



History

Year 5 Curriculum Objectives

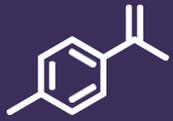
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Explore trends, looking at continuity/change and similarity /difference/significance	✓	✓			✓	✓
Examine different aspects of history eg social, cultural, political and religious	✓	✓			✓	
Gain historical perspective by making connections between local, national and international history		✓			✓	✓
Extend chronological understanding by exploring a theme over time eg crime and punishment	✓	✓			✓	✓
Address and devise a wide range of historically-valid questions about change and cause	✓	✓			✓	✓
Use and apply a range of historical vocabulary eg <i>civilisation, propaganda, economy, political</i>	✓	✓			✓	✓
Understand how knowledge of the past is constructed from a range of sources	✓	✓			✓	✓
Understand how evidence is used rigorously to make historical claims	✓	✓			✓	✓
Discern how/why contrasting arguments and interpretations of the past exist by weighing evidence and sifting arguments eg <i>propaganda</i>	✓	✓			✓	
Construct informed responses that involve thoughtful selection and organisation of relevant historical information	✓	✓	✓	✓		



Geography

Year 5 Curriculum Objectives

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Locate majority of world's countries & cities using maps (focus on Europe and N/S America) and identify environmental regions, key physical/human features			✓	✓		
Identify position of latitude, longitude and N/S Hemispheres			✓	✓		
Identify position of Tropics of Cancer/Capricorn, Arctic and Antarctic			✓	✓		
Identify position of Prime/Greenwich Meridian and time zones			✓	✓		
Securely use world maps, atlases and globes and digital mapping to build knowledge of the wider world			✓	✓		
Observe, record and present human/physical features of local area using maps, sketches, plans, graphs, digital technology eg numerical, quantitative and writing at length			✓	✓		
Use 8-point compass, grid references and Ordnance Survey maps			✓	✓		
Examine geographical similarities and differences (regions of UK, European country and N/S America) and communicate geographically			✓	✓		
Explain key aspects of physical geography (climate zones, biomes, vegetation belts, rivers, mountains, earthquakes, volcanoes, water cycle)			✓	✓		
Explain key aspects of human geography (settlement/land use, economic activity and distribution of natural resources)			✓	✓		
Understand the interaction between physical and human processes and features			✓	✓		



Science

Year 5 Curriculum Objectives

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Independently decide which observations to make	✓	✓	✓	✓	✓	✓
Use science experiences to plan different types of enquiry			✓	✓	✓	✓
<i>Record data/results of increasing complexity using diagrams, classification keys, tables, bar and line graphs</i>	✓	✓	✓	✓	✓	✓
Report and present findings from enquiries, examining causal relationships and reliability of results	✓	✓	✓	✓	✓	✓
Recognise and control variables where necessary	✓	✓	✓	✓	✓	✓
Take measurements using a range of scientific equipment with accuracy and precision	✓	✓	✓	✓	✓	✓
Use test results to make predictions to set up further tests (comparative/fair)		✓	✓	✓	✓	✓
Identify scientific evidence that has been used to support/refute arguments	✓	✓	✓	✓	✓	✓



Art

Year 5 Curriculum Objectives

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Capture artistic process in sketch book	✓	✓	✓	✓	✓	✓
In drawing, use a range of pencils to begin to develop a personal style, drawing on work of other artists for inspiration	✓					
In painting, use watercolours to suggest mood		✓				
In collage, with increasing confidence, combine visual and tactile qualities					✓	
In sculpture, combine visual and tactile qualities				✓		
In print, make printing blocks eg from coiled string on card to create repeating pattern						
Enhance digital media by editing including sound, video, animation, still images and installations					✓	
Use range of artistic vocabulary to communicate ideas, discuss and evaluate work/other artworks eg <i>tactile, influence, captivate, emulate</i>	✓	✓	✓	✓	✓	✓
Improve mastery of art/design techniques with wide range of materials	✓	✓	✓	✓	✓	✓
Understand how great artists, architects and designers contribute to the culture, creativity and wealth of our nation	✓	✓	✓	✓	✓	✓
Communicate ideas and comment on artworks using artistic language	✓	✓	✓	✓	✓	✓



