

Year 5 and Year 6: Curriculum Map 2020 - 202

CURRICULUM AREA	AUTUMN TERM 2020 (1) and (2)	SPRING TERM 2021 (1) and (2)	SUMMER TERM 2021 (1) and (2)
WRITING GENRES	See attached	See attached	See attached
MATHS	See Skills Continuum	See Skills Continuum	See Skills Continuum
SCIENCE	<p>*(1) Materials Grouping according to properties Fair testing properties to test suitability</p> <p>*(2) Materials Solutions Mixtures Reversible and irreversible changes</p>	<p>*(1) Living things and their habitats Life cycles</p> <p>*(2) Animals, including humans Human reproduction How the human body changes</p>	<p>*(1) Animals, including humans (the human body) Circulatory system Nutrients and water transportation</p> <p>*(2) Animals, including humans (the human body) Diet Exercise Drugs Lifestyle</p>
HISTORY	*(2) Anglo-Saxon and Viking England - THE VIKINGS	*(1) The Victorian Age - A TIME OF CHANGE	*(1) (2) Local Studies
GEOGRAPHY	*(1) Harvest festival - traditional customs/ UK farming context	*(2) The Blue Marble - our world and the challenges we face	*(1) (2) Local Studies
RE	<p>*(1) The People of God (Old Testament)</p> <p>*(2) The Life of Guru Nanak (30th November) Guru Nanak Dev Ji Gurpurab - Guru Nanak's official birthday celebration)</p>	<p>*(1) The Gospel (New Testament)</p> <p>*(2) Thematic study - why do people undertake spiritual journeys?</p>	<p>*(1) Guru Gobind Singh and the formation of the Khalsa</p> <p>*(2) The Guru Granth Sahib (sacred text)</p>
ART	<p>*(1) Use observational experience and knowledge of artists and techniques to build a portfolio around a specific theme.</p> <p>*(2) Examine artwork and techniques used in commercial undertakings (posters/ adverts/ products)</p>	<p>*(1) Examine the work of different illustrators in books, comics and magazines</p> <p>*(2) Examine contrasting cultures and their art work</p>	*(1) Study art work of different types and media that use the metaphor and symbolism of 'places', 'journeys', 'movement' and 'travel' and use these to inspire own work.
DESIGN TECHNOLOGY	<p>*(1) Textiles - test fabrics for suitable properties for a specific purpose – make and evaluate a fabric product.</p> <p>*(2) Design and make board games based on a central theme</p>	<p>*(1) Design free-standing artefacts with a given purpose, using understanding of stable shapes</p> <p>*(2) Design and make environments linked to a particular theme.</p>	<p>*(1) Design and produce a wheeled vehicle/ toy, using axles.</p> <p>*(2) Design and make healthy snacks, using knowledge of food groups</p>

