5 Curriculum Map



Subject	Autumn 1 - Changes in the local area (Geography)	Autumn 2 – Anglo Saxons (History)	Spring 1 – Vikings (History)	Spring 2 - Trade and Journeys (Geography)	Summer 1 – Thematic history unit (portraits)	Summer 2 – Europe: An Alpine study (Geography)
	HJ	HJ	KG	KG	HJ	HJ
Topic	<p><b>HOW IS THE UK CHANGING?</b> HOW IS THE UK CHANGING?</p> <p>Name and locate counties and cities of the UK, 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.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features</p> <p>Use the eight points of a compass, four- and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods Fieldwork opportunity: recording and representing the local area (school grounds) <b>Fieldwork opportunity: recording and presenting the local area</b></p>	<p><b>HOW DARK WERE THE DARK AGES?</b></p> <p>Why did the Anglo-Saxons invade and how can we possibly know where they settled?</p> <p>What does the mystery of the empty grave tell us about Saxon Britain?</p> <p>How did people’s lives change when Christianity came to Britain and how can we be sure?</p> <p>How were the Saxons able to see off the Viking threat?</p> <p>Just how great was King Alfred, really?</p> <p>Just how effective was Saxon justice?</p> <p>Writing opportunity: letter to Hengest and Horsa</p> <p><b>Local area/visit to Time and Tide Museum: letter recount</b></p>	<p><b>HOW SHOULD WE REMEMBER THE VIKINGS?</b></p> <p>What image do we have of the Vikings and why?</p> <p>Why did the Vikings gain such a bad reputation?</p> <p>How did the Vikings try to take over the country and how close did they get?</p> <p>How have recent excavations changed our view of the Viking (Focus on Jorvik)?</p> <p>What can we learn about Viking settlement from a study of place name endings?</p> <p><b>DT link: pop-up book</b></p>	<p><b>WHERE DOES ALL OUR STUFF COME FROM?</b></p> <p>Describe and understand key aspects of 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</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p><b>Fieldwork opportunity/local area visit (Somerleyton): recording and presenting the local area (land use)</b></p> <p><b>Writing opportunity: writing to inform</b> Create a fact file about land use and settlement</p>	<p><b>HOW CAN WE CONSTRUCT AN ACCURATE VIEW OF THE PAST?</b></p> <p>Would the real Henry VIII please stand up?</p> <p>Elizabeth I: Why do Elizabeth 1st portraits mysteriously start showing her looking younger towards the end of her reign?</p> <p>Why is it so difficult to work out what Victorian factory conditions were really like?</p> <p>Why do we need to be careful when using paintings to find out about Victorian life?</p> <p>Were the evacuees as happy as they were shown?</p> <p>Did people believe all the propaganda during the Blitz?</p> <p><b>Local area visit/Further education and art link: High school GSCE and College</b></p>	<p><b>WHERE SHOULD WE GO ON HOLIDAY?</b></p> <p>Use maps to focus on countries, cities and regions in Europe.</p> <p>Be taught to understand a region of another European country</p> <p>Be taught to understand some of the physical and human processes that shape a region Extend their knowledge and understanding beyond the local area to include Europe. This will include the location and characteristics of a range of the world’s more significant human and physical features.</p> <p><b>Writing opportunity: writing to inform</b> Create a holiday leaflet (non-chron report) titled: where should we go on holiday?</p>



