







Year 5 IPC Curriculum Overview 2022-23

Milepost 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	 Updated 2015	 Updated 2015	 Updated	 Updated	 Updated	 Updated 2015
	History - AD 900 (6 weeks)	History - AD 900 (6 weeks)	Space Explorers (8 weeks)	Space Explorers (8 weeks)	Making New Materials (6-7 weeks)	The holiday show (6-7 weeks)
<p>Science</p> <p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p>	<p><u>Living Things and Their Habitats</u></p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals.</p>		<p><u>Earth and Space</u></p> <p>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.</p> <p><u>Forces</u></p> <p>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 and friction that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>		<p><u>Properties and Changes of Materials</u></p> <p>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. Know that some materials will dissolve in liquid to form a solution, and 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, sieving and evaporating. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Demonstrate that dissolving, mixing and changes of state are reversible changes. 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 and the action of acid on bicarbonate of soda.</p>	<p><u>Animals Including Humans</u></p> <p>Describe the changes as humans develop to old age.</p>

<p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other</p>				
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<p>presentations</p> <p>Use test results to make predictions to set up further comparative and fair tests</p> <p>We have opportunities to share our understanding, our ideas and our opinions. We can discuss 'What if..?' and 'Why not..?'. ü We ask questions and we use our scientific skills to find out the answers for ourselves.</p> <p>We carry out practical investigations, choosing suitable scientific equipment</p>				
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<p>t and using it correctly.</p> <p>We cover a range of scientific skills throughout the year, building on them each time and self-assessing our progress.</p> <p>We link our Science learning to the real world - we make connections with what we have learnt before and with our own experiences of the world around us.</p>			
<p>Geography</p>	<p>3.01 Know that the study of geography is concerned with places and environments in the world around them</p> <p>3.03 Know about similarities and differences between particular localities</p> <p>3.04 Know how the features of particular localities influence the nature of human activities within them</p> <p>3.13 Be able to use a variety of sources to gather geographical information</p> <p>3.03 Know about similarities and differences between particular localities</p>		<p>Explorations of countries around the world:</p> <p>3.01 Know that the study of geography is concerned with places and environments in the world around them</p> <p>3.02 Know about the main physical and human features and environmental issues in particular</p>

