

Co-op Academy Clarice Cliff Curriculum Overview – Year 5 - 2026/27

	Autumn 1 Geography/ Art 7.5 weeks	Autumn 2 History/ D.T 7 weeks	Spring 1 Geography/ Art 6 weeks	Spring 2 History/ D.T. 5 weeks	Summer 1 Geography/ Art 7 weeks	Summer 2 History/ D.T. 6.5 weeks
Geography/ History	Local area study: Trentham lakes (<i>Local</i>) How has the local land use at Trentham changed over time? <i>So that we can identify how people's leisure activities have changed over time.</i> 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 understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom use six-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 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	Vikings and Anglo-Saxons (Struggle for England to Edward the Confessor's death) <i>What was the impact of the Vikings invading Britain? Could they have co-existed rather than invaded?</i> Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information. Pupils should be taught about: the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Extreme Earth: volcanoes, earthquakes and temperatures. (<i>Global</i>) What causes extreme physical reactions? <i>So that we can explain the possible impact of climate change.</i> 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 key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanos and earthquakes and the water cycle use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Islamic Civilisation – Baghdad How did the early Islamic Civilisation affect the world? What importance did they place on the role of education and why? Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information. Pupils should be taught about: a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin	European country: Greece (comparison with UK) (<i>Global</i>) Which country would you rather live in? <i>So that we can compare the pros and cons of two countries</i> Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, - 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	The Ancient Greeks What types of rulership did Ancient Greece have and how did this impact on the lives of males and females? What is gender bias and how might this affect you? Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information. Pupils should understand how our knowledge of the past is constructed from a range of sources. Pupils should be taught about: Ancient Greece – a study of Greek life and achievements and their

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				(West Africa) c. AD 900-1300.	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	influence on the western world.
Art/D.T	Typography and Maps (Geography - Trentham local area) How can I use my skills to create my own typography and visual map? Pupils will learn; - That when designers work with fonts and layout it is called Typography. - That we can use the way words look to help us communicate ideas and emotions. - That we can create our own typography and combine it with other visual elements to make artwork about chosen themes.	Structures: frame structure (Geography – Trentham Gardens) <i>How can I build a structure to suit the landscape of Trentham Gardens?</i> When designing and making, pupils should be taught to: <u>Design</u> - 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 - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <u>Make</u> - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately - 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	Making Monotypes How can I create a monotype to capture the mood of a poem? Pupils will learn; - That Monotype is a process where we make images by transferring ink from one surface to another to make a single print. - That we can use the “distance” that monotype gives us between mark making and outcome to make images with texture and a sense of history/process. - That we can combine monotype with other disciplines such as painting and collage. - That we can make art by expressing our own personal response to literature or film.	Mechanical systems: cams (Geography – Extreme Earth) <i>How can I make a moving model of a natural disaster?</i> <i>ESB - Explaining how – Talk about something you have achieved, made, grown or learned about. Use visual aids to support your talk. Cue cards may be used if necessary. (3 minutes)</i> <i>D and T - Cam models; making a moving cam model and explaining how their model works.</i> When designing and making, pupils should be taught to: <u>Design</u> - 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 - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	Set Design How can I use my skills to build a set for a theatre, inspired by literature? Pupils will learn; - That designers and makers design “sets” which form the backdrop/props to give context to drama (theatre, film or animation). - That we can use many disciplines including painting, making, drawing to create sets, as well as thinking about lighting, scale, perspective, composition, and sound. - That we can create our own “sets” to create models for theatre design, or backgrounds for an animation. - That we can take our inspiration from the sources of literature or music to inform our creative response and to capture the essence of the drama.	Food: culture and seasonality (History – Anglo Saxons) <i>What skills do I need to prepare a traditional Anglo-Saxon dish?</i> <u>Cooking and nutrition</u> Pupils should be taught to: - understand and apply the principles of a healthy and varied diet - prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques - understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

