

# Co-op Academy Clarice Cliff Curriculum Overview – Year 5 - 2023-2024

	Autumn 1 Geography. / Art	Autumn 2 History/ D.T	Spring 1 Geography/ Art	Spring 2 History/ D.T.	Summer 1 Geography/ Art	Summer 2 History/ D.T.
Geography/ History	<p>Local area study: Trentham lakes (<i>Local</i>)</p> <p>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></p> <p>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</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</p> <p>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</p> <p>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</p>	<p>Britain's settlement by Anglo-Saxons and Scots</p> <p><i>What was the impact of the Anglo-Saxons settling in Britain? Why is personal choice in faith important?</i></p> <p>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.</p> <p>Pupils should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Pupils should understand how our knowledge of the past is constructed from a range of sources.</p>	<p>Extreme Earth: volcanoes, earthquakes and temperatures. (<i>Global</i>)</p> <p>What causes extreme physical reactions? <i>So that we can explain the possible impact of climate change.</i></p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanos and earthquakes and the water cycle</li> </ul> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Islamic Civilisation – Baghdad</p> <p>How did the early Islamic Civilisation affect the world? What importance did they place on the role of education and why?</p> <p>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.</p> <p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>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 (West Africa) c. AD 900-1300.</p>	<p>European country: Greece (comparison with UK) (<i>Global</i>)</p> <p>Which country would you rather live in? <i>So that we can compare the pros and cons of two countries</i></p> <p>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</p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>- physical geography, including: climate zones, biomes and vegetation belts,</li> <li>- 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</li> </ul> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Vikings and Anglo-Saxons (Struggle for England to Edward the Confessor's death)</p> <p><i>What was the impact of the Vikings invading Britain? Could they have co-existed rather than invaded?</i></p> <p>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.</p> <p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Pupils should be taught about: the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>

# Co-op Academy Clarice Cliff Curriculum Overview – Year 5 - 2023-2024

		Pupils should be taught about: Britain's settlement by Anglo-Saxons and Scots				
Art/D.T	<p>Typography and Maps (Geography - Trentham local area)</p> <p>How can I use my skills to create my own typography and visual map?</p> <p>Pupils will learn;</p> <ul style="list-style-type: none"> <li>- That when designers work with fonts and layout it is called Typography.</li> <li>- That we can use the way words look to help us communicate ideas and emotions.</li> <li>- That we can create our own typography and combine it with other visual elements to make artwork about chosen themes.</li> </ul>	<p>Structures: frame structure (Geography – Trentham Gardens)</p> <p><i>How can I build a structure to suit the landscape of Trentham Gardens?</i></p> <p>When designing and making, pupils should be taught to:</p> <p><u>Design</u></p> <ul style="list-style-type: none"> <li>- 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</li> <li>- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><u>Make</u></p> <ul style="list-style-type: none"> <li>- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>- 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</li> </ul> <p><u>Evaluate</u></p>	<p>Making Monotypes</p> <p>How can I create a monotype to capture the mood of a poem?</p> <p>Pupils will learn;</p> <ul style="list-style-type: none"> <li>- That Monotype is a process where we make images by transferring ink from one surface to another to make a single print.</li> <li>- 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.</li> <li>- That we can combine monotype with other disciplines such as painting and collage.</li> <li>- That we can make art by expressing our own personal response to literature or film.</li> </ul>	<p>Mechanical systems: cams (Geography – Extreme Earth)</p> <p><i>How can I make a moving model of a natural disaster?</i></p> <p><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></p> <p>When designing and making, pupils should be taught to:</p> <p><u>Design</u></p> <ul style="list-style-type: none"> <li>- 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</li> <li>- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><u>Make</u></p> <ul style="list-style-type: none"> <li>- select from and use a wider range of tools and</li> </ul>	<p>Architecture: Dream Big or Small</p> <p>How can I design my own architectural model for a better world?</p> <p>Pupils will learn;</p> <ul style="list-style-type: none"> <li>- That architects have a responsibility to design buildings which help make our world a better place, including thinking about the environmental impact of the buildings they design.</li> <li>- That we can make creative choices which both serves ourselves as individuals and the communities we belong to.</li> <li>- That we can use form, structure, materials, and scale to design innovative buildings.</li> <li>- That we can build architectural models to test out our ideas and share our vision</li> </ul> <p><u>Year 5/6 transition art project:</u> <u>Clarice Cliff Project</u> <u>clay flatback house design – Saxon</u></p>	<p>Food: culture and seasonality (History – Anglo Saxons)</p> <p><i>What skills do I need to prepare a traditional Anglo-Saxon dish?</i></p> <p><u>Cooking and nutrition</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- understand and apply the principles of a healthy and varied diet</li> <li>- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>

