

# ART & DESIGN

## CURRICULUM PROGRESSION — YEAR 5

Skills	Core knowledge
<p>To investigate, explore and record information, to appreciate aesthetic qualities and generate imaginative ideas</p> <p>To design and create images and artefacts by selecting, developing and refining techniques and using a range of materials and media ideas</p>	<p>To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas</p> <p>To use a range of techniques and media, including painting</p> <p>To increase their proficiency in the handling of different materials</p> <p>To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</p> <p>The history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.</p> <p>Study the work of Henry Rousseau, David Hockney and Mackenzie Thorpe</p>

Drawing	Painting	Collage / sculpture
<p>*Use a variety of techniques to add interesting effects e.g. reflections, shadows and direction of sunlight).</p> <p>*Use a choice of techniques to depict movement, perspective, shadows and reflection.</p>	<p>*Sketch lightly before painting to combine line and colour.</p> <p>*Create a colour palette based upon colours observed in the natural world or built world.</p> <p>*Use the qualities of watercolour and acrylic paint to create visually interesting pieces.</p>	<p>*Show life-like qualities and real-life proportions or if more abstract provoke different interpretations.</p> <p>*Use tools to carve and add shapes, texture &amp; pattern.</p> <p>*Mix textures.</p> <p>*Combine visual and tactile qualities.</p> <p>*Use montage.</p>

	BLW	GDS
I can identify and draw objects and use marks and lines to produce texture		
I can successfully use shading to create mood and feeling		
I can organise line, tone, shape and colour to represent figures and forms in movement		
I can apply different skills, such as use of a wash, blending, dashing, cross hatching and dry brush when using watercolour		
I can express emotion in my art		
I can create an accurate print design following criteria		
I can use images which I have created, scanned and found; altering them where necessary to create art		
I can research the work of an artist and use their work to replicate a style		

# DESIGN & TECHNOLOGY

## CURRICULUM PROGRESSION — YEAR 5

Skills	Core knowledge
<p>To make controllable systems or models, devising and refining sequences of instructions taking into account users, purposes and needs</p> <p>To consider the implications of familiar designs and products for the environment and different communities</p> <p>Apply their understanding of computer programme, monitor and control their products</p> <p>To explore ways of looking after living things and keeping them alive and healthy</p> <p>To investigate their local environment and use their findings to inform actions to care for and improve it.</p>	<p>Investigate and analyse a range of existing products</p> <p><b>Design</b> 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.</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p><b>Make</b> Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately.</p> <p>Select from and use a wider range of materials and components.</p> <p><b>Evaluate</b> Investigate and analyse a range of existing products.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Understand how key events and individuals in design and technology have helped shape the world.</p>

Cooking & nutrition	Textiles	Construction	Mechanics
<p>*Understand and apply the principles of a healthy and varied diet.</p> <p>*Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>*Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>*Create objects such as a blanket that have a seam.</p> <p>*Join textiles with a combination of stitching techniques – back stitch for seams and running stitch for decoration.</p> <p>*Use the quality of materials to create visual and tactile effects in the decoration of textiles.</p>	<p>*Cut materials with precision and refine the finish with appropriate tools – sanding wood after cutting.</p> <p>*Show an understanding of the qualities of materials to choose appropriate tools to cut and shape.</p>	<p>*Convert a rotary motion to linear using cams.</p> <p>*Use mechanical system of levers to make products</p>

	BLW	GDS
I can come up with a range of ideas after collecting information from different sources		
I can produce a detailed, step-by-step plan		
I can suggest alternative plans; outlining the positive features and draw backs		
I can explain how a product will appeal to a specific audience		
I can evaluate appearance and function against original criteria		
I can use a range of tools and equipment competently		
I can make a prototype before I make a final version		
I show that I can be both hygienic and safe in the kitchen		

# GEOGRAPHY

## CURRICULUM PROGRESSION — YEAR 5

### Core knowledge and skills

#### Location Knowledge

Locate the world's countries.

#### Location Knowledge

Locate the world's countries, including using maps, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

#### Place Knowledge

Understand geographical similarities and differences through the study of human and physical geography of a region of the UK.

Distinguish between fact and opinion and make choices about sources of online information to find out about communities, locations, environments and events.

To understand key geographical aspects of mountains & Valleys

**South America** - Understand geographical similarities and differences through the study of human and physical geography of a region (Amazon rainforest) within South America.

Distinguish between fact and opinion and make choices about sources of online information to find out about communities, locations, environments and events.

