


## Year 5 Curriculum Progression Statements - All subjects

		Y5 Progression Statements – Art					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Disciplinary Knowledge	<p><b>What pupils learn about how art is studied, discussed and judged:</b></p> <p><i>Providing opportunities to discuss and review their own and others' work; Enabling pupils to express thoughts and feelings about artworks and explore a range of great artists, craft makers, architects and designers.</i></p>	<p><b>Disciplinary Knowledge is addressed throughout the year through the teaching and learning of Substantive Knowledge, and should be revisited in a range of contexts:</b></p>					
	<ul style="list-style-type: none"> <li>Know how artists (including photographers, illustrators, collage artists and designers) from a variety of traditions, times and cultures, use art to express their emotions, observations and experiences.</li> <li>Identify how artistic movements have changed and developed over time, using appropriate art vocabulary.</li> <li>Express and explain their thoughts, emotions and observations of art.</li> <li>Recognise the art of key artists they have studied.</li> </ul>		<ul style="list-style-type: none"> <li>Know how artists (including photographers, illustrators, collage artists and designers) from a variety of traditions, times and cultures, use art to express their emotions, observations and experiences.</li> <li>Identify how artistic movements have changed and developed over time, using appropriate art vocabulary.</li> <li>Express and explain their thoughts, emotions and observations of art.</li> <li>Recognise the art of key artists they have studied.</li> </ul>		<ul style="list-style-type: none"> <li>Know how artists (including photographers, illustrators, collage artists and designers) from a variety of traditions, times and cultures, use art to express their emotions, observations and experiences.</li> <li>Identify how artistic movements have changed and developed over time, using appropriate art vocabulary.</li> <li>Express and explain their thoughts, emotions and observations of art.</li> <li>Recognise the art of key artists they have studied.</li> </ul>		

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Substantive Knowledge	Sketchbook	<ul style="list-style-type: none"> <li>Use sketchbooks to collect, record and plan for future works.</li> <li>Use sketchbooks to trial adaptations to their work.</li> </ul>		<ul style="list-style-type: none"> <li>Use sketchbooks to collect, record and plan for future works.</li> <li>Use sketchbooks to trial adaptations to their work.</li> </ul>		<ul style="list-style-type: none"> <li>Use sketchbooks to collect, record and plan for future works.</li> <li>Use sketchbooks to trial adaptations to their work.</li> </ul>	
	Drawing, Painting, Sculpture, Printing, Textiles	<p>Drawing:</p> <ul style="list-style-type: none"> <li>Draw for a sustained period working on one piece.</li> <li>Use different techniques for different purposes i.e., shading, hatching within their own work, understanding which works well in their work and why.</li> <li>Use drawing techniques to work from a variety of sources including observation, photographs and digital images.</li> <li>Begin to develop their own style of drawing through line, tone, pattern and texture.</li> </ul>		<p>Painting:</p> <ul style="list-style-type: none"> <li>Purposefully control the types of marks made.</li> <li>Purposefully use different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</li> <li>Experiment in order to develop their own style of painting. This style may be through the development of mixed media, colour, tonal contrast and shade.</li> <li>Mix and match colours to create atmosphere and light effects.</li> <li>Mix colour, shades and tones,</li> </ul>		<p>Sculpture:</p> <ul style="list-style-type: none"> <li>Work in a safe, organised way, caring for equipment.</li> <li>Secure work to continue at a later date.</li> <li>Develop work through a combination of pinch, slab, and coil.</li> <li>Gain experience in modelling over an armature, e.g. a newspaper frame for Modroc.</li> <li>Work around armatures or over constructed foundations.</li> <li>Experiment with working in relief and freestanding work using a range of media.</li> </ul>	

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		<ul style="list-style-type: none"> <li>Experiment with use of simple perspective in their work using a single focal point and horizon.</li> </ul>		<p>building on previous knowledge.</p>		<ul style="list-style-type: none"> <li>Experiment with working in the understanding of different ways of finishing work: glaze, paint, polish.</li> <li>Recognise sculptural forms in the environment, such as furniture or buildings.</li> <li>Carve a simple form.</li> <li>Use language appropriate to skill and technique.</li> <li>Adapt work as and when necessary, explaining why.</li> </ul>	
<p><b>Key Vocabulary</b></p>	<p><b>In addition to vocabulary from previous year groups:</b> traditions; artistic movements; adaptations; focal point; horizon; tonal contrast; atmosphere; armature; glaze; polish; sculptural forms; maquettes.</p>						

