

# Year 5 Knowledge and Skills

## History



<b>Year 5</b>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic Title</b>	<b>INVADERS AND TRADERS</b>		<b>OFF WITH HER HEAD!</b>		<b>HOLA MEXICO</b>	

<b>Year 5 Areas of study</b>	<p>Use evidence to describe the culture, clothes, way of life and actions of people in the past.</p> <p>Also use evidence to describe buildings and their uses of people from the past.</p> <p>Compare similarities and differences to the way of life from the year 3 and 4 topic.</p>
<b>Knowledge and understanding of events, people and changes in the past</b>	<p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.</p> <p>Ask questions and find answers about the past.</p> <p>Compare the similarities and differences between evidence – make connections/link to year 3 and 4 topic.</p>
<b>Historical enquiry</b>	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>Use a timeline to place historical events in chronological order.</p> <p>Describe dates of and order significant events from the period studied.</p> <p>Using the timeline, make connections and links to year 3 and 4 topic.</p>
<b>Chronological Understanding</b>	<p>Explore different historians, use the idea that there are different accounts of history on a particular event.</p> <p>Make connections/link to year 3 and 4 topic.</p>
<b>Historical interpretation</b>	<p>Communicate ideas about the past using different genres of writing, drawing, drama role-play, storytelling and using ICT.</p>
<b>Organisation and Communication</b>	<p>Use evidence to describe the culture, clothes, way of life and actions of people in the past.</p> <p>Also use evidence to describe buildings and their uses of people from the past.</p> <p>Compare similarities and differences to the way of life from the year 3 and 4 topic.</p>

## Year 5 Knowledge and Skills



### Geography

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Pupils will be taught to extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

<b>Locational Knowledge</b>	<p>LK1: Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>LK2: 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>LK3: Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn</p>
<b>Place Knowledge</b>	PK2: Understand geographical similarities and differences through the study of places linked to other topic areas, i.e. Egypt, parts of Prehistoric Britain and the Lake District, South America
<b>Human &amp; Physical Geography</b>	<p>Pupils will describe and understand key aspects of:</p> <p>HPG2: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>HPG3: 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</p>
<b>Geographical Skills &amp; Field work</b>	GSF1: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

<b>Objectives for UKS2</b>	<p>GES1: Ask geographical questions [i.e. 'What is this landscape like?', 'What do I think about it?']</p> <p>GES2: Collect and record evidence [i.e. carrying out a survey of shop functions and showing on a graph]</p> <p>GES3: Analyse evidence and draw conclusions [i.e. by comparing population data for two localities]</p> <p>GES4: Identify and explain different views that people, including themselves, hold about topical geographical issues [i.e. views about plans to build an hotel in an overseas locality]</p> <p>GES5: Communicate in ways appropriate to the task and audience, including writing at length and through using maps and numerical and quantitative skills, [i.e. by writing to a newspaper about a local issue, using email to exchange information, or about the locality with another school].</p> <p>GES6: Use geographical vocabulary [i.e. temperature, transport, industry]</p> <p>GES7: Use fieldwork techniques [i.e. labelled field sketches] and instruments [i.e. rain gauge, camera]</p> <p>GES8: Use atlases and globes, and maps and plans at a range of scales [i.e. using contents, keys, grids]</p> <p>GES9: Use secondary sources of info, including aerial photos [i.e. stories, info texts, internet, images]</p> <p>GES10: Draw plans and maps at a range of scales [i.e. a sketch map of a locality]</p> <p>GES11: Use ICT to help in geography investigations [i.e. creating a data file to analyse fieldwork data]</p> <p>GES12: Develop decision-making skills [i.e. what measures needed to improve safety in a local street?]</p>
<b>Geographical enquiry</b>	

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### Art



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#### UPPER KEY STAGE 2 SKILLS

