

Curriculum Year 5 Term 1: Local History-the Normans in Norwich

	Curriculum	Local /Context
History	<p>A local history study, for example: a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>	<p>Normans in Norwich- building of the Castle and Cathedral and the French Borough Changes to the Cathedral and city over time</p> <p>A visit to Norwich Anglican Cathedral</p>
Geography	<p>Human and physical geography: Physical geography, including: rivers. Locate the world's countries, using maps to focus on Europe and major cities</p>	<p>Locate France and major European countries on map Locate Norwich and significant Northern French cities Norwich River system- Use of Google Earth and OS maps Fieldwork in Norwich- including Pulls Ferry</p>
Science	<p>Properties and changes of materials: Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</p> <p>Understand that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>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>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 · understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs. Apply their understanding of computing to programme, monitor and control their products.</p>	<p>Building of Castle- materials</p> <p>Lightning and weather</p> <p>Electricity- illumination of model/need of the chosen context</p> <p>First Aid – how the body works</p> <p>Scientific investigation – looking for evidence. What is real and what isn't?</p> <p>Habitats/living things around the Cathedral – Peregrines, bees</p> <p>Falling items- e.g. dropped hammer</p> <p>Movement of stone and materials -pulleys</p>

Design and Technology	<p>Design: 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>Make: 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</p> <p>Technical knowledge: understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages. Apply their understanding of computing to programme, monitor and control their products.</p>	<p>Design of pulley system for movement of materials</p> <p>Toys using cogs etc.</p> <p>Use control programme</p>
Art	To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)	<p>Sketchbooks for fieldwork in Norwich</p> <p>Producing watercolours of buildings in Norwich</p>
Music	<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. Develop an understanding of the history of music.</p>	<p>Samba and general musicianship lessons delivered by NORCA</p> <p>Assembly music</p> <p>Christmas Concert</p>
PE	Play competitive games, modified where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending.	<p>Invasion games</p> <p>Working as a team</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.</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p>Scratch programme</p> <p>Hopscotch and Scratch programmes</p> <p>Cross Curricular:</p> <p>Web pages, Excel Spreadsheet, CAD, Tables, Word documents</p> <p>PowerPoint presentations, Keynote</p>

French	<p>By engaging with other languages, including, where appropriate, those used in their communities, children should: 1. look at the patterns, structures and origins of languages in order to understand how language works 2. listen to and join in with conversation in other languages and communicate about simple, everyday matters 3. understand how learning other languages can help them appreciate and understand other cultures as well as their own.</p>	French lessons delivered by specialist teachers from CAN
English	<p>Reading, Comprehension, Spelling, Handwriting Composition, Vocabulary, grammar and punctuation</p> <p>In writing children should: 1. learn to write for a variety of purposes, for a range of audiences and in a range of forms 2. develop their understanding of how writing is essential to thinking and learning and is enjoyable, creative and rewarding 3. explore writing using different media including web pages and multimodal formats in English and in other languages.</p>	<p>Writing in context: Letters to client Non-chronological reports Writing in role Writing speech Persuasive writing Chronological reports</p>
Maths	<p>Breadth of learning: During the year, pupils should be taught the knowledge, skills and understanding through:</p> <ul style="list-style-type: none"> • practical activity, exploration and discussion • using mathematical ideas in practical activities, then recording these using objects, pictures, diagrams, words, numbers and symbols • estimating, drawing and measuring in a range of practical contexts • drawing inferences from data in practical activities • exploring and using a variety of resources and materials, including ICT <p>Activities that encourage them to make connections between number work and other aspects of their work in mathematics.</p>	<p>Maths in context: Fractions of brick loads Dates of buildings Costs Distances travelled between countries Depth and length of crossings and rivers Heights of building – scale for models</p>

<p>British Values and SMSC</p>	<ul style="list-style-type: none"> • enable students to distinguish right from wrong and to respect the civil and criminal law of England • an understanding of how citizens can influence decision-making through the democratic process • an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety 	<p>Debate and votes on relevant issues</p> <p>Social: Using drama to explore the life and times in the period</p> <p>Moral: Arrival of people from overseas New governing body in the country - invaders Addressing the question: Do we or have we ever had the right to invade and conquer other lands?</p> <p>Spiritual: Difference between faiths and beliefs - Pagan to Christian</p> <p>Cultural: Adaptation and integration of different faiths/religions and the tensions arising from new customs, beliefs, ways of believing, building and defending Learning to live together</p>
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