## Year 5 Curriculum Progression Statements - All subjects

## Y5 Progression Statements – Design and Technology

		Y5 Progression Statements – Design and Technology					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Disciplinary Knowledge	<b>Design:</b> <i>Planning what to make, Investigate, criteria, materials, user, audience, label, model.</i>	Disciplinary Knowledge is addressed throughout the year through the teaching and learning of Substantive Knowledge, and should be revisited in a range of contexts:					
		<ul style="list-style-type: none"> <li>● Evaluate existing products on their:               <ul style="list-style-type: none"> <li>○ purpose</li> <li>○ design features</li> <li>○ appearance</li> <li>○ use</li> <li>○ inventors/chefs/designers etc. linked to the relevant product</li> <li>○ what they are made from</li> <li>○ how environmentally friendly the products are</li> </ul> </li> <li>● Develop a simple design specification to guide their thinking:               <ul style="list-style-type: none"> <li>○ identify design features that will appeal to intended users.</li> <li>○ choose materials based on suitability of their properties.</li> <li>○ explain how parts of their</li> </ul> </li> </ul>					<ul style="list-style-type: none"> <li>● Evaluate existing products on their:               <ul style="list-style-type: none"> <li>○ purpose</li> <li>○ design features</li> <li>○ appearance</li> <li>○ use</li> <li>○ inventors/chefs/designers etc. linked to the relevant product</li> <li>○ what they are made from</li> <li>○ how environmentally friendly the products are</li> </ul> </li> <li>● Develop a simple design specification to guide their thinking:               <ul style="list-style-type: none"> <li>○ identify design features that will appeal to intended users.</li> <li>○ choose materials based on suitability of their properties.</li> <li>○ explain how parts of their</li> </ul> </li> </ul>

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			<ul style="list-style-type: none"> <li>○ product will work.</li> <li>○ generate innovative ideas that meet the needs of the user.</li> <li>● Record a step-by-step plan of the making process, including the tools, equipment and materials they will be using.</li> <li>● Represent ideas in diagrams, annotated sketches and computer-based programs (where appropriate).</li> <li>● Create pattern pieces and prototypes.</li> </ul>				<ul style="list-style-type: none"> <li>○ product will work.</li> <li>○ generate innovative ideas that meet the needs of the user.</li> <li>● Record a step-by-step plan of the making process, including the tools, equipment and materials they will be using.</li> <li>● Represent ideas in diagrams, annotated sketches and computer-based programs (where appropriate).</li> <li>● Create pattern pieces and prototypes.</li> </ul>
	<p><b>Make:</b> <i>Tools, safety, measuring, joining, problem solving, finishing.</i></p>		<ul style="list-style-type: none"> <li>● Use materials appropriate to their DT project, e.g., construction materials and kits, textiles, food, mechanical components.</li> <li>● Choose a range of suitable tools for making, explaining why</li> </ul>				<ul style="list-style-type: none"> <li>● Use materials appropriate to their DT project, e.g., construction materials and kits, textiles, food, mechanical components.</li> <li>● Choose a range of suitable tools for making, explaining why</li> </ul>
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			<p>they should be used.</p> <ul style="list-style-type: none"> <li>• Follow outlined safety and hygiene procedures, independently and without prompting.</li> <li>• Independently and without prompting, use their design criteria whilst making.</li> <li>• Measure, mark, cut and shape materials and components accurately.</li> <li>• Join, assemble and combine materials and components accurately.</li> <li>• Demonstrate problem solving skills when encountering a mistake or practical problem.</li> <li>• Use finishing techniques accurately.</li> </ul>				<p>they should be used.</p> <ul style="list-style-type: none"> <li>• Follow outlined safety procedures, independently and without prompting.</li> <li>• Independently and without prompting, use their design criteria whilst making.</li> <li>• Measure, mark, cut and shape materials and components accurately.</li> <li>• Join, assemble and combine materials and components accurately.</li> <li>• Demonstrate problem solving skills when encountering a mistake or practical problem.</li> <li>• Use finishing techniques accurately.</li> </ul>
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	<b>Evaluate</b>		<ul style="list-style-type: none"> <li>• Use their design specification to evaluate products, looking at quality of end product and design and whether it is fit for its intended purpose.</li> <li>• Consider the views of others, including intended user, whilst evaluating product.</li> </ul>				<ul style="list-style-type: none"> <li>• Use their design specification to evaluate products, looking at quality of end product and design and whether it is fit for its intended purpose.</li> <li>• Consider the views of others, including intended user, whilst evaluating product.</li> </ul>
<b>Substantive Knowledge</b>	<b>Technical Knowledge:</b> <i>Food, Construction (tools and techniques), Textiles, Mechanisms.</i>		<p>Food:</p> <ul style="list-style-type: none"> <li>• Know that different food and drinks contain different substances (nutrients, water, fibre) that are needed for health.</li> <li>• Know how to prepare and cook more than one simple, predominately savoury, dishes hygienically and safely, including where appropriate, use of a heat source.</li> <li>• Prepare and cook a simple, savoury dish hygienically</li> </ul>				<p>Construction – frame structures:</p> <ul style="list-style-type: none"> <li>• Use materials for their functionality and aesthetic appearance to construct a strong structure.</li> <li>• Know how to make strong, stiff shell structures.</li> <li>• Reinforce and strengthen a 3D framework.</li> </ul>

