



**USWORTH COLLIERY
PRIMARY SCHOOL**

YEAR 5

**KEY SKILLS, KNOWLEDGE
& UNDERSTANDING**

**CURRICULUM
COVERAGE 2020-2021**

SCIENCE

Year 5 & 6	Working Scientifically <ul style="list-style-type: none">• Use their science experiences to explore ideas and raise relevant questions• Select and plan the most appropriate type of scientific enquiry to use to answer scientific questions and explain why.• Recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why• Makes reasoned predictions using evidence to support their ideas and making links to other scientific knowledge.• Use and develop keys and other information records to identify, classify and describe living things and materials, and identify patterns that might be found in the natural environment• Recognise which secondary sources will be most useful to research and use information from relevant different sources to begin to plan an investigation.• Make their own decisions about what observations to make, what variables are needed and what measurements to use and how long to make them for.• Choose the most appropriate equipment to make measurements with increasing accuracy and precision, taking repeat measurements where appropriate.• Decide appropriate way to record complex data and results (scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs)• Draw conclusions from their work and link their conclusions to scientific knowledge and vocabulary• Look for different causal relationships in their data and identify evidence that refutes or supports their ideas• Uses graphs to answer scientific questions.• Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas,• To use oral, ICT and written forms such as displays and other presentations to report conclusions, causal relationships and explanations of degree of trust in results• Use their results to make further predictions and identify when further enquires, observations, comparative and fair tests might be needed• Independently discusses the success of their working methods and suggests ways of improving their work and say why they think this.• To discuss how scientists have breakthroughs and how they have developed scientific ideas over time. Identify scientific evidence that has been used to support or refute ideas over time.
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Year 5	Animals and Humans <ul style="list-style-type: none">• Describe the changes as humans develop to old age.• Draw a timeline to indicate stages in the growth and development of humans.• Begins to understand the changes experienced in puberty.• Could 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. Materials <ul style="list-style-type: none">• Compares and groups together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.• Gives reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.• Uses knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.• Demonstrates that dissolving, mixing and changes of state are reversible changes• Knows that some materials will dissolve in liquid to form a solution, and describes how to recover a substance from a solution
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Key Skills, Knowledge and Understanding

- Explains 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, rusting, melting and the action of vinegar on bicarbonate of soda.
- Explore the work of chemists who created new materials, e.g. Spencer Silver (glue on sticky notes) or Ruth Benerito (wrinkle free cotton).
- Could work scientifically by: observing and comparing changes that take place and how chemical changes impact on our lives (eg cooking)
- Could work scientifically by: Discussing the creative use of new materials such as polymers, super-sticky and super-thin materials

Living Things and Their Habitats

- Describes the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describes the life cycle of common plants
- Describe and compare the process of reproduction in some plants and animals
- Explore the work of well-known naturalists and animal behaviourists.(David Attenborough and Jane Goodall)
- Could work scientifically by: observing and comparing the life cycles of plants and animals in their local environment (flower beds, vegetable gardens) with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking questions and suggesting reasons for similarities and differences.
- Could work scientifically by: growing new plants from parts of parent plants eg seeds, stem and root cuttings.

Forces and Magnets

- Explains that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
- Research and explore how scientists, such as Galileo Galilei and Isaac Newton helped to develop the theory of gravitation.
- Identifies the effects of air resistance, water resistance and friction, that act between moving surfaces.
- Could work scientifically by: Designing effective parachutes, boats and products with gears, levers and pulleys and completing fair tests to explore effects of the mechanisms and forces
- Recognises that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.

Earth and Space

- Describes the sun, Earth and moon as approximately spherical bodies.
- Describes the movement of the Earth and other planets relative to the sun in the solar system.
- Describes the movement of a moon as a celestial body relative to a planet
- Uses the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.
- Research and explore the work of scientists such as Ptolemy, Alhazen and Copernicus and how views on the solar system have changed
- Could work scientifically by: Researching and comparing the time of day at different places on Earth.
- Could work scientifically by: making simple models of the solar system
- Could work scientifically by researching how older civilisations used the sun to create astronomical clocks, e.g. Stonehenge and make their own shadow clocks to tell time throughout the school day.