	<p>3.19 Be able to make plans and maps in a variety of scales using symbols and keys</p> <p>3.23 Be able to explain how places are linked through movement of goods and people</p>		<p>localities</p> <p>3.03 Know about similarities and differences between particular localities</p> <p>3.04 Know how the features of particular localities influence the nature of human activities within them</p> <p>3.07 Know about the geography of the area around the school</p> <p>3.08 Know about the major geographical features of their home country</p> <p>3.11 Know how people affect the environment</p> <p>3.12 Be able to enquire into geographical factors and their effects on people's lives</p> <p>3.13 Be able to use a variety of sources to gather geographical information</p> <p>3.14 Be able to collect and record evidence to answer geographical questions</p> <p>3.15 Be able to identify geographical patterns and to use their knowledge and understanding to explain them</p> <p>3.16 Be able to use appropriate geographical vocabulary to describe and interpret their surroundings</p> <p>3.18 Be able to use appropriate techniques to gather information</p> <p>3.19 Be able to make plans and maps in a variety of scales using symbols and keys</p> <p>3.20 Be able to use and interpret globes and maps in a variety of scales</p> <p>3.23 Be able to explain how places are linked through movement of goods and people</p> <p>3.24 Be able to communicate their knowledge and</p>
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				understanding of geography in a variety of ways 3.26 Understand how and why people seek to manage and sustain their environment
History	<p>Key question: What do the fallen empires have in common? Should borrowed artefacts be given back to their native countries? Was the the Batman mask really based on the Mayan sculpture?</p> <p>3.01 Know that the study of history is concerned with the past in relation to the present 3.02 Know about the characteristic features of particular periods and societies 3.06 Know about the ideas, beliefs, attitudes and experiences of people in the past 3.07 Know about the social, cultural, religious and ethnic diversity of the periods studied 3.08 Know the terms associated with the periods they have studied 3.09 Be able to enquire into historical issues and their effects on people' -s lives 3.10 Be able to find out about aspects of the past from a range of sources 3.11 Be able to describe and identify reasons for and results of historical events, situations, and changes in the periods they have studied 3.12 Be able to describe and make links between the main events, situations and changes both within and across periods 3.14 Be able to describe how the history of one country affects that of another 3.15 Be able to ask and answer questions about the past 3.16 Be able to select and record information relevant to an historical topic 3.17 Be able to place the events, people and changes in the periods they have studied into a chronological framework 3.18 Be able to use dates and terms relating to the passing of time 3.19 Be able to communicate their knowledge and understanding of history in a variety of ways, making appropriate use of dates and historical terms 3.20 Understand how some aspects of the past have been represented and interpreted in different ways</p>	<p>3.01 Know that the study of history is concerned with the past in relation to the present 3.06 Know about the ideas, beliefs, attitudes and experiences of people in the past 3.09 Be able to enquire into historical issues and their effects on people's lives 3.10 Be able to find out about aspects of the past from a range of sources 3.11 Be able to describe and identify reasons for and results of historical events, situations, and changes in the periods they have studied 3.12 Be able to describe and make links between the main events, situations and changes both within and across periods 3.15 Be able to ask and answer questions about the past 3.16 Be able to select and record information relevant to an historical topic 3.17 Be able to place the events, people and changes in the periods they have studied into a chronological framework 3.18 Be able to use dates and terms relating to the passing of time 3.19 Be able to communicate their knowledge and understanding of history in a variety of ways, making appropriate use of dates and historical terms 3.20 Understand how some aspects of the past have been represented and interpreted in different ways 3.21 Understand that historical sources can be different from and contradict one another and that they reflect their context of time, place and viewpoint</p>	<p>3.01 Know that the study of history is concerned with the past in relation to the present 3.09 Be able to enquire into historical issues and their effects on people's lives 3.10 Be able to find out about aspects of the past from a range of sources 3.14 Be able to describe how the history of one country affects that of another</p>	<p>3.01 Know that the study of history is concerned with the past in relation to the present 3.02 Know about the characteristic features of particular periods and societies 3.03 Know about the general history of the host country 3.04 Know about the general history of their home country 3.05 Know about the characteristic features of a particular period in the history of the host country 3.06 Know about the ideas, beliefs, attitudes and experiences of people in the past 3.08 Know the terms associated with the periods they have studied 3.10 Be able to find out about aspects of the past from a range of sources 3.11 Be able to describe and identify reasons for and results of historical events, situations, and changes in the periods they have studied 3.12 Be able to describe and make links between the main events, situations and changes both within and across periods 3.15 Be able to ask and answer questions about the past 3.16 Be able to select and record information relevant to an historical topic 3.17 Be able to place the events, people and changes in the periods they have studied into a chronological framework</p>

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Art	<p>Produce creative work on a theme, developing ideas through a range of preliminary sketches or models. AD900 exploration of the Mayan landscape - pastel</p> <p>Mix and use tints and shades of colours using a range of different materials, including paint. AD900 - exploration of Mayan landscape.</p> <p>Describe and discuss how different artists and cultures have used a range of visual elements in their work. AD900, this can also be explored through RE - Sikhism/Hinduism.</p> <p>Use clay to create a detailed 3-D form. AD900 use of clay to create Benin replicas/Mayan masks/ Papier mache globes/planets</p> <p>Investigate and develop artwork using the characteristics of an artistic movement. Black History Month</p> <p>Use a range of stitches to add detail and texture to fabric or mixed-media collages. Christmas bauble creating, using felt and gold thread.</p>	<p>Create a relief form using a range of tools, techniques and materials. Space explorers - create space crafts out of junk modelling</p> <p>Use pen and ink (ink wash) to add perspective, light and shade to a composition. Space explorers - art inspired by space, galaxy paintings/phases of the moon</p>	<p>Use a range of materials to create imaginative and fantasy landscapes. New Materials - create landscapes with the use of different materials.</p> <p>Add text or photographic samples to a print. Holiday Show - children create advertisements on/off screen</p>	
DT	<p>3.01 Know that technology affects people's lives</p> <p>3.02 Know how the lives of people in the host country are affected by the extent of technological advance</p> <p>3.03 Know how the lives of people in their home country are affected by the extent of technological advance</p> <p>3.04 Be able to respond to identified needs, wants and opportunities with informed designs and products</p> <p>3.05 Be able to gather and use information to suggest solutions to problems</p> <p>3.06 Be able to devise and use step-by-step plans</p> <p>3.08 Be able to select the most appropriate available tools and materials for a task</p> <p>3.09 Be able to work with a variety of tools and materials with some accuracy</p> <p>3.10 Be able to test and evaluate their own work and improve on it</p>	<p>3.01 Know that technology affects people's lives</p> <p>3.04 Be able to respond to identified needs, wants and opportunities with informed designs and products</p> <p>3.06 Be able to devise and use step-by-step plans</p> <p>3.07 Be able to consider the needs of users when designing and making</p> <p>3.08 Be able to select the most appropriate available tools and materials for a task</p> <p>3.09 Be able to work with a variety of tools and materials with some accuracy</p> <p>3.10 Be able to test and evaluate their own work and improve on it</p> <p>3.14 Understand the ways in which technology can be used to meet needs, wants and opportunities</p> <p>3.15 Understand that different techniques, tools and materials are needed for different tasks</p> <p>3.16 Understand that the quality of a product depends on how well it is made and how well it meets its intended purpose</p>	<p>3.01 Know that technology affects people's lives</p> <p>3.02 Know how the lives of people in the host country are affected by the extent of technological advance</p> <p>3.03 Know how the lives of people in their home country are affected by the extent of technological advance</p> <p>3.04 Be able to respond to identified needs, wants and opportunities with informed designs and products</p> <p>3.05 Be able to gather and use information to suggest solutions to problems</p> <p>3.06 Be able to devise and use step-by-step plans</p> <p>3.07 Be able to consider the needs of users when designing and making</p> <p>3.08 Be able to select the most appropriate available tools and materials for a task</p> <p>3.09 Be able to work with a variety of tools and materials with some accuracy</p>	<p>3.04 Be able to respond to identified needs, wants and opportunities with informed designs and products</p> <p>3.05 Be able to gather and use information to suggest solutions to problems</p> <p>3.06 Be able to devise and use step-by-step plans</p> <p>3.07 Be able to consider the needs of users when designing and making</p> <p>3.08 Be able to select the most appropriate available tools and materials for a task</p> <p>3.09 Be able to work with a variety of tools and materials with some accuracy</p>