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			<p>and safely, including where appropriate, use of a heat source.</p> <ul style="list-style-type: none"> <li>• Know that recipes can be adapted, e.g., by adding or substituting one or more ingredients, to change the appearance, taste, texture and aroma.</li> <li>• Weigh and measure accurately including timings, dry ingredients and liquids.</li> <li>• Apply the use of basic food hygiene and safety e.g. use of ovens.</li> <li>• Use cooking techniques including, but not limited to: chopping, peeling, grating slicing, mixing, spreading, kneading and baking.</li> </ul>				
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			<ul style="list-style-type: none"> <li>Safely demonstrate some knife skills.</li> </ul>				
<b>Key Vocabulary</b>	<b>In addition to vocabulary from previous year groups:</b> Specification, analyse, combine, construct, criteria, evaluate, requirements, functionality, yeast, dough, bran, seasonality, source, intolerance, allergy, varied, gluten, nutrition, frame, stiffen, reinforce, triangulation, stability, temporary, permanent, specification						

Year 5 Curriculum Progression Statements - All subjects

Y5 Progression Statements – Geography

		Y5 Progression Statements – Geography					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Disciplinary Knowledge	Conceptual Understanding	<p>Conceptual understanding is addressed throughout the year through the teaching and learning of Substantive Knowledge, and should be revisited in a range of contexts:</p> <ul style="list-style-type: none"> <li>Develop understanding of:                             <ul style="list-style-type: none"> <li>Geographical processes (including human, e.g. migration, pollution) and ask questions about how these change landscapes and places over time.</li> <li>How some changes have irreversible and reversible impacts.</li> </ul> </li> </ul>					
	Enquiry Skills	<p>Enquiry skills are addressed throughout the year through the teaching and learning of Substantive Knowledge, and should be revisited in a range of contexts:</p> <ul style="list-style-type: none"> <li>Develop their own considered enquiry questions.</li> <li>Decide which sources, tools and processes would help to give them a balanced and well supported response:                             <ul style="list-style-type: none"> <li>Read and make plans and maps using a greater range of symbols and keys accurately.</li> <li>Be able to suggest a scale for maps.</li> <li>Make appropriate choices when using mapping to begin to describe the features studied.</li> <li>Confidently use the 8 points of the compass and begin to use 6 figure grid references for UK and wider world.</li> <li>Observe and record human and physical features in the local area using a range of methods.</li> <li>Use increasingly complex atlases, world maps and digital technologies to build their knowledge of the UK and the wider world.</li> <li>Discuss the most appropriate method to record information.</li> <li>Analyse maps and charts to support arguments and justify their conclusions.</li> <li>Begin to interpret sources/ findings critically by identifying bias and accuracy to help them reach conclusions.</li> <li>Be able to compare and contrast multiple geographical elements and begin to identify that different opinions on them are held.</li> <li>Be able to select and compare appropriate methods of communicating learning considering audience and purpose.</li> </ul> </li> <li>Communicate their findings using increasingly technical geographical terms.</li> <li>Be able to share an opinion, explain reasoning, critically reflect on reliability and respectfully refute counter arguments using factual information.</li> </ul>					
Substantive Knowledge	Location and Place	<p><b>Local</b> - use their conceptual understanding and enquiry skills to:</p> <ul style="list-style-type: none"> <li>Name and locate a range of villages, towns, cities and landmarks in the South West.</li> </ul>			<p><b>World</b> - use their conceptual understanding and enquiry skills to:</p> <ul style="list-style-type: none"> <li>Locate a range of countries around the World, identifying the main mountain ranges and longest rivers.</li> </ul>	<p><b>Similarities and differences</b> between the Severn Valley and the Yellow River valley - use their conceptual understanding and enquiry skills to:</p> <ul style="list-style-type: none"> <li>Understand the similarities and differences (both</li> </ul>	

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		<p><b>UK</b> - use their conceptual understanding and enquiry skills to:</p> <ul style="list-style-type: none"> <li>• Use sources on three different locations in the UK to ask and answer questions about them.</li> </ul>			<ul style="list-style-type: none"> <li>• Locate major cities of the World and discuss similarities and differences between some of these</li> <li>• Name and locate countries of the world, concentrating on environmental regions, key physical and human characteristics, countries and major cities.</li> </ul>	<p>human and physical).</p> <ul style="list-style-type: none"> <li>• Locate both regions on a map and use the scale to calculate approximate distance.</li> <li>• Locate key human and physical features of the regions and relate these features to the locality (e.g. population size near tourist landmarks/rivers, transport links to mountains).</li> <li>• Locate man-made features and reflect on the importance of the tourism industry in these areas.</li> </ul>	
	<p><b>Physical and Human Features and Processes</b></p>	<ul style="list-style-type: none"> <li>• Understand how the distribution of natural resources including energy, food, minerals and water affect the lives of people.</li> <li>• Understand how the distribution of natural resources including energy, food, minerals and water affects the land use and settlements.</li> </ul>			<ul style="list-style-type: none"> <li>• Begin to understand how population growth changes over time and impacts on local and global resources.</li> <li>• Understand the human geographical process of migration.</li> <li>• Asks questions about how migration changes</li> </ul>	<ul style="list-style-type: none"> <li>• Compare the features of a river (e.g. The Yellow River) at different points along its course.</li> <li>• Explain how meanders are formed.</li> <li>• Describe how waterfalls are formed.</li> <li>• Explain how the water cycle is a closed system.</li> </ul>	