WHOLE SCHOOL GEOGRAPHY OVERVIEW

Each topic will cover these 4 elements of geographical knowledge

- **Locational knowledge**
Continent, hemisphere, position in relation to Equator, ocean, sea, major cities topographical features, land use (and change of land use) time zone
- **Human geography**
Types of settlement and land use economic acuity including trade links distribution of natural resources including energy food minerals and water
- **Physical geography**
Climate zones, biomes and vegetation belts, rivers mountains, volcano earthquakes and the water cycle
- **Environmental Impact/Effect**
The effect of human behaviour on this location. Considering how and why it is changing, how the place compares with other places, what it could be like in the future and what can we could do to influence change?

The teaching of Fieldwork skills will be embedded within each topic.

- **Fieldwork Skills KS2**
Use maps, atlases, globes and digital/computer mapping, use the eight points of a compass, four and six figure grid references, symbols and key including OS maps.

Year 5

Region in a European country – Greece

- **Locational knowledge** – seas surrounding Europe, major cities, capital cities in Europe
- **Human geography** – land use, landmarks, what happens when tourists leave?
- **Physical geography** – climate zones,
- **Environmental Impact/Effect** – tourism especially impact of cruise liners, impact on the habitats, fishing in the Mediterranean

Africa

- **Locational knowledge** –Equator, latitude, longitude, southern hemisphere, time zones
- **Human geography** – land use, landmarks, economic activity compare lives of the rich and poor, conflict in Sudan. Lives of the children in different parts of Africa – education in Ghana
- **Physical geography** – misconceptions of Africa is it a country or a continent? climate zones, biomes, how does it differ across the continent?
- **Environmental Impact/Effect** – drought and water shortages

Seas and Oceans

- **Locational knowledge** – locate on globe, atlas, focus on maps, locate continents and countries next to each of the oceans and seas.
- **Human geography**. – natural resources tidal power, off shore wind farms, economic activity,
- **Physical geography** – natural disasters, sea levels rising – can you explain why this is happening? Will this impact any countries? (Maldives) can you explain why? Connectivity of seas and oceans.
- **Environmental Impact/Effect** – fish farming, oil disasters, plastic, water shortages – hose pipe bans.

GEOGRAPHY

Year 5	<p>Geographical Enquiry</p> <ul style="list-style-type: none">• Collect information about a place and use it in a report.• Map land use.• Use maps to locate European countries and capitals• Find possible answers to my own geographical questions.• Make detailed sketches and plans; improving my accuracy later.• Plan a journey to a place in another part of the world, taking account of distance and time.• Know how to use graphs to record features such as temperature or rainfall across the world.• Use Google Earth to locate a country or place of interest and follow the journey of rivers etc <p>Physical</p> <ul style="list-style-type: none">• Explain how a location fits into its wider geographical location; with reference to physical features.• Explain why water is such a valuable commodity. <p>Human</p> <ul style="list-style-type: none">• Explain why people are attracted to live by rivers.• Explain how a location fits into its wider geographical location; with reference to human and economical features.• Describe how some places are similar and others are different in relation to my human features.• Explain what a place might be like in the future, taking account of issues impacting on human features. <p>Geographical Knowledge</p> <ul style="list-style-type: none">• Know the names of a number of European capitals.• Know the countries that make up the European Union.• Name and locate at least eight European countries.• Name and locate the capital cities of neighbouring European countries.• Aware of different weather in different parts of the world, especially Europe
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WHOLE SCHOOL HISTORY OVERVIEW

When teaching each historical era, the 7 key history skills must be taught for each one.

