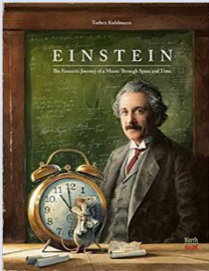
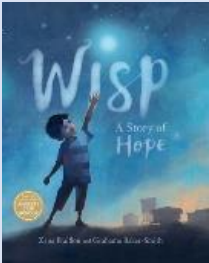

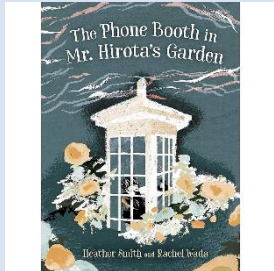
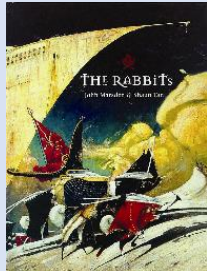
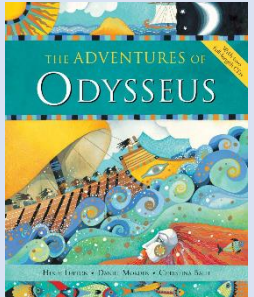




# Believe ~ Learn ~ Grow

## Ridgeway Farm CE Academy Curriculum Map

Year 5 2023-2024

|                             | Autumn 1  | Autumn 2   | Spring 1  | Spring 2   | Summer 1  | Summer 2   |
|-----------------------------|---|--|---|--|---|--|
| Value                       | Generosity  | Compassion   | Courage   | Forgiveness  | Service   | Respect  |
| Inspirational Theme         | Inspirational Theme: <b>Explorers</b>   | Inspirational Theme: <b>Children</b>   | Inspirational Theme: <b>Creation</b>  | Inspirational Theme: <b>Community</b>  | Inspirational Theme: <b>Diversity</b>   | Inspirational Theme: <b>Leadership</b>   |
|                             | Earth & Space (S)   | World War II (H)   | Altitude Sickness (G)   | Vikings (H)  | European region (G)   | Ancient Greeks (H)   |
| Big Question                | Have we really explored space?  | Were the children of WWII refugees?  | Why are mountains so important?   | Did the Vikings use peace or war to settle?  | Would you rather live in Wiltshire or Catalonia?  | How did the leadership of the Greeks influence the Western World?  |
| Experiences and Inspiration | Winchester Science Centre 3/10/23<br>Visit from Swindon Stargazers?                                     | WW2 dress up<br>Visit from Purton Historical Society<br><br>Xmas Science?  | Local walks<br><br>PSHE fundraising cake sale                                       | Butser Ancient Farm 25.03.23<br><br>RE with Purton Vicar   | Spanish WOW starter - making and food<br><br>Walk to look at local features<br><br>Camp out   | Greek WOW starter<br>Visit to Ufton Court 25/06/23   |
| Texts & Film                |                       |    |  |                          |   |    |
| Writing Focus               | <b>Sequel:</b><br>Where does the mouse travel next?<br><b>Writing to Explain:</b><br><b>Explanation</b> | <b>New Story</b><br>The story of Idris' wisp<br><b>Writing to Inform: News Broadcast</b><br>Wonderous Wisps Appear From The Sky! | <b>Prequel</b><br>The Old Lady's story <b>Writing to Argue: Persuasion (formal)</b> | <b>New scene</b><br>Write a new scene for the middle of the story, developing Makio & Mr Hirota's characters | <b>Sequel:</b><br>What will happen next with the rabbits? <b>Writing to Argue:</b><br><b>Discussion</b><br>Do the rabbits have the right to live there? | <b>New chapter</b><br>Create a new beast/creature for Odysseus to overcome<br><b>Writing to Inform: Recount</b><br>Odysseus' journal |

