

TOPIC PLAN – Howarth Year 5

Year Group 5	Geog/History	SCIENCE	RE	Art / DT	Computing	Modern Foreign Languages KS2 Only/PHSE
<p>Autumn</p> <p>Platform 9 ¾ (Harry Potter and The Philosopher's Stone)</p>	<p>Geography</p> <ul style="list-style-type: none"> • Distribution of natural resources: Energy: Coal, solar, wind, nuclear – renewable v non-renewable – link to Guided Reading and PHSE • Use 8 point compass points to give and follow direction • Use 4 figure grid references to locate features on a map • Begin to draw a variety thematic maps based on their own data • Recognise an increasing range of OS symbols and locate features using 4 figure grid references • Draw a map using symbols and keys • 	<p>PROPERTIES AND CHANGES OF MATERIALS</p> <ul style="list-style-type: none"> • 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. • Give reasons based on evidence from comparative and fair tests for the particular uses of everyday materials, including metals, wood and plastic. <p>PROPERTIES AND CHANGES OF MATERIALS</p> <ul style="list-style-type: none"> • know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution <p>□□use knowledge of solids, liquids and</p>	<p>Muslims: What difference do the Five Pillars of Islam make to Muslim children's lives?</p>	<p>DESIGN AND TECHNOLOGY</p> <p>Kapow: Electrical systems: Electronic greetings cards</p> <p>Learn about the development of exchanging personal messages, to the invention of the Penny Black stamp. Develop an electronic greeting card, using paper-applicable circuit components.</p> <p>ART:Gustav Klimt To sketch, and improve upon sketches, in the style of the early drawings of Gustav Klimt. To use symbolic imagery in the style of Gustav Klimt in works of art that share ideas, or tell a story. To review and revisit ideas, then use gilding in a Klimt inspired work</p>	<p>How is information shared? Vector Drawing</p>	<p>The caring school and Bullying, pressure and risks</p> <p><i>6 lessons</i></p> <p>Me and my relationships</p> <p><i>7 lessons</i></p>

		<p>gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrate that dissolving, mixing and changes of state are reversible changes <input type="checkbox"/> 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>ELECTRICITY</p> <ul style="list-style-type: none"> <input type="checkbox"/> associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit <input type="checkbox"/> compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches <input type="checkbox"/> use recognised symbols when representing a simple circuit in a diagram. 		<p>of art or product. To develop techniques used to create natural textures such as those in Klimt's landscape paintings To develop techniques and use symbolism in the style of, or inspired by Gustav Klimt.</p> <p>Music: Charanga Mamma Mia (Y4)</p>		
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<p>Spring</p> <p>Beowulf! (Micheal Morpurgo and Poem)</p> <p>The Nowhere Emporium</p>	<p><u>History:</u> <u>Anglo-Saxons and Vikings</u></p> <p>To explore what Britain was like before the first Viking invasions.</p> <p>To find out about the Viking invasions of Britain.</p> <p>To find out about the Viking settlement of Britain and how this affected the AngloSaxons.</p> <p>To find out why King Alfred was dubbed ‘Alfred the Great’.</p> <p>To explore what life was like for Vikings living in Britain.</p> <p>To find out how and when England became a unified country. (Guided reading Vikings)</p> <p>Goography:</p> <p>RECAP cities from Y3/4</p> <p>To identify and locate the large counties of Britain, Cornwall, Northumberland, Yorkshire, Derbyshire, Kent, Norfolk,</p>	<p>FORCES</p> <p>To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>To identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>To recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p>ALL LIVING THINGS AND THEIR HABITATS</p> <ul style="list-style-type: none"> Describe the differences in the life cycles of a mammal, an amphibian an insect and a bird Describe the life process if reproduction in some plants and animals. 	<p>Christian: How and why do Christians try to live by the Bible?</p>	<p>Kapow: Mechanical systems: Automata</p> <p>Develop a functional automata window display, to meet the requirements in a design brief. Explore and create cam, follower and axle mechanisms to mimic different movements.</p> <p>Art: Talking Textiles</p> <p>To explore ways in which stories can be told visually.</p> <p>To collect visual information to develop ideas.</p> <p>To experiment with different ways of using textiles to create effects.</p> <p>To be able to design a piece of textile artwork that tells a story.</p> <p>To be able to create a piece of artwork that tells a story through textiles.</p>	<p>Video Editing</p> <p>Flat file databases</p>	<p>Healthy lifestyles <i>7 lessons</i></p>