# Co-op Academy Clarice Cliff Curriculum Overview – Year 5 - 2023-2024

		<ul style="list-style-type: none"> <li>- investigate and analyse a range of existing products</li> <li>- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>- understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> <li>- apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> <li>- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> <li>- apply their understanding of computing to program, monitor and control their products.</li> </ul>		<p>equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <ul style="list-style-type: none"> <li>- 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</li> </ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>- investigate and analyse a range of existing products</li> <li>- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>- understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> <li>- apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> <li>- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> </ul>	house in Clarice Cliff colours	
--	--	--	--	--	--------------------------------	--

# Co-op Academy Clarice Cliff Curriculum Overview – Year 5 - 2023-2024

				- apply their understanding of computing to program, monitor and control their products.		
Science	<p>Forces</p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p>Earth &amp; Space</p> <p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>Describe the movement of the Moon relative to the Earth.</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p>	<p>Properties &amp; Changes of Materials – part 1</p> <p>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.</p> <p>Some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>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> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p>	<p>Animals, including humans</p> <p>Describe the changes as humans develop to old age</p>	<p>Living Things &amp; their Habitats</p> <p>Describe the life process of reproduction in some plants and animals.</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p>	Sustainable Science

# Co-op Academy Clarice Cliff Curriculum Overview – Year 5 - 2023-2024

	<p><u>Working Scientifically</u></p> <p>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:</p> <ul style="list-style-type: none"> <li>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>using test results to make predictions to set up further comparative and fair tests</li> <li>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</li> <li>identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>					
Main text	The House with the Chicken Legs- Sophie Anderson	Beowulf- Jones Lloyd  ESB - WHOLE CLASS READING - Speaking by heart – (not self-composition) Own choice – Introduce and present a memorised poem or drama extract. (2 minutes) Reading aloud one of 3 different types of poems (choose from Free Verse; Kenning or Haiku) unless the individual has a specific preference for another.	The Boy in the Dress- David Walliams	The Golden Horsemen of Baghdad- Saviour Pirotta  ESB -WORLD BOOK DAY Reading Aloud – Prepare 6-12 pages containing dialogue from a favourite book for the teacher to choose an extract to be read aloud. Explain the extract in the context of the story. (1 minute) As it is a favourite book - this will not have a specific curriculum link. Linked to WCR/English where possible.	Room 13- Robert Swindells	Room 13- Robert Swindells
Supporting texts	Please refer to the Year 5 Reading Spine	Please refer to the Year 5 Reading Spine	Please refer to the Year 5 Reading Spine	Please refer to the Year 5 Reading Spine	Please refer to the Year 5 Reading Spine	Please refer to the Year 5 Reading Spine
English Fiction	Narrative: Writing of own twisted fairy tale ( 3 Weeks)	Narrative: Writing own myths (3 weeks)  Kennings ( 1 Week)	Narrative: re-tell of a chapter (3 weeks)	Narrative: Chapter re-tell focus on character description (2 weeks)	Narrative: Character description ( 2 weeks)	Narrative: Narrative own gothic horror story (3 weeks)
Non-narrative	Non-narrative: information text on Russian culture (3 weeks)	Non narrative: Balanced argument- were the Anglo Saxons right to invade Britain?	Non-narrative: Non chronological report- what is gender? (3 weeks)	Non-narrative: Biography (3 weeks)	Non narrative: Diary entry (3 weeks)	Non narrative: Letter to Dracula ( 3 weeks)
Maths	Number: place value (3 weeks)  Number: addition and subtraction (2 weeks)	Numbers: multiplication and division (2 weeks)  NFER (1 week)	Numbers: multiplication and division (3 weeks)  Fractions (3 weeks)	Number: fractions (2 weeks – out of 3)  NFER (1 week)	Number: decimals and percentages (4 weeks)	Geometry: properties of shape/position and direction (2 weeks)  NFER (1 week)