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Class texts		Beowulf by Michael Morpurgo		Hidden Figures in Space by Margot Lee Shatterly		
Literacy (HJ)	<b>In Flanders Field (Remembrance Day link)</b> <b>Writing to entertain: poetry narrative and war</b> Create detailed description using senses. Learn a range of poetry by heart. Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume. Discuss and evaluate how authors use language.	<b>Beowulf (Anglo-Saxon link)</b> <b>Writing to entertain: descriptive writing for character and setting (Grendel and his lair)</b> Use subordinate clauses to add detail or context, including in varied positions. Use adverbials for time, where and how. Use conjunctions (subordinating) Use brackets for additional information Varied range of sentence openers to build cohesion	<b>Beowulf (Anglo-Saxon link)</b> <b>Writing to inform: diary entry based on the main character of Beowulf</b> Use paragraphs to group related ideas. Use relative clauses to add further detail. Use subordinating clauses in varied positions. Use adverbials for time and where. Use conjunctions (subordinating). Use brackets, dashes and commas to mark clauses. Informal versus formal 1st person.	<b>Invasions (Science space link)</b> <b>Writing to entertain: atmosphere and suspense</b> Use subordinate clauses to add detail or context, including in varied positions. Use adverbials for time. Where and how Use conjunctions (subordinating) Use brackets. Dashes and commas for additional information	<b>Hidden Figures (Science Space link and black women in history)</b> <b>Writing to inform: newspaper article</b> Use paragraphs to group related ideas Use of technical vocabulary Begin to use passive voice to remain formal or detached, Use relative clauses to add further detail Use subordinating clauses in varied positions, Use adverbials for time and where Use conjunctions (subordinating) Use brackets, dashes and commas to mark clauses.	<b>Hidden Figures (Science Space link and black women in history)</b> <b>Writing to inform: biography</b> Use of passive voice. Written in third person. Varied range of sentence openers to build cohesion. Use adverbials for time/how/where/frequency. Use subordinate clauses to add detail or context, including in varied positions. Use conjunctions (subordinating) Use brackets, dashes and commas for additional information.
	Class texts	Coming to England by Floella Benjamin		Viking Boy by Tony Bradman		Why the Whales Came by Michael Morpurgo
Literacy (KG)	<b>Coming to England – Floella Benjamin (Black History/windrush link)</b> <b>Writing to entertain: descriptive writing for setting (house/school/Trinidad)</b> Use compound sentences to join ideas Use adverbials for time. Where and how Use brackets for additional information Varied range of sentence openers to build cohesion <b>Local area visit/church link: describe setting</b>  <b>Writing to inform: diary entry based on the main character and the voyage to England</b> To write in past tense Informal tone To use high quality and emotive language Organise paragraphs in to related ideas Use subordinating clauses in varied positions Use adverbials for time and where Use parenthesis Use inverted commas to quite direct speech	<b>Coming to England – Floella Benjamin (Black History/windrush link)</b> <b>Writing to inform: recount</b> Use paragraphs to group related ideas Use of technical vocabulary Use relative clauses to add further detail Use subordinating clauses in varied positions, Use adverbials Use conjunctions (subordinating) Use brackets, dashes and commas to mark clauses  <b>Writing to entertain: flashback</b> To write in past tense To use high quality and emotive language Use powerful verbs and adverbs Organise paragraphs in to related ideas Use relative clauses to add further detail Use subordinating clauses in varied positions Use adverbials Use parenthesis	<b>Viking Boy (Viking link)</b> <b>Writing to entertain: descriptive writing for mythological creatures</b> Use compound and complex sentences to join ideas Use adverbials for time. Where and how Use brackets and dashes for additional information Use specific language for description Use of senses for description Varied range of sentence openers to build cohesion  <b>Viking Boy (Viking link)</b> <b>Writing to entertain: Poetry Free verse and tanka (SPaG)</b> Plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Develop initial ideas, drawing on reading and research where necessary. Create detailed description using senses and poetry toolkit.	<b>Viking Boy (Viking link)</b> <b>Writing to persuade: letter</b> To write in present tense Formal tone Planned repetition Facts & Statistics Hyperbole Use imperative and modal verbs Use short sentences for emphasis Use ? for rhetorical questions Use parenthesis  <b>Viking Boy (Viking link)</b> <b>Writing to inform: diary entry</b> To write in past tense Informal tone To use high quality and emotive language Organise paragraphs in to related ideas Use subordinating clauses in varied positions, Use adverbials for time and where Use brackets, dashes and commas to mark clauses Use inverted commas to quite direct speech	<b>Why the Whales came</b> <b>Writing to entertain: descriptive writing for setting (island)</b> Use compound and complex sentences to join ideas Use adverbials for time. Where and how Use brackets and dashes for additional information Varied range of sentence openers to build cohesion Use a range of figurative language  <b>Writing to inform: non chronological report on Narwhals</b> To write in past tense To use technical language, Organise paragraphs in to related ideas Use relative clauses to add further detail Use subordinating clauses in varied positions, Use adverbials for time and where Use brackets, dashes and commas to mark clauses	<b>Writing to entertain: descriptive writing for mystery (island)</b> Use compound and complex sentences to join ideas Use adverbials for time. Where and how Use brackets and dashes for additional information Varied range of sentence openers to build cohesion Use a range of figurative language Use the senses for description Keep ideas 'hidden' Use of ellipses Use of speech and rhetorical questions Cliffhanger ending



