

Cross curricular topics

Year 5 2016-17

Autumn Term

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| Science | <p style="text-align: center;">Humans and Animals</p> <ul style="list-style-type: none"> describe the changes as humans develop to old age Work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows. | <p style="text-align: center;">Forces</p> <ul style="list-style-type: none"> explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect |
| Geography / History | <p style="text-align: center;">History - Greek Legacy</p> <ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Ancient Greece - a study of Greek life and achievements and their influence on the western world <p>This can include:</p> <ul style="list-style-type: none"> the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day | <p style="text-align: center;">Geography - Wales</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 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 describe and understand key aspects of Human Geography and Physical Geography use maps, atlases and globes to locate countries and describe features studied use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods <ul style="list-style-type: none"> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world |
| DT/ ART | <p style="text-align: center;">DT-Bread</p> <ul style="list-style-type: none"> Design, make, evaluate and Technical knowledge | <p style="text-align: center;">Art- Welsh art</p> <ul style="list-style-type: none"> Painting |
| WOW! Inc visits | <i>Living past times - Greeks?</i> | Think Tank - Forces and Friction? |

Spring

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| <p>Science</p> | <p>Properties and changes of materials</p> <ul style="list-style-type: none"> • 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 • know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • demonstrate that dissolving, mixing and changes of state are reversible changes • 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 bicarbonate of soda | |
| <p>Geography / History</p> | <p>Mayans</p> <ul style="list-style-type: none"> • a non-European society that provides contrasts with British history - one study chosen from: early ; Mayan civilization c. AD 900 | <p>Geography - Spain</p> <ul style="list-style-type: none"> • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • 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. • describe and understand key aspects of Human Geography and Physical Geography • use maps, atlases and globes to locate countries and describe features studied • use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) |
| <p>DT/ ART</p> | <p>DT- Moving toys</p> <ul style="list-style-type: none"> • Levers and Sliders • Design, make, evaluate and Technical knowledge | <p>Art- Spanish Art /Islamic Art Workshop</p> <ul style="list-style-type: none"> • Alhambra/Granada/Moorish Art |
| <p>WOW! Inc visits</p> | <p>Moving toy workshop?</p> | <p>Art workshop- Lesley Webster?</p> |

Summer

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| Science | <p style="text-align: center;">Earth and Space</p> <ul style="list-style-type: none"> describe the movement of the Earth and other planets relative to the sun in the solar system describe the movement of the moon relative to the Earth describe the sun, Earth and moon as approximately spherical bodies use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky | <p style="text-align: center;">Living things and their habitats</p> <ul style="list-style-type: none"> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals |
| Geography / History | <p style="text-align: center;">History - Victorians (inc Queen Victoria)</p> <ul style="list-style-type: none"> a local history study <p>This could include:</p> <ul style="list-style-type: none"> a depth study linked to one of the British areas of study listed above a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality how Queen Victoria's reign effected Birmingham | <p style="text-align: center;">Geography - South America</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in North or South America describe and understand key aspects of Human Geography and Physical Geography use maps, atlases and globes to locate countries and describe features studied use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) |
| DT/ ART | <p style="text-align: center;">DT - Model of solar system</p> <p style="text-align: center;">Design, make, evaluate and Technical knowledge</p> | <p style="text-align: center;">Art-Sculptures (Henry Moore)</p> <p style="text-align: center;">3D sculpture</p> |
| WOW! Inc visits | <i>BMaG - The Victorians</i> | John Street -Orienteeing |