# Curriculum Framework - Year 5
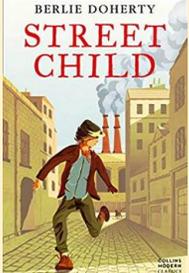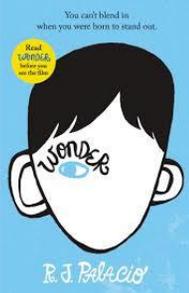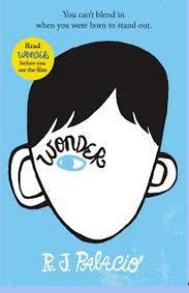
| Autumn Term Global theme(s): Social Justice and Equity | | Spring Term Global theme(s): Identity and Diversity | | Summer Term Global theme(s): | |
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| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** **Globalisation and Interdependence** | **Summer 2** **Power and Governance** |
| **Core text** Street Child | **Core text** A Christmas Carol | **Core text** Wonder | **Core text** Wonder | **Core text** Cosmic | **Core text** Accidental Prime Minister |
| -Links to understanding of homelessness and People's kitchen project at harvest. Volunteer work. | -Victorian coverage. Comparisons of class and social structures across eras. | -Complimented by PSHE coverage of inequalities- Tackling views of sexism, racism, disability discrimination. | - Tackling stereotypes relating to ageism. -Freedom of self expression. | (Alongside Virgin Money Project) -Global space race -How has technology affected our lives? - Entrepreneurship, finance and budgeting. | -Create a green paper bill to enact change in school. - Structuring of monarchy/ government over time. |
| **School Value Outcomes** Resilience- To understand how to overcome personal challenges in the face of adversity and difficult circumstances. | **School Values Outcomes** Kindness- To show care and consideration to others less fortunate through our homeless project | **School Values Outcomes** Respect - To understand the importance of treating other people fairly. | **School Values Outcomes** Bravery- To understand how people can overcome challenges and face their fears to achieve success. | **School Values Outcomes** Collaboration- Working together to achieve a common goal and utilising individual skill sets. | **School Values Outcomes** Responsibility- To understand the importance of making fair and responsible decisions to create meaningful change. |
| **Diversity, Community & Global Project Outcome** To understand some causes and effects of | **Diversity, Community & Global Project Outcome** To recognise wider causes and effects of | **Diversity, Community & Global Project Outcome** To recognise the nature of prejudice. | **Diversity, Community & Global Project Outcome** To understand the impacts of stereotyping, | **Diversity, Community & Global Project Outcome** Understand global connections between people and countries | **Diversity, Community & Global Project Outcome** To know the basics of how our own country |

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| poverty and inequality at local and national levels. | poverty, inequality and exclusion. | To understand diversity of cultures and societies within and beyond their own experience. | prejudice and discrimination and how to challenge these. | through trade and communication.<br><br>To know how local actions affect the wider world. | and region is governed.<br><br>To understand basic national, regional and global governance structures and differences between countries. |
| **Writing outcomes**<br><br>Newspaper report about Jim's escape from the Workhouse.<br><br>Chronological report about Thomas John Barnardos. | **Writing outcomes**<br><br>Write a ghost narrative based on Rules of 3 (3 ghosts, 3 events etc)<br><br>To write a narrative from the perspective of a homeless person. | **Writing outcomes**<br><br>Series of letters using both formal and informal tone.<br><br>Diary entries from the perspective of different characters. | **Writing outcomes**<br><br>Playscript in preparation for a drama performance | **Writing outcomes**<br><br>Create own narrative using sci-fi genre-specific theme<br><br>Balanced argument about the moon landing (real or fake)<br><br>Write a setting description for a fictional planet | **Writing outcomes**<br><br>Create a bill for a green paper.<br><br>Write letters to persuade. |

**Curriculum Overview**

Children will use extracts from 'Street Child'' to recognise how poverty/homelessness has changed over time and how society has tackled it. Concentrate on the establishment of Victorian workhouses. They will gain an overview of the British monarchs spanning from Tudor to the Victorian era and compare life within these times.

Children will compare these experiences with homelessness in the modern era and consider of social injustices are managed by the government. There will be additional comparisons with rich and poor through the study of A Christmas Carol.