- Constructing the Past
- Sequencing the Past/Chronology
- Continuity and Change
- Cause and Effect
- Significance and Interpretation
- Historical Enquiry
- Using Sources as Evidence

In each era children will learn about and compare some or all of the following historical themes

- Achievements (scientific and cultural)
- Housing and architecture
- Society (politics and class)
- Food Farming and Trade
- Entertainment
- Beliefs
- Weapons and warfare

HISTORY

Year 5 Autumn	<p><i>Usain Bolt and Boris Johnson – How did the Greeks lead us to this?</i> Ancient Greece - A study of Greek life and achievements and their influence on the western world</p> <ul style="list-style-type: none"> • Achievements (scientific and cultural) Democracy, philosophers. • Housing and architecture Temples and amphitheatres, • Society (politics and class) Compare to Saxons, Greece is a collection of states including Athens and Sparta. Alexander the Great and mixing of cultures. • Food Farming and Trade Long coastline and islands, trade by sea. • Entertainment Greek myths – why did they use mythology? (Explained phenomena, reinforced ideas of Gods, and justified social and political institutions). Olympics • Beliefs Gods and Goddesses linked to the myths • Weapons and warfare Trojan Horse, Athenian and Spartan wars, Greek warships (link to physical features). Phalanx (similar to tortoise formation – compare with Romans). Alexander the Great and his defeat of Persia, mixing of cultures. <p>Constructing the Past</p> <ul style="list-style-type: none"> • Identify the impact of the Ancient Greeks' on the western world and their chronological place in the context of world history (compare to Roman Britain, Ancient Egypt and stone/bronze/iron ages) • Understand that the Ancient Greek era was very large and split into different periods – link back to Egyptians. <p>Sequencing the Past/Chronology</p> <ul style="list-style-type: none"> • Accurately use BC (BCE) and AD (CE) to describe events and periods. • Sequence key events on a scaled timeline, which crosses BC (BCE) and AD (CE) • Identify the duration of each period and how long ago these periods were. • Continue development of concurrent civilisations around the world and their impact on later civilisations <p>Continuity and Change</p> <ul style="list-style-type: none"> • Identify the changes of Greek achievements and inventions from different periods – democracy, society, entertainment, beliefs, punishments etc. • Identify continuities between the different Greek periods – democracy, society, entertainment, beliefs etc.
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Key Skills, Knowledge and Understanding

- Compare the above to life in similar periods of Ancient Egypt.

Cause and Effect

- Consider how the geography of the Greek peninsula led to the creation of Greek City-states and the effect this had.
- Identify the effects and influence of Greek achievements on the Western world – democracy, philosophy, medicine, language etc.
- Identify the causes that led to the Peloponnesian wars and the Battle of Thermopylae and the effect it had on the region. Why did Spartans and Athenians dislike each other so? What was different/similar about their lifestyles.

Significance and Interpretation

- Use Battle of Thermopylae primary sources to solidify possibilities of bias and understand that there are different interpretations of the same event and write from both viewpoints
- Identify why interpretations can change in light of new evidence – change in meaning of the word ‘barbarian’
- Consider the significance of Greek innovations on modern day life – why is it known as the ‘cradle of democracy’? What is the significance of the Olympics?
- Investigate one of the key Greek thinkers – why were they significant? What changes/ideas are they known for?

Historical Enquiry

- Investigate some of the Greek myths – what was their purpose? How did they affect people’s lives? Why do we still remember them now?

Using Sources as Evidence

- Use sources to interpret viewpoints, including bias – Battle of Thermopylae – Herodotus and Tacitus
- Identify why viewpoints differ and why bias might skew these viewpoints