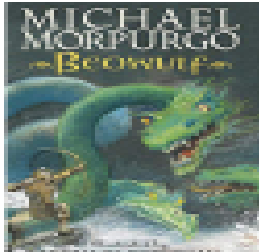
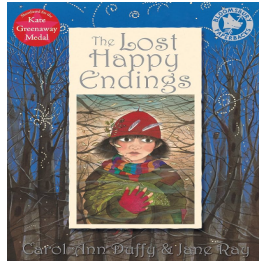
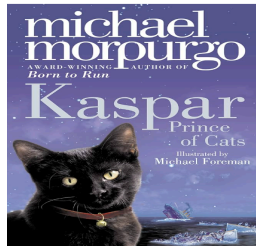
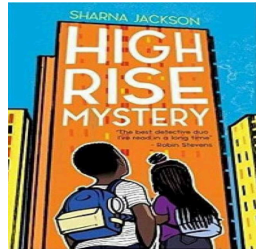
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		<u>Evaluate</u> - investigate and analyse a range of existing products - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work - understand how key events and individuals in design and technology have helped shape the world <u>Technical knowledge</u> - apply their understanding of how to strengthen, stiffen and reinforce more complex structures - understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] - understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] - apply their understanding of computing to program, monitor and control their products.		<u>Make</u> - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately - 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 <u>Evaluate</u> - investigate and analyse a range of existing products - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work - understand how key events and individuals in design and technology have helped shape the world <u>Technical knowledge</u> - apply their understanding of how to strengthen, stiffen and reinforce more complex structures - understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] - understand and use electrical systems in their products [for example, series circuits incorporating	
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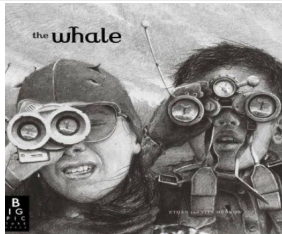
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				switches, bulbs, buzzers and motors] - apply their understanding of computing to program, monitor and control their products.		
Science	<u>Forces</u> Explain that unsupported objects fall towards the Earth because of the force of gravity acting 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. There are different types of forces (push, pull, friction, air resistance, water resistance, magnetic forces, gravity). Gravity can act without direct contact between the Earth and an object. Friction, air resistance and water resistance are forces which slow down moving objects. Friction, air resistance and water resistance can be useful or unwanted. The effects of friction, air resistance and water resistance can be reduced or increased for a preferred effect. More than one force can act on an object simultaneously (either	<u>Earth and Space</u> Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky. Describe the movement of the Moon relative to the Earth. <u>TAPS assessment (Week 4)</u> Earth and Space End of unit quiz - all children https://forms.gle/caoekDkrFuaWG6jeA	<u>Property and changes in materials</u> 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. 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 <u>TAPS assessment</u> Properties and changes of materials End of unit quiz - all children https://forms.gle/vBqL3KmLa3cYLAgFA	<u>Animals including humans</u> Describe the changes as humans develop to old age. End of unit quiz - all children https://forms.gle/vBqL3KmLa3cYLAgFA	<u>Living things and their habitats</u> 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. <u>TAPS assessment</u> Growth survey - living things and their habitats	

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	reinforcing or opposing each other).					
	<u>TAPS assessment (Week 5)</u> Forces End of unit quiz - all children https://forms.gle/n17hUQm5mqnNLNRZ8					
<u>Working Scientifically</u> 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: - 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 when appropriate - recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs - using test results to make predictions to set up further comparative and fair tests - 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 - identifying scientific evidence that has been used to support or refute ideas or arguments.						
Main text	The Lost Thing- Shaun Tan (3+ weeks)  Anne Frank- Josephine Poole (2 weeks)	Beowulf- Michael Morpurgo (3 weeks) 	Freedom Bird- Jerdine Nolen (3 weeks)  The Whale- Vita and Ethan Murrow (3 weeks)	The Lost Happy Endings- Carol Ann Duffy (3 weeks) 	Kaspar Prince of Cats- Michael Morpurgo (3 weeks) 	High Rise Mystery- Sharna Jackson (3 weeks)  Firebird- Saviour Pirrotta (2 weeks)

