

Year 5	Autumn 1 Rivers	Autumn 2 Egypt	Spring 1 Earth and Space	Spring 2 The French Alps	Summer 1 Transport	Summer 2 Crime and Punishment through the ages
Maths						
Literacy						
History	-	<p>Ancient Egypt- in depth study. Achievements of early civilizations</p> <p><u>The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared</u></p> <p>Main focus – chronology Key processes/skills – chronology, key features of period, similarities, difference and significance, impact on Britain, enquiry and interpretations Key objectives</p> <ul style="list-style-type: none"> - to place the appearance of the earliest civilisations on a timeline - to place the earliest civilisations in a chronological framework - to locate where the earliest civilisations appeared on maps of the world <p><u>Ancient Egypt – a depth study</u></p> <p>Main focus – Ancient Egypt – achievements of an early civilisation Key processes/skills – chronology, key features of</p>	-	-	-	<p>Crime and punishment through the ages Main focus – a study of an aspect in British history to extend chronological knowledge beyond 1066, changes in aspects of social history Key processes/skills – chronology, key features of period, similarities, difference and significance, impact on Britain, enquiry and interpretations Key Questions and objectives</p> <p>1. What is crime and how do we punish it today?</p> <ul style="list-style-type: none"> - to understand and use the words crime and punishment - to introduce some key vocabulary related to the study i.e. judge, justice, jury <p>2. What have been some of the main changes in crime and punishment over time?</p> <ul style="list-style-type: none"> - To understand why definitions of ‘crime’ have changed over time - To learn about the causes of crime and

		<p>period, history of wider world, Key Questions and objectives</p> <p>1. What do we already know about ancient Egypt?</p> <ul style="list-style-type: none"> - to locate ancient Egypt in time and place - that information can be classified in different ways <p>2. What can we learn about ancient Egypt from one object?</p> <ul style="list-style-type: none"> - to observe an object in detail and to make inferences and deductions - to record information about an object accurately <p>3. What does the landscape tell us about what life might have been like in ancient Egypt?</p> <ul style="list-style-type: none"> - to make deductions about life in the past from pictures of the landscape - how much of the life of Egypt 				<p>how these differ in different time periods</p> <ul style="list-style-type: none"> - To understand how and why crime, punishment and policing have changed over time - To learn what experiences different people have had of law over time and why these experiences are different over time and sometimes in the same period - To understand the roles that some individuals have played in causing change to happen - To identify the key turning points in changing experiences of crime, punishment and policing <ul style="list-style-type: none"> • Romans - to identify the common causes of crime and how were they punished? <ul style="list-style-type: none"> - to learn about the Roman justice system and identify the influen
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		<p>depended on the Nile</p> <p>4. What objects survive from the time of the ancient Egyptians?</p> <ul style="list-style-type: none"> - to classify information in various ways - about the range of objects which have survived from ancient Egypt - to make inferences from objects about the way of life in ancient Egypt <p>5. What do objects that have survived tell us about ancient Egypt?</p> <ul style="list-style-type: none"> - about aspects of life in ancient Egypt - to make inferences and deductions from objects and 				<p>ce it has had on law and order today</p> <ul style="list-style-type: none"> • Saxons and Vikings – to learn about Anglo saxon laws and punishments including trial by ordeal <ul style="list-style-type: none"> - to look at stories about the outlaw Robin Hood • Medieval – to investigate new crimes and punishment in the medieval period • Tudors – to understand how religious upheaval in Tudor times led to specific crimes <ul style="list-style-type: none"> - to learn about punishment in Tudor times • Early modern period – to learn religious crimes <ul style="list-style-type: none"> - to learn
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		<p>pictures that what we know about the past is dependent on what has survived</p> <p>6. What did the ancient Egyptians believe about life after death?</p> <ul style="list-style-type: none"> - about Egyptian tombs, pyramids and burial sites - to use sources of information in ways which go beyond simple observation <p>7. What can we learn about ancient Egypt from what has survived?</p> <ul style="list-style-type: none"> - what we can find out about ancient Egypt from what has survived - to recall, select and organise information 				<p>about the Gunpowder plot</p> <ul style="list-style-type: none"> - to investigate the crimes of highwaymen, poachers and smuggler - To investigate the 'Bloody Code' and transportation <ul style="list-style-type: none"> • Victorians – to learn about the creation of the police force <ul style="list-style-type: none"> - to look at the use of prisons - to find out more about transportation - to look at