<p>Year 5 Spring</p>	<p>How would you like to spend your day in a factory?</p> <p>Industrial Revolution - A Study of an aspect or theme in British history, beyond 1066</p> <ul style="list-style-type: none"> • Achievements (scientific and cultural) Cragside, the first electricity production. Compare with modern day environmentally friendly electricity/technologies. Sanitation (link to Romans) • Housing and architecture Factories and mills, Victorian housing, development of towns and cities. Fire and safety developments in mill buildings. • Society (politics and class) Child labour and legislation. • Food Farming and Trade Trade links (Empire) and mass production. • Entertainment Ability and expansion of physical horizons, holidays. <p>Constructing the Past</p> <ul style="list-style-type: none"> • Build an understanding of life in Victorian times and their impact on the world – achievements, housing, society, education and entertainment. Link back to colonialism and British Empire as looked at in WWII and Stephenson topics. • Construct a clear picture of life at the beginning of the Victorian era compared to life when Victoria died in 1901. Rural <p>Sequencing the Past/Chronology</p> <ul style="list-style-type: none"> • Place Victorian Britain into chronological context and it's legacy and impact today • Continued development of concurrent civilisations around the world and their impact on later civilisations • Use scaled timelines to sequence inventions in Industrial revolution and deduce duration and intervals. <p>Continuity and Change</p> <ul style="list-style-type: none"> • Identify the change from early to late Victorian Britain and through to the modern day – society, wealth, sanitation, pollution, workhouses, factories, education, rural to urban living, farming to industry etc • Identify any similarities before and after the industrial revolution. <p>Cause and Effect</p> <ul style="list-style-type: none"> • Identify what led to Victorian inventors created so many inventions that are still around today technological advances (think back to mining in Y3), new raw materials from Empire, lack of money in agricultural work etc. • Identify the effect of Victorian inventions on today's world – education, mass manufacture, working conditions, human rights, punishments in schools, growth of Empire <p>Significance and Interpretation</p> <ul style="list-style-type: none"> • Identify the significance of Victorian achievements and their impact on today • Understanding why others might choose alternative achievements to celebrate • Interpret the achievements of the Victorians in the context of then and now, right and wrong, good or bad etc. <p>Historical Enquiry</p> <ul style="list-style-type: none"> • Independently identify important achievements from the Victorians using critical thinking, research and debate • Independent selection of sources, arguments and evidence to justify opinion • Development of vocabulary and historical terms to articulate opinions and engage in reasoned debate <p>Using Sources as Evidence</p> <ul style="list-style-type: none"> • Conduct an enquiry about the greatest impact of the Victorians on today – deciding what information to look for and how to find it. • Identify the effectiveness of sources as evidence and use them in debates • Use census data to investigate population shifts and changes. • Begin to make references to evidence as justification
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<p>Year 5</p> <p>Summer</p>	<p><i>Were the Anglo-Saxons really smashing?</i> Britain's invasion and settlement by Anglo Saxons</p> <ul style="list-style-type: none"> • Achievements (scientific and cultural) Laws and crime and punishment, Weregeld. Development of the English Language • Housing and Architecture Changes in buildings since the Romans left. • Society (politics and class) Roman withdrawal (Collapse of Empire) Different kingdoms and different rulers. Development of a countrywide monarch – Angleland. • Food Farming and Trade Saxons attracted by better arable land and weather conditions in Britain • Entertainment Storytellers- Beowulf, feasting halls and music (Jarrow Hall) Jewellery (link to Sutton Hoo) • Beliefs Christian to Pagan to Christianity (link to Northern Saints, Bede) • Weapons and warfare Invasion and settlement of the Angles, Saxons and Jutes <p>Constructing the Past</p> <ul style="list-style-type: none"> • Build a coherent knowledge of British history from Roman Britain through to Anglo-Saxon and Viking Britain – achievements, architecture, society, entertainment, beliefs etc. • Identify the changes in life in Britain in the intervening years between the Romans leaving and the first invaders arriving. • Understand that events in history do not happen one after another and intervals vary in size. <p>Sequencing the Past/Chronology</p> <ul style="list-style-type: none"> • Placing Anglo-Saxon Britain into the wider context of historical chronology • Continued development of concurrent civilisations around the world and their impact on later civilisations • Sequence different periods of invasion onto scaled timelines, justifying reasons and identify duration and intervals. <p>Continuity and Change</p> <ul style="list-style-type: none"> • Identify changes throughout Anglo-Saxon Britain from Roman Britain – housing, society, foods, entertainment, beliefs etc. • Identify and continuities through the same period. <p>Cause and Effect</p> <ul style="list-style-type: none"> • Identify what led the different Germanic tribes to leave their homelands and invade Britain. Land, weather, invitation (Hengist and Horsa invited by Vortigern), lack of defences once romans had left. • Consider the effect on British life due to the invasions – would it have made too much difference at first? Did they fight or accept and work/trade with invaders? Beginnings of Christianity, poetry, language as we know it. Eventually led to concept of 'Britain' and our country's name - Angleland <p>Significance and Interpretation</p> <ul style="list-style-type: none"> • Identify how Britain was divided up into kingdoms and the effect this had on the lives of people living there – close to the border could lead to raids, each area dominated by different invading tribes, waxing and waning power of different kingdoms – leave Alfred the Great out as he comes in during the Saxon-Viking struggles in Y6. • Interpret the findings at Sutton Hoo to discern what life might have been like in Anglo-Saxon times. • Compare sources of evidence to help identify reliable information, considering a range of information (author, audience, purpose of a source, where and when it was created). <p>Historical Enquiry</p> <ul style="list-style-type: none"> • Making independent decisions and using a range of evidence to justify opinions <p>Using Sources as Evidence</p> <ul style="list-style-type: none"> • Consider how our understanding of the Anglo Saxons could be affected by the bias in different sources based on which kingdom it was created in. • Use evidence to build up a picture of a past event
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ICT

