CHURCHWOOD PRIMARY ACADEMY

At Churchwood Everyone Can

Year 5 – Anthony Horowitz
Curriculum Map 2022-2023

Vision statement

Churchwood is an academy where everyone can:

- achieve their own personal excellence
- have high expectations and the confidence to reach their goals
- develop spiritually, morally and culturally
- support each other and works together as a team
- celebrate achievements with each other.

School Motto

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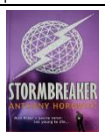
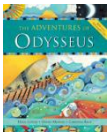
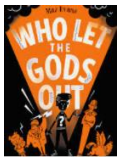
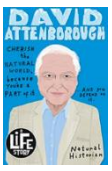
Curriculum Intent

At Churchwood Primary Academy our high quality and ambitious curriculum provides breadth and balance that meets the needs of all our pupils. It is designed to give all learners the skills, knowledge and understanding to prepare them for their future lives. We seek to create happy, motivated, independent learners within a stimulating, creative and challenging learning environment, where children develop high self-esteem, a positive self-image and a pride in themselves. Through high quality teaching and learning and varied first hand experiences our children develop knowledge and skills giving them the ability to be:

· Respectful
· Empathetic
· Ambitious
· Resilient
· Independent
· Co-operative

Core Values

At Churchwood Primary Academy our curriculum is driven by our core values of ambition, co-operation, respect, resilience, empathy and independence.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Stunning Start, Marvellous Middle and Fantastic Finish						
Stunning Start	Guess this…object / picture		Clue finding		Code breaking	
Marvellous Middle	Greek day		Earthquake disaster		Mayan food tasting	
Fantastic Finish	Greek workshop		North America day		Play in a day	
Coverage						
	Term 1 	Term 2 	Term 3 	Term 4 	Term 5 	Term 6 
Topic	**Groovy Greeks** 		**Across the pond** 		**Amazing Mayans** 	
Reading and Writing Genres	Author Study Myths and Legends Non-chronological report	Adventure stories Instructions Persuasive text	Diaries Non-chronological report	Portal story Biography Persuasive text	Mayan stories Newspaper reports	Mayan poetry Biography Persuasive texts
Core text/s	 					
Science Substantive knowledge	**Chemistry - Properties and changes in materials** Knowledge of comparisons and ways to group a range of everyday		**Physics – Earth and Space** Knowledge that the Sun is a star and is	**Physics – Forces** Knowledge that unsupported objects fall towards	**Biology – Living things and their habitats**	**Biology – animals including humans**

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Disciplinary knowledge	materials based on their properties (including hardness, solubility, transparency, thermal and electrical conductivity and response to magnets). Knowledge that some materials will dissolve in a liquid to form a solution. Children begin to make their own decisions about what observations to make, what measurements to use and how long to make them for and whether to repeat them. Children begin to interpret data and find patterns. Children make a set of observations and say what the interval and range are. Children use line graphs. Knowledge of how to recover a substance from a solution. Children begin to take accurate and precise measurements – N, g, kg, mm, cm, mins, seconds, cm^2V, km/h, m per sec, m/sec Children choose the most appropriate equipment and explain how to use it accurately. Children begin to suggest improvements to their method and give reasons. Children begin to decide when it is appropriate to do a fair test. Knowledge of how mixtures can be separated using filtering, sieving and evaporating. Children choose the most appropriate equipment and explain how to use it accurately. Children begin to suggest improvements to their method and give reasons. Children begin to decide when it is appropriate to do a fair test. Knowledge of some particular uses of everyday materials, including metals, wood and plastic. Knowledge that dissolving, mixing and changes of state are reversible changes. Knowledge that some changes result in the formation of new materials and that this kind of change is not normally reversible. Knowledge of what a fair and comparative test are. Children begin to report and present 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. Knowledge of why variables need to be controlled and how this can be varied. Children begin to decide when it is appropriate to do a fair test.	the centre of our solar system. Knowledge that it is not safe to look directly at the Sun. Knowledge of the 8 planets within our solar system: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune. Children begin to explore and talk about ideas, ask their own questions about scientific phenomena, analyse functions, relationships and interactions' more systematically. Knowledge that Pluto was classified as a dwarf planet in 2006. Children begin to recognise scientific ideas change and develop over time. Knowledge that a moon is a celestial body that orbits a planet. Children begin to recognise some more abstract ideas and begin to recognise how these ideas help them to understand how the world operates. Knowledge of the movement of the Earth, and other planets, relative to the Sun in our solar system. Knowledge that as the Earth orbits the Sun, the Moon orbits the Earth. Knowledge that the Sun, Earth and Moon are approximately spherical objects. Knowledge of how the Earth's rotation creates day and night. Knowledge that the Sun appears to move across the sky during the course of a day, but that actually it is the Earth rotating. Knowledge that the time of day is different in different places on Earth.	the Earth because of a force called gravity acting between the Earth and the falling object. Knowledge of the effects of air resistance, water resistance and friction, that act between moving surfaces. Children begin to record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs. Children begin to plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Children begin to select the most appropriate ways to answer science questions using different scientific enquiry. Children begin to use test results to make predictions to set up further comparative and fair tests. Children begin to recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why. Children begin to take measurements using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate. Children select equipment independently. Children begin to take accurate and precise measurements – N, g, kg, mm, cm, mins, seconds, cm^2V, km/h, m per sec, m/sec Knowledge that some mechanisms,	Knowledge of the life cycles of a mammal, an amphibian, an insect and a bird. Children begin to identify patterns that might be found in the natural environment. Knowledge of differences in the life cycles of a mammal, an amphibian, an insect and a bird. Knowledge of that the seven life processes can identify if something is living. Knowledge that all living things move, reproduce, have sensitivity, grow, respire, excrete and need nutrition. Children begin to report and present findings from enquiries. Children begin to choose how best to present data. Knowledge of the life process of reproduction in some plants and animals. Knowledge of the different types of reproductions in plants (sexual and asexual). Knowledge of ways to grow plants from different parts of the parent plant, eg. seeds, stem/root cuttings, bulbs, tubers.	Knowledge that humans change as they grow up. Children begin to select the most appropriate ways to answer science questions using different scientific enquiry. Knowledge of key changes as humans develop to old age (baby, toddler, child, adolescent, adult, elderly). Knowledge of the changes that happen to humans during puberty. Knowledge of the gestation period of humans and some animals.

