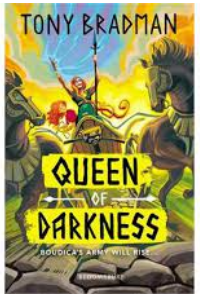
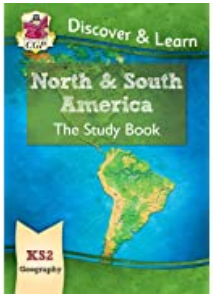
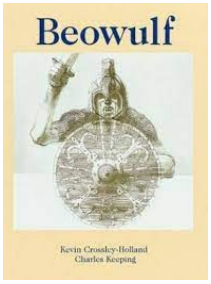
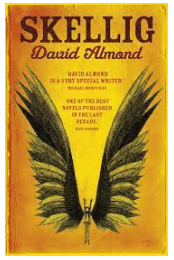
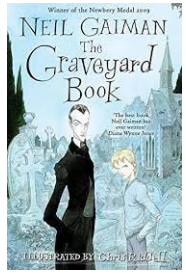
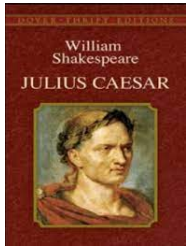
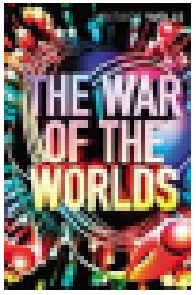
JYS Year 5 Curriculum Overview

	Term 1 History Focus	Term 2 Geography Focus	Term 3 Science Focus	Term 4 History Focus	Term 5 Geography Focus	Term 6 Geography Focus
School Values / British Values			Aspire The rule of law (class rules/ values)			
Year group Theme	**Roman Invasion of Britain** Analyse the Roman Invasions of Britain and their impact on British life.	**Settlement Detectives** Using maps and digital technologies to compare three contrasting towns in the UK, Europe and USA.	**Earth and Space** Describe the movements of the sun, earth and moon and understand how they relate to each other.	**Invaders** **(Vikings, Anglo-Saxons & Scots.)** Examine Britain's settlement by the Vikings, Anglo-Saxons & Scots and compare the impact they had on Britain.	**Earthquakes** Learning about earthquakes and earthquake zones around the world.	**Rainforests** Environmental issue: biodiversity and deforestation Learning about the physical and human geography of the Amazon Rainforest, South America and how this is changing over time.
Driving Subject	History/English	Geography/English	Science/English	History/English	Science / English	Geography/English
Key Knowledge to take away	Romans invaded Britain in AD43 Emperor Claudius was the leader of Rome in AD43 The Roman Empire covered much of the world The Romanisation of Britain British resistance of the British Empire by tribes, including Boudicca	Locate the world's countries and capital cities, using detailed world maps and regional maps Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. To name and locate counties and cities of the United Kingdom. To name and locate geographical regions of the United Kingdom and their identifying human and physical characteristics - key topographical features and land-use patterns.	The sun is a star The sun is the centre of our solar system The Earth orbits the sun The Earth rotates on its axis The moon orbits the Earth Day and night are caused by the rotation of the Earth around the sun	Know why the invaders came Know how the invaders lived Know how the invaders reached the UK Know what impact the invaders had on British life The Scots invaded Britain from the North in 400AD. The Anglo-Saxons were not one united nation, but were made up of different tribes. They often fought against each other and they divided England into several kingdoms. The Anglo-Saxons successfully invaded England in 450AD.	The rigid outermost shell of the Earth (called the 'crust' and 'upper mantle') is broken up into 7 or 8 major interlocking 'tectonic plates', and numerous smaller plates The tectonic plates move (a few centimetres a year) towards, away from, or sliding past, each other. This results in volcanoes and earthquakes at their boundaries – the cracks in the egg shell. The San Andreas Fault, San Francisco, is an example of plates sliding past each other. Tension increases along faults in the earth's crust as the plates grind together, and which sudden	The layers of the rainforest are made up of; emergents, canopy, understory and forest floor. Rainforests are found in the tropics, the region between the Tropic of Cancer and the Tropic of Capricorn, just above and below the Equator. Rainforests thrive on every continent except Antarctica. The largest rainforests on Earth surround the Amazon River in South America and the Congo River in Africa. Rainforests are a huge source of biodiversity- Variety of plant and animal life in a particular habitat, a high level of which is usually