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|                     | How does the time machine work?  |  | Argument to the council persuading them to improve and develop the city  | through dialogue <b>Writing to Explain: Instructions</b><br>How to survive in a tsunami   |   |  |
| Whole class reading | <b>Leon and the Place Between Bold Women in Black History</b>  | <b>There's a Boy in the Girls Bathroom Rooftoppers</b>   | <b>Street Child Gregor the Overlander</b>  | <b>Anglo Saxon Boy</b>  | <b>Beowulf Cogheart</b>   | <b>Who let the Gods Out</b>  |
| Maths               | Place Value<br>Addition & subtraction  | Multiplication & division<br>Fractions - A   | Multiplication & division<br>Fractions - B   | Decimals & Percentages<br>Perimeter and area<br>Statistics  | Shape<br>Position & Direction<br>Decimals   | Negative Numbers<br>Converting units<br>Volume   |
| Theme               | Children will be introduced to a model of the Sun and Earth that enables them to explain day and night. Children will learn that the Sun is a star at the centre of our solar system and that it has eight planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune (Pluto was reclassified as a 'dwarf planet' in 2006). They should understand that a moon is a celestial body that orbits a planet (Earth has one moon; Jupiter has four large moons and numerous smaller ones). Children will be warned that it is not safe to look directly at the Sun, even when wearing dark glasses | What happened to ordinary people and children during the war?<br><br>Children will learn about the home front, the rationing, digging for victory, 'make do and mend', Dad's Army, the Land girls and the role of women during the war, the Blitz and the experience of evacuee children.<br><br>They will understand about the use of propaganda and censorship. Design war posters and make gas masks, identity papers and ration books. | Children will learn about different mountains and where they can be found in the World. They will understand their key features and how they are formed. As well as learning about mountains in the UK, children will apply this understanding to an area of North America with mountain ranges.<br><br>They will study the physical geography of mountains and mountain ranges, their formation, some famous expeditions and also mountain biodiversity.<br><br>Voyaging across the Atlantic, they will discover the continent of North America and all its amazing countries, cities and landscapes. The children will identify the 23 countries of North America, from the vast lands of the USA and Canada | Children will find out about the Viking and Anglo-Saxon struggle for the kingdom of England and how England became a unified country. They will explore where the Anglo-Saxons and Vikings came from, how they fought for territory and power, and how their fighting ultimately led to the kingdom of England we know today.<br><br>The Battle of 1066.<br><br>Along the way, they will also find out what life was like for everyday people living in Anglo-Saxon and Viking Britain, exploring things such as Viking runes and Anglo-Saxon stories like Beowulf. | Children will find out about the geographical similarities and differences between Wiltshire and Catalonia.<br><br>They will learn about the different physical and human features of the two areas.<br><br>Children will also find out about how tourism affects Spain.<br><br>Finally, they will focus on Catalonia, and discuss why some people who live there want independence from the rest of the country. | Understanding where Ancient Greece was.<br><br>Understanding in chronology of previous learning when Ancient Greece was.<br><br>What was life like around the world at the time of the Ancient Greeks<br><br>Focus on the legacies of the Greeks – look at the link to the Olympic games.<br><br>What legacy have the Ancient Greeks left the world? What legacy did they leave in Greece? |