Year 5 & Year 6	<p>Programming</p> <ul style="list-style-type: none">• Write programs to control hardware and avatars.• Create variables.• Combine a range of sensors, inputs and outputs to control devices and trigger events.• Identify how sensors are used in the real world.• Use IF commands within my programs.• Use a repeat forever loop within my commands.• Consider how an algorithm works and outline any changes I have made. <p>Handling Data</p> <ul style="list-style-type: none">• Create a range of appropriate graphs and tables and use them as part of another piece of work.• Create a formula in a spreadsheet and then check for accuracy and plausibility.• Identify where databases are used inside school. <p>E-communication</p> <ul style="list-style-type: none">• Use messaging to communicate with others.• Be aware of different forms of e-communication and how they can be used inside and outside of school, including social networking. <p>Key Skills</p> <ul style="list-style-type: none">• Incorporate graphics where appropriate, using the most effective text wrapping formats.• Use the spell checker and thesaurus by right clicking.• Use keyboard shortcuts to copy and paste images and text.• Use the Shift key to add punctuation and/or symbols.• Understand the safe zone and usually consider it when creating documents, particularly desktop publishing.• Remove hyperlinks from words and images to make them easier to reorganise and manipulate.• Create my own spreadsheet model and tables by reformatting cells using the border, fill, merge options. <p>Understanding Networks</p> <ul style="list-style-type: none">• Begin to understand the role servers play when using ICT safely.• Understand that the outcome of internet searches at home will differ at school and home.• Map a simple network and appreciate the role of different elements. <p>Multimedia Production</p> <ul style="list-style-type: none">• Use a range of presentation applications.• Make a multimedia presentations that contain: sound; animation or video and hyperlinks.• Create transparent images using a layered editing program & save them in an appropriate format.• Use appropriate software to plan, create, edit and present my work to a selected audience.• Consider the effect of angles and filters when altering images. <p>Using the internet</p> <ul style="list-style-type: none">• Understand how search engines function.• Compare the results of different searches and modify my search strategies to gain better results.• Using tabbed browsing, copy and paste, download and save information following simple lines of enquiry.• Check the validity and accuracy of different sources by considering a range of information. <p>E-safety</p> <ul style="list-style-type: none">• Recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion.• Understand that copyright exists on most digital content and can reference information sources.• Know several solutions if I discover something malicious or inappropriate.• Recognise the potential risks of using technology and understand how to minimise those risks and create tips to help others use them safely.• Appreciate that everything I put online may be seen and used by others and cannot be deleted.• Understand that online environments have security settings, which can be altered, to protect the user• Understand the potential risk of providing personal information online and understand methods which others may use to obtain it.
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| | <ul style="list-style-type: none">• Recognise various techniques that malicious adults may use to contact children online and recognise that it is unsafe to meet unknown people.• Discuss the positive and negatives of ICT in my own and the lives of others.• Understand benefits of developing an alias when publicly using the internet. |
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MUSIC