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		Knowledge of the work of Ptolemy, Alhazen and Copernicus. Children begin to recognise which secondary sources will be most useful to research their ideas. **Identifying, grouping and classifying** Children begin to use and develop keys and other information records to identify, classify and describe living things and materials. **Conclusions** Children begin to draw conclusions based on their data and observations, use evidence to justify their ideas, use scientific knowledge and understanding to explain their findings. Children begin to use test results to make predictions to set up further comparative and fair tests.	including levers, pulleys and gears, allow a smaller force to have a greater effect. Children begin to decide how to record data from a choice of familiar approaches. Knowledge of how scientists such as Galileo Galiliei and Sir Isaac Newton helped to develop the theory of gravitation. Children begin to identify scientific evidence that has been used to support or refute ideas or arguments. Children begin to look for different causal relationships in their data and identify evidence that refutes or supports their ideas.		
Key scientists	Jamie Garcia -BP website (Invention of a new plastic)	Claudius Ptolemy and Nicolaus Copernicus (Heliocentric vs Geocentric Universe)	Galileo Galilei (Gravity and Acceleration) Sir Isaac Newton (Gravity)	Sir David Attenborough (Animal behaviourist)	Eva Crane (Reproduction in Bees)
History	**Ancient Greece** *NC – Ancient Greece – a study of Greek life and achievements and their influence on the western world.* **Substantive knowledge** Knowledge that Ancient Greece was between 776 BC and 124BC. Knowledge that BC means Before Christ (before Christ was born). Knowledge that Ancient Greece was Greece and the countries we now call Bulgaria and Turkey. Knowledge that the Athenians started democracy. Knowledge that democracy is when people choose their representatives. Knowledge that the Ancient Greeks believed in several gods and goddesses, who they believed had special powers. Knowledge that the Ancient Greeks believed these gods/goddesses lived in the cloud space above Mount Olympus.			**Ancient Mayan Civilisation** *NC – A non-European society that provides contrasts with British history – Mayan civilisation circa AD900.* **Substantive knowledge** Knowledge that the Mayan civilisation was circa AD900. Knowledge that the Mayan civilisation was in Mesoamerica (which is now Mexico, Belize, Guatemala and parts of Honduras and El Salvador). Knowledge that the Mayans originally settled along coastlines. Knowledge that the Mayans built buildings that were a pyramid shape. Knowledge that the Mayan pyramids had a flat top and often had a temple at the top. Knowledge that they built other buildings (such as ball courts). Knowledge that the Mayans thought the world was flat and rested on the back of a creature. Knowledge that the Mayans called Earth the Middleworld.	