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		<p>n - to produce a structured account about life in ancient Egypt</p>				<p>change s in the law and change s in crime</p> <p>3. What is crime and punishment like today? How has crime and punishment been informed by history?</p> <p>- to know and sequence key events related to crime and punishment</p> <p>- to use relevan t terms and period labels</p> <p>- to examin e causes and results of events in the past and their impact on people</p> <p>- to identify connect ions,</p>
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						contrasts and trends over time
Geography Ongoing- What's in the news diary	<p>Rivers- local and world rivers. Fieldwork, geo skills, location knowledge, physical geo and climate zones, rivers and water cycle</p> <p>Main focus - Geographical skills (Google earth, maps, globes, atlases, compass points) and fieldwork, physical geography, human geography and locational and place knowledge</p> <p>Key objectives – <u>Geographical skills and fieldwork</u></p> <p>To ask geographical questions and record geographical information.</p> <p>To use a range of sources including maps, information books, pictures paintings to collect information about rivers.</p> <p>To make a simple map to show the course of a playground river.</p> <p>To devise simple symbols and to use a key.</p> <p>To use 4 figure grid references to locate places/features on maps.</p> <p>To locate a river (Silver Stream in New Forest) and follow the course on a 1:10000 OS map.</p> <p>To use fieldwork techniques to collect geographical data – measure width of stream, river depth, speed of flow in</p>	<p>Map skills</p> <p>Main focus – Geographical skills and locational knowledge, and human and physical geography</p> <p>Key objectives – <u>Geographical skills</u></p> <p>To use maps, atlases and globes and ICT (Google Earth, Google Maps) to locate Egypt and to describe some of the main features of the country.</p> <p><u>Locational Knowledge/ Human and Physical Geography</u></p> <p>To locate Egypt and identify its location with reference to lines of latitude, longitude, the Equator, the Northern and Southern Hemisphere and relate to the Prime/Greenwich Meridian and time zones.</p> <p>To identify some of the key physical and human characteristics of Egypt i.e. main rivers, cities, coastline, deserts, mountains, climate.</p> <p>(Could build on work from rivers topic to include a study of the River Nile and its importance in history.)</p>	-	<p>Region of a European country. Place knowledge focus.</p> <p>Look at geographical similarities and differences. Compare to U.K and Basingstoke.</p> <p>Main focus – Place knowledge, geographical skills, human and physical geography and locational knowledge</p> <p>Key objectives – <u>Locational Knowledge/Place Knowledge</u></p> <p>To understand the geographical similarities and differences of a REGION of Sweden compared to the Basingstoke region of the UK.</p> <p>To locate Sweden on a range of maps and to make observations about it's position and location in the world.</p> <p>To locate Sweden and identify its location with reference to</p>	-	-

	<p>different places, field sketching of a section of the river and annotating land use, photographs,</p> <p>To analyse evidence and draw conclusions about the river.</p> <p>To communicate information using a range of methods including maps (i.e. Digimap for schools – own annotated maps), writing, plans, graphs and digital technology.</p> <p>To use atlases, globes and maps (including Google Earth, Google Maps) to locate different rivers around the UK and around the world.</p> <p>To use secondary sources of information including aerial photographs, stories, information texts to find out about other rivers.</p> <p>To communicate information using a range of methods including maps, plans, graphs and digital technology.</p> <p><u>Physical Geography</u></p> <p>To describe and understand some key aspects of the physical geography of rivers and the water cycle.</p> <ul style="list-style-type: none"> • Rivers <ul style="list-style-type: none"> - Identify and describe main features of Silver Stream and other rivers around the world. - Recognise physical and human processes 			<p>lines of latitude, longitude, the Equator, the Northern Hemisphere, the Arctic Circle and the Prime/Greenwich meridian and time zones.</p> <p>To identify the key physical and human characteristics of Sweden i.e. forests, lakes, islands, coastline, main cities</p> <p><u>Human and Physical Geography</u></p> <p><u>Human Geography</u></p> <p>To describe the type of settlements and the land uses within the region.</p> <p>To describe the economic activities including trade links particularly links with Basingstoke and the UK</p> <p>To compare and identify the similarities and differences in land use and economic activities in region in Sweden and Basingstoke.</p> <p><u>Physical Geography</u></p> <p>To describe the main physicals features of the region i.e. weather and climate,</p>		