		To understand how some of these aspects have changed over time *including Settlement Detectives.* *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 within North or South America.* *to use precise terminology.*		The Vikings were largely from Denmark, Norway and Sweden and began to raid land and settlements in England in 793AD	movement – an earthquake – relieves. The 'Ring of Fire', with all three types of plate boundary, is by far the world's most active earthquake and volcanic zone	considered to be important. One of the biggest threats to climate change is deforestation in rainforests. (The cutting, clearing and removal of a large area of trees).
Core Vocab	Centurion, civilisation, invaders, settlement, impact, comparison, era,Colosseum, amphitheatre, aqueduct, bath house,mosaic, temple, villa. Centurion, gladiator, conquer, Rebellion, chariot, empire, legionary, Julius Caesar	Map, atlas, globe, longitude, latitude, compass, equator, continent, country, county, town, city, north, south, east, west, bird's eye view, distance, grid reference, symbols, keys, ordnance survey map, physical features, man-made, natural, human features, field work, sketch-maps, plans, graphs, local area, climate zones, biomes, northern hemisphere, southern hemisphere	Spherical, rotates, orbits, axis, sun, star, moon, satellite,astronomer, day geocentric, lunar, Saturn, third quarter, astronomical gibbous, shadow, cloc,k tide,astronomy gravity, phase, sky, atmosphere Earth, Mars, planet, solar,axis eclipse, Mercury, Ptolem,y solar system, universe, heat, moon sphere, Uranus, heliocentric movement, spherical bodies, first quarter, rotate, star, full moon, Sun, Venus illuminate, Neptune, sundial celestial body, new moon, Constellations, night, waning Copernicus, Jupiter, waxing crescent	Invasion, settlement, kingdom, Village, Anglo-Saxon, viking, Norseman, Scots, raid, resistance, Danegeld, local history, world history, comparisons	Aftershock, epicentre, fault line, Richter Scale, seismometer, foreshock, main shock, magnitude, Mercalli Scale, microquake, Ring of Fire, seismic, Seismologist, techtonic plates, continent, tremor, tsunami, volcano, Valdivia Earthquake	Biodiversity, canopy, deforestation, ecosystems, flora, fauna, layers, predators, species, temperature, temperate, vines, logging, biomes, climate change, water cycle, humid, humidity, tropical, dense foliage, natural resources, clearing, continent, emergents, understory, forest floor
Published Outcomes	Roman shields Narrative story based on Romulus and Remus Playscript based on Julius Caesar	Persuasive leaflet Completed maps of Great Britain, Europe and North America Comparative study of areas in UK, Europe and North America	Alien Invasion Artwork (Inspired by Peter Thorpe) First person narrative (diary based on WOTW)	Sketches of Viking artefacts Cartoon story of Hengist and Horsa Explanation text on Vikings, Scots and Anglo-Saxons	Newspaper report on Earthquakes Labelled 3D cross-section of how earthquakes occur	Letter or balanced argument about deforestation Detailed sketches of the layers of the rainforest

Learning Launch / Enrichment (Hook, Trips, Visits)	Roman Day Visit Fishbourne Roman Palace Paul Ullson Roman workshop	Map reading using OS maps Using compasses to do Geocaching/orienteering	Visit to the planetarium · Alien day	Paul Ullson workshop visit Beowulf story used as a prompt for written work	Videos of earthquakes in action Drawing 3D image of earthquake	Year 5 camp- Goodwood Forest schools
Retrieved Learning / Knowledge	· Learn how to put historical events on a timeline Sequence events in chronological order Romans originated from Italy and mostly spoke Latin	Locate countries on maps and globes. Describe and understand key aspects of physical Geography; climate zones, water cycle, rivers and mountains. Confidently use observational skills. Measuring natural features. To follow a route on a large scale map.	Changes across the four seasons Weather associated with the seasons and how day length varies. Shadows are formed when the light from a light source is blocked	To place events from the time on a timeline. Understand complex terms e.g. BCE and AD. Use terms related to the period and begin to date specific events. Identify key features and events. Offer a reasonable explanation for some events. Use textbooks and historical knowledge (own and others)	Make suggestions about how information can be recorded. Know the points of a compass Draw an annotated sketch from observation To be able to say what a photo or picture says about the human or physical geography of an area	To be able to say what a photo or picture says about the human or physical geography of an area. Locate the position of a photo on a map. To identify features on a photo, digital or computer map. To practise terminology
Reading Core Text				**Beowulf** 		
Additional Text				**Hengist and Horsa**		
Writing Focus	<u>Writing to entertain</u> Writing a play script based on Julius Caesar by William Shakespeare, then perform	<u>Writing to inform</u> Write an information text of children's choice, in connection	<u>Writing to entertain</u> Write a diary based on War of The Worlds.	<u>Writing to discuss</u> Write a review of a website or visitor experience for a museum.	<u>Writing to inform</u> Write a newspaper report on a previous earthquake, using facts	<u>Writing to discuss</u> Write a balanced argument about deforestation in the