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|                        |   |   | <p>down through Central America and on to the Caribbean islands.</p> <p>They will explore the various geographical features of different areas of North America and compare them with their own locality.</p> <p>The will compare climates, time zones, capital cities and features.</p>   |  |   |   |
| RE                     | UC U2.1 What does it mean if Christians believe God is holy and loving?   | UC U2.3 Why do Christians believe Jesus was the Messiah?  | U2.6 What does it mean to be a Muslim in Britain today?  | UC U2.4 Christians and how to live: 'What would Jesus do?'   | U2.7 What matters most to Humanists and Christians? (C, M/J, NR)  |   |
| Working Scientifically | <ul style="list-style-type: none"> <li>planning different types of scientific enquiries to answer questions, including</li> <li>recognising and controlling variables where necessary</li> <li>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>using test results to make predictions to set up further comparative and fair tests</li> <li>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</li> <li>identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul> |   |  |  |   |   |
| Science                | <b>Earth and space</b><br>- describe the movement of the Earth, and other planets, relative to the Sun in the solar system<br>- describe the movement of the Moon relative to the Earth<br>- describe the Sun, Earth and Moon as approximately spherical bodies   | <b>Properties and changes of materials</b><br>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<br>- know that some materials will dissolve in liquid to | <b>Properties and changes of materials (continued)</b><br>- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic<br>- demonstrate that dissolving, mixing and changes of state are reversible changes<br>- explain that some changes result in the formation of new materials, and that this kind of | <b>Forces</b><br>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object<br>- identify the effects of air resistance, water resistance and friction, that act between moving surfaces<br>- recognise that some mechanisms, including | <b>Living things and their habitats</b><br>- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird<br>- describe the life process of reproduction in some plants and animals. | <b>Animals, including humans</b><br>- describe the changes as humans develop to old age |

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|           | - use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. | form a solution, and describe how to recover a substance from a solution<br>- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating | change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.   | levers, pulleys and gears, allow a smaller force to have a greater effect. |   |  |
| Geography |  |  | <p>Locate the world's countries, using maps to focus on North America, concentrating on its environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Describe and understand key aspects of: physical geography, including: mountains</p> <p>Geographical enquiry<br/>Begin to suggest questions for investigating.<br/>Begin to use primary and secondary sources of evidence in their investigation.<br/>Investigate places with more emphasis on the larger scale, contrasting with distant places.<br/>Collect and record evidence unaided.</p> <p>Knowledge and understanding of places<br/>Give reasons for similarities and differences between places using what I know about other countries and parts of the UK.</p> |  | <p>To investigate places, patterns &amp; to communicate geographically<br/>To name and locate capital cities, rivers &amp; mountains of Spain<br/>To recognise key physical &amp; human characteristics of countries and major cities (Barcelona, Catalonia, Spain).<br/>To Understand the geographical similarities &amp; differences between a region of the UK and a region of a European country.</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a</p> |  |

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|         |  |   | <p>Describe and understand key aspects of mountains.</p> <p>Geographical skills<br/>Locate and identify the 4 countries and capital cities of Great Britain.<br/>Draw maps using 4 figure grid references.<br/>Use the terms physical and human &amp; describe features.<br/>Make geographical measurements.<br/>Understand scaled maps.<br/>Use an Ordnance Survey map, including symbols and keys.<br/>Draw maps and plans to scale.<br/>Find &amp; use 6 figure grid references.</p> <p>Fieldwork – local hills<br/>Investigate my own inquiries and create maps, plans and graphs of my results.<br/>Interpret the results of my investigations.</p> <p>Environmental change and sustainable environment<br/>Summarise an environmental issue including its causes and possible solutions.<br/>Summarise the ways that people are trying to manage an environment in both physical and human terms.</p> |  | range of methods, including sketch maps, plans and graphs, and digital technologies. |   |
| History |  | A study of an aspect or theme in British history that extends pupils' chronological knowledge |   | The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor |  | <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>Chronology</p> |

beyond 1066 – World War II

#### Chronology

Be able to place events, people and changes into a chronological framework – plot WW2 within timeline within book

Know and sequence key events of time studied – plotting dates as studied on a timeline as they occur. Make comparisons between different times in the past noting connections and contrasts – discuss when WW2 sits within framework of previously studied events.

#### Historical Enquiry

Throughout the unit expose the children to a range of sources covering these skills throughout  
Begin to evaluate sources as part of an enquiry  
Ask and answer significant questions of sources in context  
Begin to identify primary and secondary sources  
Select relevant sections of information

#### Cause and Consequence

Examine causes and results of great events and the impact on people – explore the impact of WW2 on

Identify the causes and consequences of key events.

