

Year 5 Curriculum map 2025/26 (Subject to changes as needs arise)

<u>Subject</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>Cultural Capital</u>
<u>English</u>	<p>See Nelson Academy Writing Scheme of Work.</p> <p>Journey to the Centre of the Earth – Descriptive writing</p> <p>The Highwayman – poetry</p> <p>Gorilla - Narrative</p>	<p>See Nelson Academy Writing Scheme of Work.</p> <p>Biography (History)</p> <p>Kevin the Carrot – Adventure Narrative</p>	<p>See Nelson Academy Writing Scheme of Work.</p> <p>Maori legend</p> <p>Kangaroo non chronological report</p>	<p>See Nelson Academy Writing Scheme of Work.</p> <p>Boston Massacre – Recount</p> <p>Morris Lessmore – Fantasy narrative</p>	<p>See Nelson Academy Writing Scheme of Work.</p> <p>Slave escape – narrative</p> <p>Abolition persuasion</p>	<p>See Nelson Academy Writing Scheme of Work.</p> <p>Floodlands – narrative</p> <p>Victorian Children at work – balanced argument</p>	
<u>Maths</u>	<p>White Rose Maths See White Rose National Curriculum Progression (Year 1-6) document</p>						
<u>Science</u>	<p>Rocks and soils:</p> <p>Knowledge: ROCKS AND SOILS</p> <p>Formation and characteristics of metamorphic,</p>	<p>Chemistry: Solutions and changing states</p> <p>Knowledge:</p>	<p>Evolution of plants and animals Charles Darwin</p> <p>Knowledge</p> <p>EVOLUTION</p>	<p>Electricity Including Michael Faraday</p> <p>Knowledge:</p> <p>ELECTRICITY</p>	<p>Human body: Circulatory</p> <p>Knowledge: THE CIRCULATORY SYSTEM</p> <p>Heart: four chambers (atrium/atria or atriums</p>	<p>THE HUMAN BODY:</p> <p>Human body: respiratory system.</p> <p>THE RESPIRATORY SYSTEM</p>	<p>Natural history or science museums</p>

	igneous, and sedimentary rock	<p>Solids, liquids, gasses and how states can be changed.</p> <p>SOLUTIONS</p> <p>Explore changing states – reversible changes</p>	<p>Animals and plants have adapted to suit the environment within which they live</p> <p>Adaptation may lead to evolution: Darwin's finches</p>	<p>Through reading and observation, and experiment, examine the following:</p> <p>Electricity as the charge of electrons</p> <p>Static electricity</p> <p>Electric current</p> <p>Electric circuits, and experiments with simple circuits (battery, wire, light bulb, filament, switch, fuse)</p> <p>Closed circuit, open circuit, short circuit</p> <p>Conductors and insulators</p>	<p>[plural] and ventricle/ventricles), aorta</p> <p>Blood</p> <p>Red blood cells, white blood cells, platelets, haemoglobin, plasma, antibodies</p> <p>Blood vessels: arteries, veins, capillaries</p>	<p>Process of taking in oxygen and getting rid of carbon dioxide</p> <p>Nose, throat, voice box, trachea (windpipe)</p> <p>Lungs, bronchi, bronchial tubes, diaphragm, ribs, alveoli (air sacs)</p> <p>Smoking: damage to lung tissue, lung cancer</p>	
Geography	Mountains of the world e.g. Himalayas + rocks		<p>Spring 1 Australia (outback, cities, animals)</p> <p>Knowledge: Large cities.</p>	Spatial Sense	East of England (Hertfordshire,	Traditional seaside town in the	