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	<p>particularly erosion and deposition in relation to rivers and explain how these can cause changes in places and environments.</p> <ul style="list-style-type: none"> - Recognise and explain patterns made by river systems in the environment. - Use vocabulary i.e. river, stream, source, spring, hill, slope, waterfall, meander, valley, channel, lake, mouth, erosion • Water Cycle <ul style="list-style-type: none"> - that water evaporates from oceans, seas and lakes, condenses as clouds and eventually falls as rain. - that water collects in streams and rivers and eventually finds its way to the sea - that evaporation and condensation are processes that can be reversed - to interpret the water cycle in terms of the processes involved <p><u>Locational Knowledge/Place</u></p>			<p>mountains. To compare and identify the similarities and differences in physical features in region in Sweden and Basingstoke.</p> <p><u>Geographical skills</u> To use maps, atlases and globes and ICT (Google Earth, Google Maps) to locate Sweden and to describe some of the main features of the country. To use maps to plan a route from Basingstoke to a particular region in Sweden with reference to points of the compass. To draw a simple map or plan to show the route for a journey. To recognise how places fit together in a wider geographical context. To use thematic maps and graphs to compare the climate of Basingstoke/the UK and Sweden and different regions in Sweden. To use maps and plans to find out about the main</p>		
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	<p>Knowledge To locate the New Forest and name and locate some of the main rivers in Hampshire. To identify the main human and physical features and land use patterns in the New Forest. To name some of the main rivers around the world and to name and locate the countries they are in (focus on rivers in Europe, North and South America) To describe and understand key aspects of the climate zones, biomes and vegetation belts related to the rivers studied.</p>			<p>physical and human features of a region of Sweden. To use a wide range of secondary sources to help to describe the character of a region of Sweden. To communicate information using a range of methods including maps, plans, graphs and digital technology.</p>		
Science	<p>Properties and changing materials Refer National Curriculum for topic objectives.</p>	<p>Animals including humans Refer National Curriculum for topic objectives.</p>	<p>Earth and Space Refer National Curriculum for topic objectives.</p>	<p>Living things and their habitats Refer National Curriculum for topic objectives.</p>	<p>Forces Refer National Curriculum for topic objectives.</p>	<p>Science revision</p>
	<p>Working scientifically:</p> <ul style="list-style-type: none"> • Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. • Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate. • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs. • Using test results to make predictions and to set up further comparative tests. • Reporting and presenting findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. 					
Computing	<p>E-Safety- intro and review Digital leaders will present a quiz to the class that will lead to discussion and agreement of e-safety do's and don'ts that will be handed in for whole school collation.</p> <ul style="list-style-type: none"> • be aware of e-safety rules 	<p>Animation</p> <ul style="list-style-type: none"> • record, edit, and present their ideas in textual, audio and pictorial formats and share their work with others. <p>Logo</p>	<p>Dazzle- planet pictures</p> <ul style="list-style-type: none"> • record, edit, and present their ideas in pictorial formats and share their work with others. <p>simulation</p>	<p>Lego</p> <ul style="list-style-type: none"> • use control software and equipment to create <i>nested</i> procedures, and control devices to 	<p>Scratch</p> <ul style="list-style-type: none"> • given the blocks needed, use trial and error to combine them to achieve a specific purpose • add simple extra blocks to existing code 	<p>Word- importing from Excel and Logo (continue)</p> <p>Choice Project - Children must be given a task of relaying cross-curricular information (not history) but they are allowed to choose the medium - e.g. animation, video, powerpoint, pageplus</p>

	<p>Search technologies 'and' and 'or'</p> <ul style="list-style-type: none"> • use ICT safely to explore digital and online resources to find information and answer questions 	<ul style="list-style-type: none"> • use on-screen logo software to create <i>nested</i> procedures 	<ul style="list-style-type: none"> • use more sophisticated computer models (Adventure Games / Simulations) to make decisions, solve more complex problems, experience action and consequence, and make informed decisions; 	<p>achieve specific outcomes</p> <p>Excel</p> <ul style="list-style-type: none"> • record, edit, and present their ideas in textual and pictorial formats and share their work with others. 	<p>to modify the blocks effect. (eg Looks & Sound Blocks)</p> <ul style="list-style-type: none"> • independently spot that there is something wrong with code and fix it. <p>Word- importing from Excel and Logo (start)</p> <ul style="list-style-type: none"> • logon and logoff • save and retrieve work from different sources • print work when necessary • understand and use the hierarchical file system • understand and use appropriate file names for saving work 	<p>etc</p> <ul style="list-style-type: none"> • Pupils should be able to choose an appropriate application or combination of applications to support their learning • record, edit, and present their ideas in textual, audio and pictorial formats and share their work with others.