Children will look to become agents of change by promoting the support of local charities supporting the homeless including The People's kitchen in the run up to the Harvest period.

**Curriculum Overview**

Children will consider how appearance can form judgements of a person and consider if this is fair. Explore different ways that prejudice can present itself through racism, sexism and disability.

Use 'Wonder' to explore how stereotyping can affect characters from different perspectives.

Children to consider stereotypes of older people in coverage of Animals including Humans in Science.

**Curriculum Overview**

Children to consider how the space race between Russia/America led to competition in technological advancement. Through the novel 'Cosmic', children explore the sci-fi genre and features of this writing. They use this focus to consider evidence of the moon landing and create a expedition report from a fictional planet.

This knowledge is supported by the content taught in Science 'Earth and Space', where children discover the significance of the Earth, sun and moon in terms of how days, seasons and years are formed. Children develop recognition of theory surrounding how we know that the Earth is a spherical body and relate this to the Maya civilisation and the birth of astronomy.

Children begin to look at how the UK government is formed over time and develop the understanding of how a bill is submitted to parliament through green and white papers before constructing their own parliamentary rally.

The Virgin Money project develops individual entrepreneurship and builds an understanding of

| | | budgeting through spreadsheets, online product research, manufacturing as a team and community cohesion. |
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| **Curriculum Drivers**<br><br>**Geography**- Calculate population changes in major UK cities, including London in both modern day and Victorian era.<br><br>**History** - To develop an understanding of British Monarchy.<br><br>To compare life in Victorian times with the modern day.<br><br>Understand how the British Empire was formed and how it is ruled. | **Curriculum Drivers**<br><br>**Geography**- Develop map skills developing recognition of ordnance survey maps.<br><br>**History** - Develop knowledge of local history through pen pal connection and consider what has changed. | **Curriculum Drivers**<br><br>**Geography**- Draw map of Mesoamerica and locate key countries of current Central America in relation to Chichen Itza and Maya topic.<br><br>**History -** Use sources of evidence to deduce information about the past - Moon landing in 1969.<br><br>Consider the changes from Mesoamerica to modern-day Central America. |
| **Oxfam Curriculum Skills**<br><br>**Empathy**<br>Empathise with people in local and more distant contexts.<br><br>**Self Awareness and reflection**<br>Explore reasons for negative feelings towards others and in new or difficult situations.<br><br>**Ability to manage complexity and uncertainty**<br>Recognise when there may be no single right or wrong answer.<br><br>**Informed and reflective action**<br>Contribute to the well-being of the wider community. | **Oxfam Curriculum Skills**<br><br>**Empathy**<br>Adapt behaviour to take into account the feelings of others.<br>Understand impacts of prejudice and discrimination.<br><br>**Self Awareness and reflection**<br>Identify connections between personal decisions and issues affecting people locally and globally.<br><br>**Communication**<br>Listen attentively, question and respond to others. Express own views and ideas on issues clearly, using a range of appropriate methods. | **Oxfam Curriculum Skills**<br><br>**Communication**<br>Express own views and ideas on issues clearly, using a range of appropriate methods.<br><br>**Cooperation and conflict resolution**<br>Work cooperatively to solve problems or achieve goals.<br>Use knowledge of others' viewpoints to resolve problems and compromise.<br><br>**Ability to manage complexity and uncertainty**<br>Recognise when there may be no single right or wrong answer. |
| **Skills (Creative curriculum skills progression sheet)**<br><br>**Geography skills progression**<br><br>-Collect statistics about people and places<br><br>-Begin to use a range of graphs, including pie charts. | **Skills (Creative curriculum skills progression sheet)**<br><br>**Geography skills progression**<br><br>-Use and understand a range of simple scales<br><br>-Use an 8 point compass to follow/give directions. | **Skills (Creative curriculum skills progression sheet)**<br><br>**Geography skills progression**<br><br>-Name and locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. |