PSHE CIT	<p>* (1) Understanding abilities and disabilities.</p> <p>* (1) Differences as a source of celebration and conflict.</p> <p>* (1) What does normal mean?</p> <p>* (1) What does empathy mean?</p> <p>* (1) Recognising and dealing with bullying - what is an anti-bullying statement?</p> <p>* (1) What is anti-social behaviour and its consequences?</p> <p>* (2) How can we give and receive compliments?</p> <p>* (2) Dealing with winning and losing.</p> <p>* (2) Devising fair rules for games and activities.</p>	<p>* (1) How do charity and voluntary organisations help people on a local, national and international level?</p> <p>* (1) How can I manage my feelings around puberty?</p> <p>* (1) Having a baby - from conception to birth.</p> <p>* (1) Respecting my body - being positive and secure.</p> <p>* (1) Where can I get help if someone makes me feel threatened or uncomfortable?</p> <p>* (2) How are decisions made at an international level?</p> <p>* (2) The UN and human rights - Convention on the rights of the child).</p> <p>* (2) How can I be a good global citizen?</p> <p>* (2) What environmental challenges does the world face?</p> <p>* (2) How can I make a difference to the area where I live?</p>	<p>* (1) What might I worry about? - How can I deal with worries?</p> <p>* (1) How can we manage stress?</p> <p>* (1) Where can I look for help with my worries?</p> <p>* (1) How can I be assertive without being aggressive?</p> <p>* (1) How can I be responsible with technology?</p> <p>* (2) Our attitudes towards drugs - all medicines are drugs, not all drugs are medicines.</p> <p>* (2) How can substance abuse affect our body and behaviour?</p> <p>* (2) How can we maintain a positive self-image?</p> <p>* (2) What milestones will I cross in the future? (rites of passage)</p>
MUSIC	<p>*Charanga</p> <p>Don't stop believin'</p> <p>Bells ring out</p>	<p>*Charanga</p> <p>Classroom Jazz</p> <p>Benjamin Britten - a tragic story</p>	<p>*Charanga</p> <p>Stop!</p> <p>Reflect, rewind and replay</p>
FRENCH	<p>Revisit</p> <p>(1) Family</p> <p>(1) Friends</p> <p>(1) The classroom</p> <p>New</p> <p>(2) Weather</p> <p>(2) Transport</p> <p>(2) Holidays/ national flags</p>	<p>Revisit</p> <p>(1) Weather</p> <p>(1) Transport</p> <p>(1) Holidays</p> <p>New</p> <p>(2) Learning in school</p> <p>(2) Telling the time</p> <p>(2) Time tables in school</p>	<p>Revisit</p> <p>(1) Learning in school</p> <p>(1) Telling the time</p> <p>(1) Time tables in school</p> <p>New</p> <p>(2) Sports</p> <p>(2) Hobbies</p>

Writing genres for Year 5 and Year 6 2020 - 2021

- * Write a range of fiction genres, including extended narrative.
- * Write extended stories based on work of celebrated authors.
- * Write short stories.
- * Retell and write traditional tales and fables.
- * Retell and write in the style of myths and legends.
- * Retell and write stories from other cultures.
- * Retell and write stories based in an historical context.
- * Write stories based on film narrative.
- * Write dialogue, interviews and plays

- *Write biographies and autobiographies.
- *Write journalistic texts.
- *Write formal and informal communications.
- *Write information texts.
- *Write explanatory texts.
- *Write instructions.
- *Write reports and accounts.
- *Write persuasive texts.
- *Write balanced arguments.
- *Construct debates.
- *Write poems based on poetry by a particular poet (including classic poetry) or theme.
- *Write narrative poetry.
- *Write poetry based on imagery/figurative language

History Schedule - Year 5 and Year 6

Year A 2020 - 2021

2020 - 2021		
Focus of Study	Brief Overview	History Skills
<p>Significant people and events in history: Anglo-Saxon and Viking England 450 AD - 1066</p> <p>Y5 and Y6 emphasis on the Vikings</p>	<p>Children should:</p> <ul style="list-style-type: none"> *locate the main events 450AD - 1066 AD in chronological order on a timeline *locate origins of Anglo-Saxons on a map *understand reasons for Anglo-Saxon settlement in England/ construction of villages *examine the foundation of the Heptarchy (seven Anglo-Saxon kingdoms) in England *understand early Saxon pagan beliefs and conversion to Christianity under Saint Augustine *examine the reasons and impact of Viking raids and settlement *examine the establishment of the Danelaw and Danegeld *understand aspects of Viking cultures - religious beliefs/ runic alphabet *outline the reign of Alfred the Great *understand a brief outline of the end of Saxon rule with the defeat of King Harold at 	<ul style="list-style-type: none"> *apply knowledge of chronology in a secure way *make a time line of events or developments *describe how things have changed over time *use the correct historical vocabulary in my writing and discussions about the past *use words to describe how time passes and how events are recorded *describe similarities and differences between time periods, by comparing and contrasting *describe the ways of life of ordinary people who lived in this country or other parts of the world in the past. *describe the beliefs and ideas people held. *describe connections between developments in different time periods *describe why an event, people or individual are significant * talk about the causes and effects of events in the past * explain when an important event or development happened, why it happened and what happened next *ask and answer more complex questions about the past