	their own compositions. ● Recognise and use a play script structure. ● Use colons to introduce character's names ● Use adverbials to aid stage directions. <u>Writing to entertain</u> Fiction story writing Re-write the story of Romulus and Remus, with detail. ● Use relative clauses (Y4 revision) ○ ● Use apostrophes accurately (Y4 revision) ● Use inverted commas accurately (Y4 revision)	with the topic. ● Use brackets for parenthesis ● Use hyphens to avoid ambiguity ● Shift formality and form within a text <u>Writing to entertain</u> Write a fiction story based on The Novium Museum annual fiction writing competition. ● Use commas for parenthesis ● Use cohesive devices ● Use a variety of sentence structures to aid flow.	● Use dashes for parenthesis ● Use relative clauses ● Select appropriate vocabulary for character's register <u>Writing to persuade</u> Write a speech on children's own choice, based on the topic. Look at other impassioned speeches for inspiration; Greta Thunberg, Martin Luther King. ● Recognise and write a speech to be read aloud. ● Use short sentences for impact. ● Use 'AFOREST' features. Study a range of poetry, rhyming and non-rhyming, based on winter. Children write their own poem.	(Should be directed at museums or exhibitions which display artifacts connected to the topic.) ● Use dashes for emphasis ● Use expanded noun phrases ● Use passive voice <u>Writing to inform</u> Make a powerpoint presentation which provides information on the viking legend of Beowulf. ● Collection of key objectives from the year. ● Use brackets, dashes and commas for parenthesis ● Use subordinating conjunctions to make subordinate clauses ● Use cohesive devices <u>Poetry</u> Look at a range of poetry by a well-known poet. Children write a poem in the style of the poet. Take into consideration rhyming, verses, stanzas, flow, any rhyming patterns, syllables, beats.	from the actual reports. ● Use relative clauses without a relative pronoun ● Use subordinating conjunctions to make new clauses ● Use formal language <u>Writing to inform</u> Write a biography on a person of the children's own choice. (Should be connected to the topic if possible.) ● Use commas to avoid ambiguity ● Use fronted adverbials ● Use cohesive devices.	world's rainforests. ● Write to discuss. ● Recognise and use a balanced argument structure. ● Use modal verbs. ● Use a dictionary to check spelling and meaning of words. <u>Writing to persuade</u> Write a letter to a person or company on a subject related to the topic. Children's own choice. ● Use imperative and modal verbs ● Construct a persuasive paragraph with developed points and evidence. ● Use a thesaurus to find synonyms.

Reading Focus	Retrieve and record information / identify key details from fiction texts.	Summarise main ideas from one paragraph.	Make inferences from the text / explain and justify inferences with evidence from the text.	Make comparisons within the text.	Make inferences from the text / explain and justify inferences with evidence from the text.	Retrieve and record information / identify key details from non-fiction texts.