	<p>MOUNTAINS OF THE WORLD Major mountain ranges locations and facts: Alps, Himalayas, Andes Appalachian and Atlas Mountains</p> <p>HOW MOUNTAINS ARE FORMED Folded mountains, fault-block mountains, dome-shaped mountains</p> <p>THE EARTH'S LAYERS tectonic plates Faults, San Andreas fault Volcanoes Magma Lava and lava flow Active, dormant and extinct</p>		<p>Important features: Ayers Rock, outback, Great Barrier Reef (world's largest coral reef), Aboriginal people: traditions, culture.</p> <p>Unique animals: koala, kangaroo, platypus, emu, kookaburra bird</p> <p>Australian independence</p> <p>New Zealand and South Pacific Explorer James Cook (historical link)</p> <p>Knowledge: Large cities: Auckland, Christchurch Important features: Geysers in Rotorua on the North Island Māori people and culture Biomes and climate</p> <p>History Cook was the first to circumnavigate New Zealand New Zealand as a member of the British Commonwealth</p>	<p>Scale: measure distances using map scales.</p>	<p>counties etc) – link to soils and farming</p> <p>Knowledge:</p> <p>Flat or rolling land, climate, vegetable farming, Norfolk Broads, Cambridge, port of Felixstowe, Sutton Hoo</p> <p>Fenland Drainage</p>	<p>East of England – local geography exploration</p>
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	<p><u>Knowledge:</u></p> <p>WEATHERING AND EROSION Physical and chemical weathering Weathering and erosion by water, wind and glaciers</p>		<p>First country in the world to grant all women the right to vote (1893)</p> <p>D. SOUTH PACIFIC ISLANDS</p> <p>Cook first to map South Pacific Islands from New Zealand to Hawaii</p> <p>Environmental problems faced</p> <p>Hot springs and geysers. Tsunamis and earthquakes.</p>			
History	<p>British History -18th century Britain, James 1 and V1, party politics</p> <p><u>Knowledge:</u> 18TH CENTURY BRITAIN The Act of Union in 1707</p>	<p>British History continued... How did Britain gain an Empire?</p> <p><u>Knowledge:</u> Global trade Colonies established abroad where Britain had built forts and towns for merchants and soldiers to live</p>	<p>Spring 2 World History American Revolution -provocations, declaration of independence</p> <p><u>Knowledge:</u> Connecting the American Revolution to the ideas of 'liberty'. Representation and democracy. Wider impact of the Revolution in Britain and across Europe, particularly in France.</p>	<p>Abolition of the slave trade</p> <p><u>Knowledge:</u> ABOLITION OF THE SLAVE TRADE</p> <p>Explanations of the efforts to stop slavery in the context of its huge and extensive operation across the world,</p>	<p>Industrial revolution</p> <p><u>Knowledge:</u> SOCIAL AND POLITICAL REFORM</p> <p>SOCIAL PROBLEMS CAUSED BY INDUSTRIALISATION Wide and evident gap between rich and poor</p>	<p>Wisbech Museum - borrow box</p> <p>Gressenhall workhouse</p> <p>Nelson day- Horatio Nelson, admiral in the Royal</p>