	<p>Cornwall, Devon, Cumbria</p> <p>Identify Key topographical features – mountain ranges of the UK and tallest mountains (Snowdon, Ben Nevis, Scafell Pike) (Contour lines) Mountains (Guided Reading mountains)</p> <p>Compare maps with aerial photos Pick a map for a specific purpose (eg pick atlas/os map) Begin to use atlases to find out about other features of places (eg wettest part/energy/mountain regions)</p> <p>Types of Settlement and land use: Recap why did people settle in villages/towns grow – recap from Y3/4 Why did/do people migrate? Linked to Vikings/PHSE/Guided reading refugees Recap</p> <p>Identify the position and significance of equator and north and south hemisphere, longitude and latitude, arctic, antarctic, capricorn and cancer</p>	<ul style="list-style-type: none"> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences – plants and animals. Give reasons for classifying plants and animals based on specific characteristics 		<p>To be able to evaluate a finished piece of artwork.</p> <p>Music: Charanga Glockenspeil Stage 2 (Y4)</p>		
<p>Summer</p> <p>Groovy Greeks</p> <p>Novel: Who</p>	<p>Ancient Greece <u>Geography</u></p> <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical 	<p>EARTH AND SPACE Pupils should be taught to:</p> <ul style="list-style-type: none"> describe the movement of the Earth, and 	<p>Muslims: why are there now over 50 mosques in Yorkshire?</p>	<p>Design Technology Cooking and Nutrition</p> <p>Kapow: Food: What could be healthier?</p>	<p>Programming A-Selection in physical computing Programming B Selection in</p>	<p>Growing up – Relationships and</p>

<p>Let the Gods Out?</p>	<p>geography of a region of Europe Recap Continents, oceans and countries within Europe from Y4 and add other European countries – Greece, Russia etc</p> <p>Recap climate zones from Y4 Teach 7 biomes: tundra, desert, arctic, savannah, rainforest, taiga (light touch on rainforest) Teach vegetation belts with biomes</p> <p>History</p> <p>To begin to find out who the ancient Greeks were, and place their civilisation in time.</p> <p>To understand the different types of government in ancient Greece.</p> <p>To use sources to find out about daily life in ancient Greece</p> <p>To know about religion in ancient Greece</p> <p>To find out about the ancient Greek scholars and philosophers</p> <p>To know how modern-day life has been influenced by the ancient Greeks</p>	<p>other planets, relative to the Sun in the solar system</p> <ul style="list-style-type: none"> 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>LIGHT</p> <p>Recognise that light appears to travel in straight lines</p> <p>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.</p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our</p>		<p>(Greek Day) Discover the farm to fork process, understand the key welfare issues for rearing cattle. Compare the nutritional value of existing sauces and develop a healthier recipe.</p> <p>Music: Charanga Lean on Me (Y4)</p> <p>ART: Balancing Sculpture To study the work of Ben Nicholson: To understand how the colour of a shape can change its "visual weight" and how the size of a shape can change the feel of the composition. To understand how shape, colour and pattern can change the feel of an abstract still life composition To work on composition To understand how the use of line can alter a composition To understand balance as part of sculpture To produce a balanced abstract sculpture</p>	<p>quizzes</p>	<p>responsibilities of puberty 5 lesson The world of drugs 7 lessons</p>
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