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	Knowledge that Zeus was believed to be the king of the gods. Knowledge of how the Greeks worshipped the gods. Knowledge that the Ancient Greeks started the Olympic games in Olympia. Knowledge of how the ancient and modern games are similar and different. Knowledge that Greece fell to the Romans 146 BC. Knowledge of the legacy of Ancient Greece on the Western World (eg. Olympics, democracy).		Knowledge that they believed that heavens were the Upperworld and the underworld was called Xibalba. Knowledge that they believed rulers and noblemen had a chance of their souls going to the Upperworld when they died. Knowledge that the Mayans believed in different gods. Knowledge that the Mayans made offerings to the gods and believed that they could help and harm them. Knowledge that priests were considered very important, as they believed they could communicate directly with the gods. Knowledge of the farming techniques used in Mayan times. Knowledge of the food grown and eaten (including maize and cacao beans). Knowledge of how cacao beans were highly valued, used a as form of currency and as a medicine.
	Disciplinary knowledge Children examine different sources of **evidence** to learn about Ancient Greece. They learn about the **historical significance** of the period, the **impact** it had and **changes** it bought about. They are able to compare and contrast it to the Roman period to identify **similarities and differences**.		**Disciplinary knowledge** Children identify **patterns** in the development of farming/ food, housing/ settlements, belief and the importance of power throughout time and in different areas of the world. They learn about **significance** of the period and the impact it has had historically. They use a wide range of **evidence** to learn about the Mayan period.
Geography		**North America** *NC – Study of similarities and differences between an area of the UK and a region within North America* **Substantive knowledge** Knowledge of the location of the continent of North America and the names and location of countries within North America. Knowledge of the location and significance of latitude, longitude, the Equator, Northern Hemisphere and Southern Hemisphere. Knowledge of the location of key cities within North America, including Washington DC, New York, Chicago, Los Angeles, Vancouver and Toronto. Knowledge of the location of the Rocky Mountain range. Knowledge of how the mountain range was formed by the movement of tectonic plates. Knowledge of the key physical features of the Rockies and how these compare to the South East of England. Knowledge of human features within the Rockies and how this impacts socially and environmentally. Knowledge of the distribution of natural resources including energy, food, minerals and water. Knowledge of four-figure grid references and how to use these when identifying areas on maps.	

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			Knowledge of the San Andreas fault and the high risk of earthquakes around this area. Knowledge of what an earthquake is and that they are measured using the Richter scale. Knowledge of the impact earthquakes can have.				
			Disciplinary knowledge **Mapwork** Children use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Children use the eight compass points and four-figure grid references. Children use symbols and keys to build their knowledge of the wider world. **Analyse data** Children analyse weather / climate data (average temperatures and precipitation) and population data to compare locations.				
Art and Design	**Mono-printing** Knowledge that Ancient Greek art and ceramics depict events from those times. Knowledge of patterns used within Ancient Greek art. Knowledge of what mono printing is and the process involved. Knowledge of 2 different ways to mono printing (stencils and marking in the ink). Knowledge of how to create stencils. Knowledge of how to build up colours for mono printing (lightest colour first) to create layers. Knowledge of the effects of the two different styles of mono printing.		**Drawing and Painting** To know how to develop a key element of their work: line, tone, pattern, texture. To know how to develop further simple perspective in using a single focal point and horizon. To know how to develop an awareness of composition, scale and proportion in their work. To know how to use drawing techniques to work from a variety of sources including observation, photographs and digital images. To know how to use viewfinders to develop close observational skills. Knowledge of the life of Frida Kahlo and the challenges she overcame. Knowledge of the artwork of Frida Kahlo. Knowledge of how Frida Kahlo's self-portraits convey themes of identity, the human and death. Knowledge of Frida Kahlo's use of colour within her artwork. Knowledge of the proportions of the body and		**Weaving** Knowledge of the importance of weaving in the Ancient Mayan period. Knowledge of patterns and colours used within Ancient Mayan weaving. Knowledge of what a loom is and how it is used in weaving. Knowledge of what weft and warp are and how these are used to create textiles. Knowledge of different types of fabrics (and their qualities) that can be used in weaving. Knowledge of how to change and modify threads and fabrics. Knowledge of a range of techniques to create different texture / effects.	

