



Year 5 Curriculum Map



| Topic | Geography | History | Art | DT | Science |
|----------------------------|---|--|---|---|--|
| Mexico and the Maya | <ul style="list-style-type: none"> I can locate the Tropic of Cancer and Tropic of Capricorn. I can explain the different land uses for a country and describe trade links I can explain how a location fits into its wider geographical location with reference to human and economical features. I can describe differences in vegetation belts and biomes. I can explain trade links and natural resources distribution. N.C. locate the world's countries, using maps to focus on North America, concentrating on countries, and major cities NC I can understand and describe key aspects of physical geography including biomes, vegetation belts and climate zones. N.C. Describe and understand key aspects of physical geography N.C. understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, and a region within North America N.C. Explain and describe human geography, including: economic activity N.C. Explain and describe human geography, including: trade links and the distribution of natural resources | <ul style="list-style-type: none"> I can draw a timeline with different historical periods showing key historical events or lives of significant people. I can describe the features of historical events and way of life from periods I have studied I can summarise how Britain may have learnt from other countries and civilizations (historically and more recently). I can test out a hypothesis in order to answer a question | <ul style="list-style-type: none"> I can identify and draw objects and use marks to produce texture. I can organise line, tone, shape and colour to represent figures and forms in movement. I can research the work of an artist and use their work to replicate a style. | <ul style="list-style-type: none"> I can come up with a range of ideas after collecting information from different sources. I can produce a detailed, step-by-step plan. I can explain how a product will appeal to a specific audience. I can evaluate appearance and function against original criteria. I can use a range of tools and equipment competently. I show that I can be safe and hygienic in the kitchen N.C. use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or group N.C. I can prepare and cook a variety of predominately savoury dishes using a range of cooking techniques. | |
| Out of this World | | <ul style="list-style-type: none"> I can draw a timeline with different historical periods showing key historical events or lives of significant people. | | <ul style="list-style-type: none"> I can come up with a range of ideas after collecting information from different sources. I can produce a detailed, step-by-step plan. I can suggest alternative plans; outlining the positive features and draw backs. I can evaluate appearance and function against original criteria. I can use a range of tools and equipment competently. | <ul style="list-style-type: none"> I can describe and explain the movement of the Earth and other planets relative to the Sun. I can explain and demonstrate how night and day are created. I can describe and explain the movement of the Moon relative to the Earth. I can describe the Sun, Earth and Moon (using the term spherical). I can describe the Sun, Earth and Moon (using the term spherical). I can explain what gravity is and its impact on our lives. I can identify and explain the effect of air resistance. I can compare and group materials based on their properties (e.g. hardness, solubility, transparency, conductivity, [electrical & thermal], and response to magnets). |



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| | | | | | <ul style="list-style-type: none"> I can give evidenced reasons why materials should be used for specific purposes. I can describe how a material dissolves to from a solution; explaining the process of dissolving. I can describe and show how to recover a substance from a solution. I can describe how some materials can be separated. NC use the idea of the Earth's rotation to explain ... the apparent movement of the sun across the sky NC know the sun is a star at the centre of our solar system and that it has 8 planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune |
| Changes in Crime and Punishment | | <ul style="list-style-type: none"> I can draw a timeline with different historical periods showing key historical events or lives of significant people. I can compare two or more historical periods; explaining things which changed and things which stayed the same. I can describe the features of historical events and way of life from periods I have studied; presenting to an audience. I can test out a hypothesis in order to answer a question | <ul style="list-style-type: none"> I can express emotion in my art. | <ul style="list-style-type: none"> can produce a detailed step by step plan I can explain how a product will appear to a specific audience I can evaluate appearance and function against original criteria I can use a range of tools and equipment competently I can make a prototype before making a final version. | |
| Changes Leading to a Modern Britain | <ul style="list-style-type: none"> I can name countries in the European Union I can plan a journey to a place in another part of the world, taking account of distance and time. N.C. 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. N.C. The Prime/Greenwich Meridian and time zones (including day and night) | <ul style="list-style-type: none"> I can draw a timeline with different historical periods showing key historical events or lives of significant people. I can compare two or more historical periods; explaining things which changed and things which stayed the same. N.C. the process of change, the diversity of societies N.C. the process of change, the diversity of societies N.C. Continuity and change N.C. Significant People N.C. Cause and Consequence | <ul style="list-style-type: none"> I can express emotions in my art I can research the work of an artist and use their work to replicate a style I can create an accurate print design following criteria. N.C. <i>To create sketch books to record their observations and use them to review ideas</i> | | <ul style="list-style-type: none"> I can describe the process of reproduction in plants I can describe the life cycle of different living things, e.g. mammal, amphibian, insect bird. I can describe the differences between different life cycles. I can describe the process of reproduction in animals. I can create a timeline to indicate stages of growth in humans (including gestation period) I can describe the differences between different life cycles. I can explain how some changes result in the formation of a new material and that this is usually irreversible. I can discuss reversible and irreversible changes. |



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| Evesham's Rivers | <ul style="list-style-type: none"> I can name and locate many of the world's most famous rivers in an atlas. I can explain why many cities are situated on or close to rivers. I can explain why people are attracted to live by rivers. I can explain the course of a river. I can explain the process of the water cycle. N.C. use fieldwork to observe, record and present the human and physical features in the local area using digital technologies | | <ul style="list-style-type: none"> I can express emotion in my art. I can research the work of an artist and use their work to replicate a style. N.C. To learn about great artists in history | <ul style="list-style-type: none"> I can produce a detailed, step-by-step plan. I can explain how a product will appeal to a specific audience. I can evaluate appearance and function against original criteria. I can use a range of tools and equipment competently. I can make a prototype before make a final version. N.C Understand and use mechanical systems in their products (Cams) | <ul style="list-style-type: none"> I can describe how materials can be separated I can demonstrate how materials can be separated (e.g. through filtering, sieving and evaporating). I can identify the effect of water resistance I can explain how levers, pulleys and gears allow a smaller force to have a greater effect. |
| The Battle of Evesham | <ul style="list-style-type: none"> N.C. use digital/computer mapping to describe features studied N.C. 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 digital technologies. | <ul style="list-style-type: none"> I can draw a timeline with different historical periods showing key historical events or lives of significant people. I can explain how Parliament affects decision making in England. I can describe the features of historical events and way of life from periods I have studied; presenting to an audience. I can test out a hypothesis in order to answer a question N.C. understand how our knowledge of the past is constructed from a range of sources. N.C. Note connections over time and develop the appropriate use of historical terms. N.C. construct informed responses that involve thoughtful selection and organisation of relevant historical information | <ul style="list-style-type: none"> I can organise line, tone, shape and colour to represent figures and forms in movement. I can successfully use shading to create mood and feeling. I can use images which I have created, scanned and found; altering them where necessary to create art. N.C. To learn about great artists in history N.C. To create sketch books to record their observations and use them to review and revisit ideas. N.C. to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials N.C. to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials N.C. Improve their mastery of art and design techniques, including drawing, painting and sculpture N.C. Learn about great artists, architects and designers in history | <ul style="list-style-type: none"> N.C. Evaluate and analyse creative works using the language of art, craft and design N.C. to Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials | |