



Lantern Lane Curriculum Overview for Year 5

Lead Enquiry Question	Autumn Term Rivers, Mountains and Islands <u>Where is the best location to live?</u>		Spring Term Raiders and Settlers <u>What happened to Britain after the Romans left?</u>		Summer Term Marvellous Mayans <u>Is it possible to build a civilisation in a rainforest?</u>	
Geography	<p>NC Objectives: Name and locate countries and cities of the UK, 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 have changed over time.</p> <p>Describe and understand key aspects of physical geography, including rivers, mountains, and the water cycle.</p> <p>Use maps, atlases, globe and digital/computer mapping to locate countries and describe and describe features studied.</p> <p>Use 8 points of a compass, use 4 figure grid references, symbols and key (including the use of simple Ordnance Survey maps) to build their knowledge of the UK and the wider world.</p>	<p>Skills: I can explain why many cities are situated on or close to rivers. I can explain why people are attracted to live by rivers. I can explain the course of a river. I know the different stages of a river. I can name and locate many of the world's most famous rivers in an atlas. I can name and locate many of the world's most famous mountainous regions in an atlas. I can follow a route on a map with given directions and find a place using directional language I can apply map skills in outdoor and adventurous activities.</p>	<p>NC Objectives: Name and locate countries and cities of the UK, 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 have changed over time.</p> <p>Use 8 points of a compass, use 4 figure grid references, symbols and key (including the use of simple Ordnance Survey maps) to build their knowledge of the UK and the wider world.</p>	<p>Skills: I can explain why many cities are situated on or close to rivers. I can explain why people are attracted to live by rivers.</p>	<p>NC Objectives: Use maps, atlases, globe and digital/computer mapping to locate countries and describe and describe features studied.</p>	<p>Skills: I can explain why many cities are situated on or close to rivers. I can explain why people are attracted to live by rivers.</p>

<p>History</p>			<p>NC Objectives: Britain's settlement by the Anglo-Saxons and Scots.</p> <p>The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor.</p>	<p>Skills: I can use timelines to place and sequence local, national and international events. I can describe events using words and phrases such as: century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period. I can also begin to identify changes within and across historical periods. I can give some causes and consequences of the main events, situations and changes in the periods studied. I can identify changes and links within and across the time periods studied. I can identify some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world. I can look at various different accounts that relate to the same historical event and confidently identify differences. I can start to understand that people (now and in the past) can represent ideas or events in a way to persuade others. I can use dates and terms accurately throughout my work.</p>	<p>NC Objectives: A non-European society that provides contrasts with British history - Mayan civilization c. AD 900.</p>	<p>Skills: I understand the term 'reliable' and can select pieces of evidence based on this term. I can demonstrate an understanding that there is often not one single answer to historical questions - it is all based around the strongest evidence to support a view or idea. I can use dates and terms accurately throughout my work. I can select an appropriate way to present my findings to an audience.</p>
<p>Art</p>	<p>NC Objectives: Mountainous landscapes and food art Drawing - Use a variety of source material for their work.</p>	<p>Skills: I can identify and draw objects and use marks and lines to produce texture.</p>	<p>NC Objectives: Multimedia Viking long ship (with study of Bridget Riley and Vincent Van Gogh)</p>	<p>Skills: I can create an accurate print design following criteria.</p>	<p>NC Objectives: Printing - Mayan bag 3D form - Mayan masks Printing -</p>	<p>Skills: I can create an accurate print design following criteria.</p>

	<p>Work in a sustained and independent way from observation, experience and imagination. Use a sketchbook to develop ideas. Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</p> <p>Painting - Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. Work on preliminary studies to test media and materials. Create imaginative work from a variety of sources.</p>	<p>I can successfully use shading to create mood and feeling. I can organise line, tone, shape and colour to represent figures and forms in movement. I can use images which I have created, scanned and found; altering them where necessary to create art.</p>	<p>Textiles/collage - Use a range of media to create collage.</p> <p>Printing - Explain a few techniques, including the use of poly-blocks, relief, mono and resist printing.</p> <p>Drawing - Use a variety of source material for their work. Work in a sustained and independent way from observation, experience and imagination. Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</p>	<p>I can research the work of an artist and use their work to replicate a style.</p>	<p>Explain a few techniques, including the use of poly-blocks, relief, mono and resist printing. Choose the printing method appropriate to task. Build up layers and colours/textures. Organise their work in terms of pattern, repetition, symmetry or random printing styles. Choose inks and overlay colours.</p> <p>Textiles/collage - Join fabrics in different ways, including stitching. Use different grades and uses of threads and needles. Extend their work within a specified technique.</p> <p>3D Form - Describe the different qualities involved in modelling, sculpture and construction. Use recycled, natural and man-made materials to create sculpture. Plan a sculpture through drawing and other preparatory work.</p>	<p>I can successfully use shading to create mood and feeling. I can organise line, tone, shape and colour to represent figures and forms in movement.</p>
DT	<p>Food from around the world - Exploring regional food from different islands around the world and following recipes to create them e.g. Jersey bean crock, Caribbean rice and peas & Japanese noodle soup.</p> <p>NC Objectives:</p>	<p>Skills: Design - I can explain how a product will appeal to a specific audience.</p> <p>Make - I can use a range of tools and equipment competently.</p>	<p>Build a moving model (including cams, pneumatic mechanisms and motorisation) based on monsters from Viking myths.</p> <p>NC Objectives: Design - Generate ideas through brainstorming and identify a</p>	<p>Skills: Design - I can prepare a detailed step by step plan. I can suggest alternative plans; outlining the positive features and draw backs.</p> <p>Make - I can use a range of tools and equipment competently.</p>	<p>Textiles - Create a Mayan bag using printing and bright colours.</p> <p>NC Objectives: Design - Generate ideas through brainstorming and identify a purpose for their product including</p>	<p>Skills: Design - I can prepare a detailed step by step plan. I can come up with a range of ideas after collecting information from different sources I can explain how a product will appeal to a specific audience.</p>