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		<b>KG</b>	<b>HJ</b>		<b>HJ</b>	
<b>Art</b>	<i>DT this half term.</i>	<b>Sculpture and 3D (Anglo-Saxon link)</b> <b>Architecture</b> <b>Fieldwork opportunity:</b> sketching local buildings (church)	<b>Drawing: I need space (Science Space link)</b>	<i>DT this half term.</i>	<b>Painting and mixed media: Portraits (History link)</b>	<i>DT this half term.</i>
	<b>HJ</b>			<b>KG</b>		<b>HJ</b>
<b>DT</b>	<b>Electrical systems: Doodlers</b>  <b>Writing opportunity: writing to discuss</b> Create a review of their electrical system.	<i>Art this half term.</i>	<i>Art this half term.</i>	<b>Mechanical systems: Making a pop-up book</b> <b>Writing opportunity: writing to inform</b> Create a pop-up book titled: How should we remember the Vikings?	<i>Art this half term.</i>	<b>Food: What could be healthier?</b>  <b>Writing opportunity: writing to persuade</b> Create an advert to promote their sauce
	<b>KG</b>	<b>KG</b>	<b>HJ</b>	<b>HJ</b>	<b>KG</b>	<b>KG</b>
<b>Science</b>	<b>Properties and Changes in Materials</b>  Compare and group together everyday materials on the basis of their properties.  Know that some materials will dissolve in liquid to form a solution.  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,  Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through sieving and evaporating.  Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials.  Demonstrate that dissolving, mixing and changes of state are reversible changes.  <b>Writing opportunity: writing to inform (explanation)</b> Create an explanation about a reversible or irreversible change		<b>Earth, sun and moon</b>  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  <b>Writing opportunity: writing to inform (newspaper article)</b> Create an article about the moon landing	<b>Life processes</b>  <b>How do plants grow?</b>  <b>How do seed disperse?</b>  <b>How do plants reproduce?</b>  <b>How do animals grow?</b>  Describe the changes as humans develop to old age.	<b>Life cycles</b>  Describe the differences in the life cycles of a mammal, an amphibian.  Describe the differences in the life cycles of an insect and a bird.  <b>Writing opportunity: writing to inform (explanation)</b> Answer a key question e.g. What stages does a frog go through during its life cycle?	<b>Forces</b>  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, friction that act between moving surfaces.  Recognise that some mechanisms, including levers allow a smaller force to have a greater effect.

## Working scientifically

- \*Make predictions and set up further comparative and fair tests.
- \*Make careful observations.
- \*Record data and results of increasing complexity using scientific diagrams and labels, tables.
- \* Identify scientific evidence that has been used to support or refute ideas or arguments.
- \* Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- \*Take measurements, using a range of scientific equipment, with increasing accuracy and precision.
- \*Record data and results of increasing complexity using tables, scatter graphs, bar and line graphs.

# Year 5 Curriculum Map

	KG	HJ	KG	HJ	KG	KG
RE	 <p><b>Christianity</b> Why is the <b>Gospel</b> such good news for Christians?</p>	 <p><b>Islam</b> What does the Qu'ran <b>reveal</b> about Allah and his guidance?</p>	 <p><b>Hinduism</b> What spiritual pathways to <b>Moksha</b> are written about in Hindu scriptures?</p>	 <p><b>Christianity</b> <b>Why do Christians think being a pilgrim is a good analogy for life itself?</b></p>	<p><b>Christianity</b> What is the significance of the <b>Eucharist</b> to Christians?</p>	<p><b>Buddhism</b> How did Buddha teach his followers to find <b>Enlightenment</b>?</p>
Whole school (half termly) values to be shared in whole school and KS assemblies.						
PE KG	Tag Rugby	Dance (Caribbean carnival)	Gym	Netball/Matball	Kwik Cricket	Rounders Athletics
French HJ/GP	French greetings with puppets	French adjectives of colour, size and shape	French playground games - numbers and age	In a French classroom	French transport	A circle of life in French
Music KG	Blues	<i>Computing this half term</i>	Developing singing technique – Vikings (yr3)	<i>Computing this half term</i>	South and West Africa	<i>Computing this half term</i>
ICT KG	<i>Music this half term.</i>	Computing Systems and Networks Search Engine (Microsoft Office 365)	<i>Music this half term.</i>	Programming Music using Scratch	<i>Music this half term.</i>	Data Handling Mars Rover
Online Safety		<p><b>Online Reputation</b> To make children aware that by using the internet they are building up an online reputation and people will judge them on this.</p>		<p><b>Online Bullying</b> To make children aware of what online bullying looks like and to create some rules to keep everyone safe.</p>		<p><b>Managing Online Information</b> Teaching children how to safe search and about the 'top' selected webpages within a search.</p>
	HJ	HJ	KG	KG	HJ	HJ
PSHE	<p><b>Rights and Responsibilities</b> See school website under SRE policy</p>	<p><b>Being my best</b> See school website under SRE policy</p>	<p><b>Me and my relationships</b> See school website under SRE policy</p>	<p><b>Growing and changing</b> See school website under SRE policy</p>	<p><b>Keeping myself safe</b> See school website under SRE policy</p>	<p><b>Valuing differences</b> See school website under SRE policy</p>
Visits	Cathedral (Bible stories)	Time and Tide Museum – Viking day			Lound lakes – life cycles Sommerleyton Hall – land use/conservaton	BBHS – end of year show