DT	<p>Structures – Frame Structures <i>Bridges??</i></p> <p>Prior learning</p> <ul style="list-style-type: none"> • Experience of using measuring, marking out, cutting, joining, shaping and finishing techniques with construction materials. • Basic understanding of what structures are and how they can be made stronger, stiffer and more stable. <p>Designing</p> <ul style="list-style-type: none"> • Carry out research into user needs and existing products, using surveys, interviews, questionnaires and web-based 	<p>Food – Celebrating culture and seasonality <i>Bread, pizza, savoury biscuits, savoury scones, cereal snack, soup ???</i></p> <p>Prior learning</p> <ul style="list-style-type: none"> • Have knowledge and understanding about food hygiene, nutrition, healthy eating and a varied diet. • Be able to use appropriate equipment and utensils, and apply a range of techniques for measuring out, preparing and combining ingredients. <p>Designing</p>				<p>Electrical Systems – More complex switches and circuits (inc programming and control) <i>Alarm, security lighting, automatic night light, electrical board game ???</i></p> <p>Prior learning</p> <ul style="list-style-type: none"> • Understanding of the essential characteristics of a series circuit and experience of creating a battery-powered, functional, electrical product. • Initial experience of using computer control software and an interface box or a standalone box, e.g. writing and modifying a program to make a light flash on and off.

	<p>resources.</p> <ul style="list-style-type: none"> • Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost. • Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches. <p>Making</p> <ul style="list-style-type: none"> • Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used. • Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks. • Use finishing and decorative techniques suitable for the product they are designing and making. <p>Evaluating</p> <ul style="list-style-type: none"> • Investigate and evaluate a range of existing frame structures. • Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests. • Research key events and individuals relevant to frame structures. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Understand how to strengthen, stiffen and reinforce 3-D 	<ul style="list-style-type: none"> • Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. • Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. • Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas. <p>Making</p> <ul style="list-style-type: none"> • Write a step-by-step recipe, including a list of ingredients, equipment and utensils • Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. • Make, decorate and present the food product appropriately for the intended user and purpose. <p>Evaluating</p> <ul style="list-style-type: none"> • Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams. • Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements. 				<p>Designing</p> <ul style="list-style-type: none"> • Use research to develop a design specification for a functional product that responds automatically to changes in the environment. Take account of constraints including time, resources and cost. • Generate and develop innovative ideas and share and clarify these through discussion. • Communicate ideas through annotated sketches, pictorial representations of electrical circuits or circuit diagrams. <p>Making</p> <ul style="list-style-type: none"> • Formulate a step-by-step plan to guide making, listing tools, equipment, materials and components. • Competently select and accurately assemble materials, and securely connect electrical components to produce a reliable, functional product. • Create and modify a computer control program to enable an electrical product to work automatically in response to changes in the environment. <p>Evaluating</p> <ul style="list-style-type: none"> • Continually evaluate and modify the working features of the product to match the initial design specification. • Test the system to demonstrate its effectiveness for the intended user and purpose. • Investigate famous inventors
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	<p>frameworks.</p> <ul style="list-style-type: none"> • Know and use technical vocabulary relevant to the project. 	<ul style="list-style-type: none"> • Understand how key chefs have influenced eating habits to promote varied and healthy diets. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Know how to use utensils and equipment including heat sources to prepare and cook food. • Understand about seasonality in relation to food products and the source of different food products. • Know and use relevant technical and sensory vocabulary. 				<p>who developed ground-breaking electrical systems and components.</p> <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Understand and use electrical systems in their products. • Apply their understanding of computing to program, monitor and control their products. • Know and use technical vocabulary relevant to the project.
Art and design	Watercolours Monet	Sketching Artist	Textiles- Tye dye Artist?	Clay work Artist?	Lino Printing Artist?	Weaving Artist?
Music						
PA						
<p>PSHE/SEAL</p> <p><i>See SEAL booklets for planning objs</i></p> <p>See PSHE units of work for objs</p>	<p><i>New beginnings</i></p> <p>Who Decides</p>	<p><i>Say "No" to bullying (Nov)</i></p> <p><i>Good to be me</i></p> <p>It's My Body</p>	<p><i>Going for goals</i></p> <p>Risks and Pressures</p>	<p><i>Changes</i></p> <p>Looking at the world</p>	<p>E-Safety - searching the Internet and understanding viruses</p> <ul style="list-style-type: none"> • Use technology safely, respectfully and responsibly, including devising secure passwords, protecting against viruses and recognising spam • Recognise acceptable and unacceptable 	<p><i>Relationships</i></p> <p>Being Involved in the Community</p>

					<p>behaviour (cyberbullying)</p> <ul style="list-style-type: none"> • Identify a range of ways to report concerns about content and contact • To use ICT safely to explore digital and online resources to find information and answer questions <p><i>Getting on and falling out</i></p> <p>We're All Different</p>	
RRR	<p>Rivers – right to be safe, clean water and to a family</p> <p>Our life is a journey along a river – developing class charter</p>	Healthy eating – article 24		Respecting other's cultures		Article 37 (being treated cruelly), 40 (offences)
FAB	Water as a symbol- link to rivers	Prophecy- Christmas and gifts	The Creation	Suffering (Holi week and Easter)	Submission	Divine