History

Knowledge

The Vikings
To know about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
To know about Viking raids and invasion.
To know about resistance by Alfred the Great and Athelstan, first king of England.
To know about further Viking invasions and Danegeld.
To know about Anglo-Saxon laws and justice.
To know about Edward the Confessor and his death in 1066.

A Local History Study
To study how Nottingham Castle changed over time, tracing how several aspects of national history is reflected in the locality. To study an aspect of history or a site (Nottingham Castle) dating from a period beyond 1066 that is significant in the locality.

The Mayans
To conduct a study on a non-European society/civilisation that provides contrasts with British history. To know about daily life, inventions, religion.

Skills

Chronological Understanding
To draw a timeline with different time periods outlined which show different information, such as periods of history and dates when famous people lived. To use dates and historical language in my work. To place features of historical events and people from past societies and periods in a chronological framework. To create timelines which outline the development of specific features, such as medicine, weaponry and transport.

Knowledge and Interpretation
To describe historical events from the different period/studied. To make comparisons between historical periods; explaining things that have changed and things which have stayed the same. To explain the role that Britain has had in spreading Christian values across the world. To begin to appreciate that how we make decisions has been through a Parliament for some time. To know about significant events in history have helped shape the country we have today. To know about how crime and punishment has changed over the years.

Historical Enquiry
To test out a hypothesis in order to answer a question. To appreciate how historical artefacts have helped us understand more about British lives in the present and past. To give more than one reason to support an historical argument. To identify and explain own understanding of propaganda.

Science

Earth and Space
To describe the movement of the Earth and other planets relative to the sun in the solar system. To describe the movement of the moon relative to the Earth. To describe the sun, Earth and moon as approximately spherical bodies. To use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky.

Forces
To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. To identify the effects of air resistance, water resistance and friction, that act between moving surfaces. To recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.

Working Scientifically
Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Materials investigation/dissolving in a liquid to create a solution/recover a substance. Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Materials investigation (mms) indentation into plasticine, timers linked to air resistance, measuring with a Newton Metre (linked to work on forces).

Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Testing strength of materials (bar graph). Analysis of babies’ growth (comparing pie/bar/line graph).

Using test results to make predictions to set up further comparative and fair tests. Predicting which materials dissolve/ separate, air resistance/water resistance.

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. Writing up experiments, feedback to class, diagrams/models.

Investigating scientific evidence that has been used to support or refute ideas or arguments.

Discussions/presentation eg. geocentric and heliocentric solar systems.

ICT

To use search technologies effectively, appraising how results are selected/ranked, and be discerning in evaluating digital content (Weebly Websites).
To 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 (Weebly Websites). To understand programming including controlling or simulating physical systems (Go Control).
To solve problems by decomposing them into smaller parts (chunking). To use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact (e-safety).

Music

To sing songs from different genres, countries and traditions (including opera). To use voices expressively and with increasing accuracy. To play tuned and untuned instruments musically. To listen with concentration and understanding to a range of high quality live and recorded music and to discuss its features. To understand a five-line stave as a way of representing pitch.
To understand how rhythm notation is used to create 1, 2 and 4 beats. To recognise and use chords. To recognise/use the features of samba music. To use an initial stimulus to compose their own piece.
To create a visual plan of their composition using elements of musical notation.

Space Centre

To describe the movement of the Earth and other planets relative to the sun in the solar system.
To describe the movement of the moon relative to the Earth.
To describe the sun, Earth and moon as approximately spherical bodies.
To use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky.

PHSE & RHSE

To know about how the media can manipulate images and that these images may not reflect reality. To know about keeping safe online.
To know that violence within relationships is not acceptable (Great Project).
To know about a wide range of emotions and feelings and how these are experienced in the body including times of change and grief.
To know about stereotyping, including gender stereotyping. To know about prejudice and discrimination and how this can make people feel.
To know about changes in puberty and the importance of physical hygiene.
To know about strategies to resist peer pressure regarding drugs, smoking and alcohol.

Saxon struggle for the Kingdom of England to the time of Edward the Confessor. To appreciate that how we make decisions has been through a Parliament for some time. To appreciate that significant events in history have helped shape the country we have today. To know about Edward the Confessor and his death in 1066. To identify and explain own understanding of propaganda.

To test out a hypothesis in order to answer a question. To appreciate how historical artefacts have helped us understand more about British lives in the present and past. To give more than one reason to support an historical argument. To identify and explain own understanding of propaganda.

Curriculum Intent Year 5 Page 1