

Year 5 – Curriculum Overview 2026-2027

2026-2027	LB1 7 weeks June - July	LB2 4 weeks Sep	LB3 5 weeks Oct - Nov	LB4 5 weeks Nov - Dec	LB5 6 weeks Jan-Feb	LB6 5 weeks Feb - Mar	LB7 7 weeks Apr-May
Year 5	Anglo-Saxons, Scots and Vikings		Space	Around the World		Earth Matters	
Special Days/Weeks	Cultural Diversity Week (LB1)	Space Week (LB3)	- Money Week (LB4) - Story Telling Week (LB5) - International day for women and girls in science	- Science Week (LB6) - World Book Day (LB6) - National Numeracy Day (LB7) - World Art Day (LB7) - World Earth Day (LB7)			
Science	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. - Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect. <u>Scientists:</u> ➤ Archimedes – mathematician who developed theories about how levers and pulleys can lift and move heavy objects. ➤ Galileo Galilei – astronomer, mathematician and physicist who was the first person to use the scientific method to test theories about gravity and the solar system. ➤ Isaac Newton – developed theories about gravity. ➤ George Cayley – aeronautical engineer who designed the first successful glider to carry a human.	Earth and Space - Describe the movement of the Earth and other planets relative to the sun in the solar system. - Describe the movement of the moon relative to the Earth. - Describe the sun, Earth and moon as approximately spherical bodies. - Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky. <u>Scientists:</u> ➤ Margaret Hamilton – worked for NASA and responsible for programming the onboard flight software on the Apollo spacecraft to ensure the spacecraft landed safely on the moon. ➤ Nicolaus Copernicus – Astronomer who developed the theory that the sun was at the centre of the solar system ➤ Galileo Galilei – astronomer, mathematician and physicist who made the first telescope and discovered Neptune and the rings of Saturn ➤ Stephen Hawking – physicist and cosmologist who developed the theory that the big bang may have been caused by a black hole in reverse ➤ Neil Armstrong – Astronaut who was the first human to walk on the moon. ➤ Neil deGrasse Tyson – planetary scientist – helped reclassify Pluto as a dwarf planet	Properties And Changes Of Materials - Compare and group together everyday materials based on hardness, solubility, transparency, conductivity and response to magnets. - Know that some materials will dissolve in liquid to form a solution. - Use knowledge of solids, liquids and gases to decide how mixtures might be separated: filtering, sieving, evaporating. - Give reasons, based on evidence for the uses of everyday materials. - Demonstrate that dissolving, mixing and changes of state are reversible. - Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible. <u>Scientists:</u> ➤ Stephanie Kwolek – inventor of material called Kevlar used in cars and for bulletproof vests ➤ Spencer Silver and Arthur Fry – chemical engineer and chemist who respectively invented the post it note ➤ Ruth Benerito – Chemist who developed wrinkle free cotton fabric	Living Things And Their Habitats - Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. - Describe the life process of reproduction in some plants and animals. <u>Scientists:</u> ➤ David Attenborough – naturalist and TV presenter ➤ Jane Goodall – Wildlife researcher and conservationist Animals Including Humans - Describe the changes as humans develop to old age. - Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. - Recognise the impact of diet, exercise, drugs and lifestyle on the way their body’s function. - Describe the ways in which nutrients and water are transported within animals, including humans. <u>Scientists:</u> ➤ Eva Crane - physicist			