	<p>JAMES I AND VI failed political union</p> <p>Opinions about The Act of Union, 1707</p> <p>Queen Anne (1702) Accession of George I in 1714; House of Hanover Robert Walpole 1st Prime Minister</p>	<p>British merchants exchanged British-made goods for new exotic luxuries</p> <p>The Seven Years War fought in trading colonies around the world</p> <p>Rule Britannia</p> <p>THE ROYAL NAVY</p> <p>Impressment; forcing men to serve in the Royal Navy</p> <p>Life of a sailor; diet, scurvy, punishments</p>	<p>PROVOCATIONS</p> <p>British taxes, 'No taxation without representation' Boston Tea Party</p> <p>THE DECLARATION OF INDEPENDENCE</p> <p>Declaration of Independence; adopted July 4, 1776</p> <p>The proposition that 'All men are created equal'</p> <p>THE REVOLUTION</p> <p>The French enter the war in support of the Americans</p> <p>British surrender at York Town</p> <p>Creation of the USA with George Washington as President</p>	<p>particularly in the Americas. Students will be encouraged to think about the personal and psychologically damaging effects of slavery, as well as the reasons why people opposed abolitionism.</p> <p>ABOLITION OF SLAVERY IN THE BRITISH EMPIRE</p> <p>Slaves transported from Africa to plantations in the Americas</p> <p>Conditions on slave ships</p> <p>Beginning of movement for the abolition of slavery</p> <p>William Wilberforce</p> <p>Olandah Equiano</p> <p>1807 Bill for the Abolition of the Slave Trade</p> <p>1833 Slavery abolished throughout the British Empire</p>	<p>Landscape changes due to industrialisation.</p> <p>Key inventions and innovations.</p> <p>Child labour</p>	<p>Navy led the attack on Napoleon's navy</p> <p>Napoleon defeated at the Battle of Trafalgar (off the Spanish Coast at Cape Trafalgar)</p> <p>Death of Nelson</p>
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<p><u>Visual arts and DT</u></p>	<p>Language of Art: Style, colour theory, Rococo vs modernism</p> <p>Gainsborough <u>Knowledge</u></p> <p>Understand the meaning of 'style' as a noun and, in the context of art. <u>Gainsborough landscape</u> In the style of Mr. and Mrs. Andrews : colour mixing and application in Rococo Style.</p>	<p>Language of Art: Modernism and abstract art Bauhaus design</p> <p>DMEA Chair Models</p> <p><u>Knowledge:</u></p> <p>Understand differences between Rococo and modern styles.</p> <p>Know that the Modernist Movement is made up of many groups. MMOMA production.</p> <p>Understand the differences between modern and Rococo style furniture. Know how to use safely and effectively. DMEA tasks – make a chair.</p>	<p>Print and print making: Mono-printing Albrecht Durer</p> <p><u>Knowledge:</u></p> <p>Printmaking using a plate or even on a screen of silk, transferred to a support after a pressing with ink.</p> <p>Positive (relief), Negative (intaglio) or stencil process.</p> <p>printmaking techniques, Dürer, The Rhinoceros 1515</p> <p>Illuminated letters based on Gutenberg Bible</p>	<p>DT: Cuisine of the 13 Colonies</p> <p><u>Knowledge</u></p> <p>As they could no longer rely on British and <u>West-Indian</u> imports, agricultural practices of the colonists began to focus on becoming completely self-sufficient.</p> <p>Make cornbread preserves</p>	<p>Textiles: Batik</p> <p><u>Textiles – batik collage masks</u></p> <p>Shonibare Hybrid Mask</p> <p>Designs from traditional fabrics: Kente Cloth, Barkcloth, patterns and symbols.</p> <p>Batik technique</p> <p>Collage techniques</p>	<p>Industrial revolution potteries (link to Midlands industries)</p> <p>Wedgewood ceramics Functional Ceramic Piece</p> <p><u>Knowledge:</u> Handbuilt to mass produced: pottery industry grew during industrial revolution.</p> <p>Recap different techniques: slabwork, coil , pinchpot, thrown.</p> <p>Different types of clay and their uses: Wedgewood Functional Clay piece.</p>	<p>SCVA</p> <p>Superpower of Looking</p> <p>Picture This research project - visual literacy</p>
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<p>Music</p>	<p>Recorders book 1</p> <p>Develop skills learnt so far onto a new instrument.</p> <p>1. Musical notes are called A,B,C,D,E,F and G. After G is A again. Notes are written on five lines and the spaces in between. This is called a stave. So the notes on the stave tell you which notes to play on your recorder.</p> <p>Play notes B, A G and high C, D</p>	<p>Drunken Sailor</p> <p>Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids.</p> <p>Keep the beat playing a 'cup' game.</p> <p>Sing a sea shanty expressively, with accurate pitch and a strong beat.</p> <p>Sing in unison while playing an instrumental beat (untuned).</p> <p>Play bass notes, chords, or rhythms to accompany singing.</p> <p>Talk about the purpose of sea shanties and describe some of the features using music vocabulary.</p>	<p>Three Little Birds</p> <p>Sing the verse in unison and the Chorus in harmony.</p> <p>Know what a triad is and how to play one.</p> <p>Play the chords D and G major, following a score of the chorus.</p> <p>Play a melodic riff (or melody of the Chorus) by ear.</p> <p>Organise and rehearse for a performance.</p> <p>Listen and appraise, demonstrating knowledge and understanding</p>	<p>Rosewood Gratitude</p> <p>Develop understanding of music written for the balafon.</p> <p>Recognise patterns from Rosewood gratitude written in staff notation.</p> <p>Play three patterns from Rosewood gratitude fluently and by ear.</p> <p>Create their own arrangement of Rosewood gratitude.</p> <p>Take part in an ensemble performance of Rosewood gratitude.</p>	<p>Songs of Slavery</p> <p>Understand the role of work songs. Learn to sing in harmony/call and response form.</p> <p>Understand how lyrics often reflect the cultural context of music. Create songs with a rhythmic accompaniment/ostinato and a verse/chorus.</p>		
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			of the origins, history, and social context of Reggae music.				
<u>MFL</u>	Phonetics 2-3 The Date	Do you have a pet?	My home	The Olympics	Clothes		Language day
<u>Computing</u>	<p>Computing (Digital Literacy / Information Technology) Activity:</p> <p>Pupils will log in to their devices, practise typing skills, by typing a piece of work, a book or free typing. explore basic formatting features such as changing text size, style, or colour. <i>Use technology purposefully to create, organise, store, manipulate</i></p>	<p>3D Modelling Children plan develop, and evaluating 3D computer models of physical objects.</p>	<p>Web Page Creation Children can design and create webpages and consider copyright, aesthetics, and navigation.</p>	<p>Flat file databases Children use a database to order data and create charts to answer questions.</p>	<p>. Selection in Physical Computing Children explore conditions and select using a programmable microcontroller. Suggest microbits!</p>		