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English	<u>The Lost Thing:</u> Diary entries, formal letters, adverts, character and setting descriptions, non-chronological reports Own version fantasy narrative <u>Anne Frank:</u> Newspaper articles Letters, short descriptions, extended diary entries, obituaries, opinion pieces	<u>Beowulf:</u> Own version legends/missing chapters Letters of advice, diaries, dialogue, character and setting descriptions, action scenes, obituaries	<u>Freedom Bird:</u> Biographies Non-narrative poems, explanations, dialogue, postcards, letters of advice, descriptions, recounts, narrative poems <u>The Whale:</u> Film pitches Reported speeches, speech and thought bubbles, descriptions, recounts in role, letters to a newspaper editor	<u>The Lost Happy Endings:</u> Alternative perspective prequels Letter, poetry, passage of direct speech, diary entry, story ending	<u>Kaspar:</u> Newspaper articles Character descriptions, reports, letters, advertising leaflets, balanced reports	<u>High Rise Mystery:</u> Extended stories Character & setting descriptions, police & newspaper report, dialogue, persuasive letters <u>Firebird:</u> Fairytale narratives Formal letters, retellings, character descriptions
Maths	Number: place value Number: addition and subtraction Number ; multiplication and division A	Numbers: multiplication and division A Number: fractions A NFER (1 week)	Numbers: multiplication and division B Number: fractions B Number: decimals and percentages	Number: decimals and percentages Measurement (perimeter and area) Statistics NFER (1 week)	Geometry (shape) Geometry (position and direction) Number: decimals	Number: decimals Number; negative numbers Measurement (converting units) Measurement (volume) NFER (1 week)
PE	Tag Rugby	Gymnastics (counter balance and counter tension)	Dance (space)	Hockey	Athletics Swimming	Tennis Swimming

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Music (Charanga)	<u>Livin' On A Prayer - by Bon Jovi</u> (Classic Rock Song) <i>children will learn;</i> to explore the song through an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. to sing, play, improvise and compose with this song, children will listen and appraise other classic rock songs	<u>Classroom Jazz 1 - Three Note Bossa and Five Note Swing</u> <i>children will learn;</i> to play the pieces to explore improvising with the repertoire.	<u>Make You Feel My Love by Bob Dylan – a Pop Ballad</u> sung by Adele <i>children will learn;</i> to explore the song through an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. to sing, play, improvise and compose with this song, to listen and appraise other Pop Ballads.	<u>The Fresh Prince of Bel-Air – Old-School Hip Hop</u> by Will Smith <i>children will learn;</i> to explore the song through an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.	<u>Dancing in the Street – by Martha And The Vandellas</u> (Motown) <i>children will learn;</i> to explore the song through an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.	<u>Reflect, Rewind and Replay - Western Classical Music</u> <i>children will learn;</i> to take integrated approach to music to revisit songs and musical activities recognise a context for the History of Music recognise and use the beginnings of the Language of Music.
Computing (Purple Mash) Yellow = split units over half terms	<u>Quizzing</u> (Information technology) - Evaluating the features of a good quiz - Choosing appropriate question types - Making use of feedback and titles - Testing and editing quizzes ONLINE SAFETY - privacy and security	<u>Concept maps</u> (Information technology) - Creating concept maps - Presenting from a concept map - Making collaborative concept maps ONLINE SAFETY - copyright and ownership/ self image and identity <u>Databases</u> (Information technology) (4 weeks) - Understanding records and fields - Creating a collaborative database - Searching database - Analysing data	<u>Game Creator</u> (Computer Science) - Exploring the features of a good game - Designing and making sprites and the game world - Evaluating the playability of games ONLINE SAFETY - self image and identity	<u>Micro:bit -</u> (Computer science) (4 weeks) - Exploring sensor inputs and the accelerometer - Using selection, variables, inputs and outputs - Coding for the micro:bit pins <u>Word Processing-</u> (Microsoft, Apple & Google) (Information technology) - Creating documents - Using images - Entering and editing text - Using tables and templates	<u>Word Processing-</u> (Microsoft, Apple & Google) (Information technology) - Creating documents - Using images - Entering and editing text - Using tables and templates ONLINE SAFETY - Managing online information	<u>Spreadsheets -</u> (Information technology) - Using formulae - Exploring measurement conversions - Carrying out numerical investigations - Creating computational models
	Online Safety – Delivered throughout the year using 2BeSafe – Being Safe in a Digital World (Digital Literacy) - self image and identity - privacy and security - managing online information -copyright and ownership					
Languages (French)	Talking about us/school subjects (Recall personal information questions and answers Introduce myself Introduce another person	Time in the city (Recall familiar places in town/shops nouns Places and nouns for places in a city Simple	Healthy eating and going to the market. (Recall nouns for fruit and vegetables Extend knowledge	Clothes (Clothes nouns Verb; to wear in French. Adjectives of size and colour A fancy dress	Out of this world (Personal identity nouns Questions and answers about ID, Planets in French Adjectives	Going to the seaside; Language Puzzle (Beach bag item nouns Sentence starters You can +