#### Human geography

Study economic activity including trade links, and the distribution of natural resources including energy

Know about a range of geographical processes that cause change in the physical and human world in different places – deforestation

A range of geographical processes that cause change in the physical and human world in different places.

**Physical geography**, including: climate zones, biomes and vegetation belts,  
**Geographical Mapping Skills**

Build four-figure grid references, symbols and key to build their knowledge

Children to draw maps of oceans, seas and routes showing population movement (including 4 figure references, symbols and a key)

#### Fieldwork

Use fieldwork to observe, measure and record the physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

	BLW	GDS
I can plan a journey to a place in another part of the world, taking account of distance and time		
I can use OS symbols and 4 figure grid references		
I can use maps, aerial photographs, plans and e-resources to describe what a locality might be like		
I can explain why people are attracted to live by rivers		
I can name and locate many of the world's most famous rivers in an atlas		
I can locate the Tropic of Cancer and the Tropic of Capricorn		
I can name and locate many of the world's most famous mountainous regions in an atlas		
I can explain how a location fits into its wider geographical location with reference to human and economical features		
I can identify ways in which humans have impacted negatively and positively on the environment		

# HISTORY

## CURRICULUM PROGRESSION — YEAR 5

### Core knowledge and skills

#### Period - British history

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – changes in an aspect of social history from Tudor times to leisure and entertainment in the 21<sup>st</sup> century

#### Period: local study

A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality

A study over time tracing how several aspects of national history are reflected through individuals in the locality

#### Period – non-European society

Mayan civilization

	BLW	GDS
I can draw a timeline with different historical periods showing key historical events or lives of significant people		
I can compare two or more historical periods; explaining the things which changed and things which stayed the same		
I can explain how our locality has changed over time		
I can test out a hypothesis in order to answer questions		
I can research two versions of an event and explain how they differ		

# MUSIC

## CURRICULUM PROGRESSION — YEAR 5

Skills	Core Knowledge
<p>To listen carefully, developing and demonstrating musical understanding and increasing aural memory.</p> <p>To perform by ear and use notations and ICT to support creative work.</p> <p>To compose their own instrumental and vocal music and perform their own and others' compositions in ways that reflect their meaning and intentions.</p> <p>To describe and compare different kinds of music using appropriate musical vocabulary.</p>	<p>Pupils should be taught to</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression;</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music;</p> <p>listen with attention to detail and recall sounds with increasing aural memory;</p> <p>use and understand staff and other musical notations;</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>develop an understanding of the history of music.</p>
<p>Composer for the year: Tchaikovsky/Wagner (Romantic period)</p>	

	BLW	GDS
I can breathe in the correct place when singing		
I can maintain my part whilst others are performing their part		
I can improvise within a group using melodic and rhythmic phrases		
I can change sounds or organise them differently to change the effect		
I can compose music which meets specific criteria		
I can use notation to record groups of pitches (chords)		
I can choose the most appropriate tempo for a piece of music		
I can describe, compare and evaluate music using musical vocabulary		
I can explain why I think music is successful or unsuccessful		
I can suggest improvements to my own work and that of others		
I can contrast the work of a famous composer and explain my preferences		