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			techniques used to accurately portray this in portraits / self-portraits. Knowledge of how to mix colours to express mood, divide foreground from background or demonstrate tones. Knowledge of how to create different effects by using a variety of tools and techniques, such as bleeds, washes, scratches and splashes.			
Design Technology		**Cams – moving Greek theatre** **Design** Knowledge that research is used to inform designs of functional, appealing products that are fit for purpose and aimed at particular individuals. Knowledge that ideas can be communicated through exploded diagrams and prototypes. Knowledge of a range of items that contain cams and the movement the cams create. **Technical knowledge** Knowledge that a cam mechanism is a types of linkage system. Knowledge that a cam converts rotary movement (going round) into a linear movement (straight line). **Make** Knowledge of ways to strengthen cam systems. Knowledge of how to create moving objects at different heights and to move at different times. **Evaluate**		**Stable structures – bridges** Knowledge that research is used to develop design criteria and inform designs of functional, appealing products that are fit for purpose. Knowledge that ideas can be communicated through cross-sectional diagrams and prototypes. **Evaluate** Knowledge of how Isambard Kingdom Brunel and Joseph Strauss have helped shape the world. **Technical knowledge** Knowledge of how pillars and beams are used to span gaps. Knowledge of how trusses can be used to strengthen bridges. Knowledge of ways in which arches are used to strengthen bridges. Knowledge of how suspension bridges are able to span large distances. **Make** Knowledge of how to join and strengthen materials to create a stable structure. Knowledge that prototypes are used to trial ideas.		**Cooking and nutrition – Tortillas, Guacamole and Chocolate** Knowledge of the principles of a healthy and varied diet. Knowledge that foods eaten can vary depending on location, culture and period in time. Knowledge of some traditional foods from Central and South America. Knowledge that traditional foods often involve local ingredients. Knowledge that some foods (eg. Chocolate) were used as a form of currency. Knowledge of how cocoa is processed to create chocolate. Knowledge of how to prepare and cook a variety of dishes (tortillas and guacamole). Knowledge of how to use a range of cooking techniques.

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		Knowledge of how to evaluate their own finished product.				
Key artists / designers	Ancient Greek Art		Frida Kahlo	Isambard Kingdom Brunel (Clifton Suspension Bridge) Joseph Strauss (Golden Gate Bridge)	Ancient Mayan weaving	
PSHE	**Being me in my world** Knowledge of ways to face new challenges positively and know how to set personal goals. Knowledge of what I value most about my school. Knowledge of my rights and responsibilities as a British citizen and as a member of the school. Knowledge that some people living in Great Britain have a different life to mine. Knowledge of how rewards and consequences feel and how these help to influence behaviours. Knowledge that our actions affect us and others. Knowledge of how an individual's behaviour can impact on a group. Knowledge of how democracy and having a voice benefits the school community and knowledge of how to participate in this. Knowledge of why our school community benefits from a Learning Charter.	**Celebrating difference** Knowledge that cultural differences sometimes cause conflict. Knowledge of my own culture. Knowledge of what racism is. Knowledge of how rumour-spreading and name-calling can be bullying behaviours. Knowledge of a range of strategies in managing feelings in bullying situations and for problem-solving. Knowledge of the difference between direct and indirect types of bullying. Knowledge of some ways to encourage children who use bullying behaviours to make other choices. Knowledge of how to support children who are being bullied. Knowledge of similarities and differences between their lives and lives of people in the developing world. Knowledge of the value of happiness regardless of material wealth. Knowledge of how to show respect for other people's cultures.	**Dreams and goals** Knowledge that I will need money to help me achieve some of my dreams. Knowledge of what I would like my life to be like when I am grown up. Knowledge of a range of jobs carried out by people I know and how much people earn in different jobs. Knowledge of the contributions made by people in different jobs. Knowledge of what I need to do in order to get the job I would like. Knowledge of the opportunities that learning and education are giving me and understand how this will help me to build my future. Knowledge of some of the dreams and goals of young people in a culture different to mine. Knowledge of the similarities and differences between the dreams/goals of people from another culture and my own dreams/goals. Knowledge that communicating with someone in a different culture means we can learn from each other. Knowledge of the similarities and differences in aspirations between myself and young people in a different culture.	**Healthy me** Knowledge of the health risks of smoking. Knowledge of how tobacco affects the lungs, liver and heart. Knowledge of some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart. Knowledge of how to make an informed decision about whether or not I choose to drink alcohol / smoke. Knowledge of ways to resist peer pressure. Knowledge of basic emergency first aid procedures (including recovery position). Knowledge of how to get help in emergency situations. Knowledge of ways to keep calm in emergency situations. Knowledge how the media and celebrity culture promotes certain body types. Knowledge that it is important to accept and respect ourselves for who we are. Knowledge of the different roles food can play in people's lives. Knowledge of how people can develop eating problems (disorders) relating to body image pressures.	**Relationships** Knowledge of an accurate picture of who I am as a person in terms of my characteristics and personal qualities. Knowledge of how to keep building my own self-esteem. Knowledge of how friendships change. Knowledge how to make new friends and how to manage when I fall out with my friends. Knowledge of how to stand up for myself and how to negotiate and compromise. Knowledge of how it feels to be attracted to someone and what having a boyfriend/ girlfriend might mean. Knowledge that relationships are personal and there is no need to feel pressurised into having a boyfriend/girlfriend. Knowledge of how it feels to be attracted to someone and what having a boyfriend/ girlfriend might mean. Knowledge of the feeling of jealousy, where it comes from and how to manage it. Knowledge of how to stay safe when using technology to communicate with my friends. Knowledge of recognise and resist pressures to use technology in ways that may be risky or	**Changing me** Knowledge of how to develop my own self-esteem. Knowledge of how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally. Knowledge that puberty is a natural process that happens to everybody and that it will be ok for me. Knowledge that sexual intercourse can lead to conception and that is how babies are usually made. Knowledge that sometimes people need IVF to help them have a baby. Knowledge of the positives of becoming a teenager and knowledge of growing responsibilities it brings (age of consent). Knowledge of ways to cope with the changes that growing up will bring.

