



## St. Just Primary: Year 5 National Curriculum Foundation Subject Coverage



<b>Science</b>		1	2	3	4	5	6
		To the stars	Poles apart	Ancient Greeks	Fever, fire and Fashion	Our Commonw edth	Mountains
<b>Year 5 Key Stage 2 Objectives</b>							
<b>Working scientifically</b>							
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:							
1	planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary	√	√				
2	taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate	√	√				
3	recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs	√	√				
4	using test results to make predictions to set up further comparative and fair tests	√	√				
5	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	√	√				
6	identifying scientific evidence that has been used to support or refute ideas or arguments	√	√				
<b>Living things and their habitats</b>							
1	describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird					√	
2	describe the life process of reproduction in some plants and animals					√	
<b>Animals including humans</b>							
1	Describe the changes as humans develop old age					√	
<b>Properties and changes of materials</b>							
1	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				√		
2	know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution				√		
3	use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating				√		
4	give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic				√		
5	demonstrate that dissolving, mixing and changes of state are reversible changes				√		
6	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				√		

Earth and space							
1	describe the movement of the Earth, and other planets, relative to the Sun in the solar system	√					
2	describe the movement of the Moon relative to the Earth	√					
3	describe the Sun, Earth and Moon as approximately spherical bodies	√					
4	use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky	√					
Forces							
1	explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object		√				
2	identify the effects of air resistance, water resistance and friction, that act between moving surfaces		√				
3	recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect		√				

Geography		1	2	3	4	5	6
Key Stage 2 Objectives		To the stars	Poles apart	Ancient Greeks	Fever, fire and Fashion	Our Commonw edth	Mountains
Location Knowledge							
1	locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities		√			√	√
2	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						
3	identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)		√				√
Place Knowledge							
1	understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America			√			√

Human and Physical Geography						
1	describe and understand key aspects of:					
1.1	physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle				√	√
1.2	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			√	√	√
Geographical skills and field work						
1	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		√		√	√
2	use the eight points of a compass, four and 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					√
3	use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.					√

History		1	2	3	4	5	6
Key Stage 2 Objectives		To the stars	Poles apart	Ancient Greeks	Fever, fire and Fashion	Our Commonwealth	Mountains
1	changes in Britain from the Stone Age to the Iron Age. This could include: <input type="checkbox"/> late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae <input type="checkbox"/> Bronze Age religion, technology and travel, e.g. Stonehenge <input type="checkbox"/> Iron Age hill forts: tribal kingdoms, farming, art and culture						
2	the Roman Empire and its impact on Britain. This could include: <input type="checkbox"/> Julius Caesar's attempted invasion in 55-54 BC <input type="checkbox"/> the Roman Empire by AD 42 and the power of its army <input type="checkbox"/> successful invasion by Claudius and conquest, including Hadrian's Wall <input type="checkbox"/> British resistance, e.g. Boudica <input type="checkbox"/> "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity						
3	Britain's settlement by Anglo-Saxons and Scots. This could include: <input type="checkbox"/> Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire <input type="checkbox"/> Scots invasions from Ireland to north Britain (now Scotland) <input type="checkbox"/> Anglo-Saxon invasions, settlements and kingdoms: place names and village life <input type="checkbox"/> Anglo-Saxon art and culture <input type="checkbox"/> Christian conversion – Canterbury, Iona and Lindisfarne						
4	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. This could include: <input type="checkbox"/> Viking raids and invasion <input type="checkbox"/> resistance by Alfred the Great and Athelstan, first king of England <input type="checkbox"/> further Viking invasions and Danegeld <input type="checkbox"/> Anglo-Saxon laws and justice <input type="checkbox"/> Edward the Confessor and his death in 1066						
5	A local history study. For example:						

	<input type="checkbox"/> a depth study linked to one of the British areas of study listed above <input type="checkbox"/> a study over time tracing how several aspects national history are reflected in the locality (this can go beyond 1066) <input type="checkbox"/> a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.						
6	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. For example <input type="checkbox"/> the changing power of monarchs using case studies such as John, Anne and Victoria <input type="checkbox"/> changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century <input type="checkbox"/> the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day <input type="checkbox"/> a significant turning point in British history, e.g. the first railways or the Battle of Britain				√	√	
7	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: <i>Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</i>						
8	Ancient Greece – a study of Greek life and achievements and their influence on the western world			√			
9	A non-European society that provides contrasts with British history - one study chosen from: <input type="checkbox"/> Early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.						√

## Art & Design

### Key Stage 2 Objectives

		1	2	3	4	5	6
		To the stars	Poles apart	Ancient Greeks	Fever, fire and Fashion	Our Commonw edith	Mountains
1	to create sketch books to record their observations and use them to review and revisit ideas			√	√	√	
2	to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)	√		√		√	√
3	about the greatest artists, architects and designers in history	√			√	√	√

<b><u>Design and Technology</u></b>		1	2	3	4	5	6
		To the stars	Poles apart	Ancient Greeks	Fever, fire and Fashion	Our Commonwealth	Mountains
<b>Key Stage 2 Objectives</b>							
<b>Design</b>							
1	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						√
2	generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design						√
<b>Make</b>							
1	select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately						√
2	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						√
<b>Evaluate</b>							
1	investigate and analyse a range of existing products						√
2	evaluate their ideas and products against their own design criteria and consider the views of others to improve their work						√
3	understand how key events and individuals in design and technology have helped shape the world			√			
<b>Technical knowledge</b>							
1	apply their understanding of how to strengthen, stiffen and reinforce more complex structures			√			
2	understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages)			√			
3	understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors)						
4	apply their understanding of computing to programme, monitor and control their products.						
<b>Cooking and Nutrition</b>							
1	understand and apply the principles of a healthy and varied diet					√	
2	prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques					√	
3	understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed					√	