


Year 5

Topic	Geography	History	Art	DT	Music	Science
 <p><b>What makes Greece a great holiday destination?</b></p>	<p><b>1b</b> 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.</p> <p><b>2a</b> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</p> <p><b>3a i</b> Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p><b>3a ii</b> 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.</p> <p><b>4a</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p><b>4b</b> Use the eight points of a compass, four and six-figure grid references, symbols and key</p>	<p><b>1</b> <b>Changes in Britain from the Stone Age to the Iron Age.</b></p> <p>Example (Non statutory) This could include: * Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae. * Bronze Age religion, technology and travel, for example, Stonehenge. * Iron Age hill forts: tribal kingdoms, farming, art and culture</p>	<p><b>1a</b> Create sketch books to record their observations and use them to review and revisit ideas.</p> <p><b>1b</b> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p> <p><b>1c</b> Know of great artists, architects and designers in history.</p>	<p><b>1a</b> 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 groups.</p> <p><b>1b</b> Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p><b>2a</b> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p><b>2b</b> 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><b>3a</b> Investigate and analyse a range of existing products.</p> <p><b>3b</b> Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p><b>3c</b> Understand how key events and individuals in design and</p>	<p><b>1a</b> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p><b>1b</b> Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p><b>1c</b> Listen with attention to detail and recall sounds with increasing aural memory.</p> <p><b>1d</b> Use and understand staff and other musical notations.</p> <p><b>1e</b> Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p><b>1f</b> Develop an understanding of the history of music.</p>	<p><b>4. Properties and changes of materials</b></p> <p><b>4a</b> 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.</p> <p><b>4b</b> Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p><b>4c</b> Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p><b>4d</b> Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p><b>4e</b> Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p><b>4f</b> 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</p>

(including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.

**4c**

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.

technology have helped shape the world

**4a**

Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.

**4b**

Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].

**4c**

Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].

**4d**

Apply their understanding of computing to program, monitor and control their products.

**5a**

Understand and apply the principles of a healthy and varied diet.

**5b**

Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.

**5c**

Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

bicarbonate of soda.

**1. Working Scientifically**

During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

**1a**

planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.

**1b**

Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.

**1c**

Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.

**1d**

Using test results to make predictions to set up further comparative and fair tests.

**1e**

Reporting and presenting 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 presentations.

**1f**

Identifying scientific evidence that has been used to support or