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| -Rank information found into order of importance<br><br>-Come to accurate conclusions using information<br><br>-Describe and begin to explain patterns and physical and human changes.<br><br>-Justify own viewpoint or decision and use new information to adapt their own viewpoint.<br><br>**History Skills Progression**<br><br>-Explain their own point of view justifying this with a broad range of evidence.<br><br>-Adapt their ideas and viewpoints as new information arises.<br><br>-Organise a series of relevant historical information and check this for accuracy. | -Recognise and use standard OS symbols.<br><br>-Identify and describe how the physical features affect the human activity within a location.<br><br>-Take careful measurements – e.g. rainfall, noise level, distance<br><br>**History Skills Progression**<br><br>-Use sources of evidence to deduce information about the past.<br><br>-Rank sources of information in order.<br><br>-Identify differences between different versions of the past.<br><br>-Identify changes across a period of time; using chronological links begin to identify causal factors in change. | - Name and locate a range of countries and cities around the world using a map.<br><br>-Name and locate the Equator, Northern Hemisphere, Southern Hemisphere.<br><br>-Describe some of the characteristics of these geographical areas.<br><br>-Suggest suitable questions for a fieldwork study<br><br>-Begin to understand geographical patterns – e.g industry by a river<br><br>**History Skills Progression**<br><br>-Give a balanced view of interpretations of the past using different points of view.<br><br>- Make conclusions with evidence as to the most likely version of events.<br><br>-Describe the main changes in a period of history, from several perceptions example political, cultural. |

**Science**

| **Properties and changes of materials** | **Animals including humans** | **Forces** | **SRE** | **Earth and Space** | **Living things and their habitats** |
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| Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity<br><br>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. | Describe the changes as humans develop to old age. | Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.<br><br>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.<br><br>Recognise that some mechanisms including | Changes to the human body during adolescence.<br><br>**Earth and Space**<br><br>Describe the movement of the Moon relative to the Earth.<br><br>Describe the Sun, Earth and Moon as approximately spherical | Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.<br><br>Use the idea of the Earth's rotation to explain day and night, and the apparent movement of the sun across the sky. | Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.<br><br>Describe the life process of reproduction in some plants and animals. |

| | | levers, pulleys and gears allow a smaller force to have a greater effect. | bodies. | | |
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| Demonstrate that dissolving, mixing and changes of state are reversible changes and that some changes are irreversible. | | | | | |

**RE**

| Christianity | Christianity | Christianity | Christianity | Islam | Islam |
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| To investigate who films say God is<br><br>To explore who music/ literature says God is<br><br>To explore who art says God is<br><br>To understand who the bible says God is from the Old Testament<br><br>To understand who the bible says God is from the New Testament<br><br>To learn what other people say about Jesus<br><br>To learn what Jesus says about himself | Learn about aspects of festivals not already studied in detail, in particular Harvest and Epiphany.<br><br>**Christianity - Communities**<br>Learn some of the variety in the Christian family globally.<br><br>**Christianity - Lifestyles**<br>To think about their own beliefs and practices | Learn that Christians are encouraged to believe in the Trinity and that God is the Creator. Learn that because of such beliefs Christians are encouraged to care for the world in particular ways.<br><br>**Christianity Jesus**<br>Learn about the effect Jesus has on people who follow him today. | Learn about the rite of passage.<br><br>**Christianity - Communities**<br>Learn that Christians express their sense of belonging and being part of a community in many ways.<br>**Christianity - Lifestyles**<br>Learn about Christian teaching that affects personal and social matters.<br><br>Learn that the beliefs and practices of Christians shape how they think and act. | Learn about Muslim worship in the mosque and the home.<br><br>**Islam - God and other beliefs**<br><br>Learn that Muslims believe that Allah is indivisible, eternal and the creator, and cares for his creation. | Learn about the important events in the lives of Ibrahim and Muhammad. |

**PE**

| Multi-Skills (Invasion Games) | (NUFC) | Dance | Invasion games (Hockey) | Orienteering | Athletics |
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| Use a range of throwing techniques with increasing power and accuracy.<br><br>Plan different approaches to attacking and defending.<br><br>Work to keep or gain | Apply a broad range of skills to different situations.<br><br>Apply skills actions and ideas with increasing coordination and control.<br><br>Use physical and teamwork skills in a | Perform a range of jumps showing control.<br><br>Show control, coordination in travel and balance.<br>Show increasing clarity and fluency in movement.<br><br>Make good use of | Successfully apply their skills and understanding to new challenges and environments.<br><br>**Gymnastics**<br><br>Perform a range of jumps showing control. | To plan a simple orienteering trial for others to complete. e.g. Using the local area.<br><br>To read a wide variety of map symbols and use a compass when following a given route. | Throw a javelin from running start.<br><br>Use toe and feel to spin and throw discus and shot putt.<br>Choose the best pace to use in athletics or games. |