Maths	Place Value Addition and subtraction	Multiplication & Division Fractions A	Fractions A Multiplication & Division B Fractions B Decimals & Percentages	Decimals & Percentages Perimeter & Area Statistics	Shape Position & Direction Decimals	Decimals Negative numbers Converting Units Measurement/Volume
Science	<u>Forces</u> To investigate what forces work on everyday objects. Explain why unsupported objects fall towards Earth (gravity) Recognise that some mechanisms allow a smaller force to have greater effect.	<u>Properties & Changes of Materials</u> Group together everyday materials Some materials will dissolve in liquid to make a solution Separate materials (filtering, sieving and evaporating)	<u>Earth and Space</u> Describe the movement of Earth and other planets, relative to the Sun in the solar system. Describe the movement of the Moon, relative to Earth. Describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain night and day and apparent movement of the sun across the sky.	<u>Properties & changes of materials</u> Carry out fair tests for uses of everyday materials Know that dissolving, mixing and some changes of state are reversible Know that some changes of state are not reversible	<u>Living Things & their habitats</u> Describe differences in life cycles of a mammal, amphibian, insect and bird Describe life processes of reproduction in some plants and animals Compare life cycles and reproduction of differing plants/animals	<u>Animals, Including Humans</u> Describe changes as humans develop to old age.
History	<u>Roman Invasion of Britain</u> Research why the Romans came to Britain and what effect they had on British life.			<u>Vikings, Anglo-Saxons and Scots invasion of Britain</u> Research why they invaded Britain and what effect they had on British life.		
Geography		<u>Settlement Detectives</u> *see key knowledge above			<u>Earthquakes</u> *see key knowledge above	<u>Rainforests</u> *see key knowledge above
Computing	<u>Computing systems and networks - Systems and searching</u> WALT recognise the role of computer systems in our lives.	<u>Creating media - Video production</u> WALT identify that video can be improved through reshooting and editing.	<u>Programming A – Selection in physical computing</u> WALT control a simple circuit connected to a computer.	<u>Data and information – Flat-file databases</u> WALT compare paper and computer-based databases.	<u>Creating media – Introduction to vector graphics</u> WALT create a vector drawing by combining shapes.	<u>Programming B – Selection in quizzes</u> WALT explain how selection is used in computer programs.
Music	The Ukulele (Year 1) • How to hold a Ukulele • Strum crotchets and quaver rhythms ('bug' 'spi-der') • Compose using these rhythms • Play individual string • Combine performing with voice	The Ukulele (Year 1) Chords • Play C Major chord • Compose using a combination of crotchet and quaver strums of the C major chord • New performance techniques using C Major chord •	The Ukulele (Year 1) New Techniques/ Switching Chords (1) • Learn a new song • How to change between 2 chords • How to play different tempos • How to switch between A minor and C major • Play F major • Learn new words for dynamics • Compose new lyrics for song and perform • Learn to switch between C major, F major and A minor		Ukulele (Year 1) Switching Chords (2) • Learn serval new songs and techniques • Perform extended song • Learn new chord G7 • Learn caterpillar rhythm (semiquavers) • Play chord to the Ukulele Blues Compose in groups of 4 using 4 chords	

	and ukulele strings/strum rhythms	Listen to own performance and appraise				
Art	Painting Roman shields. Portrait of centurion **Painting** Master colour mixing, beginning to create mood in our paintings.		**Mixed media- Alien invasion** Explore the life and works of Peter Thorpe. Create a final piece of art, using mixed imedia, inspired by the work of Peter Thorpe. Building on use of sketchbooks as a tool.		**Drawing** Develop traditional and experimental drawing techniques Building on use of sketchbooks as a tool.	
DT		**Applique** Make a whole class collage using applique and embroidery techniques.		**Mechanisms: Cams** Make a moving toy using cams		**Cooking & hygiene: Pizza** Cut, slice, peel and grate foods as appropriate. Design a logo for your pizza restaurant. Make choices about marketing and advertising your pizzas.
RE	Pilgrimages Judaism, Islam and Hinduism	The Gospels Christianity	Pillars of Islam Islam	Celebrations (related to key figures) Christianity and Judaism	Sacred Words Christianity, Islam, Judaism and Sikhism	Prayer Christianity and Islam
PE	**Swimming** perform a variety of self-rescue skills **Basketball** Lay up a partner to score	**Swimming** swim confidently in light clothing **Dance** select movement material to express ideas	**Gymnastics** perform balances with control, showing good body tension **Tag Rugby** be able to pass with accuracy and play strategically **Swimming**	**Hockey** develop attack & defence strategies **Handball** develop attack & defence strategies **Swimming**	**Cricket** WALT strike a ball with different strokes **Athletics** WALT sustain pace over longer distances **Swimming**	**Tennis** further develop their backhand **Rounders** make choices of where to hit the ball **Swimming**
MFL	**Unit 1 Konnichiwa!** Learn to introduce themselves and greet others. They begin to respond to and ask questions about name and age. They understand where Japan is and that Japanese is spoken in Japan.	**Unit 2 Omedetoo!** Learn about Japanese characters, and how to write their names in Japanese in *katakana*. Learn how to match Japanese sounds to their respective characters, how to write a greeting card in Japanese, and how to say the name of the month in which they celebrate their birthday.	**Unit 3 Uta to Geemu** Listen and respond to a well-known Japanese song. Children learn or extend their knowledge of numbers to 20 and play games. They follow simple instructions for making おりがみ (origami). Children learn how to talk about their favourite games.		**Unit 4 Iro to Karada** Children describe colours and learn the names for the main parts of the body. They ask and answer questions about physical appearance. They will also play games using pictures and traditional Japanese *ukiyo-e* drawings.	

