



Courthouse Green Primary School
'Doing our best to be our best'
Breadth of Study
Year 5



The curriculum planning at Courthouse Green is designed as a theme, where many subjects are woven together as a strategy to work in a cross curricular way. Each theme has a number of focus subjects. We ensure through our planning children understand the skills they are learning and embedding and teach and apply subject specific vocabulary explicitly through our medium term planning. Some subjects are taught discretely across the school using our school's own context as a driver for this. Links to British Values are evident throughout the themes.

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHCE	Protective Behaviours/Fresh Start	Anti-Bullying/ Be Friendly Be Wise	E Safety/ It's good to be different	Healthy Life Styles	Community/ It's Our World	SRE/ Moving Up
RE	<p>*Theme: Belief into action Key Question: How far would a Sikh go for his/ her religion? Religion: Sikhism *</p> <p>*Theme: Prayer and Worship Key Question: What is the best way for a Hindu to show commitment to God? Religion: Hinduism</p>	<p>Theme: Christmas Key Question: Is the Christmas story true? Religion: Christianity</p>	<p>*Theme: Beliefs and moral values Key Question: Are Sikh stories important today? Religion: Sikhism</p> <p>*Theme: Hindu Beliefs Key Question: How can Brahman be everywhere and in everything? Religion: Hinduism *</p>	<p>Theme: Easter Key Question: How significant is it for Christians to believe God intended Jesus to die? Religion: Christianity</p>	<p>Theme: Prayer and Worship Key Question: What is the best way for a Sikh to show commitment to God? Religion: Sikhism</p> <p>Theme: Beliefs and moral values Key Question: Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives? Religion: Hinduism</p>	<p>Theme: Beliefs and Practices Key Question: What is the best way for a Christian to show commitment to God? Religion: Christianity</p>
PE	Our PE curriculum is underpinned by Real PE, which focuses on the development of agility, balance and co-ordination, healthy competition and cooperative learning. A specialist dance teacher also delivers a high quality dance curriculum linked closely to the themes we teach.					

History	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. Pupils should be taught about: changes in Britain from the Stone Age to the Iron Age, the Roman Empire and its impact on Britain, Britain's settlement by Anglo-Saxons and Scots, the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor, a local history study, a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China Ancient Greece – a study of Greek life and achievements and their influence on the western world a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>
Geog	<p>Locational knowledge locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Place knowledge understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and physical geography describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
Design Tech	<p>When designing and making, pupils should be taught to: Design and use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups, generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Make and select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world Technical knowledge - apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products. Cooking and nutrition As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.</p> <p>Cooking and nutrition: understand and apply the principles of a healthy and varied diet, prepare and cook a variety of predominantly savoury dishes using</p>

	a range of cooking techniques, understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
Science	<p>Working scientifically: Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Living things and their habitats: describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird, describe the life process of reproduction in some plants and animals</p> <p>Properties and changes of materials: 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 know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic demonstrate that dissolving, mixing and changes of state are reversible changes 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> <p>Earth and space: describe the movement of the Earth, and other planets, relative to the Sun in the solar system 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> <p>Forces: explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>
Computing	<p>Design, 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; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>
Art	<p>Create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.</p>

	Engage and Expert	Literacy Inc key texts	Maths links	Computing	Humanities Geog and History	Design and Technology	Art and Design
<p>Theme 1 Autumn Term</p> <p>Key Question: What makes the earth angry?</p>	<p>Nick Barker – Warwick Uni Scientist –</p> <p>End product: Create an online presentation for Nick Barker about the changing state of materials <i>Can materials change?</i></p> <p>WOW</p> <p>End</p> <p>- Book creator/ telligami/ comic life</p>	<p>Running Wild</p> <p>Tellagami Green screen Imovie - News report</p> <p>Writing to inform Writing to entertain</p> <p>News report Narrative Recount Diary Informal letter</p>	<p>Measures Reading scales Graphs</p> <p>Numbers App</p>	<p>Understanding computer networks can provide multiple services other than the WWW e.g. skype, facetime, email, communication (blogs)</p> <p>Appreciate how search results are selected</p> <p>Quake feed</p> <p>*Poplets timeline of Pompeii *Adobe voice – explanation of a volcano exploding</p>	<p>Tectonic plates: earthquakes and volcanoes</p> <p>Quake Feed</p> <p>Describe and understand physical features – mountains, earthquakes and volcanoes.</p> <p>Causes and effects in a developed and less developed country.</p> <p>Understand how mountains have changed over time</p> <p>Pompeii – before and after effects</p> <p>Maps Empathy, how people felt Helping those in the community - aid</p>		<p>Select appropriate materials to create real life depictions. Using shading to show shadows and reflection (drawing) Explore perspective when drawing.</p> <p>Teach simple Base collage on observational faces</p> <p>Base collage on the work of an artist's perspective.</p> <p>The Great Wave</p>
<p>Theme 2 Spring 1</p> <p>Start Date Wed 1st October</p> <p>Key Question: What did the Tudors do for us?</p>	<p>WOW –Young Shakespeare Company Bosworth Battlefield Trip</p> <p>End – Tudor Banquet</p>	<p>Macbeth - Story with a historical setting - writing from a different character's perspective - Newspaper report Comic Life</p>	<p>Timeline – finding difference between years</p>	<p>Skill: Appreciate how search results are selected</p>	<p>Tudors Dissolution of the monastery</p> <p>Was Henry right to dissolve the monastery?</p> <p>Fitting into the</p>	<p>Making a product from wood – design and create a Tudor dinner service</p>	<p>Brushstrokes using watercolour using layering Create a stylised Tudor Rose.</p> <p>Appliqué, explore designers and apply.</p>