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		<ul style="list-style-type: none"> <li>• Understand how some human processes make changes that are irreversible and reversible.</li> <li>• Know how the services and resources available in different localities affect the lives of the people.</li> </ul>			landscapes and places over time.		
<b>Key Vocabulary</b>		Scale, meander, flood plain, erosion, deposition, oxbow lake, delta, confluence, tributary, waterfall, overhang, plunge-pool, undercut, water-cycle, ground water, precipitation, condensation, evaporation, terrain, industry, natural resources, global resources, distribution					

## Year 5 Curriculum Progression Statements - All subjects

## Year 5 Progression Statements – Global Learning

To be addressed throughout the curriculum.

	Year 5 Progression Statements – Global Learning					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Skills and Capabilities:</b> <i>Critical and creative thinking, Empathy, Self-awareness and reflection, Communication, Cooperation and conflict resolution, Ability to manage complexity and uncertainty, Informed and reflective action.</i>	<ul style="list-style-type: none"> <li>Work co-operatively to solve problems or achieve goals.</li> <li>Use knowledge of others' viewpoints to resolve problems and compromise.</li> <li>Use strategies to manage anger, frustration and aggressive feelings.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that there may be negative feelings towards others and in new or difficult situations.</li> <li>Independently use strategies to cope with challenging times.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the meanings of bias, opinion and stereotypes.</li> <li>Listen attentively to, question and respond to others.</li> </ul>	<ul style="list-style-type: none"> <li>Give evidence for an argument and present counter arguments.</li> <li>Understand that in some situations there may not be no single right or wrong answer.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate empathy towards others.</li> <li>Identify some of the impacts of prejudice and discrimination.</li> </ul>	<ul style="list-style-type: none"> <li>Express their own views and ideas on issues clearly, using a range of appropriate methods, giving reasons and evidence.</li> <li>Share opinions and evidence on issues with others, including decision-makers.</li> </ul>
<b>Values and Attitudes:</b> <i>Sense of identity and self-esteem, Commitment to social justice and equity, Respect for people and human rights, Valuing diversity, Concern for the environment</i>	Demonstrate: <ul style="list-style-type: none"> <li>positivity about the ways in which they are both similar to others and uniquely different.</li> </ul>	Demonstrate: <ul style="list-style-type: none"> <li>concern for injustice and inequality.</li> <li>willingness to cooperate with others to change things for the better.</li> </ul>	Demonstrate: <ul style="list-style-type: none"> <li>belief that it is everyone's responsibility to challenge prejudice and discrimination.</li> <li>willingness to learn about diversity from the</li> </ul>	Demonstrate: <ul style="list-style-type: none"> <li>a personal sense of responsibility for the environment and the use of resources.</li> <li>commitment to taking action to protect and</li> </ul>	Demonstrate: <ul style="list-style-type: none"> <li>recognising the benefits of listening to a range of different perspectives and viewpoints.</li> <li>sense of wonder and</li> </ul>	Demonstrate: <ul style="list-style-type: none"> <li>proactive inclusion of other people, recognising the removable barriers that prevent some people from</li> </ul>

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<p><i>and commitment to sustainable development, Commitment to participation and inclusion, Belief that people can bring about change.</i></p>	<ul style="list-style-type: none"> <li>valuing what contributes to their own identity.</li> </ul>	<ul style="list-style-type: none"> <li>compassion to the needs and rights of others.</li> </ul>	<p>experiences of people they have learnt about or know.</p> <ul style="list-style-type: none"> <li>appreciating and valuing difference.</li> </ul>	<p>improve the environment and quality of life for people locally and globally.</p>	<p>curiosity about the world.</p> <ul style="list-style-type: none"> <li>active participation in school-based decision making.</li> </ul>	<p>participating fully.</p> <ul style="list-style-type: none"> <li>belief that individuals, including themselves, and groups can improve situations.</li> <li>knowledge and understanding of the school ethos and learning values at an age-appropriate level.</li> </ul>
<p><b>Knowledge and Understanding:</b> <i>Social justice and equity, Identity and diversity, Globalisation and interdependence, Sustainable development, Peace and conflict, Human rights, Power and governance.</i></p>	<ul style="list-style-type: none"> <li>Know about some examples of conflicts past and present in their own society.</li> <li>Know and use effective strategies for managing, resolving and preventing conflict, including 'win-win' solutions.</li> </ul>	<ul style="list-style-type: none"> <li>Know some of the main causes and effects of poverty and inequality at local, national and global levels.</li> <li>Know some of the ways they can carry out a role as a local and global citizen.</li> </ul>	<ul style="list-style-type: none"> <li>Understand how the UN Convention of the Rights of the Child affects their own lives.</li> <li>Know and understand some reasons why some people have their rights denied.</li> </ul>	<ul style="list-style-type: none"> <li>Identify some ways in which local actions can affect the wider world, e.g., FairTrade.</li> <li>Begin to understand the concepts of environmentally responsible living and global inequalities in ecological footprints.</li> </ul>	<ul style="list-style-type: none"> <li>Know and understand the basics of how their own country is governed.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the nature of prejudice, racism and sexism.</li> <li>Know that there are nine protected characteristics in the Equality Act 2010 and describe what some of them are.</li> </ul>
<p><b>Key Vocabulary</b></p>	<p><b>In addition to vocabulary from previous year group:</b> culture, dominant, minority, discrimination, justice, injustice.</p>					


