



Year 5 - Autumn 2019

History (Local history)	Geography (UK counties)	Computing (Programming)	Art (Sketching) /DT (Frame structures)	Science (Earth and space & forces)	RE (Sikhism)
<ul style="list-style-type: none"> •A local history study—a study of an aspect of history or a site dating from a period beyond 1066 this is significant in the locality 	<ul style="list-style-type: none"> •Name and locate the counties and cities of the UK, geographical regions and their key features •use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied •describe and understand key aspects of 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 •Use the eight points of the compass, four and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK 	<ul style="list-style-type: none"> •design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts •use sequence, selection, and repetition in programs; work with variables and various forms of input and output •select, use and combine a variety of software (including internet services) on a range of digital devices to design and present data and information •use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<ul style="list-style-type: none"> •to create sketch books to record their observations and use them to review and revisit ideas •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] •About great artists, architects and designers in history •Design 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 <ul style="list-style-type: none"> *generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately *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 Evaluate investigate and analyse a range of existing products *evaluate their ideas and products against their own design criteria and consider the views of others to improve their work *understand how key events and individuals in design and technology have helped shape the world Technical knowledge *apply their understanding of how to strengthen, stiffen and reinforce more complex structures 	<p><u>Earth and Space</u></p> <ul style="list-style-type: none"> •describe the movement of the Earth, and other planets, relative to the Sun in the solar system •describe the movement of the Moon relative to the Earth •describe the Sun, Earth and Moon as approximately spherical bodies •use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. <p><u>Forces</u></p> <ul style="list-style-type: none"> •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 	<ul style="list-style-type: none"> •What do Sikhs believe and how are these beliefs expressed? •Why is the Christmas story so important to Christians?
<p>Pupils should be taught:</p>	<p>Pupils should be taught:</p>	<p>Pupils should be taught:</p>	<p>Pupils should be taught:</p>	<p>Pupils should be taught:</p>	<p>Pupils should be taught:</p>
<ul style="list-style-type: none"> ◇Changes in mining and the impact they had on the industry ◇Disasters—local focus. What happened in the Tudhoe Colliery mining disaster ◇Art week—Norman Cornish. What it was that made his work so iconic and different ◇Bobby Shafto—local politician, local MP visit. Who Bobby Shafto was and why he was a key figure. ◇Key aspects of the history of Spennymoor and why it was a crucial piece of land before it was a town ◇DLI—Arthur Corner—Victoria Cross. How Arthur Corner earned his Victoria Cross ◇Pals battalions. Who the Pals battalions were and what they did locally 	<ul style="list-style-type: none"> ◇UK Counties—why are they different? ◇Labour market information based on counties- how did people move to cities and why? ◇changes in Tudhoe over time—look at changes on maps - computing mapping ◇Through visits to local sights—are there any sights locally that are different? ◇Where the railway line was and why. Map the route of the railway through Tudhoe. ◇To plot an efficient route using OS maps—how can we make sure our route is the most efficient? ◇DT week—structures. How can we make the strongest structure? Focus on local and famous buildings 	<ul style="list-style-type: none"> ◇To create a simple algorithm for a purpose ◇To create algorithms for a practical use ◇To create a programme for a simple game ◇To create a more complex programme for game ◇To explore a new computer programme independently ◇To learn how to add text boxes, change the font and add pictures to create a character fact file from our novel. ◇To edit and improve features of your poster. Focus on changing fonts and adding shapes. 	<ul style="list-style-type: none"> ◇Sketching—how to accurately sketch using a pencil ◇Draw simple buildings free hand ◇Draw more complex structures ◇Art—Norman Cornish. Key facts about him and his artistic style ◇To investigate a range of frame structures and discuss their user and purpose (temporary and permanent structures) ◇Research key pieces and events linked to shell structures (eg. Stephen Sauvestre—designer of the Eiffel Tower, or Thomas Farnolls—designer of the Iron Bridge) ◇Compare the strength of square and triangular frames ◇To look at different ways to reinforce paper tubes. ◇How to accurately cut and join materials ◇To come up with a clear design brief and design a product that fits this using clearly annotate diagrams and instructions ◇To make products accurately and evaluate work as you go ◇ Evaluate the final product against the design brief—what worked and what could be improved? How fit is it for purpose and user? 	<ul style="list-style-type: none"> ◇How the Earth and other planets move around the sun ◇The moon's rotation of the Earth and its impact upon the tides. ◇The other bodies within our solar system, including planets, dwarf planets, moons and stars ◇Specific characteristics of planets within our solar system (size, temperature, length of day/ year, number of moons, etc.) ◇How the movements of the sun, Earth and moon give us day and night and the different time zones around the world ◇The reasons behind the seasons of the year and why these are not the same in different countries ◇The history and future of space travel ◇About life on the International Space Station ◇How objects fall and the effect of gravity. ◇The effect of air resistance on different objects. And how to create different size parachutes ◇The effects of friction on cars and how different forces effect movement. ◇How levers work and some real life applications ◇Who Galileo and Newton were. 	<ul style="list-style-type: none"> ◇What Sikhs believe about God. Study key beliefs and rituals related to God. ◇What Sikhs believe about the cycle of life. Focus on karma. ◇Research how Sikhs worship in the Gurdwara ◇To explore the Sikh belief in the 5 Ks. ◇How Sikhs remain calm and contemplate their decisions. Focus on meditation. ◇Who the Sikh Gurus were and why they are important to Sikhs. Focus on Guru Nanak and spiritual verses.
<p><u>Language</u></p> <p>Politics, Victoria Cross, Heritage,</p>	<p><u>Language</u></p> <p>Counties, Ordnance Survey, George Stephenson,</p>	<p><u>Language</u></p> <p>E-safety, presentation, audience, purpose, document,</p>	<p><u>Language</u></p> <p>Free hand, sketch, perspective</p>	<p><u>Language</u></p> <p>Space, planets, orbit, gravity, lunar, rotation, moons</p>	<p><u>Language</u></p> <p>Gurus, Sikhs, Gurdwara, Kar-</p>