

Year 5 Autumn Term

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

All Over This Land

	History/Geography	Science	Art/DT	RE
<p><i>National Curriculum objectives and coverage</i></p> <p>Enrichment Activities</p> <p>Virtual trips to different UK localities</p> <p>Visit from Christian Aid member</p> <p>Visit from local chef to lead a workshop on food preparation</p>	<p>U.K Study Compare and contrast up to 3 different areas within the UK.</p> <p>Subject Endpoints</p> <p>Skills Extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant physical features. Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Name and locate some key topographical features of the U.K. and own region.</p> <p>Knowledge Identify significant places and environments Identify and describe where places are around the world Compare and contrast different areas within the UK by identifying:</p> <ul style="list-style-type: none"> ✓ different environmental regions and counties ✓ key physical and human characteristics ✓ major cities ✓ national parks ✓ hills and mountains ✓ coasts <p>Explain the environmental impact on settlements Draw a plan with some accuracy Use geographical language to identify and explain some aspects of human and physical features and patterns. Use appropriate geographical vocabulary related to the topic. Describe places and features using simple geographical vocabulary. Name and locate an increasing range of places in the world including globally and topically significant events.</p>	<p>Properties and changes of materials</p> <p>Subject Endpoints</p> <p>Skills Working Scientifically 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 degree of trust in results, in oral and written forms such as displays and other presentations. 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.</p> <p>Knowledge Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Demonstrate that dissolving, mixing and changes of state are reversible changes. 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.</p>	<p>Art</p> <p>Portraits (drawing with pencil)</p> <p>Subject Endpoints</p> <p>Skills Learn about great artists Develop techniques including the use of materials (pencil-shading, sketching, adding tone). Improve mastery of techniques including a range of materials (drawing using pencil). To be able to draw features of the face in detail. To be able to draw a face in proportion. To be able to draw a portrait with the correct proportions.</p> <p>Knowledge To evaluate and analyse art using subject specific vocabulary. Review and revisit ideas (using previous knowledge of drawing and shading). To record observations (comment on existing art and experiment with drawing features realistically).</p> <p>DT Seasonality (Cooking and Nutrition)</p> <p>To be able to explain what seasonality means and know when fruit and vegetables are in season in Britain. To explain where, when and how a variety of ingredients are reared, caught and processed. To be able to taste and evaluate seasonal foods and recognise that sometimes we need to try a new food a few times to find out if we like it. To be able to explain the importance of protein as a proportion of a healthy varied diet. To be able to work as a group to generate, evaluate and refine recipe ideas. To be able to clearly communicate final designs.</p> <p>Subject Endpoints Evaluate- consider the views of others to improve their work. Design- Generate develop, model and communicate their ideas through discussion and annotated sketches. Cooking and nutrition- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality and know where and how a variety of ingredients are reared, caught and processed. Understand the principles of a healthy and varied diet. Select from a wider range of ingredients, according to their functional properties and aesthetic qualities.</p>	<p>Religions: Christianity and Islam</p> <p>Subject Endpoints</p> <p>Skills Pupils can summarise a story Consider how to help others Pupils research key issues and draw conclusions</p> <p>Knowledge Understand religious stories Know religious beliefs on charity Interpret religious scripture Understand the work of Christian Aid</p> <p>Pupils persuade others to support people affected by a natural disaster</p>