<b>Work of Artists</b>	A1 explore the work of a range of great artists, architects and designers and understand the historical and cultural development of their art forms. A2 evaluate and analyse creative works using the language of art, craft and design.
<b>Exploring and evaluating ideas</b>	E1 create sketch books to record their observations and use them to review and revisit ideas. E3 question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks. E4 think critically about their art and design work.
<b>Drawing</b>	D1 draw for a sustained periods of time. D2 use a sketchbook to collect and develop ideas from a range of sources D3 experiment with marks and lines with a wide range of implements e.g. charcoal, chalk, pencil, crayon, pens etc D4 experiment with different grades of pencil to achieve varied tone D5 create texture and pattern in drawing with a range of implements.
<b>Digital media</b>	DM1 explore ideas using digital sources i.e. internet, ipads
<b>3D design</b>	3D1 plan, design and make models from observation or imagination. 3D2 develop skills in joining, extending and modelling clay. 3D3 use papier mache to create simple 3D effects 3D4 experiment with constructing and joining recycled, natural and manmade materials. 3D5 create textures and patterns in malleable materials including clay.
<b>Painting</b>	P1 experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects, adding depth and distance. P2 create different effects and textures with paint P3 use language of and mix primary and secondary colours and use tints and shades
<b>Printing</b>	
<b>Textiles</b>	
<b>Collage</b>	A1 explore the work of a range of great artists, architects and designers and understand the historical and cultural development of their art forms. A2 evaluate and analyse creative works using the language of art, craft and design.

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### Design & Technology



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<b>Designing – Understanding contexts, users and purposes</b>	<p>D1 work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment</p> <p>D2 describe the purpose of their products</p> <p>D3 indicate the design features of their products that will appeal to intended users</p> <p>D4 explain how particular parts of their products work</p> <p>D5 gather information about needs and wants of particular individuals and groups</p> <p>D6 develop their own design criteria and use these to inform their ideas</p>
<b>Designing - Generating, developing, modelling and communicating ideas</b>	<p>D7 share and clarify ideas through discussion</p> <p>D8 model their ideas using prototypes and pattern pieces</p> <p>D9 use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas</p> <p>D10 use computer-aided design to develop and communicate their ideas</p> <p>D11 generate realistic ideas, focusing on the needs of the user</p> <p>D12 make design decisions that take account of the availability of resources</p>
<b>Making - Planning</b>	<p>M1 select tools and equipment suitable for the task</p> <p>M2 explain their choice of tools and equipment in relation to the skills and techniques they will be using</p> <p>M3 select materials and components suitable for the task</p> <p>M4 explain their choice of materials and components according to functional properties and aesthetic qualities</p> <p>M5 order the main stages of making</p>
<b>Making – Practical skills and Activities</b>	<p>M6 follow procedures for safety and hygiene</p> <p>M7 use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components</p> <p>M8 measure, mark out, cut and shape materials and components with some accuracy</p> <p>M9 assemble, join and combine materials and components with some accuracy</p> <p>M10 apply a range of finishing techniques, including those from art and design, with some accuracy</p>
<b>Technical knowledge – Making products work</b>	<p>T1 how to use learning from science and maths to help design and make products that work</p> <p>T2 that materials have both functional properties and aesthetic qualities</p> <p>T3 that materials can be combined and mixed to create more useful characteristics</p> <p>T4 that mechanical and electrical systems have an input, process and output</p> <p>T5 use the correct technical vocabulary for the projects they are undertaking</p> <p>T6 how mechanical systems such as levers and linkages or pneumatic systems create movement</p> <p>T7 how simple electrical circuits and components can be used to create functional products</p> <p>T8 how to program a computer to control their products</p> <p>T9 how to make strong, stiff shell structures</p> <p>T10 that a single fabric shape can be used to make a 3D textiles product</p>
<b>Evaluating – Own Ideas and Products</b>	<p>E1 identify the strengths and areas for development in their ideas and products</p> <p>E2 consider the views of others, including intended users, to improve their work</p> <p>E3 refer to their design criteria as they design and make</p> <p>E4 use their design criteria to evaluate their completed products</p>
<b>Evaluating – Existing Products</b>	<p>Pupils will be taught to investigate and analyse:</p> <p>E5 how well products have been designed and made</p> <p>E6 why materials have been chosen</p> <p>E7 what methods of construction have been used</p> <p>E8 developed ground-breaking products</p> <p>E9 how well products work to achieve their purposes</p> <p>E10 how well products meet user needs and wants</p> <p>E11 who designed and made the products</p> <p>E12 where and when products were designed and made</p>

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	E13 whether products can be recycled or reused
<b>Evaluating - Key Events and individuals</b>	E14 about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products
<b>Cooking and Nutrition – Where food comes from</b>	C1 that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world C2 that seasons may affect the food available
<b>Cooking and nutrition – Food preparation, cooking and nutrition</b>	C3 how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source C4 how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking C5 that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The Eatwell Plate C6 that to be active and healthy, food and drink are needed to provide energy for the body