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	Talk about feelings Opinions and reasons School subjects)	directions around town/city, Buying an entrance ticket Buying an item and asking the price Numbers 0-100 and euros Shopping roleplay Festive jumper nouns)	of fruits and vegetables, Likes, dislikes and preferences Recall numbers 0-100 Weights and quantities At the market roleplays Recipe instructions)	outfit – nouns and adjectives Sports kit nouns)	to describe the planets Recall familiar language from range of topics to create an imaginary planet)	verbs as infinitives about activities at the seaside Conjunctions Opinions and reason)
RE	Unit 31 U2.1 What does it mean if Christians believe God is holy and loving? (Theology)	Unit TBC U2.11 What does it mean to be humanist in Britain today? Non-religious, Humanis (Theology)	Unit 32 U2.8 What does it mean to be a Muslim in Britain today? (Sociology)	Unit 34 U2.2 Creation and science: conflicting or complementary? (Philosophy)	Unit 33 U2.9 Why is the Torah so important to Jewish people (Theology)	Unit written by Coop schools U2.14 Green religion? What do religious and non-religious worldviews teach about caring for the Earth? (Sociology)

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PSHE	<u>Being me in my world</u>	<u>Celebrating Difference</u>	<u>Dreams and Goals</u>	<u>Healthy Me</u>	<u>Relationships</u>	<u>Changing Me</u>
	I can face new challenges positively and know how to set personal goals. I understand my rights and responsibilities as a citizen of my country I understand my rights and responsibilities as a citizen of my country and as a member of my school I can make choices about my own behaviour because I understand how rewards and consequences feel I understand how an individual's behaviour can impact on a group I understand how democracy and having a voice benefits the school community and know how to participate in this	I understand that cultural differences sometimes cause conflict I understand what racism is I understand how rumour-spreading and name-calling can be bullying behaviours I can explain the difference between direct and indirect types of bullying I can compare my life with people in the developing world I can understand a different culture from my own	I understand that I will need money to help me achieve some of my dreams I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it I can describe the dreams and goals of young people in a culture different to mine I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship	I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations I understand how the media, social media and celebrity culture promotes certain body types I can describe the different attitudes people have to food and how these can be affected by external influences I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy	I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities I understand that belonging to an online community can have positive and negative consequences I understand there are rights and responsibilities in an online community or social network I know there are rights and responsibilities when playing a game online I can recognise when I am spending too much time using devices (screen time) I can explain how to stay safe when using technology to communicate with my friends	I am aware of my own self-image and how my body image fits into that I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally I can describe how boys' and girls' bodies change during puberty I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent) I can identify what I am looking forward to when I move to my next class.

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