	<i>and retrieve digital content.</i>						
PE	<p>Cardio Drumming</p> <p><u>Knowledge:</u> Read and follow symbols for movements in a sequence. Build stamina and fitness. Move to music with co-ordination. Design own sequences of movements.</p> <p>Ball skills</p> <p><u>Knowledge:</u> Carefully select and use a variety of techniques to pass</p>	<p>Dance</p> <p><u>Knowledge:</u> Learn different dance styles, explaining the patterns and forms of the dance Actions are controlled and express emotions Show expression in their dances and sensitivity to music. Use appropriate dance terminology to describe a dance. Suggest ways to develop their technique and composition</p>	<p>Gymnastics</p> <p><u>Knowledge:</u> Perform a range of gymnastic floor routines with consistency, fluency and clarity of movement Show body tension and extension and good weight transference when performing Can demonstrate varied body management exercises from step 2-3</p>	<p>Racket skills</p> <p><u>Knowledge:</u> Develop the skills of forehand or backhand when playing racket games, showing control when hitting Show an understanding of the rules and how this can be developed to create new mini games.</p>	<p>Athletics</p> <p><u>Knowledge:</u> Choose the best pace for running over a variety of distances Use a range of throws accurately to hit a target over a range of distances Combine running and jumping in athletic activities (long jump)</p>	<p>OAA/Rounders</p> <p><u>Knowledge:</u> Use maps and compasses to orientate themselves Adjusts plans and actions depending on changing situations Able to work in a group to plan actions to solve a problem</p>	<p>PE taster days</p>

	<p>Develop consistency in their skills of running, passing, stopping, changing direction through practise and repetition of the skills</p> <p>Choose, use and vary simple tactics for attacking and defending (e.g. positioning)</p> <p>Develop sportsmanship play and work well in a team.</p>						
RE	<p>Sikhism – How far would a Sikh go for his/her religion.</p> <p><u>Knowledge:</u></p> <p>Describe and make connections between different</p>	<p>Christianity- Is the Christmas story true?</p> <p><u>Knowledge:</u></p> <p>Describe and make connections between different features of the religions and</p>	<p>Sikhism- Are Sikh stories important today?</p> <p><u>Knowledge:</u></p> <p>Explore and describe a range of</p>	<p>Did God intend Jesus to be crucified and if so was Jesus aware of this? What is the best way for a Christian to show</p>	<p>Debate: When Sikh commitment clashes with cultural norms.</p>		<p>Visitor from Sikh community</p>

	<p>features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p>	<p>worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p>	<p>beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p>	<p>commitment to God?</p> <p><u>Knowledge:</u></p> <p>Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance. Describe and understand links between stories and other</p>			
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				aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.			
RSHE/PSHE	<p>My beliefs</p> <p><u>Knowledge:</u></p> <p>By the end of the unit pupils: Know the correct terms associated with gender identity and sexual orientation, and the unacceptability of homophobic and</p>	<p>My Feelings –</p> <p><u>Knowledge:</u></p> <p>By the end of the unit pupils: Can anticipate how their emotions may change as they approach and move through puberty.</p> <p><u>Lifewise</u> Autism -</p>	<p>My relationships</p> <p><u>Knowledge:</u></p> <p>By the end of the unit pupils: Can identify healthy relationships and recognise the skills to manage and maintain</p>	<p>My rights and responsibilities</p> <p><u>Knowledge:</u></p> <p>By the end of the unit pupils: Have strategies for keeping safe online; knowing personal information including images of</p>	<p>My body</p> <p><u>Knowledge:</u></p> <p>By the end of the unit pupils: Can anticipate how their body may change as they approach and move through puberty.</p> <p><u>Lifewise</u> The Digital World x 2</p>	<p>Asking for Help</p> <p><u>Knowledge:</u></p> <p>By the end of the unit pupils: Pupils have Consider how to Manage accidental exposure to explicit images, and upsetting online material,</p>	

	<p>transphobic bullying.</p> <p><u>Lifewise</u> Junk Food x 2 Nutritional Values x2 The Human Body x 2</p>	<p>Neurodivergence Expressing Love Differently As You Grow What is Marriage?</p>	<p>healthy relationships.</p> <p><u>Lifewise</u> Power of Words - Mouldy Rice</p> <p>Social Media - Being Confident Responsibility and Inspiration x 2 Homophobic Language in Schools Fairtrade: Same Storm, Different Boat</p>	<p>themselves and others can be shared without their permission.</p> <p><u>Lifewise</u> BV Laws and Parliament x 2 BV Freedom of Speech and Movement x 2 Respecting Others' Boundaries and Beliefs x 2</p>	<p>Supporting the Community x 2 Communicating Effectively x 2 Learning Part 1</p>	<p>including who to talk about what they have seen.</p> <p><u>Lifewise</u> Learning Part 2 Borrowing Money x 2 Dealing With Adversity x 2 The NHS x 2</p>	
<p><u>Local history and geography</u></p>					<p>East of England (Hertfordshire, counties etc)</p> <p>Study of Nelson (link to Downham Market)</p>		<p>Local visit</p>