

## Year 5 & 6 Two year rolling programme

2016-2017	Theme Title & Driving Subject	Class Novel:	Curriculum Subjects & Objectives:	Cross Curricular links
Autumn 1 (7 weeks)	<b>WAR</b> Driving subject: History (Local Study)	Machine Gunners - Robert Westall	History Band 5 1, I can use dates to order and place events on a timeline 2, I can give some reasons for some important historical events 3, I can make comparisons between aspects of periods of history and the present day 4, I can understand that the type of information available depends on the period of time studied 5, I can evaluate the usefulness of a variety of sources. 6, I can compare sources of information available for the study of different times in the past 7, I can present findings and communicate knowledge and understanding in different ways 8, I can provide an account of a historical event based on more than one source History Band 6; 1, I can describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across periods 2, I can note connections, contrasts and trends over time and show some use of historical terms 3, I can address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance 4, I can construct informed responses that involve thoughtful selection and organisation of relevant historical information 5, I can understand how our knowledge of the past is constructed from a range of sources 10, I can describe a local study	

			<p>11, I can describe a study of an aspect or theme in British history beyond 1066</p> <p>15, I can make confident use of a variety of sources for independent research</p> <p>16, I can use evidence to support arguments</p>	
<p>Autumn 2 (8 weeks)</p>	<p><b>?</b> Driving subject: Science (Living things &amp; their habitats)</p>		<p>1, describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>2, describe the life process of reproduction in some plants and animals</p> <p>3, describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>4, give reasons for classifying plants and animals based on specific characteristics</p>	<p>Bird Feeders?</p>
<p>Spring 1 (7 weeks)</p>	<p><b>SPACE</b> Driving subject: Science (Earth &amp; Space &amp; Light)</p>		<p>Science Earth &amp; Space</p> <p>1, describe the movement of the Earth, and other planets, relative to the sun in the Solar System</p> <p>2, describe the movement of the Moon relative to the Earth</p> <p>3, describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>4, 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>Science Light</p> <p>1, recognise that light appears to travel in straight lines</p> <p>2, use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</p> <p>3, explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p> <p>4, use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	
<p>Spring 2</p>	<p><b>TITANIC</b></p>		<p>Art and Design</p>	<p>Factual reading</p>

<p>(5 weeks)</p>	<p>Driving subject: D/T &amp; Art</p> <p><b>ART EXHIBITION / STATEMENT PIECE</b></p>		<p>2, I can generate, develop, model and communicate my ideas through discussion, annotated sketched, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design</p> <p>3, I can select from and use a wider range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing accurately</p> <p>4, I can 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>History Band 5</p> <p>5, I can evaluate the usefulness of a variety of sources</p> <p>6, I can compare sources of information available for the study of different times in the past</p>	<p>3D Model Music Dance</p>
<p>Summer 1 (6 weeks)</p>	<p><b>ANCIENT GREEKS</b></p> <p>Driving subject: History (Ancient Greeks)</p>		<p>History Band 5</p> <p>1, I can use dates to order and place events on a timeline</p> <p>2, I can give some reasons for some important historical events</p> <p>3, I can make comparisons between aspects of periods of history and the present day</p> <p>4, I can understand that the type of information available depends on the period of time studied</p> <p>5, I can evaluate the usefulness of a variety of sources.</p> <p>6, I can compare sources of information available for the study of different times in the past</p> <p>7, I can present findings and communicate knowledge and understanding in different ways</p> <p>8, I can provide an account of a historical event based on more than one source</p> <p>History Band 6:</p> <p>1, I can describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across periods</p> <p>2, I can note connections, contrasts and trends over time and show some use of historical terms</p>	

			<p>3, I can address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</p> <p>4, I can construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>13, I can describe a study of Ancient Greek life and achievements and their influence on the western world</p>	
<p>Summer 2 (7 weeks)</p>	<p>?</p> <p>Driving subject: Geography (UK &amp; EU)</p>		<p>Geography Band 5</p> <p>3, I can recognise the different shapes of countries</p> <p>4, I can identify the countries within North America, the human and physical characteristics, key topographical features and land use patterns</p> <p>5, I can show I know about the wider context of places - county, region, country</p> <p>6, I can describe where a variety of places are in relation to physical and human features</p> <p>7, I can show I know the location of capital cities of countries of British Isles and UK, seas around UK, European Union countries with high populations and large areas, largest cities in each continent</p> <p>8, I can compare the physical or human features of a region of the UK and a region in North America , identifying similarities and differences</p> <p>Geography Band 6</p> <p>1, I can locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities</p> <p>2, I can name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts, rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>4, I can understand geographical similarities and differences through the study of human and physical geography of a region of</p>	