	<p>Hastings in 1066 and the Norman Conquest</p> <ul style="list-style-type: none"> *assess the impact of Anglo-Saxon and Viking culture on the English language *understand epic poetry, such as Beowulf *record their learning by different written genres - diaries, letters, (auto)biographies, information reports etc; art work, labelled drawings, models. 	<ul style="list-style-type: none"> *examine cultural and artistic aspects of the period (Lindisfarne Gospels - Saxons Runic sculptures and writings - Vikings * select appropriate information from different sources to find out about the past * organise my understanding of history in different ways to make sure it makes sense such as *write as if I were living in the past, perhaps in the style of an autobiography or diary
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2020 - 2021		
Focus of Study	Brief Overview	History Skills
<p>British History: The Victorian Age 1837 - 1901 - a time of change</p>	<p>Children should:</p> <ul style="list-style-type: none"> *understand the chronology of the main events of the reign of Queen Victoria (1837 -1901) by making a time line. *compare and contrast the changing lives of different people in this period (rich/ poor; urban and rural) *understand how reforms changed lives e.g. Factory Acts/ Mines Act/ Education Acts *understand how inventions and technical innovations changed lives (e.g. The Great Exhibition at The Crystal Palace 1851) *understand the expansion of the British Empire (Queen Victoria became empress of India in 1876 by the Royal Titles Act) *investigate a range of artists and authors/ poets e.g. The Pre-Raphaelites, William Morris, Dickens, Tennyson, Christina Rossetti *use a wide range of photographs, information books, portraits, novels, diaries etc as historical sources *record their learning by different written genres - diaries, letters, 	<ul style="list-style-type: none"> *apply knowledge of chronology in a secure way *make a time line of events or developments *describe how things have changed over time *use the correct historical vocabulary in my writing and discussions about the past *use words to describe how time passes and how events are recorded *describe similarities and differences between time periods, by comparing and contrasting *describe the ways of life of ordinary people who lived in this country or other parts of the world in the past. *describe the beliefs and ideas people held. *describe connections between developments in different time periods *describe why an event, people or individual are significant * talk about the causes and effects of events in the past * explain when an important event or development happened, why it happened and what happened next *ask and answer more complex questions about the past * select appropriate information from different sources to find out about the past * organise my understanding of history in different ways to make sure it makes sense such as

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2020 - 2021		
Focus of Study	Brief Overview	History Skills
<p>Local Studies - patterns of settlement in the Braintree and Witham area. Set the history of the area against events in the wider context of British history.</p> <p>See also Geography Skills</p>	<p>Children should:</p> <ul style="list-style-type: none"> *design a timeline to show chronological understanding of local developments *understand archaeological evidence showing early developments in pre-history (Neolithic Age, Bronze Age, Iron Age). *understand the importance of the area to the Romans as a staging post to Camulodunum (Colchester). *understand origins of the village names Notley/ Nutleigh and Braintree/Branchetreu/ Branoc's Tree in Saxon and early Norman times *investigate land grants to Knights Templar (visit Cressing Temple Barns) *assess the importance of the granting of the market charter to Braintree by King John in 1190. *assess the rise of woollen cloth weaving industry (wool trade) and later silk weaving to Braintree's economy *understand the significance of the coming of the Eastern Counties Railway in the 1840s (linking area to London) *view the Frith Collection of photographs and maps to compare and contrast Victorian /early twentieth century photographs with modern ones *understand the importance of post-World War II housing expansion and commuting communities on the area and population growth *assess the impact of the expansion of Standsted Airport and the development of Freeport on the local economy and demographics. *record their learning by different written genres - information reports etc; art work, labelled drawings, models, maps. 	<ul style="list-style-type: none"> *apply knowledge of chronology in a secure way *make a time line of events or developments *describe how things have changed over time *use the correct historical vocabulary in my writing and discussions about the past *use words to describe how time passes and how events are recorded *describe similarities and differences between time periods, by comparing and contrasting *describe the ways of life of ordinary people who lived in this country or other parts of the world in the past. *describe the beliefs and ideas people held. *describe connections between developments in different time periods *describe why an event, people or individual are significant * talk about the causes and effects of events in the past * explain when an important event or development happened, why it happened and what happened next *ask and answer more complex questions about the past * select appropriate information from different sources to find out about the past * organise my understanding of history in different ways to make sure it makes sense such as *write as if I were living in the past, perhaps in the style of an autobiography or diary

