



Chilton Academy *Year 5 Curriculum*

Why do we explore?

Children are going to spend Year 5 considering the importance of being explorative learners.

They will consider times when they need to explore and what they learn from doing this.

Children will learn about explorers, both past and present, learning about why they explored, what impact their journeys had and deciding who is the most significant British explorer. Using Time Peake as a case study, children will look at the Future of Space Exploration and discuss the question of whether it is morally right to explore Mars and potentially settle there. Finally pupils will learn about rainforest locations and UK broadleaved woodland habitats. Learning and comparing them, they will then decide if it is ever right to explore natural habitats for Human gain.



Chilton Academy

Year 5 Curriculum Learning Enquiry and Skills Overview

	Science	History	Geography	Art	DT	Computing	RE / SMSC	Music / MFL	PE
Autumn	Materials - <i>Which materials would be most effective to make a warm jacket?</i> Prediction / Conclusions	Who is Britain's most significant explorer?	Travel the Globe <i>If the whole world has been discovered, why is MH370's location still unknown?</i>	Mola Art	Gears, levers, pulleys	Excel to compare data on traveling distances	What do Christians believe about God? How can we show God's love at Christmas?	Music Express unit: <i>Our community</i> Christmas Concert & performances MFL – On Holiday, Eating Out	Badminton What a racket, Gymnastics Unit 5, Wide Attack, Gymnastics Coach,
Spring	Space Explanation / Forces Fair Test / Results <i>Is it right for Humans to explore other planets?</i>	Space Race - How did this competition between Russia and the USA shape Space Travel?			Tim the Egg – How can we make sure he lands safely?	Weedos – A moving Space Buggy	What do we know about the bible and why is it important to Christians? Why is the last supper so important to Christians?	Music Express unit: <i>Solar System</i> Composer – Gustav HolstEaster Concert & performances MFL – A School Trip	Beat the Clock, Masquerade, Cricket, Swimming
Summer	A + H How do a dandelion's reproductive parts / cycle compare to a.....? Explanation		Rainforests - Is it ever ok to explore natural habitats for Human gain?	Rainforest Art – painting		Excel to compare data for Rainforests and UK Woodlands	What do Sikhs believe and how are these beliefs expressed?	Music Express unit: <i>At the Movies</i> Music through the ages: Jazz MFL – Seasons – The Environment	Grid Rugby Coach, Running, Throwing and Jumping Challenge, Arc Rounders

Topics highlighted in this colour are the main learning focus for the term and should have extended time spent on them.

Numbers identified in red link to a Separate Skills Document and should be the focus of Teaching and Learning.

These subjects (where possible) should be linked within contexts, however subject specific skills should remain the focus for learning.

These subjects stand-alone within the Year Groups' Learning Journey.

Year 5 - Why do we explore?

<p>Overview:</p>	<p>HISTORY – Britain Meets the World! Exploring British Explorers over time since 1066. Who is Britain’s most significant explorer? Children develop a dynamic timeline of eras and centuries. They create maps of the destinations of well-known explorers from the past. They use written sources to identify the impact of the exploration identifying the people they met.</p>	<p>SCIENCE - Human Exploration to Space Is it right for Humans to explore other planets? What do we learn and how does that help us? Will we ever live in space? Children discuss the movement of the Earth and other planets relative to the Sun. They explain day and night and begin to explore how the earth’s rotation effects day and night. Practical work using squares toilet roll. Forces – Gravity and Air resistance They use forces to create a parachute to return a space traveller to earth exploring gravity and air resistance. Which material would be most effective for a parachute? How does size of the parachute effect its travel? How does shape impact on how an object travels through water?</p>	<p>GEOGRPAHY – Is it ever ok to explore natural habitats for Human gain? What grows where? Compare UK forest setting and Rainforests. Why don’t grow in Chilton? Why does the growth of the rainforests matter to us? Explore the locations of rainforests using world maps. Compare the structure of the FR with UK forests. Identify plants and animals which live in each layer explaining why. Explore the effects of deforestation.</p>
<p>Other Topic Subject Coverage:</p>	<p>Geography – Children begin with exploring the globe using maps identifying continents, seas, tropics and hemispheres. They identify major cities, mountain ranges, rivers and landmarks within countries and continents focussing in more detail on N and S America. Have humans explored the globe in its entirety? Children explore where in the world has been explored (7 wonders, mountain ranges, rivers etc) and then pose the question <i>If the whole world has been discovered, why is MH370’s location still unknown?</i> Science – Properties and changes of materials. Which materials would be most effective to make a warm jacket (link to explorers? To keep food frozen on a journey? To make blackout blinds to sleep during the day? Art – Calendar - Mola Art Design Technology – Use of levers, gears and pulleys to create a device which can load a certain weight onto a vehicle.</p>	<p>History - Space Race – How did this competition between Russia and the USA shape Space Travel? Design Technology – Design and make a pod to safely return the space traveller (raw egg) to earth Computing – Weedos – children create a moving space buggy</p>	<p>Science – Life Cycles – compare life cycles of mammals, amphibians, birds and insects (and compare UK to those found in RF). Describe the life process of reproduction in some plants and animals – compare a UK species to RF. How do a dandelion’s reproductive parts / cycle compare to a.....? (RF Plant) Does every female give birth to its young? Using local environment, children create life cycles for identified species. Compare to RF. Art – Rainforest – colour – drawing then painting rainforest animals and plants using bright colours. Try different media. Computing – Use of excel to compare data related to Rainforests creating calculations within cells to answer questions.</p>

