

Year 5 Spring Term

All subjects are directly linked to the National Curriculum's programmes of study.

Gifted Greeks

	History/Geography	Science	Art/DT	RE
<i>National Curriculum objectives and coverage</i>	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p>Subject Endpoints</p> <p>Skills To place key events, people and changes into correct periods of time. To be chronologically secure in my knowledge and understanding. To use dates, the passing of time in both ancient and modern History.</p> <p>Knowledge To sympathise with the ideas, beliefs, attitudes and experiences of the people and societies in the past. To devise historically valid questions using a range of questions types. To be able to place my growing Historical knowledge into different contexts. To identify and describe reasons for and against historical events, situations and changes. To describe and make links between events and situations. To be able to note connections, contrasts and trends over time. To establish clear narratives.</p> <p>Rivers Recognise and describe key rivers in the United Kingdom and around the world.</p> <p>Subject Endpoints</p> <p>Skills To compare how river use has changed over time and research the impact on trade in history. To be able to research and discuss how water affects the environment, settlement, environmental change and sustainability.</p> <p>Knowledge To recognise and describe key rivers in the United Kingdom and around the world. To use the language of rivers e.g. erosion, deposition and transportation. To explain and present the processes of rivers. To understand the water cycle including transpiration.</p>	<p>Earth and Space</p> <p>Subject Endpoints</p> <p>Skills Working scientifically Comparing the time of the day at different places on the Earth. (through internet links and direct communication). Create simple models of the solar system. Construct simple shadow clocks and sundials. Finding out how Stonehenge might have been used as astronomical clocks.</p> <p>Knowledge Name the planets in our solar system. Describe how the earth moves to form light and darkness (day and night). Understand how the earth rotates and moves. Know that the sun is a star. Understand the moon orbits a planet.</p> <p>Forces</p> <p>Subject Endpoints</p> <p>Skills Working Scientifically Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Use test results to make predictions to set up further comparative and fair tests. Report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations.</p> <p>Knowledge Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p>Art Greek Vases</p> <p>Subject Endpoints</p> <p>Skills Develop techniques including the use of materials (creating a pot using joining techniques). Improve mastery of techniques including sculpture with a range of materials (using clay to create a clay mini vase). Record observations (comment on existing vases and comment on the different pictures depicted on the vases). Experiment with different clay techniques and using different clay tools. Select from and use a range of tools and equipment/select and use a range of materials and components, including construction materials, according to their functional properties and aesthetic qualities. Evaluate - investigate and analyse a range of existing products/evaluate products against their own design criteria/ understand how individuals in design and technology have helped shape the world.</p> <p>Knowledge Design a clay pot in the style of an Ancient Greek vase. To be able to join clay using different techniques. Create a vase out of clay, using sculpting techniques. Use the scratch art technique to complete a Greek vase picture (paint). Use layering to create a piece of art.</p> <p>DT Directing a beebot around a labyrinth (Programming).</p> <p>Subject Endpoints</p> <p>Skills To program and control floor robots. To monitor a robot. Generate and develop ideas through discussion. Research a range of materials. Plan a labyrinth.</p> <p>Knowledge To use appropriate materials based on research. To be able to evaluate a finished product.</p>	<p>Religions: Islam</p> <p>Subject Endpoints</p> <p>Skills Explaining the symbolism of religious actions Explaining beliefs</p> <p>Knowledge Pupils consider how the beliefs of the Ancient Greeks impacted their architecture Pupils understand how the beliefs of Muslims impact their lives (prayer, calligraphy, mosque architecture) Pupils use their understanding of calligraphy to create a visual representation of something important to them</p>
Curriculum Enrichment				
Visit from a Greek workshop				
Local visit to the River Trent				
Visit to Nottingham Castle art exhibition				