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| possession.<br><br>**Cross County**<br>Change pace to run competitively over different distances**.** | variety of different challenges<br><br><br><br>. | creativity and imagination when creating sequences in dance or gymnastics.<br><br>Use movement expressively to convey an idea, mood or feeling.<br><br>Combine changes of shape, speed and level in sequence.<br><br>**Invasion games**<br><br>**S**how growing awareness of space in team games. | Show increasing clarity and fluency in movement.<br><br>Make good use of creativity and imagination when creating sequences in dance or gymnastics.<br><br>Show a willingness to practice to develop and improve. | **Fitness**<br>(Staying healthy)<br><br>To understand the importance of regular exercise in relation to a healthy lifestyle.<br><br>To understand the role of a healthy balanced diet in keeping ourselves fit and healthy.<br><br>. | **Games**<br><br>Use a range of fielding skills and throw with accuracy to hit a target.<br><br>Choose the best pace to use in athletics or games. |
| **Music** | | | | | |
| **Google Music Lab**<br><br>Refine their own work and evaluate the work of others.<br><br>Suggest improvements to others work.<br><br>Use imagination and confidence when composing.<br><br>Combine several layers of sound with awareness of combined effect.<br><br>Use changes in timbre, pitch and dynamic. | **Christmas Carols**<br><br>Improvise melodic and rhythmic phrases as part of a group performance.<br><br>Take part in two and three part harmonies. Have an awareness of how different parts fit together for effect.<br><br>**Christmas adverts**<br><br>Give reasons for a composer's tempo choice.<br><br>Describe, compare and evaluate different kinds of music using an appropriate and broad musical vocabulary.<br><br>Analyse and compare features from a wide | **Instrument- TBC**<br><br>**S**how confidence when leading a group.<br><br>Lead, take a solo or accompany.<br><br>Know and use notation of pitch and beat.<br><br>Follow written instructions, including notation when singing or playing.<br><br>Play more complex instrumental parts using tuned instruments with confidence.<br><br>Use chords to compose. Understand how many beats in a minim, crotcher etc and recognize their symbols. | **Soundscape of Space**<br><br>*Gustav Holst- The Planet Suite*<br><br>Begin to identify the work of a small number of named composers.<br><br>Consider differences in music from a given period and the modern day.<br><br>Discern and distinguish layers of sound and understand their combined effect.<br><br>Select reasons and justifications for opinions about a piece of music | **Advert jingles**<br>**(Created for Virgin Money Project)**<br><br>Use imagination and confidence when composing.<br><br>Combine several layers of sound with awareness of combined effect.<br><br>Use changes in timbre, pitch and dynamic.<br><br>Understand the use of silence in composition. | **Political messages through music.**<br><br>Briefly explain the impact of a composer on a given time period.<br><br>Recognise how different musical elements are combined expressively in many different types of music. |

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| range of music. | | | | | |
| **Computing** | | | | | |
| **Computer Science**

To understand cloud storage and develop chromebook skills.

To understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration

Understand how the internet works including data packets, IP address, switch, router, DNS, cookies.

Understand how an intranet works e.g. using an intranet in a supermarket | **Information technology**

Select, use and combine a variety of software to create content that accomplish given goals

Create a podcast using a cue prompter.

Format text towards a specific purpose | **Digital Literacy**

To create a VLOG surrounding e-safety using designated social media replicating software.

To create a multimedia eBook

To understand online dangers including phishing and malware and how to safeguard computer systems.

Understand the importance of checking reliability of search information e.g. explore Safe Searching created by KidSMART

Understand what spam is, the form it takes, and identify strategies for dealing with it | **Computer Science**

Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.

Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.

