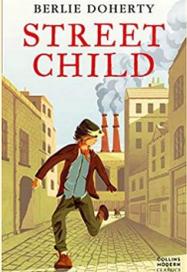
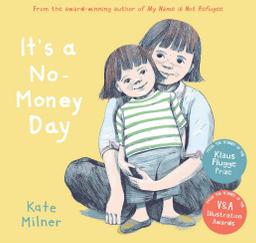
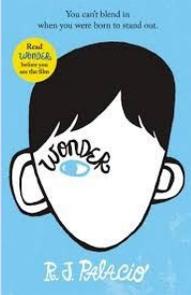
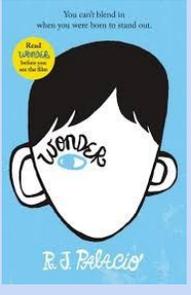
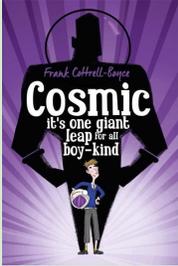


Curriculum Framework - Year 5

Autumn Term Global theme(s): Social Justice and Equity		Spring Term Global theme(s): Identity and Diversity		Summer Term Global theme(s):	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 Globalisation and Interdependence	Summer 2 Power and Governance
<p>Core text Street Child / It's a No Money Day</p>   <p>-Links to understanding of homelessness and People's kitchen project at harvest. Volunteer work.</p>	<p>Core text A Christmas Carol</p>  <p>-Victorian coverage. Comparisons of class and social structures across eras.</p>	<p>Core text Wonder</p>  <p>-Complimented by PSHE coverage of inequalities- Tackling views of sexism, racism, disability discrimination.</p>	<p>Core text Wonder</p>  <p>-Pen pal scheme. - Tackling stereotypes relating to ageism. -Freedom of self expression.</p>	<p>Core text Cosmic</p>  <p>(Alongside Virgin Money Project) -Global space race -How has technology affected our lives? - Entrepreneurship, finance and budgeting.</p>	<p>Core text Accidental Prime Minister</p>  <p>-Create a green paper bill to enact change in school. - Structuring of monarchy/ government over time.</p>

School Value Outcomes	School Values Outcomes	School Values Outcomes Respect - To understand the importance of treating other people fairly.	School Values Outcomes	School Values Outcomes	School Values Outcomes
Diversity, Community & Global Project Outcome To understand some causes and effects of poverty and inequality at local, national and global levels.	Diversity, Community & Global Project Outcome To recognise wider causes and effects of poverty, inequality and exclusion.	Diversity, Community & Global Project Outcome To recognise the nature of prejudice. To understand diversity of cultures and societies within and beyond their own experience.	Diversity, Community & Global Project Outcome To understand the impacts of stereotyping, prejudice and discrimination and how to challenge these.	Diversity, Community & Global Project Outcome Understand global connections between people and countries through trade and communication. To know how local actions affect the wider world.	Diversity, Community & Global Project Outcome To know the basics of how our own country and region is governed. To understand basic national, regional and global governance structures and differences between countries.
Writing outcomes Adobe Spark project surrounding homelessness. People's Kitchen Leaflet in preparation for Harvest	Writing outcomes Write a ghost narrative based on Rules of 3 (3 ghosts, 3 events etc)	Writing outcomes Series of letters using both formal and informal tone. Diary entries from the perspective of different characters.	Writing outcomes Playscript in preparation for a drama performance	Writing outcomes Create own narrative using sci-fi genre-specific theme Balanced argument about the moon landing (real or fake) Write a setting description for a fictional planet	Writing outcomes Create a bill for a green paper. 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		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	

