

# Year 5 Curriculum Overview



## Geography

## History

### Ancient Greece

- \*I can summarise how Britain may have learnt from other countries and civilisations (historically and more recently).
- \*I can draw an accurate timeline with different historical periods showing key historical events or lives of significant people.
- \*I know some of the main characteristics of the Athenians and the Spartans.
  - \*I know about and can talk about the struggle between the Athenians and the Spartans.
  - \*I know about the influence the gods had on Ancient Greece.
  - \*I know about the link between Ancient Greeks and the modern Olympics.
  - \*I know at least five sports from the Ancient Greek Olympics
- \*I know about the main events from a period of history, explaining the order of events and what happened.
- \*I can use a timeline within a specific period of history to set out the order that things may have happened.
  - \*I can order dates from earliest to latest on simple timelines.
  - \*I can sequence events, artefacts or historical figures on a timeline.
- \*I know that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)

## Science

### Scientific Enquiry

- \*I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- \*I can take measurements, using thermometers with increasing accuracy and precision, taking repeat findings when appropriate.
  - \*I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- \*I can talk about and present findings from enquiries, including conclusions, causal relationships and explanations of how reliable the information is.

### Scientific Knowledge

- \*I can 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.
- \*I know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.
- \*I can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.
- \*I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.
- \*I can demonstrate that dissolving, mixing and changes of state are reversible changes.
- \*I can 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.