<p>Controlling emotions Monarchy Making the right decision</p>	<p>Can you see a possible solution to male heir dilemma?</p>	<p>Shakespeare App Morfo Puppet Pals</p> <p>What should Macbeth have done?</p>			<p>community</p>		
<p>Spring 2</p> <p>Key Question: What caused the downfall of the Mayan Civilisation?</p> <p>PSHCE Voting Penal system Working with others Communities</p>	<p>WOW – Mystery box delivered – somebody has dug up an artefact</p> <p>QR codes</p> <p>End Product – <i>How would you explain the end of the Mayan Civilisation?</i> Create a debate to explain your point of view.</p>	<p>The haunting of Charity Delafield</p>	<p>Timeline – finding difference between years</p>	<p>Skill: Debug programs that accomplish specific goals</p>	<p>Mayan Civilisation</p> <p>Working together to build a community</p>	<p>Research existing products and evaluate their functionality and their audience. Talk about a famous designer/ architect and their work. Develop ideas through cross-sectional diagrams.</p>	<p>Explore the work of Mayan pattern design and create a silk screen depiction.</p> <p>Show an appreciation of silk screen printing.</p> <p>Explore silk screen printing and the absence of colour.</p>
<p>Year 5 Summer 1</p> <p>Key Question: Where does water come from?</p>	<p>WOW – Skern Lodge</p> <p>End Product: <i>How could you conserve water in your garden?</i> Create a water saving device and re-distribution mechanism.</p>	<p>Discrete Literacy The Highwayman</p>	<p>Data handling – rainfall</p>	<p>Skill: Appreciate how search results are selected</p>	<p>Water cycle, rivers and streams Timeline App Popplet Ebook</p> <p>UK topographical features</p> <p>British Isles</p> <p>Map work Looking after the environment Risk Assessments</p>	<p>Technical Knowledge – link to science Use a pulley mechanism in a product. Use a series circuit with a range of components. Use a computer based program to control the model.</p>	<p>Explore the work of a magnum photographer and the effect of black and white photography. Using iPads, explore and change tone, depth and colour. Respond to the effect in writing.</p>

<p>Summer 2</p> <p>Key Question: Can you survive...?</p> <p>PSHCE Puberty Achievements Moving up</p>	<p>WOW – Visit from army survivalist</p> <p>Trip</p> <p>End –<i>Can you design a way to survive without modern appliances?</i></p> <p>Survive outside for the day without electricity/ running water</p>	<p>The great kapok tree</p> <p>-persuasive letter writing</p> <p>-setting description</p>	<p>Points of the compass - orienteering</p>	<p>Skill: Debug programs that accomplish specific goals</p> <p>QR codes</p> <p>Trails</p>	<p>Similarities and differences of human and physical features in a region of the UK, a region of Europe and a region in North or South America.</p> <p>Contrasting climates.</p> <p>Orienteering (PE)</p> <p>Map Trace</p> <p>Map my walk?</p> <p>Famous explorers</p>	<p>Design a healthy dish, choosing appropriate ingredients that are in season.</p> <p>Make a hot savoury dish that has different parts e.g. a sausage roll.</p> <p>Present their product to others and evaluate against their functionality, marketability and how appealing it is.</p>	<p>Create wire sculptures based on observational drawings linked to theme.</p> <p>(Tin Forest)</p>
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