

Learning Connection block	Innovation and Change		Invasion and Connections		Culture and Contrasts	
Learning Connection Lead Subject	History	Geography	History	Geography	History	Geography
Time of Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5:	<p><u>Priority Subject</u>            History Local History Study– Transport            A study of an aspect of history in the locality. a study over time tracing how several aspects of national history are reflected in the locality</p> <p><u>Additional Subjects</u>            RE - People of God - <i>How can following God bring freedom and justice?</i>            Global Objectives:</p>	<p><u>Priority Subjects</u>            Geography Land use over time – Settlement and farming – Local fieldwork. <i>Why is Cornwall suited to farming?</i> Geographical skills and fieldwork</p> <p><u>Additional Subjects</u>            RE – Other Faiths - <i>What does it mean to be a Muslim in Britain today?</i>  <i>Christmas Celebration</i>            Science Materials - changes            Art Printing (Escher, Bridget Riley, traditional Islamic artists)</p>	<p><u>Priority Subject</u>            History -The Roman Empire and their impact on Britain</p> <p><u>Additional Subjects</u>            RE – Incarnation - <i>Was Jesus the Messiah?</i>            Science Earth and Space            Computing Databases            SMSC British Values            PSHE            Puberty 1 - bodies and reproduction</p>	<p><u>Priority Subject</u>            Geography Climate Change Study – <i>What is happening in Bangladesh and what are they doing about it? Are there more natural disasters now eg. Floods and Earthquakes?</i></p> <p>CLIMATE CURRICULUM Study</p> <p><u>Additional Subjects</u>            RE -Salvation - <i>What did Jesus do to save human beings?</i>  <i>Easter Celebration</i>            Science Forces</p>	<p><u>Priority Subject</u>            History The Mayan Civilisation – <i>Would you have preferred to live here or there in this period of time? a non-European society that provides contrasts with British history -Mayan civilization c. AD 900; the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study</i></p> <p><u>Additional Subjects</u></p>	<p><u>Priority Subject</u>            Geography Name and Locate – Global Knowledge -<i>What is Launceston, NSW like? How does it contrast to Launceston, Cornwall?</i></p> <p><u>Additional Subjects</u>            RE - <i>What matters most to humanists and Christians?</i>            Art/DT Clay pots – emblems and textiles            Computing Video editing            PSHE            Exploring risk (in everyday situations)</p>