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## Year 5 Curriculum Progression Statements - All subjects

		Y5 Progression Statements – History					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Disciplinary Knowledge	<b>Conceptual Understanding:</b> <i>Chronology, Continuity and Change, Cause and Consequence, Similarity and Difference, Significance, Interpretation and Perspective, Reliability</i>	Conceptual understanding is addressed throughout the year through the teaching and learning of Substantive Knowledge, and should be revisited in a range of contexts: <ul style="list-style-type: none"> <li>Understand the chronological relationships between periods of history studied.</li> <li>Make connections between main events, situations and changes within and across different periods/societies.</li> <li><b>Assessment: Make connections between a range of reasons for historical events and changes, understanding that some reasons are more important than others.</b></li> <li><b>Assessment: Describe some of the social, cultural, religious and ethnic diversity in Britain and the wider world at different time periods studied.</b></li> <li>Understand some of the reasons that make historical figures and events studied significant.</li> <li>Understand some of the ways that different historical viewpoints and interpretations have been constructed.</li> <li>Understand the concept of bias within historical sources.</li> <li>Select and evaluate primary and secondary sources, understanding that some may be more reliable than others.</li> </ul>					
	<b>Historical Enquiry:</b> <i>Ability to ask questions, Prediction, Exploring how to find answers, Research and gathering of evidence, Evaluating and justifying, Communicating about their enquiry</i>	Historical enquiry skills are addressed throughout the year through the teaching and learning of Substantive Knowledge, and should be revisited in a range of contexts: <ul style="list-style-type: none"> <li>Devise historically valid open-ended questions within historical periods studied.</li> <li><b>Assessment: Make suggestions as to how to answer their enquiry and make predictions based on their previous historical enquiries and knowledge of relevant/reliable sources.</b></li> <li><b>Assessment: Draw on a range of relevant, different primary and secondary sources.</b></li> <li>Justify their predictions based on the evidence they've found.</li> <li>Reach their own conclusions and justify with the evidence they've found.</li> <li>Reflect on the process they've been through.</li> <li>Present information in an organised way (e.g. written explanation/tables and charts/labelled diagram).</li> <li>Make accurate use of specific dates and terms that have been taught.</li> </ul>					

## Year 5 Curriculum Progression Statements - All subjects

Substantive Knowledge	Historical Knowledge and Understanding		<p><b><u>Barnstaple - a local history study</u></b></p> <ul style="list-style-type: none"> <li>• <b>Assessment:</b> Place events studied on a timeline in relation to prior learning.</li> <li>• Know some of what was happening in different parts of the world at the time of events studied.</li> <li>• Understand how we know about events in the past in Barnstaple.</li> <li>• Know about aspects of diversity within Barnstaple's past.</li> <li>• Know about the founding and naming of Barnstaple.</li> <li>• Know about how Barnstaple has changed in size and importance over its history.</li> <li>• <b>Assessment:</b> Understand the impact of trade</li> </ul>	<p><b><u>Britain's invasions and settlement by Vikings, Anglo-Saxons and Scots</u></b></p> <ul style="list-style-type: none"> <li>• <b>Assessment:</b> Place the period on a timeline in relation to prior learning.</li> <li>• Know some of what was happening in different parts of the world at this time.</li> <li>• Understand how we know about Vikings, Anglo-Saxons and Scots.</li> <li>• <b>Assessment:</b> Know that during the Anglo-Saxon period, Britain was divided into many kingdoms, which relate to some of today's county boundaries.</li> <li>• Know about how the Anglo-Saxons</li> </ul>			<p><b><u>The Shang Dynasty</u></b></p> <ul style="list-style-type: none"> <li>• <b>Assessment:</b> Place the period on a timeline in relation to prior learning.</li> <li>• Know some of what was happening in different parts of the world, including Britain, at this time (<i>hook back to Y3 Bronze Age to Stone Age and Y3 Ancient Egypt</i>)</li> <li>• Understand how we know about the Shang Dynasty.</li> <li>• Know what life was like for different people in Shang society.</li> <li>• <b>Assessment:</b> Understand some of the power structures within the civilisation.</li> </ul>
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## Year 5 Curriculum Progression Statements - All subjects