Design a computer game including scoring and/or timers using Scratch and Code Club

Use conditional statements, loops,

Create a game where sprites interact with each other

Evaluate the effectiveness of games

variables and broadcast messages | **Information Technology**

Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

To use spreadsheets to calculate revenue, expenses and profit by writing formulas.

To create a spreadsheet e.g. theme park spreadsheet and recognise terms e.g. cell, row, column, =SUM()

Use word counts, bullets, numbering, text alignments

To use online shopping tools to evaluate costing.

To collaborate with peers by creating shared spreadsheets. | **Digital Literacy**

Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact.

To identify how fake news can be created and understand that we should be discerning in evaluating digital content.

Explore Google Digital Heroes and Google Interland to understand a range of online risks

Know how to protect computers from digital threats such as viruses

Explore how it feels to be cyber bullied, how cyber bullying is similar to or different to bullying, and learn strategies for handling cyber bullying if it arises |
| **PSHE** | | | | | |

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| To consider responsibilities at school in different contexts e.g. The playground, the classroom.<br><br>To share personal successes with the class and set further goals from those achievements. | To demonstrate a basic understanding of money concepts. e.g. Tax, interest, loan and debt | To recognise and challenges stereotypes.<br><br>To describe the different cultural, ethnic and religious groups that make up the world. | To understand the importance of good personal hygiene.<br><br>To understand how relationships may change during adolescence.<br><br>**SRE** | To understands reasons why the media may present information in different ways. | To understand that rules and laws differ in different parts of the world. |

**Art**

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| Further develop an understanding of the range of art, craft and design techniques used by artists/designers.<br><br>Begin to master a range of art and design techniques using a range of materials.<br><br>Use a choice of techniques to depict movement, perspective, shadows and reflection.<br><br>Use lines to represent movement. | Further develop an understanding of the range of art, craft and design techniques used by artists/designers.<br><br>Begin to master a range of art and design techniques using a range of materials.<br><br>Sculpture<br>Use tools to carve and add shapes, texture and pattern<br><br>Combine visual and tactile qualities | Further develop an understanding of the range of art, craft and design techniques used by artists/designers.<br><br>Use the qualities of materials to enhance ideas.<br><br>Begin to master a range of art and design techniques using a range of materials. | Further develop an understanding of the range of art, craft and design techniques used by artists/designers.<br><br>Use the qualities of materials to enhance ideas.<br><br>Begin to master a range of art and design techniques using a range of materials. | Further develop an understanding of the range of art, craft and design techniques used by artists/designers.<br><br>Begin to master a range of art and design techniques using a range of materials. | Further develop an understanding of the range of art, craft and design techniques used by artists/designers.<br><br>Use the qualities of materials to enhance ideas.<br><br>Begin to master a range of art and design techniques using a range of materials.<br><br>Painting<br>Sketch (lightly) before painting to combine line and colour.<br><br>Create a colour palette based upon colours<br><br>Use brush techniques and the qualities of paint to create texture. |

**DT**

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| Collect and use information to generate ideas<br><br>Understand designs | Consider the way the product will be used<br><br>Think ahead about the order of their work | Increasingly model their ideas before making<br><br>Measure accurately to centimetres and grams | Join with a greater range of techniques e.g. staples<br><br>Strengthen joins and | Add electricity to create motion or make light<br><br>Combine materials for strength and to improve | Talk about what they like and dislike , giving reasons<br><br>Develop their designs |

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| must meet a range of criteria and constraints<br><br>Take user's views into account<br><br>Understand how some properties can be used e.g. waterproof | Produce step by step plans<br><br>Make ongoing sketches and annotations | Combine materials for strength and to improve how the product looks<br><br>Use permanent and temporary fastenings to join | corners in a variety of ways<br><br>Understand how wheels, axels, turning mechanisms, hinges and levers all work together | how the product looks<br><br>Strengthen joins and corners in a variety of ways | through their own reflection and the evaluation of others<br><br>Carry out tests before making improvements<br><br>Evaluate food by taste, texture, flavour etc |
| **Visit** | **Visit** | **Visit** | **Visit** | **Visit** | **Visit** |
| Dukeshouse Wood | | | Centre for Life | | Virgin Money profit funded visit. (Children's choice dependent on profit) |