# PHYSICAL EDUCATION

## CURRICULUM PROGRESSION — YEAR 5

Skills		
Autumn	Spring	Summer
<p><b>Games – Tennis</b></p> <p>*Choose and combine techniques in game situations – running, throwing, catching, passing, jumping &amp; kicking.</p> <p>*Work alone or with team mates in order to gain points or possession.</p> <p>*Field, defend and attack tactically by anticipating direction of play.</p> <p>*Choose the most appropriate tactics for a game.</p> <p>*Uphold the spirit of fair play and respect in all competitive situations.</p> <p>*Lead others when called upon and act as a good role model within a team.</p> <p><b>Games – Hockey</b></p> <p>*Use forehand and backhand when playing racket/stick games.</p> <p>*Work alone or with team mates in order to gain points or possession.</p> <p>*Field, defend and attack tactically by anticipating direction of play.</p> <p>*Choose the most appropriate tactics for a game.</p> <p>*Uphold the spirit of fair play and respect in all competitive situations.</p> <p>*Lead others when called upon and act as a good role model within a team.</p>	<p><b>Dance</b></p> <p>*Choose creative &amp; imaginative dance sequences.</p> <p>*Perform expressively and hold a precise and strong body posture.</p> <p>*Perform and create complex sequences.</p> <p>*Express an idea in original and imaginative ways.</p> <p>*Plan to perform with high energy, slow grace or other themes.</p> <p>*Perform complex moves that combine strength and stamina gained through gymnastic activities such as cartwheels and handstands.</p> <p><b>Gymnastics</b></p> <p>*Create complex and well-executed sequences that include a full range of movements including: travelling, balances, swinging, springing, vaults, flight, rotation, bending, stretching, twisting, gestures &amp; linking skills.</p> <p>*Hold shapes that are strong, fluent and expressive.</p> <p>*Include in a sequence set pieces, choosing the most appropriate linking elements.</p> <p>*Vary speed, direction, level and body rotation during floor performances.</p> <p>*Practice and refine gymnastic techniques used in performances.</p> <p>*Use equipment to vault and swing – remaining upright.</p>	<p><b>Athletics</b></p> <p>*Combine sprinting with low hurdles over 60 metres.</p> <p>*Choose the best place for running over a variety of distances.</p> <p>*Throw accurately and refine performance by analysing technique and body shape.</p> <p>*Show control in take-off and landings when jumping.</p> <p>*Compete with others and keep track of personal best performances, setting targets for improvement.</p> <p><b>Games – Kwik Cricket</b></p> <p>*Strike a bowled/ volleyed ball with accuracy.</p> <p>*Work alone or with team mates in order to gain points or possession.</p> <p>*Field, defend and attack tactically by anticipating direction of play.</p> <p>*Choose the most appropriate tactics for a game.</p> <p>*Uphold the spirit of fair play and respect in all competitive situations.</p> <p>*Lead others when called upon and act as a good role model within a team.</p>

	BLW	GDS
I can gain possession by working as a team		
I can serve a ball accurately with control		
I can pass in different ways		
I can use forehand and backhand with a racket		
I can field		
I can choose a tactic for defending and attacking		
I can use a number of techniques to pass, dribble and shoot		
I can make complex extended sequences		
I can combine action, balance and shape		
I can perform consistently to different audiences		
I can compose my own dances in a creative way		
I can perform to an accompaniment		
My dance shows clarity, fluency, accuracy and consistency		
I am controlled when taking off and landing		
I can throw with accuracy		
I can combine running and jumping		

I can follow a map in an unknown location		
I can use clues and a compass to navigate a route		
I can change my route to overcome a problem		
I can use new information to change my route		

# Computing

## CURRICULUM PROGRESSION — YEAR 5

### Core knowledge and Skills

#### Computing

- design, write and debug programs that accomplish specific goals; including controlling or simulating physical systems and solving 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

#### Digital Literacy

- use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact
- use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content

#### ICT

- 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

Computing	Digital Literacy	ICT
<p>Pupils write a simple algorithm, they then use Scratch to create a simple program to control an onscreen icon. They are able to explain how their program works</p> <p>Pupils create a computer game, using a graphical language such as Scratch</p> <p>Pupils learn to collaborate electronically by blogging -mailing, and working on shared documents. Pupils learn that connected devices exchange packets of data and this can convey a range of information from a text to a video call</p>	<p>Pupils learn that the internet is a great place where online relationships can be developed. They compare and contrast online friends and real life, face to face friends and learn how to respond if an online friend asks them a personal question</p> <p>Pupils learn to create secure passwords for their accounts, learn about spam and how to deal with it, and understand the implications for the info that they share online</p> <p>Pupils begin to explore the nature of online audiences and permanency of information online. They begin to understand the significance of published information and personal information</p> <p>Pupils begin to consider the impact of their online presence on their own self- image and the way others see them and explore how to construct a positive online profile</p>	<p><u>Digital Publishing:</u> Pupils learn how to create a website, a blog and a virtual space.</p> <p><u>Graphics:</u> Pupils learn how to create images to enhance or further develop their work and incorporate it in a wider project (art gallery)</p> <p><u>Working with data:</u> Pupils learn to search, sort and graph information (cryptography)</p>

Computing	BLW	GDS
I can design, write and debug programs that accomplish specific goals.		
I can solve problems by decomposing them into smaller parts.		
I can use sequence, selection and repetition in programs.		

I can use logical reasoning to explain how simple algorithms work.		
I can use logical reasoning to detect and correct errors in programs and algorithms.		
<b>Digital Literacy</b>		
I can understand the opportunities computer networks offer for communication and collaboration.		
I can be discerning when evaluating digital content.		
I can use technology responsibly.		
I can identify a range of ways to report concerns about content and contact.		
I can recognise acceptable and unacceptable behaviour when using technology.		
<b>ICT</b>		
I can use search technologies effectively.		
I can select, use and combine software.		
I can design and create content.		
I can design and create systems.		
I can collect, analyse, evaluate and present data and information.		