To identify similarities and differences between societies in the past and today,

To compare different interpretations of history.

To sequence people and events in chronological order.

To assess the significance of people and societies from

Begin to be able to place events, people and changes into different periods of time showing an emerging sense of period – place the Ancient Greeks onto timeline. Place first Olympics within this chronological framework

Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings  
Compare beliefs and behaviour with another time studied  
Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation  
Know key dates, characters and events of time studied

#### Historical Enquiry

Choose relevant material to present a picture of one aspect of life in time past –give the children a range of sources. Children to collate the sources that tell them about a specific focus of Ancient Greece.  
Historical Terms  
Use abstract terms e.g. empire, dynasty, kingdom, civilisation etc.

#### Significance

Describe and use sources of information to explain the contribution made of particular people, events and developments – use sources of information about the original Olympics. Compare this with modern Olympics and discuss how original Olympics have had an impact on Olympics today.

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|                        |  | <p>children and why it happened</p> <p>Continuity and Change<br/>Describe and make links between different events, changes and situations across periods and societies - identify how life changed for children throughout the war.</p> |  |   |  | <p>Interpretation<br/>Ask and begin to answer a variety of historically valid questions</p>   |
| Art                    | Drawing: I need space  |   | Painting and mixed media portraits   |   | Sculpture and 3D: Interactive installation   | Craft and design: Architecture  |
| DT<br>Can change order | <p><b>Stuffed toys</b><br/>Design a stuffed toy and make decisions on materials, decorations and attachments (appendages), after learning how to sew a blanket stitch.</p> | <p><b>What could be healthier?</b><br/>Discover the farm to fork process, understand the key welfare issues for rearing cattle. Compare the nutritional value of existing sauces and develop a healthier recipe.</p>                    | <p><b>Bridges</b><br/>Test and analyse various types of bridge to determine their strength and stability. Explore material properties and sources, before marking, sawing and assembling a wooden truss bridge</p> | <p><b>Making a pop- up book</b><br/>Create a functional four-page pop-up storybook design, using lever, sliders, layers and spacers to create paper-based mechanisms.</p> | <p><b>Doodlers</b><br/>Our Doodlers unit explores series circuits further and introduces motors. Explore how the design cycle can be approached at a different starting point, by investigating an existing product, which uses a motor, to encourage pupils to problem-solve and work out how the product has been constructed, ready to develop their own.</p> | <p><b>Monitoring devices</b><br/>Apply Computing knowledge and understanding to program a Micro: bit animal monitoring device. Develop 3D CAD skills by learning how to navigate the Tinkercad interface and essential tools to combine multiple objects.</p> |
| Computing              | Coding   | Online Safety<br>Spreadsheets   | Spreadsheets<br>Databases  | Game Creator  | Modelling<br>Concept Maps  | Word Processing   |
| PSHE                   | Being me in my world   | Healthy Mind  | Dreams and Goals   | Celebrating Differences   | Relationships  | Changing Me   |
| PE                     | Mighty Movers (Boxercise)  | Dynamic Dance Bollywood   | Gym Sequences  | Cool Core (Pliates)   | Step to the Beat   | Gymfit Circuits   |
|                        | Nimble Nets  | Boot Camp   | Fitness Frenzy   | Invaders  | Striking and Fielding  | Young Olympians   |
| Music                  | Composition notation<br>(Theme: Ancient Egypt)   | Blues   | South and West Africa  | Composition to represent the festival of colour<br>(Theme: Holi festival)   | Looping and remixing   | Musical theatre   |

|         |                                     |                          |             |              |             |              |
|---------|-------------------------------------|--------------------------|-------------|--------------|-------------|--------------|
| Spanish | Phonics 3 (X)Do You Have a Pet? (I) | What is the Weather? (I) | My Home (I) | Olympics (I) | Clothes (I) | Habitats (I) |
|---------|-------------------------------------|--------------------------|-------------|--------------|-------------|--------------|