# Co-op Academy Clarice Cliff Curriculum Overview – Year 5 - 2023-2024

	Statistics (3 weeks)	Measurement (2 weeks) Consolidation (2 weeks)		Number: fractions (1 week out of 3– continued) Number: decimals and percentages (2 weeks)	Geometry: properties of shape/position and direction (2 weeks)	Measurement: converting units and volume (3 weeks)
PE	Tag Rugby	Gymnastics (counter balance and counter tension)	Dance (space)	Hockey	Athletics Swimming	Tennis Swimming
Music (Charanga)	<p><u>Livein' On A Prayer - by Bon Jovi (Classic Rock Song)</u></p> <p><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.</p> <p>to sing, play, improvise and compose with this song, children will listen and appraise other classic rock songs</p>	<p><u>Classroom Jazz 1 - Three Note Bossa and Five Note Swing</u></p> <p><i>children will learn;</i> to play the pieces to explore improvising with the repertoire.</p>	<p><u>Make You Feel My Love by Bob Dylan – a Pop Ballad sung by Adele</u></p> <p><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.</p> <p>to sing, play, improvise and compose with this song, to listen and appraise other Pop Ballads.</p>	<p><u>The Fresh Prince of Bel-Air – Old-School Hip Hop by Will Smith</u></p> <p><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.</p>	<p><u>Dancing in the Street – by Martha And The Vandellas (Motown)</u></p> <p><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.</p>	<p><u>Reflect, Rewind and Replay - Western Classical Music</u></p> <p><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.</p>
Computing (Purple Mash)	<p><u>Online Safety (3 weeks)</u> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>-Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p>	<p><u>Game creator (5 weeks)</u> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p><u>Coding (6 weeks)</u> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p><u>Databases (4 weeks)</u> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p><u>Spreadsheets (6 Weeks)</u> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p><u>Concept maps (3 weeks)</u> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p><u>3D modelling (3 weeks)</u> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Select, use and combine a variety of software (including internet services) on a range</p>

# Co-op Academy Clarice Cliff Curriculum Overview – Year 5 - 2023-2024

						of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
Languages (French)	Getting to Know you	All About Ourselves	That's Tasty	Family and Friends	School life	Time Travelling
RE	<p>2.8 What does it mean to be a Muslim in Britain today?</p> <p>Builds on year 4 unit on Hindus in Britain today, exploring through a differing religious viewpoint.</p>	<p>2.3. What do Christians believe that Jesus was the messiah?</p>	<p>2.1 What does it mean if Christians believe that God is Holy and Loving?</p>	<p>2.9 Why is the Torah important to Jewish people?</p>	<p>2.4 Christians and how to live: What would Jesus do?</p>	<p>2.11 Why do some people believe in God and some people not?</p> <p>Systematic study leads to thematic study at the end of the year. Allowing informed comparison and further recall of subject knowledge.</p>
PSHE	<p><u>Being me in my world</u></p> <p>I can face new challenges positively and know how to set personal goals.</p> <p>I understand my rights and responsibilities as a British citizen and a member of my school.</p> <p>I can make choices about my own behavior because I understand how rewards and consequences feel.</p> <p>I understand how an individual's behavior can impact my group.</p> <p>understand how democracy and having a voice benefits the school community.</p>	<p><u>Celebrating Difference</u></p> <p>I can explain the differences between direct and indirect types of bullying.</p> <p>I know some ways to encourage children who use bullying behaviors to make other choices and know how to support children who are being bullied.</p>	<p><u>Dreams and Goals</u></p> <p>I can describe the dreams and goals of a young person in a culture different than mine.</p> <p>I can reflect about how these relate to my own.</p>	<p><u>Healthy Me</u></p> <p>I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures.</p> <p>I respect and value my body.</p>	<p><u>RELATIONSHIPS WITHOUT FEAR</u></p>	<p><u>Changing Me</u></p> <p>I can describe how boys and girls bodies change during puberty.</p> <p>I can express how I feel about the changes that will happen to me during puberty.</p>