	<p>Design - Understand and apply principles of a healthy diet to prepare dishes Understand seasonality, and know how a variety of ingredients are grown, reared, caught and processed.</p> <p>Make - Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Weigh and measure accurately (time, dry ingredients, liquids)</p> <p>Evaluate - Evaluate a product against the original design specification Evaluate it personally and seek evaluation from others Understand how key events and individuals in design and technology have helped shape the world</p>	<p>I show that I can be both hygienic and safe in a kitchen.</p> <p>Evaluate - I can evaluate appearance, function and food product against original criteria.</p>	<p>purpose for their product including annotated sketches, cross-sectional diagrams, prototypes and computer-aided design. Draw up a specification for their design Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail Use results of investigations, information sources, including ICT when developing design ideas</p> <p>Make - Select appropriate materials, tools and techniques (eg cutting, shaping, joining and finishing) Measure and mark out accurately Use skills in using different tools and equipment safely and accurately (eg threading, stitching, fixing using heat) Cut and join with accuracy to ensure a good-quality finish to the product Assemble components make working models</p> <p>Evaluate - Evaluate a product against the original design specification Evaluate it personally and seek evaluation from others</p>	<p>I can make a prototype before making a final version.</p> <p>Evaluate - I can evaluate appearance, function against original criteria.</p> <p>Technical knowledge - I can build structure, exploring how they can be made stronger, stiffer and more stable including a range of textile fastenings and stitches. I understand and can use mechanical systems in my products [e.g. gears, cams, levers and linkages]. I understand and can use electrical systems in my products [e.g. motors].</p>	<p>prototypes, pattern pieces and computer-aided design. Draw up a specification for their design Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail Use results of investigations, information sources, including ICT when developing design ideas</p> <p>Make - Select appropriate materials, tools and techniques (eg cutting, shaping, joining and finishing) Measure and mark out accurately Use skills in using different tools and equipment safely and accurately (eg sawing, scoring) Cut and join with accuracy to ensure a good-quality finish to the product</p> <p>Evaluate - Evaluate a product against the original design specification Evaluate it personally and seek evaluation from others Understand how key events and individuals in design and technology have helped shape the world</p>	<p>Make - I can use a range of tools and equipment competently. I can make a prototype before making a final version.</p> <p>Evaluate - I can evaluate appearance, function against original criteria.</p> <p>Technical knowledge - I can use a range of textile fastenings and stitches.</p>
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See individual subject curriculum maps for NC coverage and skills progression.	Autumn Rivers, Mountains and Islands		Spring Raiders and Settlers		Summer Marvellous Mayans	
Science	Properties and Changes of Materials		Living Things and Their Habitats	Animals including Humans	Earth and Space	Forces
RE	2.9 Inspirational People in Today's World: M L King, Mother Teresa, Gandhi, William Booth		2.10 Religion and the Individual. Religion: Christianity	2.11 Beliefs and Questions. Religion: Hinduism	2.12 Beliefs in Action in the World: Arts and Architecture	2.12 Beliefs in Action in the World: Charity and Generosity Tzedek, Sewa international, Christian aid, Muslim Hands, Islamic aid.
Computing	Understanding computer networks and digital systems and text based programming.	Progression in data handling (recipes)	Music Creation	Development of Scratch - sequencing, repetition, iteration, variables, outputs and inputs	3D Design - Space link	Development of eBook creation- Mayan non-fiction or Hero Twins
Music	Research and Appreciation - Music from different islands around the world		Music creation - Battle music		Charanga - Livin' on a Prayer	
Indoor PE	Gymnastics	Multi-Skills & Swimming	Multi-Skills & Swimming	Ice Skating		Dance
Outdoor PE	Athletics	Hockey	Volleyball	Netball	Badminton	Cricket
French	La Plage	Bon Appetit	Weather/Seasons	Easter	Planets	French Music
PSHE	Relationships - Show respect for different views	Living in the Wider World - Fair trade	Health and Wellbeing - What makes a healthy lifestyle?	Relationships - Show awareness of differences	Health and Wellbeing - SRE	Living in the Wider World - Skills for the future