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Enterprise - see Enterprise class projects doc	Number Games: Students deploy their numeracy skills to design a board game, and play them at a final competition.		Active Minds: Students explore different types of fitness and create their own John Lewis Healthy Community Display - Innovation Challenge		Breaking News: During this project the learners will work in teams to produce written and non-written forms of reporting journalism	
	Enterprise skills: Working as a team, sharing ideas, leading, aiming high, problem solving, using imagination, staying positive, listening carefully		Enterprise skills: Working as a team, sharing ideas, leading, aiming high, problem solving, using imagination, staying positive, listening carefully		Enterprise skills: Working as a team, sharing ideas, leading, aiming high, problem solving, using imagination, staying positive, listening carefully	
	Civic participation: Playgrounds Rule! (With Year 2) Skills focus - problem solving and using imagination. IPC -Playgrounds and form of recreation in AD900. Skills: using imagination, sharing ideas, problem solving and leadership		Entrepreneurship: Read all about it. Skills focus -aiming high, problem solving and sharing ideas. IPC -Space, recalling the latest in space. Skills: problem solving, working as a team, sharing ideas and aiming high		International: Read all about it international. Skills focus -staying positive and sharing ideas. IPC -Materials and holiday show. Skills: leadership, sharing ideas, using imagination and problem solving	
Bilingual social curriculum (click on link for detailed plans)	Clothes and accessories	Describing self and others	Weathers and seasons	Exploring the town and beyond	Colours and materials	Hobbies and Jobs
RE Autumn 1: Whole School:	What is Humanism? To explain some Humanist beliefs Egyptian Creation Story Harvest: UK vs Mayans	What are the main holy texts? To explain the holy text of the specific year group religion and compare to the Qur'an and the Bible	What are some of the different religions? To describe and compare different religions and dive deeper into a specific religion	What is the Bible and how do its teachings affect people? To explain the importance of Jesus and the Bible for different people today	Where do different religions worship? To describe and compare different places of worship through study and an organised visit	How do different religions celebrate life events? To describe and compare wedding and naming ceremonies between