Geography Schedule - Year 5 and Year 6

Year A 2020 - 2021 and 2022 - 2023

Year 5 and Year 6 2020-2021 and 2022-2023		
Focus of Study	Brief Overview	Geography Skills
<p>The Blue Marble - our world and the challenges we face</p>	<p>Children should:</p> <ul style="list-style-type: none"> *identify features on a globe or world map e.g. the equator, the poles, continents etc *use a globe/ world map to locate climate and environmental zones - recording these appropriately with a key *locate oceans, rivers, mountain ranges *discuss characteristics of different climate and environmental zones *locate major population centres on a map - principal cities *discuss natural world 'problems' e.g. volcanoes, earthquakes, hurricanes, drought *discuss environmental problems - global warming and its effects/ pollution of different kinds and how we can prevent it. *discuss habitat loss and implications for flora and fauna/ conservation measures *record their learning by using maps with keys, writing reports, persuasive writing and posters, pictorial representations. 	<ul style="list-style-type: none"> * use geographical vocabulary correctly *use books, pictures, DVDs and websites to find information about places and the people who live there. *describe environmental regions, climate, biomes, physical features and human characteristics (such as major cities). *compare and contrast the similarities and differences between different geographical locations or regions * identify key topographical features on a world map * identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle *describe and understand aspects of physical geography, using vocabulary such as climate zones, vegetation belts, rivers, mountains, volcanoes and earthquakes * discuss environmental issues that are of concern globally and locally * use different types of maps, atlases, globes and digital maps to locate countries or other physical features globally *use symbols and keys to locate locations *place symbols and keys on maps and plans that I may draw

Year 5 and Year 6 2020-2021 and 2022-2023

Focus of Study	Brief Overview	Geography Skills
<p>Local Studies - see also History Skills</p>	<p>Children should:</p> <ul style="list-style-type: none"> *locate Essex on a map of the UK *locate Braintree, Witham, the Notleys on a map of Essex *use maps to locate the main features of the villages of White Notley and Black Notley *draw own maps with a key and symbols of White Notley *carry out field work to identify human and physical features of White Notley *locate the River Brain and River Blackwater on a map *use compasses in tracking and trailing *identify economic activities and services in the villages, Braintree and Witham *visit a local farm *record their learning by using maps with keys, charts and graphs, writing reports, persuasive writing and posters, pictorial representations. 	<ul style="list-style-type: none"> * ask and answer questions about geographical locations. * use geographical vocabulary correctly *name and locate some counties and cities of the United Kingdom, *identify key topographical features and land-use patterns; and understand how some of these aspects have changed over time * describe and understand aspects of physical geography *discuss human geography, including types of settlement, land use and other types of economic activity. *discuss environmental issues that are of concern locally * use field study techniques to observe, measure and record human and physical features in the local area, including weather data *present my studies of the local area as sketch maps, plans, graphs, charts and photographs *describe patterns of change in the local area *use different types of maps to locate features of the local area * use the points of the compass *use grid references to locate geographical features on ordnance survey maps *use symbols and keys to locate locations * place symbols and keys on maps and plans that I may draw

YEAR 5 YEAR 6 KEY SCIENCE CONCEPTS 2020 - 2021

Materials (1) and (2)

Group together and compare materials according to their properties (hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets.

Investigate solutions and mixtures.

Know that some materials will dissolve in liquids to form solutions.

Describe how to recover a substance from a solution.

Use and apply knowledge of solids, liquids and gases to decide how mixtures may be separated (through filtering, sieving and evaporating).

Carry out fair testing to ascertain suitability of materials for particular functions.

Investigate reversible and irreversible changes.

Living things and their habitats (animal reproduction and life cycles)

Describe differences between life cycle of a mammal, a bird, an amphibian and an insect.

Living things - human reproduction and life cycle

Describe how the human body changes as it develops from baby to old age, including puberty.

Animals (including humans) - the human body

Identify the main parts of the human circulatory system and **describe** the function of the heart, blood vessels and blood.

Describe how water and nutrients are transported around the human body

Animals (including humans) - health and nutrition

Investigate how diet, exercise and lifestyle impact how the human body functions and the health of individuals.