




# Friars Primary School and Nursery


## Year 5 - National Curriculum Coverage by Subject – September 2023

<b>Year 5 Connected Curriculum</b>	<b>Autumn 1 &amp; 2</b>		<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1 &amp; 2</b>	
	<b>Walk like an Egyptian</b>		<b>Challenge Planet Earth</b>	<b>Plague!</b>	<b>Oh Henry!</b>	
	<i>Learning about the Ancient Egyptians and how they lived.</i>		<i>Learning about global warming, impact on the environment and the challenge to protect our planet</i>	<i>Learning about life in medieval Britain during the time of The Black Death</i>	<i>Learning about the Tudor times and how they lived.</i>	
<b>Art &amp; Design</b>	<b>Egyptian Art</b>	<b>Protest Art</b>	<b>Hans Holbein – portraits</b>	<b>Painting &amp; drawing portraits</b>		
	<p><i>to create sketch books to record their observations and use them to review and revisit ideas</i></p> <p><i>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]</i></p> <p><i>learn about great artists, architects and designers in history</i></p>	<p><i>to create sketch books to record their observations and use them to review and revisit ideas</i></p> <p><i>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]</i></p> <p><i>learn about great artists, architects and designers in history</i></p>	<p><i>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]</i></p> <p><i>learn about great artists, architects and designers in history</i></p>			
<p><b>Continuous through the year</b></p> <p><i>Develop techniques, including control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design</i></p>						
<b>Design &amp; Technology</b>		<b>Shadufs</b>		<b>Scented drawstring bags-sewing</b>		<b>Tudor Houses</b>
		<p><i>Design - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for</i></p>		<p><i>Design - use research and develop design criteria to inform the</i></p>		<p><i>Design - 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</i></p>



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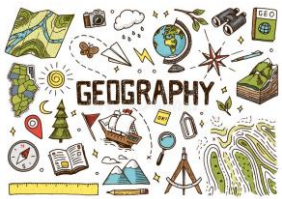
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 <p style="text-align: center;"><b>DESIGN TECHNOLOGY</b></p>		<p>purpose, aimed at particular individuals or groups</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><b>Make</b> - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>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> <p><b>Evaluate</b> - investigate and analyse a range of existing products</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>understand how key events and individuals in design and technology have helped shape the world</p> <p><b>Technical knowledge</b> - apply their understanding of how to</p>		<p><i>design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</i></p> <p><i>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</i></p> <p><b>Make</b> - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p><i>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</i></p> <p><b>Evaluate</b> - investigate and analyse a range of existing products</p> <p><i>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</i></p> <p><i>understand how key events and individuals in design and technology have helped shape the world</i></p>		<p><i>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</i></p> <p><b>Make</b> - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p><i>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</i></p> <p><b>Evaluate</b> - investigate and analyse a range of existing products</p> <p><i>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</i></p> <p><i>understand how key events and individuals in design and technology have helped shape the world</i></p> <p><b>Technical knowledge</b> - apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p><b>Tudor Banquet</b></p> <p><b>Cooking and nutrition</b> - understand and apply the principles of a healthy and varied diet</p>
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		<p>strengthen, stiffen and reinforce more complex structures</p> <p>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p>		<p><b>Technical knowledge</b> - apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>		<p>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p>
<p><b>Geography</b></p> 	<p><b>Ancient Egypt study</b></p> <p><b>Rivers</b> 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</p> <p>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p><b>Deserts</b></p> <p>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, and major cities</p> <p>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p><b>Climate Zones and Biomes</b></p> <p>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)</p> <p>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</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>The Spread of the Plague</b></p> <p>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</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p><b>Thriftwood &amp; East Beach Study</b></p> <p>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</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>London in Tudor Times</b></p> <p>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</p> <p>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 in North or South America</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>



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	<p><b>Continuous through the year</b></p> <p><i>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i></p>				
<p style="text-align: center;"><b>History</b></p> 	<p><b>Ancient Egyptian Life Study</b></p> <p><i>Learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China</i></p>	<p><b>Ancient Egyptian Life Study</b></p> <p><i>Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry.</i></p> <p><i>understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</i></p> <p><i>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</i></p>	<p><b>The Environment – What has changed?</b></p> <p><i>Learn about a local history study i.e. a depth study linked to one of the British areas of study listed above, a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066), a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</i></p>	<p><b>Plague – The Black Death – 1340's</b></p> <p><i>develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</i></p> <p><i>Learn about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 i.e. the changing power of monarchs using case studies such as John, Anne and Victoria, changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century, the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day, a significant turning point in British history, for example, the first railways or the Battle of Britain</i></p>	<p><b>The Tudors 1485-1603</b></p> <p><i>develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</i></p> <p><i>Learn about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 i.e. the changing power of monarchs using case studies such as John, Anne and Victoria, changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century, the legacy of Greek or Roman culture (art, architecture or literature - Shakespeare) on later periods in British history, including the present day, a significant turning point in British history, for example, the first railways or the Battle of Britain</i></p> <p><u>Tower of London visit</u></p>
<p><b>Continuous throughout the year</b></p> <p><i>develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</i></p> <p><i>note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i></p> <p><i>regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</i></p>					



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	<p><i>construct informed responses that involve thoughtful selection and organisation of relevant historical information.</i></p> <p><i>understand how our knowledge of the past is constructed from a range of sources.</i></p>					
<p><b>Science</b></p> 	<p><b>Properties and changes of materials</b></p> <p><i>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</i></p> <p><i>know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</i></p> <p><i>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</i></p> <p><i>give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</i></p> <p><i>demonstrate that dissolving, mixing and changes of state are reversible changes</i></p> <p><i>explain that some changes result in the formation of new materials, and that this</i></p>	<p><b>Earth and Space</b></p> <p><i>describe the movement of the Earth and other planets relative to the sun in the solar system</i></p> <p><i>describe the movement of the moon relative to the Earth</i></p> <p><i>describe the sun, Earth and moon as approximately spherical bodies</i></p> <p><i>use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</i></p>	<p><b>Earth and Space</b></p> <p><i>describe the movement of the Earth and other planets relative to the sun in the solar system</i></p> <p><i>describe the movement of the moon relative to the Earth</i></p> <p><i>describe the sun, Earth and moon as approximately spherical bodies</i></p> <p><i>use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</i></p>	<p><b>Forces</b></p> <p><i>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</i></p> <p><i>identify the effects of air resistance, water resistance and friction, that act between moving surfaces</i></p> <p><i>recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</i></p>	<p><b>Animals including Humans</b></p> <p><i>describe the changes as humans develop to old age</i></p> <p><b>Living Things and their Habitats</b></p> <p><i>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</i></p>	<p><b>Living Things and their Habitats</b></p> <p><i>describe the life process of reproduction in some plants and animals</i></p>



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	<i>kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</i>					
<p><b>Continuous throughout the year</b></p> <p><b>Working scientifically</b></p> <p><i>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</i></p> <p><i>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</i></p> <p><i>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</i></p> <p><i>using test results to make predictions to set up further comparative and fair tests</i></p> <p><i>reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</i></p> <p><i>identifying scientific evidence that has been used to support or refute ideas or arguments</i></p>						