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	<p>Science – Forces – gears, pulleys levers – <i>how do these impact on the movement of a device?</i></p> <p>Computing – Use of Excel to chart the mileage different explorers travelled and how long it took them. Children to ask and answer questions.</p>		
<i>Ongoing E-Safety</i>	Appreciate how search results are ranked; understand the opportunities computer networks offer for collaboration; Be discerning in evaluating digital content. (See additional Long Term Curriculum Map)		
<i>Discrete Coverage:</i>	<p>RE / SMSC - What do Christians believe about God? How can we show God's love at Christmas?</p> <p>PE – Badminton What a racket, Gymnastics Unit 5, Wide Attack, Gymnastics Coach,</p> <p>Music - Our Community -Musical focus: Performing. Subject link: History</p> <p>Christmas Concert & performances</p> <p>MFL – On Holiday, Eating Out</p>	<p>RE / SMSC - What do we know about the bible and why is it important to Christians? Why is the last supper so important to Christians?</p> <p>PE – Beat the Clock, Masquerade, Cricket, Swimming</p> <p>Music - Solar System - Musical focus: Listening</p> <p>Subject link: Science</p> <p>Composer – Gustav Holst</p> <p>Easter Concert & performances</p> <p>MFL – A School Trip</p>	<p>RE / SMSC - What do Sikhs believe and how are these beliefs expressed?</p> <p>PE - Grid Rugby Coach, Running, Throwing and Jumping Challenge, Arc Rounders</p> <p>Music - At the Movies - Musical focus: composing. Subject link: English</p> <p>Music through the ages: Jazz</p> <p>MFL – Seasons – The Environment</p>
<i>Texts / Non Fiction</i>	<p>Fiction Shaun Tann – The Arrival The Water Tower</p> <p>Non-Fiction Newspaper Article on a Great Exploration Journey</p>	<p>Fiction Brightstorm – A Sky-ship Adventure</p> <p>Non-Fiction Persuasion Text – “People should / should not be allowed to populate Mars”</p>	<p>Fiction The Tin Forest</p> <p>Poetry The Rainforest Grew All Around</p> <p>Non-Fiction – Balanced Argument “Deforestation is always wrong”</p>
<i>Mathematics Coverage</i>	<p>Place Value (3 weeks)</p> <p>+ / - (3 weeks)</p> <p>Statistics (2 weeks)</p> <p>x / ÷ (2 weeks)</p> <p>Perimeter and Area (2 weeks)</p>	<p>x / ÷ (3 weeks)</p> <p>Fractions (6weeks)</p> <p>Decimals (2 weeks)</p>	<p>Decimals (4 weeks)</p> <p>Properties of Shape (3 weeks)</p> <p>Position and Direction (1 weeks)</p> <p>Converting Units (2 weeks)</p> <p>Volume (1 week)</p>
<i>Trips / Enrichment</i>	Captain Cook Museum	Planetarium at Life Museum	Hamsterley Forest – Outdoor Learning of UK Forest Habitats to link to class learning on Rainforests