Year 5	<p>Performing</p> <ul style="list-style-type: none">• Breathe in the correct place when singing.• Sing and use my understanding of meaning to add expression.• Maintain my part whilst others are performing my part.• Improvise within a group using melodic and rhythmic phrases. <p>Composing</p> <ul style="list-style-type: none">• Change sounds or organise me differently to change the effect.• Compose music which meets specific criteria.• Use my notations to record groups of pitches (chords).• Choose the most appropriate tempo for a piece of music. <p>Appraising</p> <ul style="list-style-type: none">• Describe, compare and evaluate music using musical vocabulary.• Explain why they think my music is successful or unsuccessful.• Suggest improvements to my own or others' work.• Choose the most appropriate tempo for a piece of music.• Contrast the work of famous composers and show preferences.• Repeat a phrase from the music after listening intently.
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MFL

Year 5 & 6	<p>Listening & Responding</p> <ul style="list-style-type: none">• Understand longer passages made up of familiar language in simple sentences.• Identify the main points and some details. <p>Speaking</p> <ul style="list-style-type: none">• Hold a simple conversation with at least 4 exchanges.• Use their knowledge of grammar to speak correctly. <p>Reading & Responding</p> <ul style="list-style-type: none">• Understand a short story or factual text and note some of the main points.• Use context to work out unfamiliar words. <p>Writing</p> <ul style="list-style-type: none">• Write a paragraph of about 4-5 simple sentences.• Adapt and substitute individual words and set phrases.• Use a dictionary or glossary to check words I have learnt.
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ART

Year 5	<p>Drawing</p> <ul style="list-style-type: none">• Identify and draw simple objects, and use marks and lines to produce texture.• Use shading to create mood and feeling.• Organise line, tone, shape and colour to represent figures and forms in movement.• Explain why I have chosen specific materials to draw with. <p>Painting</p> <ul style="list-style-type: none">• Create a range of moods in my paintings.• Express my emotions accurately through my painting and sketches. <p>Printing</p> <ul style="list-style-type: none">• Print using a number of colours.• Print onto different materials. <p>Textiles/ 3D</p> <ul style="list-style-type: none">• Experiment with and combine materials and processes to design and make 3D form.• Sculpt clay and other mouldable materials.• Use textile and sewing skills as part of a project, e.g. hanging, textile book, etc.. This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery. <p>Collage</p> <ul style="list-style-type: none">• Use ceramic mosaic to produce a piece of art.• Combine visual and tactile qualities to express mood and emotion. <p>Sketchbooks</p> <ul style="list-style-type: none">• Keep notes in my sketch books as to how I might develop my work further.• Use my sketch books to compare and discuss ideas with others. <p>Use of it</p> <ul style="list-style-type: none">• Experiment with media to create emotion in art. <p>Knowledge</p> <ul style="list-style-type: none">• Experiment with different styles which artists have used.• Learnt about the work of others by looking at my work in books, the Internet, visits to galleries and other sources of information.• Research the work of an artist and use their work to replicate a style.
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DT

Year 5	<p>Developing, planning & communicating ideas</p> <ul style="list-style-type: none">• Come up with a range of ideas after I have collected information.• Take a user's view into account when designing.• Produce a detailed step-by-step plan.• Suggest some alternative plans and say what the good points and drawbacks are about each. <p>Evaluating processes & products</p> <ul style="list-style-type: none">• Check that my design is the best it can be.• Check whether anything could be improved.• Evaluate appearance and function against the original criteria. <p>Working with tools, equipment, materials & components</p> <ul style="list-style-type: none">• Explain why my finished product is going to be of good quality.• Explain how my product will appeal to the audience.• Use a range of tools and equipment expertly.• Persevere through different stages of the making process. <p>Cooking & Nutrition</p> <ul style="list-style-type: none">• Describe what I do to be both hygienic and safe.• Say if I have presented my product well.• Explain how my product should be stored with reasons.• Set out to grow my own products with a view to making a salad, taking account of time required to grow different foods. <p>Textiles</p> <ul style="list-style-type: none">• Think what the user would want when choosing textiles.• Explain how I made my product attractive and strong.• Make up a prototype first.• Use a range of joining techniques.• Think about how my product could be sold.• Think about what would improve my product even more. <p>Electrical & mechanical components</p> <ul style="list-style-type: none">• Incorporate a switch into my product.• Refine my product after testing it.• Incorporate hydraulics and pneumatics. <p>Use of materials</p> <ul style="list-style-type: none">• Measurements are accurate enough to ensure that everything is precise.• Explain how I have ensured that my product is strong and fit for purpose. <p>Mouldable materials</p> <ul style="list-style-type: none">• Refine and further improve my product using mouldable materials.
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RE

