YEAR 5 & 6 CURRICULUM OVERVIEW

CYCLE A	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
	A Child's War (Part 1 – Evacuation)	**A Child's War (Part 2 – Sheffield's part)**	**Frozen Kingdom**	**Darwin's Delights**	**Mexico & Mayan Civilisation –**	**Generation Windrush**
Reading	Carrie's War		Shackleton's Journey	Darwin's Dragons		Coming to England (Floella Benjamin)
Writing	Diary Biography		Journalistic writing	Non-chronological texts	Arguments	Autobiographical Writing
Science	Movement, Forces & Magnets Gravity; air & water resistance; friction; drag forces; effect of gears, pulleys, levers & springs	Materials Reversible & irreversible changes (Bonfire Night themed science week) Micro-organisms	More Materials Compare & group everyday materials based on testing of their properties; give reasons based on evidence from comparative & fair tests for particular uses of everyday materials incl. metals, wood & plastic; Record data & results of increasing complexity choosing approp presentation technique	Evolution & Inheritance Understand that living things have changed over time & fossils provide info about living things from millions of years ago; how offspring vary & are not identical to parents; how animals & plants are adapted to suit their environment & adaptation can lead to evolution	Materials (Reversible Changes) Dissolving into a solution; how to recover a substance from a solution; use knowledge of solids, liquids & gases to decide how mixtures might be separated, incl sieving, filtering & evaporating; demonstrate that dissolving, mixing & changes of state are reversible	Light Light appears to travel in straight lines; explain objects senn because they give out or reflect light into eyes; explain shapes of shadows, predict size of shadows; explain how we see things linked to light sources
History	Sources of evidence Use sources of evidence to deduce information about the past; Select suitable sources of evidence, giving reasons for choices;Seek out & analyse a wide range of evidence in order to justify claims about the past; Use dates in describing events; use literacy, numeracy & computing skills to communicate info about the past; discuss & use original ideas to present info & ideas		Use dates in describing events			

Geography			Identify & describe geog significance of latitude, longitude, equator, hemispheres, tropics, time zones, arctic circles & time zones (incl day & night) Discuss & describe how locations around the world are changing & explain some of reasons for change		Name & locate countries & world cities and their human & physical characteristics, incl. hills, mountains, rivers, key topographical features & land use patterns; Name & locate some of the countries of N and S America & identify their main physical & human characteristics; Understand some of reasons for geog similarities & diffs between countries; Discuss & describe examples of geographical diversity across the world; Begin to understand how countries & geographical regions are interconnected and interdependent; Describe & understand key aspects of **physical geog:** incl. climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes & water cycle; **human geog:** settlements, land use, economic activity, trade links, distribution of natural resources incl energy, food, minerals & water supplies; Study & create maps of locations identifying patterns (e.g. land use, climate zones, population densities, height of land)	
Art All units will: Develop & imaginatively extend ideas from a variety of sources, inc. those reached independently; collect information, sketches & resources and present ideas imaginatively in a sketch book; adapt their work according to their views and describe how they might develop it further; Comment on artworks using visual langauge		Painting (Sheffield Blitz) Sketch before painting to combine line & colour; Combine colours, tones & tints to enhance mood; Choose approp. Paint, paper & implements to adapt & extend their work; Develop a personal style of painting, drawing upon ideas of other artists; use brush techniques to create texture.		Drawing Use a variety of techniques to add interesting effects (e.g. reflections, shadows); Use a choice of techniques to depict movement, perspective, shadows & reflection; Choose a style of drawing suitable for the work (e.g. realistic or impressionistic)	Collage Use ceramic mosaic materials & techniques	Collage Use different techniques, colours & textures when designing & making pieces of work;

DT All units will include: design with user in mind, motivated by the service the product will offer (rather than simply for a profit); ensure products have a high quality finish, using art skills where appropriate; use prototypes, cross-sectional diagrams & computer aided designs to represent designs	Textiles (make do and mend) Create objects that employ a seam allowance; Join textiles with a combination of stitching techniques; Use the qualities of materials to create suitable visual & tactile effects in the decoration of textiles. Design with the user in mind, Ensure high quality finish; Make products through stages of prototypes, making continual refinements; evaluate design to suggest improvements		Pulleys & Gears (CQ Unit) Develop a range of practical skills to create a product (drilling, screwing, nailing, gluing, filing, sanding); Use prototypes, cross-sectional diagrams & computer aided designs; Combine elements of design from a range of inspirational designers throughout history giving reasons for choices		Food tech (Mexican street food) Understand importance of correct storage & handling of ingredients (using knowledge of micro-organisms); measure & accurately calculate ratios of ingredients to scale up and down from a recipe; Demonstrate range of cooking AND baking techniques; create & refine recipes, including ingredients, methods, cooking times & temperatures; Create innovative designs that improve upon existing products	
RSHE	What Makes A Family?		Online Safety		Keeping Friendships Healthy (Fr 1-3)	Puberty (Y5) Sexual Reproduction (Y6)
RE	Unit 2.8 - What difference does it make?	Christmas	Unit 2.6 – What does it mean to be a Muslim in Britaiin today?	Unit 2.1 - Why do some people believe God exists?	Unit 2.5 – Is it better to express beliefs through art or charity?	Unit 2.9 – What can be done to reduce racism?