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communicate, generate, develop and model ideas using a range of strategies eg computer-aided-design, cross-sectional and exploded diagrams		✓	✓			
Use research to inform design and generate own design criteria		✓	✓		✓	
Communicate, generate and develop ideas, drawing on other disciplines eg science, maths, computing		✓	✓		✓	
Confidently take calculated risks to become innovative, resourceful and enterprising		✓	✓		✓	
Construct more complex structures by applying range of strategies in order to solve real / relevant problems		✓			✓	✓
Drawing on disciplines & making connections to wider subject areas, apply understanding of computing to program, monitor and control products		✓			✓	✓
Making connections to real & relevant problems, apply understanding of wider range of mechanical systems (gears, pulleys, cams, levers and linkages)		✓				
Making connections to real & relevant problems, apply understanding of electrical systems (series circuits, switches, bulbs and motors)					✓	✓
According to their functional properties and aesthetic qualities, select from and use a wide range of tools, equipment, materials and components accurately to make high quality prototypes		✓	✓		✓	



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Generate own design criteria and evaluate ideas and products against these		✓	✓			
Investigate and analyse a range of existing products that address real / relevant problems, in a range of relevant contexts		✓	✓		✓	
Understand how key events and individuals in D&T helped to shape the world		✓			✓	
Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques			✓			



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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		✓	✓			
Accurately manipulate variables and various forms of input/output		✓	✓			
Use logical reasoning to understand how algorithms work and detect and correct errors in algorithms and programs		✓	✓		✓	
Recognise the opportunities computer networks offer for communication and collaboration	✓			✓	✓	
Use a wide range of search technologies effectively and appreciate how results are selected and ranked				✓	✓	
Be discerning in evaluating the reliability of digital content	✓			✓	✓	
Confidently, competently and responsibly use information and communication technology	✓	✓	✓	✓	✓	✓
Express own ideas by selecting, using and combining a variety of software on digital devices to design and create programs		✓			✓	✓



Music

Year 5 Curriculum Objectives

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Play melodies on tuned percussion, melodic instruments or keyboards		✓	✓	✓		✓
Perform range of repertoire pieces/arrangements, developing skill of playing by ear	✓	✓	✓	✓	✓	✓
Further understand differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers	✓	✓	✓	✓	✓	✓
Read/play short rhythmic phrases at sight from prepared cards	✓	✓	✓	✓	✓	✓
Listen with attention to detail to combination of high-quality recorded and live music	✓	✓		✓		✓
Appreciate and understand music from range of origins, traditions, historical periods and social contexts	✓	✓		✓		
Evaluate and discuss music using increasing complex language	✓	✓		✓		✓
Perform broad range of songs from extended repertoire for audiences	✓				✓	✓
Observe phrasing, accurate pitching and appropriate style	✓				✓	✓
Sing 3-part rounds, partner songs & songs with verse and chorus	✓				✓	✓
Improvise freely using tuned percussion/melodic instruments, with range of dynamics		✓	✓	✓		✓
Compose melodies made from pairs of phrases in key suitable for instrument		✓	✓	✓		✓
Compose, capture and record music to evoke a specific atmosphere using chords		✓	✓	✓		✓



Physical Education

Year 5 Curriculum Objectives

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communicate, collaborate and compete with each other in order to inspire self and others to succeed and excel	✓	✓	✓	✓	✓	✓
Evaluate and recognise own and others' success and identify strategies for improvement	✓	✓	✓	✓	✓	✓
Use a broad range of skills in isolation and in combination to become physically confident	✓	✓	✓	✓	✓	✓
Develop mastery of flexibility, strength, technique, control and balance	✓	✓	✓	✓	✓	✓
Perform dances and gymnastic routines on own and with others using a range of movement patterns	✓	✓	✓			
Evaluate and compare performances with previous ones	✓	✓	✓	✓	✓	✓
Demonstrate improvement to achieve personal best	✓	✓	✓	✓	✓	✓
Play competitive games showing good communication and collaboration to demonstrate their sense of sportsmanship	✓	✓	✓	✓	✓	✓
Apply principles suitable for attacking and defending	✓	✓	✓	✓	✓	✓
Participate in outdoor and adventurous activities	✓	✓				✓