<p>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.</p> <p>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.</p>	<p>Begin pen pal scheme and develop meaningful relationships through letters to the wider community.</p>	<p>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.</p> <p>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.</p> <p>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.</p>
<p>Curriculum Drivers</p> <p>Geography- Calculate population changes in major UK cities, including London in both modern day and Victorian era.</p> <p>History - To develop an understanding of British Monarchy.</p> <p>To compare life in Victorian times with the modern day.</p> <p>Understand how the British Empire was formed and how it is ruled.</p>	<p>Curriculum Drivers</p> <p>Geography- Develop map skills developing recognition of ordnance survey maps.</p> <p>History - Develop knowledge of local history through pen pal connection and consider what has changed.</p>	<p>Curriculum Drivers</p> <p>Geography- Draw map of Mesoamerica and locate key countries of current Central America in relation to Chichen Itza and Maya topic.</p> <p>History -_Use evidence to prepare and present a balanced argument on a significant historical event - Moon landing in 1969.</p> <p>Consider the changes from Mesoamerica to modern-day Central America.</p>
<p>Skills (Creative curriculum skills progression sheet)</p> <p><u>Geography skills progression</u></p> <p>-Collect statistics about people and places</p>	<p>Skills (Creative curriculum skills progression sheet)</p> <p><u>Geography skills progression</u></p> <p>-Use and understand a range of simple scales</p>	<p>Skills (Creative curriculum skills progression sheet)</p> <p><u>Geography skills progression</u></p> <p>-Name and locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date</p>

<p>-Begin to use a range of graphs, including pie charts.</p> <p>-Rank information found into order of importance</p> <p>-Come to accurate conclusions using information</p> <p><u>History Skills Progression</u></p> <p>-Explain their own point of view justifying this with a broad range of evidence.</p> <p>-Adapt their ideas and viewpoints as new information arises.</p>		<p>-Use an 8 point compass to follow/give directions.</p> <p>-Recognise and use standard OS symbols.</p> <p><u>History Skills Progression</u></p> <p>-Use sources of evidence to deduce information about the past.</p> <p>-Rank sources of information in order.</p> <p>-Identify differences between different versions of the past.</p> <p>-Identify changes across a period of time; using chronological links begin to identify causal factors in change.</p>		<p>time zones.</p> <p>- Name and locate a range of countries and cities around the world using a map.</p> <p>-Name and locate the Equator, Northern Hemisphere, Southern Hemisphere,</p> <p>-Describe some of the characteristics of these geographical areas.</p> <p><u>History Skills Progression</u></p> <p>-Give a balanced view of interpretations of the past using different points of view.</p> <p>-Describe the main changes in a period of history, from several perceptions example political, cultural.</p>	
<p>Science</p> <p>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</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>Demonstrate that dissolving, mixing and</p>	<p>Science</p> <p>Living things and their habitats</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life process of reproduction in some plants and animals.</p>	<p>Science</p> <p>Animals including humans</p> <p>Describe the changes as humans develop to old age.</p> <p>SRE</p> <p>Changes to the human body during adolescence.</p>	<p>Science</p> <p>Forces</p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</p> <p>Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.</p>	<p>Science</p> <p>Earth and Space</p> <p>Describe the movement of the Moon relative to the Earth.</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies.</p>	<p>Science</p> <p>Earth and Space</p> <p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>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>changes of state are reversible changes and that some changes are irreversible.</p> <p>RE Christianity</p> <p>PE Multi-Skills (Invasion Games)</p> <p>Cross Country</p>	<p>RE Christianity</p> <p>Dance (Telling a story)</p> <p>Gym (Creating a sequence)</p>	<p>RE Christianity</p> <p>Orienteering</p> <p>Fitness (Staying healthy)</p>	<p>RE Christianity</p> <p>Invasion games (Hockey)</p> <p>Gym (Travel and Balance)</p>	<p>RE Islam</p> <p>Athletics</p> <p>Games (Strike and field - Rounders/Cricket)</p>	<p>RE Islam</p> <p>Athletics</p> <p>Games (Net and Wall - Netball/Volleyball)</p>
<p>Visit</p> <p>Dukeshouse Wood</p>	<p>Visit</p>	<p>Visit</p> <p>Centre for Life</p>	<p>Visit</p>	<p>Visit</p>	<p>Visit</p> <p>Virgin Money profit funded visit. (Children's choice dependent on profit)</p>