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Geography	Why are trees and forests important? Where are woods and forests in the world and how are they similar and different to woods/forests in the UK? - Focus on settlements and human activity including use of the woods / forests (shelter, protection, fuel, food, medicine). - Compare and contrast different ecosystems and investigate biodiversity on this planet. - Look at the impact of deforestation on landscapes and to animal habitats. - Discover how changing forests and sustainable development are linked to one another and the impact it has on our environment.	<i>No coverage expected</i>	Mountainous regions – what, where and why? - Find out about the major mountain regions of the world (Alps, Pyrenees, Rockies, Appalachia, Andes, Atlas, Himalayas and Ural) and the UK (Brecon Beacons, Cairngorms, Pennines). - Learn about the different ways in which mountains have formed and how different features of mountain ranges have been shaped over time. - Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Cumbria-Lake District), a region in a European country (France-Alps) and a region within North America (Canada-Rockies). - Consider mountain climates, mountain travel including the impact of tourism.	Earthquakes and volcanoes - why do earthquakes occur in certain places in the world? How do volcanoes affect the natural landscape and human lives? Describe and understand key aspects of physical geography focusing on earthquakes: - Earth's structure, plate tectonics, zones and causes of earthquakes. - Measuring the magnitude of a quake: Richter scale and seismographs - Preparation, survival and recovery. Describe and understand key aspects of human geography focusing on volcanoes: - Formation, location, cross section, structure of volcanoes and stages of eruption. - Social, economic and environmental impacts both short term and long term.
History	Anglo-Saxons, Scots & Vikings - Investigate the Roman withdrawal from Britain in AD 410 and the fall of the western Roman Empire. - Understand why the Anglo-Saxons invaded and suggest reasons why they came to Britain. - Describe and understand key aspects of Anglo-Saxon invasions and identify aspects of village life including art and culture. - Study the nature of the conflict between Anglo-Saxons and Vikings and the contribution made by Alfred the Great. - Discover what made the Vikings successful and consider the experience of a Viking raid from the Anglo-Saxon perspective. - Look at the Viking way of life including raiders and warriors, farm life and trade, beliefs and culture.	Space Travel - Research the timeline of significant events including creation of NASA, first living creatures to enter space, first people to travel in space, moon landing, British contribution to space exploration. - Study the work of NASA. - Discover the impact the moon landing in 1969 had on space exploration and the development of technology in recent years.	Ancient Greece - Investigate the ruling system and the development of democracy from its creation in Ancient Greece and compare to British democracy in modern day. - Consider similarities and differences (democracy) and the main areas of progress. - Research the Olympic flame and its origins in Olympia and explore the journey made; consider the importance of Zeus to the Games. - Compare the ancient games to the modern-day Olympics. - Learn about the legacy of Greek culture (art, architecture and literature) on later periods in British history, including the present day. - Find out about the Ancient Greek Gods and Goddesses; study a range of Greek myths and consider how beliefs impacted culture and daily life.	Human and Civil Rights Learn about the American Civil Rights Movement of the 1950s and 60s, the Civil Rights Act and the key activists of the time including: - Rosa Parks (focusing on the motivation behind and the significance of the Montgomery Bus Boycott) - Martin Luther King Jr (March on Washington and speech). - Ruby Bridges (significance and impact) Learn about apartheid in South Africa and recognise the importance of Nelson Mandela's work and the significant impact he had on his country and for human rights. Study the Suffragette Movement focusing on the Pankhurst family (Emmeline and her daughters). Understand how they enacted change and the significance of the movement.
Art & DT	DT – Anglo-Saxon or Viking Shield - Research Anglo-Saxons, Scots and Viking shields. - Investigate the patterns used on the shields - look at the way animals were used in the patterns. - Design a shield, including one key detail/element from research. - Identify and draw simple objects, and use marks and lines to produce texture. - Use shading to create mood and feeling. - Develop observational work, focusing on lines, shade and texture. - Show reflections and shadow within work. - Represent foreground and background within own work. - Explain why they have chosen specific materials to draw with. - Use appropriate colour techniques to add colour to the shield. - Evaluate final creation.	Textiles – Planets - Look at examples of textiles used to create pictures and evaluate them. - Investigate colours, patterns and textures of the surfaces of planets. - Design and create a 3D representation of a planet out of felt. - Sketch initial designs of what they want to make. - Create an accurate print design that meets a given criteria. - Use different types of stitches and name them. - Make connections with their work and that of others. - Create a planet out of felt, stuffing and thread. - Use a wider range of stitches with different fabrics for embellishment. - Evaluate.	Clay – Ancient Greek Vases - Look at examples of Greek pottery and evaluate them. - Explore how a stimuli can be used to inspire 3D work. - Investigate the patterns found on the vases and what they represent. - Design and create a replica of their chosen vase using air dry clay. - Experiment with and combine materials and processes to design and make 3D form. - Sculpt clay. - Produce 3D work with a focus on form, texture and colour. - Evaluate final creation.	Painting and Printing – Landscapes - Investigate landscape paintings, focusing on the use of texture to show grass, stone, water etc. - Use painting techniques to create texture. - Create a range of colours, tones and shades by mixing paints. - Use colour to reflect moods in the weather.

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RE	Worship - Focus on aspects of worship across different faiths. - Explore what worship is, what it means to religious believers and how believers' worship differently. - Consider different forms of worship including use of music, art and objects. - Explore the notion of freedom to worship around the world.	<i>No coverage expected</i>	Forgiveness - Explore what is meant by forgiveness and the role forgiveness plays in world religions. - Learn about Jewish beliefs about forgiveness, finding out more about Yom Kippur (October) with a focus on the objects used and what Jewish people do at Yom Kippur. - Develop an understanding of Buddhist beliefs about forgiveness, reflecting on how the Eightfold Path influences Buddhists in their approach to forgiveness. - Use knowledge of the beliefs held by Jewish people and Buddhists to draw comparisons regarding views on forgiveness. - Explore the feelings involved when people forgive and are forgiven. - Use own understanding about forgiveness to create and explain a symbol which represents the concept of forgiveness, working collaboratively with others to deliver a presentation to explain this.	Peace - Look at each religion's view of peace and develop an understanding of how to achieve and create peace. - Compare and contrast the concept of peace across religions. - Look at symbolic people of peace and well-known symbols of peace.
Other Foundation & Specialist	See separate plans (available on request): PE Music Spanish Computing PSHEE			
Core	See separate plans (available on request): English Maths			