<p>Creation Story and Harvest Autumn 2: Whole School: Advent + Christmas + Christmas Around the world:</p> <p>Spring 1: Whole School: Galette des Roi + Religious Symbols</p> <p>Spring 2: Whole School: Easter + Easter Around the world</p> <p>Summer 1: Whole School: Places of Worship + Ramadan</p> <p>Summer 2: Whole School: Celebrations</p>	<p>Humanist rites of passage: Pupils learn about different ways in which Humanists acknowledge life events, such as the start of life, marriage, divorce and death. They can label pictures to show what is happening in the different events and how people might be feeling.</p>	<p>Christmas: The Prince of Peace: what is peace?</p> <p>Christmas Around the world: Africa</p> <p>Describe different ways in which Christmas is celebrated in Africa and to begin to identify which aspects of the holiday are religious and non-religious. Explain why some people do not celebrate Christmas.</p> <p>Adi Granth</p> <p>Guru Gobind Singh and War: Pupils consider the use of violence by Guru Gobind Singh, and the events of his life, as well as the concept of 'just war.' They begin to learn about wars that are going around the world and think about, using Just War criteria (such as not killing civilians, doing it for the right reasons etc.) to explain why these would not be seen as just by many Sikhs.</p>	<p>Religious Symbol: Sikhism Galette des Roi WALT</p> <p>Who were the Gurus? To describe different Gurus in Sikhism and how they influence the lives of Sikhs today</p> <p>Guru Nanak: Pupils learn about the story of Guru Nanak and identify elements of the story that showed he believed in equality, such as his use of Muslim and Hindu clothing and his comments on there only being one God. Pupils should write a police report, or equivalent, to consolidate their learning about the events, such as when Guru Nanak went missing. They could consider why his views may have been controversial at the time but why so many think they are important today.</p>	<p>Easter story: The Resurrection: what does Jesus' death and Resurrection mean to Christians?</p> <p>Shrove Tuesday WALT</p> <p>Easter Around the world: Bulgaria</p> <p>Describe different ways in which Easter is celebrated in Bulgaria and to begin to identify which aspects of the holiday are religious and non-religious. Explain why some people do not celebrate Easter.</p> <p>Inspirational people: Pupils consider the life of famous Christians, such as Martin Luther King, Max Kolbe and Mother Teresa. They are shown passages from the Bible on peace, love and forgiveness and asked how these influenced Christians to behave in the way they did. Gandhi, although a Hindu, also spoke about having taken inspiration from the teachings of Jesus e.g. 'an eye for an eye makes the whole world blind.' Pupils consider the characteristics shown by these people and what they might fight against today.</p>	<p>Places of Worship: pupils to go to a Gurdwaras</p> <p>Ramadan: Pupils learn about the events of Ramadan, who does not need to fast and why Muslims may choose to fast and then give money to poorer members of the ummah. They should write down what would be challenging about this and what they might learn. Pupils share food and discuss the importance of giving some food to others. The class can collect food to give to a homeless shelter.</p> <p>The use of the kirpan: Pupils learn about the use of the 5Ks and think about the symbols behind each one. They should begin to think about the law relating to the right to practise one's religion, and whether the kirpan should be allowed. Using knowledge of Sikh rules on war and justice, they should write a letter explaining why Sikhs should be allowed to carry their kirpan.</p>	<p>Christianity, humanism and specific year group religion</p> <p>Sikhism - Weddings and Naming Ceremonies</p> <p>•Gender equality: Pupils should look at different cards that show pictures of women in non-stereotypical roles today and pictures of women in the past. They should reflect on what has changed and why this is important. Pupils then learn about how Sikhs show gender equality e.g. through sitting together at langar and the words of the Guru Granth Sahib.</p>
<p>Music</p>	<p><u>Ukulele and Singing</u></p> <p>The children will be introduced to the ukulele. They will learn how to play chords and open string tunes. They will be able to play several songs with a variety of strumming patterns and will work</p>	<p><u>Spring Vocal Project</u></p> <p>The children will participate in the Spring vocal program. They will learn songs that explore different themes and styles and their work will culminate in a concert towards the end of term.</p>	<p><u>Samba</u></p> <p>The children will learn about the history of samba. They will study the instruments of a samba band and their respective roles within the music. They will use this knowledge to create</p>			

	individually and as part of small and large groups. They will learn a winter-themed song to be presented at the end of the term.				their own samba beats and they will compose a group piece which will be performed at the end of term.	
PSCHE (SEAL) Jigsaw	New Beginnings Being me in the wider world	Getting on and falling out Celebrating differences	Going for goals Dreams and Goals	It's good to be me Healthy me	Relationships Relationships	Changes Changing Me
British Values	Mutual respect and tolerance		Individual Liberty		Democracy	Rule of law
Diversity	Marvin Reece - Mayor of Bristol (link to him governing and leading a city that was torn because of their views of race and equality) Lilian Bader (Black History Month)		Mary Jackson - Astronaut and scientist Maggie Aderin-Pocock - scientist and astronomer		Olalekan Popoola - researcher of chemistry at Cambridge university. Known as the pollution detective - link with plastic use. (summer 1) Robert L. Johnson - Founder and Chairman of The RLJ Lodging Trust and other companies (summer 2)	
International links			Muktangan school - India		Muktangan school - India	