			<p><b>on Barnstaple's history, including pottery, wool trade and the 'triangle of trade' fishing route</b> <i>(hook back to Y1 Spring 1).</i></p> <ul style="list-style-type: none"> <li>• Understand the role played in Barnstaple's history by key landmarks such as: Barnstaple Castle, the Pannier Market, Butcher's Row and the tome stone.</li> <li>• Know about the history of NCSPA.</li> <li>• Know and use the key vocabulary: <ul style="list-style-type: none"> <li>○ Archaeologist</li> <li>○ Artefact</li> <li>○ Ballast</li> <li>○ Barum</li> <li>○ BCE (Before the Common/Current Era), also known as BC (Before Christ)</li> <li>○ CE (Common/Current Era), also known as AD (Anno</li> </ul> </li> </ul>	<p>attempted to bring about law and order in Britain, including understanding some of the power structures within the civilisation.</p> <ul style="list-style-type: none"> <li>• <b>Assessment: Know about some of Britain's invasions and settlement by Anglo-Saxons, Vikings and Scots</b> <i>(hook back to Y5 – Barnstaple Local Study).</i></li> <li>• <b>Assessment: Know about resistance by Alfred the Great and Athelstan, first king of England.</b></li> <li>• Understand that Vikings and Anglo-Saxons struggled for power in England from</li> </ul>			<ul style="list-style-type: none"> <li>• <b>Assessment: Know about some of the ways the Shang Dynasty has influenced our society today e.g writing.</b></li> <li>• Know about different ritual elements of the Shang religion.</li> <li>• Know and use the key vocabulary: <ul style="list-style-type: none"> <li>○ Ancestors</li> <li>○ Archaeologist</li> <li>○ Artefact</li> <li>○ BCE (Before the Common/Current Era), also known as BC (Before Christ)</li> <li>○ Bronze</li> <li>○ CE (Common/Current Era), also known as AD (Anno Domini or The Year of Our Lord)</li> <li>○ Classes</li> <li>○ Cowrie shells</li> <li>○ Dynasty</li> <li>○ Emperor</li> <li>○ Hierarchy</li> </ul> </li> </ul>
	<b>RESPECT</b>		<b>CONFIDENCE</b>		<b>COLLABORATION</b>		<b>INNOVATION</b>

Year 5 Curriculum Progression Statements - All subjects

			<ul style="list-style-type: none"> <li>Domini or The Year of Our Lord)</li> <li>o Ceramics</li> <li>o Charter</li> <li>o Earthenware</li> <li>o Exchange</li> <li>o Export/import</li> <li>o Guildhall</li> <li>o Kerseys</li> <li>o merchants</li> <li>o Mint</li> <li>o Ribbon development</li> <li>o Saxon Burhs</li> <li>o Tucking/fulling</li> </ul>	<ul style="list-style-type: none"> <li>the withdrawal of the Roman Empire c. CE/AD 410 to 1066 (<i>hook back to Y4 Autumn 2 and Y4 Spring 1</i>)</li> <li>• Know and use the key vocabulary:</li> <li>o Archaeologist</li> <li>o Artefact</li> <li>o BCE (Before the Common/Current Era), also known as BC (Before Christ)</li> <li>o CE (Common/Current Era), also known as AD (Anno Domini or The Year of Our Lord)</li> <li>o Conversion</li> <li>o Danegeld</li> <li>o Danelaw</li> <li>o Invasion</li> <li>o Kingdoms</li> <li>o Monastery</li> <li>o Normans</li> <li>o Raids</li> <li>o Resistance</li> <li>o Witan</li> </ul>			<ul style="list-style-type: none"> <li>o Jade</li> <li>o Military general</li> <li>o Nobles</li> <li>o Oracle bones</li> <li>o Pagoda</li> <li>o Peasants</li> <li>o Pictographs</li> <li>o Pray</li> <li>o Sacrifice</li> <li>o Slave</li> <li>o Society</li> <li>o Tomb</li> <li>o Warlord</li> </ul>
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**Year 5 Curriculum Progression Statements - All subjects**

<b>Abstract Terms Linked to Historical Concepts</b>	Civilisation, Democracy, Empire, Invasion, Migration/immigration/emigration, Monarchy, Parliament, Power, Resistance, Settlement, Social class/aristocracy/peasantry, Trade
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## Year 5 Curriculum Progression Statements - All subjects