PSHE	**Citizenship –** **Rights, Rules and Responsibilities**	**Myself and My Relationships –** **My Emotions** ***Myself and My Relationships –** **Anti-bullying**	**Citizenship –** **Working Together** **Healthy and Safer Lifestyles –** ***Digital Lifestyles** *(also see the computing curriculum for 'e-safety' content)*	**Healthy and Safer Lifestyles –** **Managing Safety and Risk**	**Myself and My Relationships –** **Managing Change**	**Healthy and Safer Lifestyles –** ***Relationships and Sex Education**

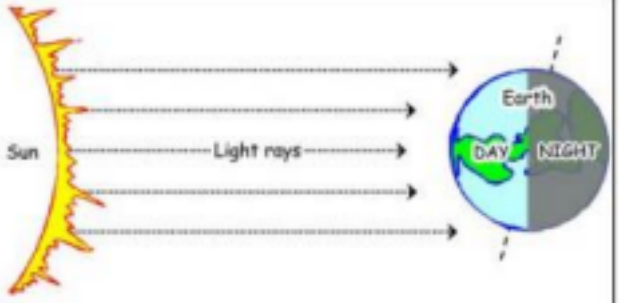
Knowledge Organiser – Space

Sequence of Planets from Sun	
1	Mercury – the smallest planet
2	Venus – the largest in the sky from earth
3	Earth – the only planet with water on its surface
4	Mars – Known as the 'Red Planet'
ASTEROID BELT	
5	Jupiter – the largest planet, a gas giant
6	Saturn – famous for its rings, a gas giant
7	Uranus – a gas giant
8	Neptune – blue in colour due to high methane levels
9	Pluto – This used to be a planet but is now known as a 'Dwarf Planet'

Mnemonic to recall the order of planets

"**M**y **V**ery **E**asy **M**ethod **J**ust **S**peeds **U**p **N**aming **P**lanets"

Day and Night Diagram



Year	Space Mission
1957	First Dog in space – Laika
1961	First man in space – Yuri Gagarin
1969	First moon landing - Apollo 11

Quotations
"The *Eagle* has landed."
"That's one small step for man, one giant leap for mankind."

Famous astronauts
Yuri Gagarin – First man in space on the VOSTOCK 1 spacecraft (1961)
Alan B Shepherd Jr – First American in space on FREEDOM 7 spacecraft (1961)
Valentina Tereshkova – First woman in space from Russia on VOSTOCK 6 (1963)
Neil Armstrong – First man on the Moon in APOLLO 11 (1969)
Tim Peake – most recent Briton to go into space (2015)

Time Facts
It takes 28 days for the moon to orbit Earth
It takes 365 and 1/4 days for Earth to orbit the sun
It takes 24 hours for the Earth to rotate on its axis once
Every four years we have an additional day on Feb 29th – this is called a *leap year*.

Vocabulary Dozen	
Orbit	The path of a celestial body
Rotation	To turn or spin
Solar System	A star and everything that travels around it
Planet	A celestial body that revolves around the sun
Cosmic	Related to space
Galaxy	A collection of star systems
Sun	The star at the centre of a solar system
Lunar	Relating to the moon
Universe	Everything that exists anywhere
Spherical	Shaped like a sphere
Satellite	Any celestial body orbiting around a planet or star
Celestial Body	An object in space

Neil Armstrong