Curriculum Overview Year 5/6 – Route A (2018/19)

Learning Challenge	National Curriculum	Assessment Opportunities	LOtC opportunities
Who got what in the Anglo-Saxon and Viking struggle for England? **(Autumn)**	**History:** • Britain's settlement by Anglo-Saxons and Scots. • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. • Viking raids and invasion. • Resistance by Alfred the Great and Athelstan, first king of England. • Further Viking invasions and Danegeld. • Anglo-Saxon laws and justice. • Edward the Confessor and his death in 1066. **Geography:** • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. • 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. • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider	**History:** • Make links between events and changes; giving reasons for them and explaining the result. • Identify and describe changes within and between different periods in history. • Use and understands abstract terms such as empire, civilisation, parliament and peasantry. • Can place events, people and changes into correct periods of time and the periods of time in chronological order. • Create historically valid questions about cause and significance. • Can suggest reasons for conflicting historical accounts. • Analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions. • Can examine artefacts and explain what they show us about that time in history. • Can discuss the impact of significant historical events, people and places in their own locality making links with changes in national life. • Can examine periods in world history; identifying contrasts with and influences on British society at the	**History** • Complete a Viking raid and invasion – could be complete as a role play session or use the outdoor environment to set up an invasion. **Geography** • Using compasses – this could be completed using the school's orienteering maps. How many paces between one point and the next? • Map part of the school grounds. Use trundle wheels to measure. Record using scales. **Map reading** • Using an OS map point location using 6 figure grid reference. This will build on the year 5's knowledge from 207/18 • Use an OS or the School's orienteering map to plan a route around the school grounds or locally.

	world. • 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. **Art/DT:** • Create sketch books to record their observations and use them to review and revisit ideas. • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • Learn about great artists, architects and designers in history. • Select from and use a wider range of tools and equipment to perform practical tasks. • 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. • Understand how key events and individuals in design and technology have helped shape the world.	time. **Geography:** • Make a scale drawing using scales based around the power of 10. • Make his/her own simple thematic map based on his/her own data. • Use photographs and standard and non-standard measurements to create an accurate map of an area. • Can explore and explain topical geographical issues in his/her places of study and understand how these issues have changed over time. • Understand how human and physical features in places in the UK have changed over time. • Understand similarities and differences in the human and physical differences with a region of the UK. • Following directions and maps he/she can locate places on an OS map using a 6 figure grid reference • Following directions and maps he/she can use the 8 points on a compass. • Following directions and maps he/she can follow a route on a small scale map. • Following directions and maps he/she can use a range of maps to plan the quickest route and find alternative routes.	
What's it like in South America? **(Spring)**	**Geography** **Locational knowledge** • locate the world's countries, using	**Map Making** • can make a scale drawing using scales based around the power of 10. • can make his/her own simple thematic map based on his/her own data. • can use photographs and standard and	*Possible visit to world museum* **Map Making** • Make a map of American using natural resources. Identify where locations are on map and label them.

	maps to focus South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • 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 • 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) **Place knowledge** • 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 **Human and physical geography** • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • human geography, including: types of	non-standard measurements to create an accurate map of an area. **Enquiry and Investigation** • can explore and explain topical geographical issues in his/her places of study and understand how these issues have changed over time. **Locational Knowledge** • can locate the world''s continents/countries including North and South America identifying key human and physical characteristics, countries and major cities. • can locate the position of the Tropics of Cancer and Capricorn, the Greenwich Meridian and times zones. **Human and Physical Geography** • can describe and understand economic activity and the distribution of natural resources including energy, food, minerals and water. • can locate places on an OS map using a 6 figure grid reference • can use the 8 points on a compass. • can follow a route on a small scale map. • can use a range of maps to plan the quickest route and find alternative routes. • can use longitude and latitude as a guide to a location on an atlas. • can use digital/computer mapping to locate places • can read the scale on contour lines on an OS map.	**Enquiry and Investigation** • collect hard data and compare it to Europe and South America.

	settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **Geographical skills and fieldwork** • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • 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 **<u>Art and Design</u>** Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: • to create sketch books to record their observations and use them to review and revisit ideas • 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] • about great artists, architects and designers in history.		
Communication through time **(Summer 1)**	**History:** • Changes in Britain from the Stone Age to the Iron Age • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • The achievements of the earliest civilizations **Geography:** • Describe and understand key aspects of physical geography including climate zones and human geography including trade links. • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • 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)	**History:** • Make links between events and changes; giving reasons for them and explaining the result. • Identify and describe changes within and between different period in history. • Place events, people and changes into correct periods of time and the periods of time in chronological order. • Analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions. • Examine artefacts and explain what they show us about that time in history. Can use dates and vocabulary relating to the passing of time, including ancient, modern, century and decade, AD and BC. **Geography** • Annalyse the relevance of information from a range of sources and make conclusions about places studied at KS2 • Locate the position of the Equator, Northern and Southern Hemispheres and the Arctic and Antarctic Circles.	**Geography** • Record the weather by making daily observations. • Compare data with another location in the UK and the world. Why did different locations have different weather?

	Science: • Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] **Computing:** • 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 • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content **Art:** • to improve their mastery of art and design techniques	• Read and interpret the globe as a flat map. **Computing** Understand the importance of using technology safely, respectfully and responsibly • Can appreciate how search results are ranked • Understands the opportunities computer networks offer for collaboration	
All that I am **(Summer 2)**	**Science – animals including humans** • describe the changes as humans develop to old age	**Computing** • Is discerning in evaluating digital content • Analyse and evaluate information and data • Understands the basic workings of computer networks including the internet	• construct emotions using natural resources. Clay faces. • Build fire and get the children to reflect/meditation.

	• •identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • •recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • •describe the ways in which nutrients and water are transported within animals, including humans **Science – living things** • describe the life process of reproduction in some plants and animals **Computing:** • to use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • to select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing,		

	evaluating and presenting data and information. ***PSHE – See PSHE Association for further detail*** • *Core Theme 1: Health and wellbeing* • *Core Theme 2: Relationships* • *Core Theme 3: Living in the wider world – Economic wellbeing and being a responsible citizen*		