# Curriculum Knowledge: School Horizontal Learning Map



	<p><i>Where in the World? Variety ways festivals celebrated.</i></p> <p><i>Harvest Celebration</i></p> <p>Science Properties of materials</p> <p>Art Drawing Lucian Freud Jenny Saville</p> <p>Computing Effective research</p> <p>(Aware of pioneers in Computer Science)</p> <p>Online safety: We are Year 5 rule writers</p> <p>PSHE</p> <p>(Diverse communities)</p> <p>Respectful relationships</p> <p>(Respecting self and others)</p> <p>PE Swimming and gymnastics</p> <p>Music Performance and song - Harvest</p>	<p>DT Cooking – Pizzas with local produce</p> <p>Computing: Online safety: We are responsible for our online actions</p> <p>PSHE</p> <p>Illness</p> <p>Nutrition and healthy eating</p> <p>PE Dance and basketball</p> <p>Music Performance and song - Christmas</p> <p>MFL (French) – Likes and dislikes</p>	<p>(Respecting self and others)</p> <p>Puberty 2 – changes</p> <p>(Respecting self and others)</p> <p>Art Painting Artemisia Gentileschi Terry Frost Tam Joseph</p> <p>PE Rugby and gymnastics</p> <p>Music Music Service tbc</p>	<p>DT Geared Models and Cams</p> <p>Computing /PSHE</p> <p>Online content/Online contact</p> <p>PE Football and netball</p> <p>Music Music Service tbc</p> <p>Performance and song - Easter</p> <p>MFL (French) - Travel</p>	<p>RE - Kingdom of God- <i>What kind of King is Jesus?</i></p> <p>Science Animals including humans</p> <p>Art/DT Clay pots – emblems and textiles</p> <p>Andy Goldsworthy</p> <p>Grayson Perry</p> <p>Bernard Leach</p> <p>Mayan Art</p> <p>African Art</p> <p>Computing Online safety: We are respectful of copyright</p> <p>PSHE</p> <p>Mental health and keeping well</p> <p>Managing challenges and change</p> <p>PE Athletics and Tennis/Crickets/Rounders</p> <p>Music Charanga</p>	<p>PE Athletics and Outdoor Adventurous Activity</p> <p>Music Charanga</p> <p>MFL (French) - Animals</p>
Metacognitive Skill Progression	<p><u>Planning</u></p> <p>Inquiring – identifying, exploring and organising information and ideas: Pose questions</p> <p><i>Pose questions to clarify and interpret information and probe further to discover</i></p>	<p><u>Planning</u></p> <p>Generating ideas, possibilities and actions element: Seek solutions and put ideas into action</p> <p><i>Assess and test options to identify the most effective solution and put ideas into action</i></p>	<p><u>Planning</u></p> <p>Inquiring – identifying, exploring and organising information and ideas: Organise and process information</p> <p><i>Analyse, condense, and combine relevant information from multiple sources.</i></p>	<p><u>Monitoring</u></p> <p>Reflecting on thinking and processes element: think about thinking</p> <p><i>Reflect on assumptions made, consider reasonable criticism, and adjust their thinking if necessary.</i></p>	<p><u>Planning</u></p> <p>Generating ideas, possibilities and actions element: Consider alternatives</p> <p><i>Identify situations where current approaches do not work, challenge existing</i></p>	<p><u>Planning</u></p> <p>Generating ideas, possibilities and actions element: Imagine possibilities and connect ideas</p> <p><i>Combine ideas in a variety of ways and from a range of sources</i></p>

# Curriculum Knowledge: School Horizontal Learning Map



	<p><i>causes and consequences.</i></p> <p>Inquiring – identifying, exploring and organising information and ideas: Identify and clarify information and ideas <i>Identify and clarify relevant information and prioritise ideas.</i></p>	<p><u>Evaluation</u> Analysing, synthesising and evaluating reasoning and procedure element: apply logic and reasoning <i>Assess whether there is adequate reasoning and evidence to justify a claim, conclusion, or outcome</i></p>	<p><u>Monitoring</u> Reflecting on thinking and processes element: reflect on processes <i>Identify and justify the thinking behind choices they have made.</i></p>	<p><u>Evaluation</u> Analysing, synthesising and evaluating reasoning and procedure element: evaluate procedures and outcomes <i>Evaluate the effectiveness of ideas, products, performances, methods, and courses of action against given criteria.</i></p>	<p><i>ideas, and generate alternative solutions.</i></p> <p><u>Monitoring</u> Reflecting on thinking and processes element: transfer knowledge into new contexts <i>Apply knowledge gained from one context to another unrelated context and identify new meaning</i></p>	<p><i>to create new possibilities</i></p> <p><u>Evaluation</u> Analysing, synthesising and evaluating reasoning and procedures element: draw conclusions and design a course of action <i>Scrutinise ideas or concepts, test conclusions and modify actions when designing a course of action</i></p>
Off site Enrichments	Farming Trip / Railway trip Geography Fieldwork/History			Recycling centre		Adventure Residential
Internal Enrichment	Harvest	Parents' Pizza Feast	Roman Resistance Day	Connect to Bangladeshi school	Sports Day	Heritage Week and Spirituality Day

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<p>Quality English Texts</p>	<p>Beowulf Michael Morpurgo Myths and legends Viking Boy</p>	<p>Uno's Garden Graham Base The Iron Man Ted Hughes Or The tin Snail The Flood</p>	<p>Selection of Poetry by Charles Causley</p>	<p>Charlotte's Webb</p>	<p>George's Secret Key to the Universe The Curse of the Maya (GR)  Stories from other cultures. Kensuke's Kingdom  Poetry – Benjamin Zephaniah  Biographies – example text Benjamin Zephaniah</p>	<p>Goth girl and the Ghost of a Mouse – Classical Narrative?</p>
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