			<p>the United Kingdom, a region in European country, and a region within North or South America</p> <p>7, I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>8, I can use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS maps) to build my knowledge of the United Kingdom and the wider world</p> <p>9, I can 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>12, I can use maps, charts etc. to support decision making about the location of places</p> <p>13, I can compare the physical and human features of a region of the UK and a region within South America, identifying similarities and differences</p>	
2017-2018				
Autumn 1	<p>?</p> <p>Driving subject: History (Anglo Saxons and Scots)</p>		<p>History Band 5</p> <p>1, I can use dates to order and place events on a timeline</p> <p>2, I can give some reasons for some important historical events</p> <p>3, I can make comparisons between aspects of periods of history and the present day</p> <p>4, I can understand that the type of information available depends on the period of time studied</p> <p>5, I can evaluate the usefulness of a variety of sources.</p> <p>6, I can compare sources of information available for the study of different times in the past</p> <p>7, I can present findings and communicate knowledge and understanding in different ways</p> <p>8, I can provide an account of a historical event based on more than one source</p> <p>History Band 6</p>	

			<p>1, I can describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across periods</p> <p>2, I can note connections, contrasts and trends over time and show some use of historical terms</p> <p>3, I can address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</p> <p>4, I can construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>8, I can describe Britain's settlement by Anglo-Saxons and Scots</p>	
Autumn 2	<b>WATER</b> Driving subject: Geography	Kenzuke's Kingdom - Michael Morpurgo	<p>Geography Band 5</p> <p>10, I can explain how rivers erode, transport and deposit materials</p> <p>11, I can explain about the physical features of coasts and begin to understand erosion and deposition</p> <p>12, I can understand how humans affect the environment</p> <p>13, I can explain about changes to the World environment</p> <p>14, I can understand why people seek to manage and sustain their environment</p> <p>Geography Band 6</p> <p>5, I can describe and understand key aspects of physical geography, including rivers and the water cycle</p> <p>6, I can describe and understand key aspects of human geography, including economic activity, and the distribution of natural resources including minerals and water</p> <p>9, I can 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>10, I can understand and use a widening range of geographical terms such as urban, trade links...</p> <p>12, I can use maps, charts etc. to support decision making about the location of places</p>	
Spring 1	?		Properties and changes of materials	

Driving subject:  
Science (Forces,  
Electricity,  
materials)

- 1, 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
- 2, know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- 3, use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- 4, give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- 5, demonstrate that dissolving, mixing and changes of state are reversible changes
- 6, 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

#### Forces

- 1, explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- 2, identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- 3, recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have greater effect

#### Electricity

- 1, associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- 2, compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- 3, use recognised symbols when representing a simple circuit in a diagram

<p>Spring 2</p>	<p><b>FESTIVAL</b> (The Caribbean)  Driving subject:  Geography</p> <p><b>ART EXHIBITION / STATEMENT PIECE</b></p>	<p>Geography Band 5</p> <p>1, I can understand and use a widening range of geographical terms such as climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>2, I can identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night</p> <p>3, I can recognise the different shapes of countries</p> <p>4, I can identify the countries within North America, the human and physical characteristics, key topographical features and land use patterns</p> <p>5, I can show I know about the wider context of places - county, region, country</p> <p>9, I can understand about weather patterns around the World and relate these to climate zones</p> <p>Geography Band 6</p> <p>1, I can locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities</p> <p>3, I can 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>7, I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>8, I can use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS maps) to build my knowledge of the United Kingdom and the wider world</p> <p>9, I can 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>Dance  Music</p>
-----------------	--	--	-------------------------

			<p>11, I can identify and describe the significance of longitude, latitude, Equator, Northern Hemisphere, Southern Hemisphere, The Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</p> <p>12, I can use maps, charts etc. to support decision making about the location of places</p> <p>14, I can describe a non-European society that provides contrasts with British history</p>	
Summer 1	? Driving Subject: Science (Animals, including humans & Evolution and Inheritance)	Shadow - Michael Morpurgo	<p>Science Animals, including humans</p> <p>1, describe the changes as humans develop to old age</p> <p>2, identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>3, recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>4, describe the ways in which nutrients and water are transported within animals, including humans</p> <p>Evolution and inheritance</p> <p>1, recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>2, recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>3, identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>	
Summer 2	<b>WORLD NEWS</b> Driving subject:	Billionaire Boy - David Walliams		<p>Today's/recent news</p> <p>Events</p> <p>Sport</p>