## Year 5 Progression Statements – IT and Computing

<https://teachcomputing.org/curriculum>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	E-safety  Sharing information: <ul style="list-style-type: none"> <li>• Networks</li> <li>• Effective use of tools</li> </ul>	Video production: <ul style="list-style-type: none"> <li>• Creating media</li> <li>• Design and development</li> </ul>	E-safety  Selection in physical computing: <ul style="list-style-type: none"> <li>• Programming</li> <li>• Computing systems</li> </ul>	Flat-file databases: <ul style="list-style-type: none"> <li>• Data and information</li> <li>• Effective use of tools</li> </ul>	E-safety  Vector drawing: <ul style="list-style-type: none"> <li>• Effective use of tools</li> <li>• Creating media</li> </ul>	Selection in quizzes: <ul style="list-style-type: none"> <li>• Algorithms</li> <li>• Programming</li> </ul>

## Year 5 Curriculum Progression Statements - All subjects

 <h2 style="text-align: center;">Year 5 Progression Statements – Music</h2>						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Singing	<ul style="list-style-type: none"> <li>Sing confidently as a class and in small groups.</li> <li>Sing songs with increasing control of breathing, posture and sound projection.</li> </ul>		<ul style="list-style-type: none"> <li>Sing songs in tune and with an awareness of other parts.</li> <li>Know when to breathe within a song.</li> </ul>		<ul style="list-style-type: none"> <li>Sing a round in two parts, identifying the melodic phrases.</li> <li>Sing expressively with awareness and control of the expressive elements. e.g. timbre, tempo, dynamics.</li> </ul>	
Listening	<ul style="list-style-type: none"> <li>Extend their use of musical vocabulary to describe what they hear, like and dislike in pieces of music from a range of genres, including live music.</li> </ul>		<ul style="list-style-type: none"> <li>Begin to compare the work of a range of different composers, including a range of genres.</li> </ul>		<ul style="list-style-type: none"> <li>Listen to and share opinions on the work of their peers.</li> </ul>	
Improvising and composing	<ul style="list-style-type: none"> <li>Create an accompaniment to a known song.</li> <li>Explore, select and combine sounds when improvising and composing.</li> </ul>		<ul style="list-style-type: none"> <li>Continue to develop skills with using technology to create a piece of music.</li> </ul>		<ul style="list-style-type: none"> <li>Improvise their own simple tunes.</li> </ul>	
Notation – reading and writing	<ul style="list-style-type: none"> <li>Continue to develop staff notation reading skills.</li> </ul>		<ul style="list-style-type: none"> <li>Read rhythms using crotchets, quavers, semi-quavers,</li> </ul>		<ul style="list-style-type: none"> <li>Compose using staff notation.</li> </ul>	

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### Year 5 Curriculum Progression Statements - All subjects

Playing	<p>A selection of Percussion/tuned and untuned instruments will be played throughout the year, a new instrument each term. The Progression statements will be addressed as appropriate according to the allocated instruments.</p> <ul style="list-style-type: none"> <li>• Play a range of instruments with increasing control.</li> <li>• Be aware of correct techniques to use with different instruments.</li> <li>• Develop their ability to play a part whilst others are performing a different part.</li> </ul>					
Suggested genres	<ul style="list-style-type: none"> <li>• Year 5 has a bespoke list of songs from many different genres, of varying styles and from many countries, traditions and cultures in chronological order from the Model Music Curriculum:  <a href="https://www.youtube.com/playlist?list=PLitQ2pP9mJegL6G920NQ0bAUOxyVkOouL">https://www.youtube.com/playlist?list=PLitQ2pP9mJegL6G920NQ0bAUOxyVkOouL</a> <ul style="list-style-type: none"> <li>• Use these songs as a starting point to discuss:               <ul style="list-style-type: none"> <li>○ musical elements</li> <li>○ to inspire creativity in your classroom, maybe listen during the register, getting changed for PE or whilst playing Times Tables Rockstars</li> </ul> </li> </ul> </li> </ul>					
Key Vocabulary	<ul style="list-style-type: none"> <li>• <b>Pulse, Rhythm, Pitch, Dynamics, Tempo, Texture, Timbre and Structure.</b></li> <li>• <b>Structure</b> – every piece of music has a structure e.g. an introduction, verse and chorus ending.</li> </ul>					