Year 5	<p>Knowledge & Understanding of Religion</p> <ul style="list-style-type: none">• Make links between some of the beliefs and features of Islam and Christianity• Describe some similarities and differences both within and between religions.• Describe the impact of religions on people's lives.• Suggest meanings for a range of religious expression.• Describe what different religions teach about the environment <p>Critical Thinking</p> <ul style="list-style-type: none">• Express their own views in response to religious materials.• Use sound reasons to support their own views.• Show understanding of differing views. <p>Personal Reflection</p> <ul style="list-style-type: none">• Reflect on their own beliefs, ideas, feelings, values and beliefs
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PSHCE

Year 5	<p>Me and My Relationships</p> <ul style="list-style-type: none">• Give examples of our emotional needs and explain why they are important.• Give examples of how to be a good friend and explain why these qualities are important. Give examples of these qualities in action and the difference they make. Give examples of how to stand up for myself (be assertive) and say when I might need to use assertiveness skills.• Explain why assertiveness is more effective than other ways of reacting to pressure or influence (i.e. aggressive or passive responses). <p>Valuing Difference</p> <ul style="list-style-type: none">• Give examples of how having different groups of people is something to celebrate.• Give examples of different faiths and cultures and positive things about having these differences.• Describe how religious and cultural differences can be a source of conflict and explain some of the reasons for this (fear, ignorance, misunderstanding etc.)• Explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this. <p>Keeping Myself Safe</p> <ul style="list-style-type: none">• Give examples of risky situations that happen online (e.g. on a phone) and what I can do to make them less risky.• Give examples of things that might influence a person to take risks online and understand that I have a choice.• Give examples of a risk that I've experienced relating to this and how I've managed to reduce or remove the risk (applying skills and knowledge).• Know the percentage of people aged 11-15 years old that smoke in the UK (3%) and give reasons why some people think it's a lot more than this.• Understand how knowing the real norms about smoking can influence people to choose not to smoke and reflect on how this might be the case for other drugs, including alcohol and illegal drugs. <p>Rights and Responsibilities</p> <ul style="list-style-type: none">• Give examples of some of the rights and related responsibilities I have as I grow older, at home and school.• Explain some of the wider rights and responsibilities that we have, such as to the community or the environment.• Give examples of things that I am responsible for to keep myself healthy.• Explain why sometimes people find it hard to stick to their responsibilities for keeping healthy and things that might help them to overcome the blockers.• Explain that local councils spend money on services where I live and give examples of one of these services. Understand that local councils have to make decisions about how money is spent on things we need in the community. <p>Being my Best</p> <ul style="list-style-type: none">• Give an example of when I have had increased independence and how that has also helped me to show responsibility.• Explain that the images for celebrities I see of people on TV, online doesn't always give a true picture of what they are really like (in looks and personality).• Name several qualities that make people attractive that are nothing to do with how they look, but about how they behave. <p>Growing and Changing</p> <ul style="list-style-type: none">• Explain what resilience is and how it can be developed.• Recognise good and not so good feelings that people have, and how having resilience can help• Describe how I can develop my confidence/resilience.• Recognise different ways in which we can experience change (puberty, moving, family breakup or bereavement).• Describe that I can prepare for changes (e.g. to get the facts, talk to someone). I can suggest ways to cope with strong emotions in response to change• Recognise the ways my body responds when I may need help.• Identify when I need help and can the trusted adults in my life who can help me.• Recognise when others may need to get help and know how to advise them to talk to a trusted adult.
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