CYCLE B	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
	PIG HEART BOY	**BAH HUMBUG!**	**STARGAZERS & SPACE RACE**	**BLUE ABYSS CLIMATE CHANGE**	**ANCIENT GREEKS & OLYMPICS**	**THE SPIRIT OF MEERSBROOK**
Reading		Street Child A Christmas Carol & Oliver Twist	Wonder Jamie Drake	Flotsam		
Writing		Biography Descriptive Writing Persuasive Writing	Diary Poetry	Narrative? Persuasive Writing Poetry		
Science	Animals & Humans Report findings from enquiries; explanations involving causal relationships & conclusions Describe changes as humans develop to old age; human circulatory system, describing functions of heart, blood vessels & blood; importance of diet, exercise, drugs & lifestyle on the way the human body functions; transportation of water & nutrients within animals & humans	Electricity Plan enquiries, incl recognising & controlling variables where nec; use approp techniques, apparatus & materials in investigations; use test results to make predictions to set up further comparative & fair tests Associate brightness of lamp/volume of buzzer with number/voltage of cells in circuit; compare & give reasons for variations in how components function, incl brightness of bulbs, the loudness of buzzers and on/off position of switches; use symbols in circuit diagram	Space Use simple models to describe scientific ideas, identifying scientific ideas to support or refute ideas or arguments; Describe movement of: earth relative to sun; moon relative to earth; earth & other planets, relative to sun; describe sun, earth & moon as approx. spherical bodies; earth's rotation to explain day and night & the apparent movement of sun across sky	Living things & habitats Record data & results of increasing complexity using scientific diagrams, labels, classification keys, tables & bar graphs Describe how living things are classified into broad groups according to common observable characteristics; Give reasons for classifying plants & animals based on specific characteristics	Materials?	Living Things Present findings in written form, displays & other presentations Describe diffs in life cycles of a mammal, amphibian, insect & bird; Describe reproduction in some plants & animals
History		Victorian laws & industry Select suitable sources of evidence, giving reasons for choices;; Identify & discuss periods of rapid change in history & contrast them with times of relatively little change; Understand the	Space pioneers Use sources of evidence to deduce information about the past; select suitable sources of evidence, giving reasons for choices; show some awareness of the concept of propaganda and how historians must understand the social		Use sources of info to form testable hypotheses about the past; Compare some of the times studied with those of other areas of interest around the world; Describe the characteristic features of the past incl the ideas, beliefs, attitudes &	

		concepts of continuity & change over time, representing them, along with evidence on a timeline.	context of evidence studied; discuss the social, ethnic, cultural or religious diversity of past society; describe the characteristic features of the past, incl the ideas, beliefs, attitudes & experiences of men, women & children; describe the main changes in a period of history (using terms such as: social, religious, political, technological & cultural)		experiences of men, women & children; Understand concepts of continuity & change over time, representing them, along with evidence on a time line	
Geography	Standalone mapwork unit			Collect & analyse statistics & other information to draw clear conclusions about locations; Use a range of geographical resources to give descriptions & opinions of the characteristic features of a location; Understand how some physical characteristics have changed over time; Discuss & describe how locations around the world are changing & explain some of the reasons for change.		Collect & analyse statistics & other info to draw conclusions about locations; Discuss how physical features affect human activity within a location; Use fieldwork to observe, measure and record; record results in range of ways; Analyse & give views on effectiveness of diff geographical representations of location; Use 8 points of compass, 4 fig grid refs, symbols & a key
Art All units will: Develop & imaginatively extend ideas from a variety of sources, inc. those reached independently; collect information, sketches & resources and present ideas imaginatively in a sketch book; adapt their work according to their views and describe how they might develop it further; Comment on	Digital Effects Enhance digital media by editing (including sound, video, animation, still images)	Printing: (Explore a range of printing methods) Build up layers of prints; organise work in terms of pattern, repetition or symmetry; choose the printing method appropriate for the task; Show how the work of those studied (William Morris) was influential in both society and to other artists; create an original piece which		Sculpture (Large scale project using Recycled materials) Begin to explain choice & diff interpretations for more abstract pieces; use frameworks (such as wire/moulds) to provide stability and form	Sculpture Urns: Further develop skills in using clay – coil pot with handles; Relief clay tablets: Use tools to carve & add shapes, texture & pattern; show life-like qualities & real life proportions	

artworks using visual langauge		shows a range of influence and styles				
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RSHE	Staying Healthy		Understanding My Feelings		Keeping Friendships Healthy (Fr 4-6)	Puberty (Y5) Sexual Reproduction (Y6)
RE	Unit 2.3 – What do religions say when life gets hard?	Christmas	Unit 2.2 – What would Jesus do? Values of the 21st century	Unit 2.10 – Green religion: What can be done about the climate & environment?	Unit 2.7 – What matters most to Christians & Humanists?	Unit 2.4 – If God is everywhere, why go to a place of worship?