

I am from Chorley, Lancashire, UK Autumn term Year 5

Geography

Human and Physical Geography

- Describe and understand key aspects of:
- physical geography, including rivers, mountains.
- 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.

Mapping

- Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied.
- Relate different maps to each other and to aerial photos.
- Begin to understand the differences between maps e.g. Google maps versus Google Earth, and OS maps.
- Choose the most appropriate map/globe for a specific purpose.
- Interpret and use thematic maps.
- Use six figure coordinates.
- Use a wider range of Ordnance Survey symbols including 1:50K symbols.
- Know that different scale Ordnance Survey maps use some different symbols.

Use of ICT/technology

- Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app.

History

Chronology

- Sequence events through the use of appropriate terms relating to the passing of time and identify where these events fit into a chronological framework during the Anglo-Saxon period.
- In an in depth study of the Anglo-Saxon period, use appropriate vocabulary when describing the passing of time and historical concepts.
- Analyse connections, trends and contrasts over the Anglo-Saxon period.

Events, People and Changes

- Gain historical perspective by placing their growing knowledge into different contexts by studying aspects of Anglo-Saxon cultural, economic, military, political religious and social history.

	<ul style="list-style-type: none"> ▪ Establish a narrative showing connections and trends within and across periods of study by making connections between the Anglo-Saxons and other history units they have already studied. ▪ Begin to recognise and describe the nature and extent of diversity, change and continuity by understanding where the Anglo-Saxons settled and how they integrated into the indigenous populace. <p>Communication</p> <ul style="list-style-type: none"> ▪ Produce structured work that makes connections, draws contrasts, analyses trends, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. <p>Enquiry, Interpretation and Using Sources</p> <ul style="list-style-type: none"> ▪ Understand methods of historical enquiry, how evidence is used to make historical claims about the Anglo-Saxons, and begin to discern how and why contrasting arguments and interpretations of the past have been constructed. ▪ Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses (examining the settlement patterns and reasons for the Anglo-Saxons and Scots). <p>Understand how our knowledge of the past is constructed from a range of different sources about the Anglo-Saxons and that different versions of past events often exist, giving some possible reasons for this (what evidence do we have, why was it created, and what does it tell us?)</p>
Art	<p>Exploring and Developing Ideas</p> <ul style="list-style-type: none"> - Identify artists who have worked in a similar way to their own work. - Use a journal to collect and develop ideas. <p>Drawing</p> <ul style="list-style-type: none"> - Work from a variety of sources including observation. - Work in a sustained and independent way to create a detailed drawing. <p>Painting</p> <ul style="list-style-type: none"> - Develop a painting from a drawing. - Be able to identify and work with complementary and contrasting colours. <p>Evaluating Work</p> <ul style="list-style-type: none"> - Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.

DT	<p>Evaluation of Existing Products</p> <ul style="list-style-type: none"> - Research and evaluate existing products (including book and web based research). - Consider user and purpose. - Use researched information to inform decisions. <p>Design</p> <ul style="list-style-type: none"> - Plan the sequence of work e.g. using a storyboard. - Record ideas using annotated diagrams. - Make prototypes. <p>Make</p> <ul style="list-style-type: none"> - Develop one idea in depth. - Select from and use a wide range of materials. <p>Evaluation</p> <ul style="list-style-type: none"> - Refine their product – review and rework/improve. - Identify the strengths and weaknesses of their design ideas.
Music	<ul style="list-style-type: none"> ▪ To explore traditional music from the present and the past. ▪ To explore music from different cultures, especially national music and anthems. ▪ Learn to sing and perform a national anthem as part of a school performance. <p>Performing</p> <ul style="list-style-type: none"> ▪ Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. <p>Listening</p> <ul style="list-style-type: none"> ▪ Listen with attention to detail and recall sounds with increasing aural memory. ▪ Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians. <p>Creating</p>

	<ul style="list-style-type: none"> ▪ Improvise and compose music for a range of purposes using the interrelated dimensions of music. <p>Understanding</p> <ul style="list-style-type: none"> ▪ Use and understand staff and other musical notations. <p>Develop an understanding of the history of music.</p>
Global Links	Food Packaging / pollution

