



‘Where all children learn and discover together to create a better world’

Hillcrest Primary School - Curious-city™ National Curriculum coverage 2019-2020 Yr5

Foundation “states of being” are shown here. States of being are what children learn to become - they are the key focus of the enquiry to ensure full National Curriculum coverage. The lead National Curriculum subject is **highlighted** for each enquiry. NOTE: PE and Modern Foreign Languages will, for the moment be taught discreetly. Although Art and music run throughout our enquiries, we have specialists who teach these subjects discreetly.

	Giving City	Creative City	Wild City	Moving City	My City	Playful City	Future City
Enquiry Questions	How can science help the homeless?	How can you show what you believe in?	What does the earth look like from the solar system?	Who is trading with whom?	Where is our twin?	How are lives saved?	How are you helping to save our planet?
Year 5 States of Being	Scientist Engineer	Historian Artist Geographer	Scientist Artist Geographer	Historian Engineer Geographer	Geographer Engineer		Engineer Scientist Geographer
NC Coverage	<p>Scientist</p> <p>Properties and changes of materials: Compare and group together everyday materials on the basis of their properties Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic Demonstrate that dissolving, mixing and changes of state are reversible changes Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible</p>	<p>Historian</p> <p>History skills: Develop a chronologically secure knowledge and understanding of British, local and world history Note connections, contrasts and trends over time Regularly address and sometimes devise historically valid questions about change, cause, similarity, difference and significance Construct informed responses that involve thoughtful selection and organisation of relevant historical information understand how our knowledge of the past is constructed from a range of sources History knowledge: The achievements of the earliest civilisations - an overview of where and when the first civilisations</p>	<p>Scientist</p> <p>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 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</p>	<p>Historian</p> <p>History skills Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study Note connections, contrasts and trends over time and develop the appropriate use of historical terms Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance Construct informed responses that involve thoughtful selection and organisation of relevant historical information History knowledge A local history study A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</p>	<p>Geographer</p> <p>Locational knowledge: Locate the world’s countries, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics Place knowledge: understand geographical similarities and differences through the study of human and physical geography Human and physical geography: Describe and understand key aspects of: -physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle -human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>NEW ENQUIRY – Coming Soon</p>	<p>Engineer</p> <p>D&T: Design Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design D&T: Evaluate Investigate and analyse a range of existing products</p> <p>Scientist</p> <p>Living things and their habitats: Describe the differences in life cycles of a mammal, amphibian, an insect and a bird Describe the life process of</p>

	<p>Engineer D&T: Evaluate investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world</p>	<p>appeared and a depth study of Ancient Egypt The study of a non-European society that provides contrasts with British history – Mayan civilisation c. AD 900</p> <p>Artist Art & Design Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials Learn about great artists, architects and designers in history</p> <p>Geographer Locational knowledge: Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>	<p>Artist Art and design Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials Learn about great artists, architects and designers in history</p> <p>Geographer Locational knowledge: Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>	<p>Engineer D&T: Evaluate Investigate and analyse a range of products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Geographer Locational knowledge: Locate the world's countries, using maps Name & locate counties and cities of the UK Human and physical geography Describe & understand trade links, and the distribution of natural resources inc. energy, food, minerals and water Geographical skills and fieldwork Use maps, atlases, globes & digital/computer mapping Use fieldwork to observe, measure, record and present</p>	<p>Geographical skills and fieldwork: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Engineer D&T: Design Generate and develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces & computer aided design D&T: Make Select from & use a wider range of tools & equipment to perform practical tasks (cutting, shaping, joining finishing) accurately Select from and use a wider range of materials & components, incl. construction materials, textiles and ingredients, according to their functional properties & aesthetic qualities</p>		<p>reproduction in some plants and animals</p> <p>Geographer Human and physical geography: Describe and understand key aspects of human geography including land use, energy, pollution, minerals and water Geographical skills and fieldwork: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>
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