

## Year 5 and 6

|         |   | Year A   |  |   | Year B   |  |   |
|---------|---|--|--|---|--|--|---|
|         | Two year Overview   | Victorians   | Dark, dark Wood  | WW2   | Egyptians  | Anglo Saxons and Vikings   | Future Worlds and Space   |
| English |   | Following the New National Curriculum  |  |   |  |  |   |
| Maths   |   | Following the New National Curriculum  |  |   |  |  |   |
| Science | <p><b>Biology</b></p> <ul style="list-style-type: none"> <li>-Life-cycles of plants and animals</li> <li>-Describe changes as humans develop and mature</li> <li>-Classification, including micro-organisms</li> <li>-Health &amp; Lifestyles, incl. circulatory system</li> <li>-Evolution &amp; Adaptation</li> </ul> <p><b>Chemistry</b></p> <ul style="list-style-type: none"> <li>-Classifying materials according to a variety of properties</li> <li>-Understand mixtures &amp; solutions</li> <li>-Know about reversible changes; identify irreversible</li> </ul> <p><b>Physics</b></p> <ul style="list-style-type: none"> <li>-Understand location and interaction of Sun, Earth &amp; Moon</li> <li>-Introduce gravity, resistance &amp; mechanical forces / forces including gravity</li> <li>-Light &amp; Shadows; the eye</li> <li>-Electricity ; investigating circuits</li> </ul> | <p><b>Evolution and Inheritance</b></p> <ul style="list-style-type: none"> <li>-Recognise that living things have changed over time</li> <li>-Living things produce offspring Of the same kind, but vary and may not be identical</li> <li>-How animals and plants are adapted to suit their environment in different ways and adaptations may lead to evolution.</li> </ul> | <p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>-living things classified</li> <li>-Reasons for classifying plants and animals based on specific characteristics.</li> <li>-Differences in life cycles of a mammal, amphibian, insect and bird</li> <li>-Life process of reproduction in some plants and animals</li> </ul> <p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>-describe the changes as humans develop to old age.</li> </ul> | <p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>-Associate the brightness of a lamp or the volume of a buzzer with the number of voltage cells used in circuit.</li> <li>-Compare/give reasons for variations in how components function</li> <li>-Use recognised symbols when representing a simple circuit</li> </ul> <p><b>Codes – Bletchley Park</b></p> <p><b>Light</b></p> <ul style="list-style-type: none"> <li>Recognise that light appears to travel in straight lines</li> <li>-Objects are seen because they give out or reflect light</li> <li>-Light travels from source to our eye/ from</li> </ul> | <p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>-Identify/name main parts of human circulatory system/ functions of heart/ blood vessels and blood</li> <li>-Impact of diet/ exercise/drugs and lifestyle on the way bodies function.</li> <li>-Ways nutrients and water are transported within animals including humans.</li> <li>-Micro-organisms</li> </ul> | <p><b>Properties and changes of materials</b></p> <ul style="list-style-type: none"> <li>-Compare and group together based on properties</li> <li>-Know that some materials dissolve in liquid to form solution/ recovering substances</li> <li>-Mixtures which separate/filtering/ sieving/ evaporating</li> <li>-Uses of materials</li> <li>-Changing states are reversible</li> <li>-Some changes from a new material/ may not be reversible</li> </ul> | <p><b>Earth and Space</b></p> <ul style="list-style-type: none"> <li>-Movement of Earth and planets relative to the sun in solar system</li> <li>-Movement of Moon relative to the Earth</li> <li>-Sun, Earth, Moon as spherical bodies</li> <li>-Earth's rotation explains day and night/ apparent movement of sun across sky</li> </ul> <p><b>Forces</b></p> <ul style="list-style-type: none"> <li>-Unsupported objects fall towards Earth/ force of gravity acting between Earth and object</li> <li>-Effects of air resistance and friction, that act between moving surfaces</li> <li>-Some mechanisms</li> </ul> |

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|           |   |   |   | light sources to object s and then to eye<br>-Shadows have the same shape as the object that cast them.<br><b>Blackouts</b> |  |   | allow smaller forces to have greater impact.   |
| History   | <b>British History</b><br>-Anglo-Saxons and Vikings<br>-An extended period study<br><br><b>Broader History Study</b><br>-Ancient Greece<br>-Non-European Society  | <b>Victorians</b><br>-The changing power of monarchs<br>Victoria<br>-changes in an aspect of social history, such as crime and punishment, leisure<br>-a significant turning point in British History/ the first railways |   | <b>WW2</b><br>-Aspect or theme in British history that extends pupils' chronological knowledge                              | <b>Ancient Egyptians</b><br>-The achievements of the earliest civilizations/ where and when civilizations appeared<br>-An in depth study   | -Britain's settlement by Anglo-Saxons and Scots<br><br>-The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor  | The Space Race   |
| Geography | -Name and locate counties, cities, regions & features of the UK<br>-Understand latitude, longitude, Equator, hemisphere, tropics, polar circles & time zones<br>-Study a region of Europe, and of the Americas<br>-Understand biomes, vegetation belts, land use, economic activity, distribution of resources etc.<br>-Use 4 and 6 figure grid references on OS maps<br>-Use fieldwork to record & explain areas | -Name and locate counties and cities of the United kingdom  | <b>The Prime/ Greenwich Meridian and time zones</b><br>-Geographical skills and fieldwork |   | <b>Multicultural Week</b><br>- Locate the world countries using maps to focus on Europe and North/South America/ environmental regions/ physical and human characteristics<br>-Geographical similarities and differences | -Human geography / types of settlement/land use/economic activity including trade links.<br>-Counties of the United Kingdom/ geographical regions/ human and physical characteristics/ topographical features<br>-Mountains, rivers and water cycle | -Identify the position and significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle<br>-Distribution of natural resources including energy, food, minerals and water<br>-Climate zones, biomes etc |



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|-------|--|-----------------------------|-------|-----------------------------|--------------------|-------|--|
| Music | Use locally agreed syllabus  |                             |       | Use locally agreed syllabus |                    |       |  |
| PE    | <ul style="list-style-type: none"> <li>-Listen &amp; engage</li> <li>-Engage in conversations, expressing opinions</li> <li>-Speaking in simple language&amp; be understood</li> <li>-Develop appropriate pronunciation</li> <li>-Present ideas &amp; information orally</li> <li>-Show understanding in simple reading</li> <li>-Adapt known language to create new ideas</li> <li>-Describe people, places &amp; things</li> <li>-Understand basic grammar, e.g. gender</li> </ul> |                             |       |                             | Multicultural Week |       |  |
| RE    | Use locally agreed syllabus  | Use locally agreed syllabus |       |                             |                    |       |  |
| MFL   | <ul style="list-style-type: none"> <li>-Listen &amp; engage</li> <li>-Engage in conversations, expressing opinions</li> <li>-Speaking in simple language&amp; be understood</li> <li>-Develop appropriate pronunciation</li> <li>-Present ideas &amp; information orally</li> <li>-Show understanding in simple reading</li> <li>-Adapt known language to create new ideas</li> <li>-Describe people, places &amp; things</li> <li>-Understand basic grammar, e.g. gender</li> </ul> | Multicultural Week          | Set 5 |                             | Multicultural Week | Set 6 |  |