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			Knowledge of ways we can support young people here and abroad to meet their aspirations, e.g. through sponsorship.	Knowledge of what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy.	may cause harm to others.	
RE East Sussex Agreed Syllabus 2022	**U2.8 What does it mean to be a Muslim in Britain today?**	**U2.1 What does it mean if Christians believe God is holy and loving?**	**U2.3 Why do Christians believe Jesus was the Messiah?**	**U2.9 Why is the Torah so important to Jewish people?**	**U2.4 Christians and how to live: 'What would Jesus do?'**	**U2.10 What matters most to Humanists and Christians?**
French	**Numbers and Days** Knowledge of days of the week in French. Knowledge of numbers from 0-31 in French.	**Months and Birthdays** Knowledge of months of the year in French. Knowledge of how to ask somebody when their birthday is in French. Knowledge of how to say when your birthday is in French. Knowledge of how to wish somebody happy birthday in French. Knowledge of some birthday songs in French.	**Today** Knowledge of how to ask what the day is today in French. Knowledge of how to say what the date is in French. Knowledge of traditional French festivals.	**Weather** Knowledge of different weather vocabulary in French. Knowledge of how to ask what the weather is like and respond in French. Knowledge of Claude Monet and his work. Knowledge of the Kite festival in Calais. **Key person: Claude Monet**	**Places** Knowledge of the words town and countryside in French. Knowledge of how to ask where somebody lives and respond in French. Knowledge of the location of key towns / cities in France. Knowledge of some key characteristics of towns / cities in France	**Places in town** Knowledge of key town landmarks or buildings in French. Knowledge of how to ask what something is in French. Knowledge of some key aspects of everyday life in France.
Music Charanga scheme	**Livin' On A Prayer** Rock	**Classroom Jazz 1** Jazz	**Make You Feel My Love** Pop Ballads	**Fresh Prince Of Bel-Air** Hip Hop	**Dancing In The Street** Motown	**Reflect, Rewind and Replay** Western Classical music and your choice from Year 5
PE Twinkl scheme	**Dance** Led by Funk Fusion Fitness **OAA**	**Invasion Games** **Gymnastics:** Movement	**Invasion Games:** Basketball **Circuit training**	**Net and Wall Games:** Tennis **Gymnastics:** Shapes and Balance - Space	**Striking and Fielding Games:** Rounders **Dance:** Eco Dance	**Athletics** **Invasion Games:** Handball
Computing	**Unit 5.2 Online safety** 3 sessions **Unit 5.1 Coding** 4 sessions (continue into Term 2)	**Unit 5.1 Coding** 2 sessions **Unit 5.3 Spreadsheets** 6 sessions	**Unit 5.4 Databases** 4 sessions **Unit 5.5 Game Creator** 2 sessions (continue into Term 4)	**Unit 5.5 Game Creator** 3 sessions **Unit 5.6 3D Modelling** 4 sessions	**Unit 5.7 Concept Maps** 4 sessions	**Unit 5.8 Word processing (with Microsoft Word or Google Docs)** 8 sessions