

**Bankfields Primary School:** Year 5 \*M – Main Programme of Study \*L – Linked Programme of Study \*A – Additional Programme of Study

**Statutory Yearly Long Term Objectives**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PEASANTS, PRINCES AND PESTILENCE** | **BEAST CREATOR** | **STARGAZERS** | **PHARAOHS** | **SCREAM MACHINE** | **ALCHMEY ISLAND** |  | | **PEASANTS, PRINCES AND PESTILENCE** | | **BEAST CREATOR** | | **STARGAZERS** | | **PHARAOHS** | | **SCREAM MACHINE** | | **ALCHMEY ISLAND** | |
| **SCIENCE (Sc Y5/UKS2)** | **Au 1** | **Au 2** | **Sp 1** | **Sp 2** | **Su 1** | **Su 2** | **GEOGRAPHY (Ge UKS2)** | | **Au 1** | | **Au 2** | | **Sp 1** | | **Sp 2** | | **Su 1** | | **Su 2** | |
| Sc A1: Describe the changes as humans develop to old age. |  | A |  |  |  |  | Ge HP1: Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountain, volcanoes and earthquakes, and the water cycle. | |  | | L | | L | | L | | L | | M | |
| Sc ES1: Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. |  |  | M |  |  |  |
| Ge HP2: Describe and understand key aspects of human geography, including: types of settlements and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water. | |  | |  | |  | | M | | M | | L | |
| Sc ES2: Describe the movement of the Moon relative to the Earth. |  |  | M |  |  |  |
| Sc ES3: Describe the Sun, Earth and Moon as approximately spherical bodies. |  |  | M |  |  |  |
| Sc ES4: Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the Sun across the sky. |  |  | M |  |  |  | Ge LK1: Locate the world’s countries using maps to focus on Europe (including Russia) and the Americas, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. | |  | | L | | L | | M | |  | |  | |
| Sc F1: Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. |  |  | M |  | M |  |
| Ge LK2: Name and locate countries and cities of the UK, 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. | | M | |  | |  | |  | |  | |  | |
| Sc F2: Identify the effects of air resistance, water resistance and friction that act between moving surfaces. |  |  | L |  | M |  |
| Sc F3: Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. |  |  |  |  | M |  | Ge LK3: 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). | | Year 6 | | | | | | | | | | | |
| Sc LT1: Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. |  | M |  |  |  |  |
| Sc LT2: Describe the life process of reproduction in some plants and animals. | M | M |  |  |  |  | Ge PK1: Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in Europe and a region with North or South America. | |  | |  | |  | |  | | M | |  | |
| Sc PCM1: 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. |  | L |  |  | L | M | Ge SF1: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. | | M | | M | | M | | L | | L | | L  M | |
| Ge SF2: Use eight points of the compass, four-/six-figure grid references, symbols and keys (including Ordnance Survey maps) to build their knowledge of the UK and the wider world. | |  | |  | |  | |  | |  | |
| Sc PCM2: Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. |  |  |  |  |  | M | Ge SF3: 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. | |  | | M | |  | |  | |  | |  | |
| Sc PCM3: Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. |  |  |  |  |  | M |
| Sc PCM4: Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. |  |  |  |  | M |  | **HISTORY (Hi UKS2)** | | **Au 1** | | **Au 2** | | **Sp 1** | | **Sp 2** | | **Su 1** | | **Su 2** | |
| Hi1: Learn about changes in Britain from Stone Age to Bronze Age. | | Y3 | |  | |  | |  | |  | |  | |
| Sc PCM5: Demonstrate that dissolving, mixing and changes of state are reversible changes. |  |  |  |  |  | M |
| Sc PCM6: 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. |  |  |  |  |  | M | Hi2: Learn about the Roman Empire and its impact on Britain. | | Y3 | |  | |  | |  | |  | |  | |
| Hi3: Learn about Britain’s settlement by Anglo-Saxons and Scots. | | Y3 | |  | |  | |  | |  | |  | |
| Sc WS1: Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. | M |  | M |  | M | M | Hi4: Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. | | Y3 | |  | |  | |  | |  | |  | |
