

Year 5: Curriculum Overview

| | Autumn 1 7 weeks | | Autumn 2 7 weeks | | |
|--|---|--|---|---|---|
| | 4 weeks | 3 weeks | 2 weeks | 4 weeks | 1 week |
| | Geography | Art | DT | History | DT |
| | Who lives in Antarctica? Learning about how latitude and longitude link to climate and the physical and human features of polar regions with links to the explorer, Shackleton. | Painting and mixed media: Portraits Investigating self-portraits by a range of artists, the children will use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media. | Food: What could be healthier? The children will discover the farm to fork process and understand the key welfare issues for rearing cattle. They will compare the nutritional value of existing sauces and develop a healthier recipe. | British history: What was life like in Tudor England? Comparing Henry VIII and Elizabeth I, the children will learn about the changing nature of monarchy. They will examine how monarchs tried to control their public images using portraits and royal progresses. Using Tudor inventories to investigate whether people were rich or poor, the children will learn what life was like for people in Tudor times. | Textiles: Stuffed toys Purpose: design and make a stuffed toy for Molly for Christmas Design a stuffed toy and make decisions on materials, decorations and attachments (appendages), after learning how to sew a blanket stitch. |

| | Spring 1 6 weeks | | Spring 2 6 weeks | |
|--|--|---|--|--|
| | 3 weeks | 3 weeks | 2.5 weeks | 3.5 weeks |
| | Art | History | Art | Geography |
| | Drawing: I need space Exploring the purpose and impact of images from the 'Space race' era of the 1950s and 60s; developing independence and decision-making using open-ended and experimental processes; combining drawing and collagraph printmaking to create a futuristic image. | British history: Were the Vikings raiders, traders or settlers? In this unit the children will Investigate whether the Vikings were raiders, traders or settlers. They will make boats to see if the Vikings were engineers and explore causes and consequences. They will make deductions from sources, identifying the author's viewpoint and explaining how this impacts the accuracy of the source. | Sculpture and 3D: Interactive installation The children will learn about the features of installation art and how it can communicate a message. They will explore the work of Cai Guo-Qiang and discover how our life experiences can inspire our art. The children will investigate how scale, location and interactive elements affect the way visitors experience installation art. | Why does population change? The children will investigate why certain parts of the world are more populated than others. They will explore birth and death rates; discuss social, economic and environmental push and pull factors; learn about the population in Britain and its impacts. |

| | Summer 1 6 weeks | | Summer 2 7 weeks | | |
|--|---|--|---|--|--|
| | 4 weeks | 2 weeks | 2 weeks | 4 weeks | 1 week |
| | History | Art | DT | Geography | DT |
| | Why did the Maya civilisation decline so quickly? Comparing the Maya and the Anglo-Saxons, the children will learn about the Maya civilisation. They will investigate how the Maya settled in the rainforest, their religious beliefs, homes and what archaeological remains tell us about Maya cities. Using primary evidence, they will examine theories into how the Maya cities declined. | Craft and design: Architecture The children will investigate the built environment through drawing and printmaking and learn about the work of architect Zaha Hadid. They will creatively present research on artist Hundertwasser and explore the symbolism of monument design. | Structure: Bridges Purpose: Design and make a bridge to cross a river Test and analyse various types of bridge to determine their strength and stability. Explore material properties and sources, before marking, sawing and assembling a wooden truss bridge. | What are rivers and how are they used? The children will learn about the water cycle, map major rivers and learn about their features, applying this to local river fieldwork. | Mechanical systems: Pop-up book Purpose: Create a pop-up book about the desert Create a functional four-page pop-up storybook design, using lever, sliders, layers and spacers to create paper-based mechanisms. |