

**YEAR FIVE New National Curriculum 2015 at West Park School**

Year FIVE		Science, Geography, History		Provision Audit across the Year/Key Stage		
Autumn	Spring	Summer	Science	Geography	History	
<p><b>What a Load of Rubbish</b> To recognise what waste is, where it comes from and where it goes. To understand the reasons why we need to reduce the amount of waste that we produce.</p> <p><b>The Earth and Beyond</b></p> <p>Sc5/4.1 Earth and Space Sc5/4.1a Describe the movement of the Earth, and other planets, relative to the Sun in the solar system Sc5/4.1b Describe the movement of the Moon relative to the Earth Sc5/4.1c Describe the Sun, Earth and Moon as approximately spherical bodies Sc5/4.1d 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>Sc5/4.2 Forces Sc5/4.2a Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Sc5/4.2b Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Sc5/4.2c Recognise that some mechanisms including levers,</p>	<p><b>What the Groovy Greeks did for us</b></p> <p>Hi2/2.4 Ancient Greece Pupils should be taught a study of Greek life and achievements and their influence on the western world</p> <p><b>The Lion, The Witch and The Wardrobe</b></p> <p>Sc5/3.1 Properties and Changes of Materials Sc5/3.1a 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 Sc5/3.1b Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Sc5/3.1c Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Sc5/3.1d Give reasons, based on evidence form comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic Sc5/3.1e Demonstrate that dissolving, mixing and changes of state are</p>	<p><b>We're all going on a Summer Holiday – Coast lines</b> To identify the features of a coastline and locate places along the Sussex coast and UK using atlases and OS maps. To understand how erosion changes the coastline. To understand why we need to manage the coastline? Can I understand how human activity affects coastal environments? To understand the meaning of long shore drift and how it affects the coastline? To participate in a geography field trip to Goring beach and conduct investigations.</p> <p><b>We are not amused!</b></p> <p>Changes in social history – leisure and entertainment in Victorian Worthing. To investigate the pier and the Dome cinema and their local history.</p> <p>Sc5/2.1 Living Things and their habitats Sc5/2.1a Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Sc5/2.1b Describe the life process of reproduction in some plants and animals Sc5/2.2 Animals, including humans Sc5/2.2a Describe the changes as humans develop to old age</p>	<p><b>Living Things and Their Habitats -</b> Pupils should be taught to: 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. <b>Animals, including humans -</b> Pupils should be taught to: Describe the changes as humans develop to old age. <b>Properties and changes in materials -</b> Pupils should be taught to: 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</p>	<p><b>Across Year 3 – 6 Children should be taught about</b></p> <p><b>Locational knowledge</b> 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) <b>Place knowledge</b> 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</p>	<p><b>Across Year 3 – 6 Children should be taught about</b></p> <p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The Roman Empire and its impact on Britain</p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>A local history study</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>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</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization,</p>	

	<p>pulleys and gears allow a smaller force to have a greater effect</p>	<p>reversible changes Sc5/3.1f 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>kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. <b>Earth and Space -</b> Pupils should be taught to: 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. <b>Forces –</b> Pupils should be taught to: 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>	<p><b>Human and physical geography</b> <b>Describe and understand key aspects of:</b> Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <b>Human geography, including:</b> types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <b>Geographical skills and fieldwork</b> 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>	<p>including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>
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