| Sc WS2: Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. |  | L | M |  | M | L | Hi5: Conduct a local history study. | | Eston – Local Study | | | | | | | | | | | |
| Hi6: Study an aspect or theme in British History that extends pupils’ chronological knowledge beyond 1066. | | M | |  | | M | |  | |  | |  | |
| Sc WS3: Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. | M | M | M |  | L | M | Hi7: Learn about the achievements of the earliest civilizations - an overview of where and when the earliest civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. | |  | |  | |  | | M | |  | |  | |
| Sc WS4: Use test results to make predictions to set up further comparative and fair tests. |  |  | L |  | L | L |
| Sc WS5: 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. | M | M | M |  | L | M | Hi8: Learn about Ancient Greece: a study of Greek life and achievements and their influence on the western world. | | Y3 | |  | |  | |  | |  | |  | |
| Hi9: Learn about a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c AD 900; Mayan civilization c AD 900; Benin (West Africa) c AD 900-1300. | | Y6 | |  | |  | |  | |  | |  | |
| Sc WS6: Identify scientific evidence that has been used to support or refute ideas and arguments. |  |  |  |  |  |  |
| **COMPUTING (Co UKS2)** | **Au 1** | **Au 2** | **Sp 1** | **Sp 2** | **Su 1** | **Su 2** |
| **DESIGN & TECHNOLOGY (DT UKS2)** | | **Au 1** | | **Au 2** | | **Sp 1** | | **Sp 2** | | **Su 1** | | **Su 2** | |
| Co1: Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. |  |  | L |  | M | M | DT CN1: Understand and apply principles of a healthy and varied diet. | | A – Science Link? | | | | | | | | | | | |
| Co2: Use sequences, selection and repetition in programs; work with variables and various forms of input and output. |  |  | M |  | M | L | DT CN2: Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. | | M | |  | |  | | L | | M | |  | |
| Co3: Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. |  |  |  |  | M | L | DT CN3: Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. | |  | |  | |  | | M | |  | |  | |
| Co4: 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. |  |  |  |  | M | L | DT D1: Use research and develop design criteria to inform the design of innovative, functional, appealing products. | |  | |  | | M | | M | | M | | M | |
| Co5: Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. | **M** | **M** | **M** | **L** | **M** | **L** | DT D2: Communicate design ideas in various ways. | |  | |  | | L | | L | | M | | L | |
| Co6: Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. | M | M | M | L | M | M | DT E1: Investigate and analyse a range of existing products. | |  | | B | | M | | M | | L | |  | |
| DT E2: Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. | |  | | M | | M | | M | | M | |  | |
| DT E3: Understand how key events and individuals in design and technology have helped shape the world. | | L | |  | |  | |  | |  | |  | |
| Co 7: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | L | L | L | L | M | L |
| DT M1: Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. | | L | | M | | L | | M | | L | | L | |
|  | | | | | | |
| DT M2: 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. | | M | | M | | M | | L | | L | | L | |
| DT TK1: Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. | |  | |  | | M | |  | |  | |  | |
|  | | | | | | | DT TK2: Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]. | |  | |  | |  | |  | | M | |  | |
| DT TK3: Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]. | |  | |  | |  | |  | | L | | M | |
| DT TK4: Apply their understanding of computing to program, monitor and control their products. | |  | |  | |  | |  | | M | |  | |
|  | | | | | | | | **ART & DESIGN (AD UKS2)** | | **Au 1** | | **Au 2** | | **Sp 1** | | **Sp 2** | | **Su 1** | | **Su 2** | |
| AD1: Create sketch books to record their observations and use them to review and revisit ideas. | |  | | L | |  | | L | |  | | L | |
| AD2: Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (eg pencil, charcoal, paint, clay) | | L | | M | | M | | M | | M | | L | |
| AD3: Find out about great artists, architects and designers in history. | | L | | L | |  | | M | |  | |  | |