## Year 5 Curriculum Progression Statements - All subjects

	Year 5 Progression Statements – PE						
Topic							
Coverage	Autumn		Spring		Summer		
	Indoor	Gymnastics	Dance	Swimming	Swimming	Dance	Fitness
	Outdoor	Athletics/Fitness	Invasion Games (Tag Rugby)	Outdoor Ed	Invasion Games (Basketball)	Net/wall (Volleyball)	Striking & Fielding (Roulers)
<i>Gymnastics: Movement and Pathways, Teamwork, Character and Attitude, Evaluation, Creativity</i>	<ul style="list-style-type: none"> <li>Remember, combine, practise, describe and interpret longer, more complex movements.</li> <li>Explore combinations of floor, mats and apparatus, and demonstrate different ways of using a shape, balance or travel.</li> <li>Effectively lead a partner, group or class during an activity.</li> <li>Identify and communicate strengths and areas for development of a performance.</li> <li>Take considered risks in the exploration of new skills and movements.</li> <li>Receive and give constructive advice, taking on feedback in order to improve.</li> <li>Devise, develop and perform an original gymnastic sequence, showing a clear beginning, middle and end, showing an understanding of what aspects of performance make it an enjoyable experience for the audience.</li> </ul>						
<i>Dance: Movement and Pathways, Teamwork, Character and Attitude, Evaluation, Creativity</i>	<ul style="list-style-type: none"> <li>Remember, combine, practise, describe and interpret longer, more complex movements.</li> <li>Connect different movements using a range of body actions and body parts.</li> <li>Effectively lead a partner, group or class during an activity.</li> <li>Identify and communicate strengths and areas for development of a performance.</li> <li>Take considered risks in the exploration of new skills and movements.</li> <li>Receive and give constructive advice, taking on feedback in order to improve.</li> <li>Watch, describe and compare performances, and use what they learn to improve their own work.</li> <li>Receive and give respectful, constructive advice to peers, based on their learning.</li> <li>Recognise unison and canon and suggest improvements.</li> <li>Improvise freely, experimenting with ideas on their own, with a partner or in a group.</li> <li>Show an understanding of what aspects of performance make it an enjoyable experience for the audience.</li> <li>Devise and perform a dance sequence, showing a clear beginning, middle and end.</li> <li>Compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings.</li> <li>Devise, develop and perform an original dance, showing a clear beginning, middle and end, showing an understanding of what aspects of performance make it an enjoyable experience for the audience.</li> </ul>						
<i>Invasion Games: Movement and Pathways, Coordination, Fitness,</i>	<ul style="list-style-type: none"> <li>Find and use space effectively to help their team, understanding the need to stay still at times in order to hold a space.</li> <li>Understand how moving at different speeds require adaptations to catching and throwing techniques.</li> </ul>						

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### Year 5 Curriculum Progression Statements - All subjects

<p><i>Teamwork, Evaluation, Tactical Awareness</i></p>	<ul style="list-style-type: none"> <li>• Effectively choose appropriate techniques for specific events.</li> <li>• Show that they are willing to exert themselves physically in order to compete.</li> <li>• Play respectfully, honestly and fairly within the rules.</li> <li>• Identify strengths and areas for development of a performance, listening to the ideas of others and taking on feedback in order to improve.</li> <li>• Work well as part of a team, demonstrating understanding of the roles of different team members.</li> <li>• Demonstrate effective problem solving skills within a team.</li> <li>• Collaborate with others to create effective and fair rules for their own games.</li> <li>• Explain and teach to others new or adapted rules that have modified a game or practice.</li> <li>• Confidently use a variety of techniques to send and receive a ball.</li> <li>• Effectively deploy simple tactics.</li> <li>• Show an understanding for how tactics may change throughout the course of a game depending on their opponent or the match situation.</li> <li>• Show an increased understanding of the principles of attack (e.g., creating space, penetration, support, width, movement, improvisation).</li> <li>• Show an increased understanding of the principles of defence (e.g., denying space, pressure (delay), cover, depth, balance, concentration, patience, communication).</li> </ul>
<p><i>Athletics: Movement and Pathways, Coordination, Fitness, Teamwork, Character and Attitude, Evaluation</i></p>	<ul style="list-style-type: none"> <li>• Understand that exercising over different lengths of time and over different distances requires different speeds.</li> <li>• Choose appropriate techniques for specific events.</li> <li>• Use different techniques, speeds and effort for running, jumping and throwing.</li> <li>• Warm up effectively.</li> <li>• Explain why their heart beats faster during exercise and why their breathing gets faster and deeper.</li> <li>• Know that there are different components of fitness and know which are relevant to the sports and activities they are doing.</li> <li>• Explain the benefits of regular physical activity.</li> <li>• Show that they are willing to exert themselves physically in order to compete, demonstrating improvements over time.</li> <li>• Identify different ways to improve their performance.</li> <li>• Demonstrate perseverance and resilience when taking part in physical activity.</li> <li>• Receive and give respectful, constructive advice to peers, based on their learning.</li> </ul>
<p><i>Striking and Fielding Games: Coordination, Teamwork, Evaluation, Tactical Awareness</i></p>	<ul style="list-style-type: none"> <li>• Show awareness of touch and feel, hitting a ball with varying levels of impact.</li> <li>• Understand how to choose appropriate techniques for a range of specific events.</li> <li>• Throw and catch whilst performing a range of movements, including moving at speed.</li> <li>• Accurately strike a moving ball in a game situation.</li> <li>• Play respectfully, honestly and fairly within the rules.</li> <li>• Identify strengths of a performance and suggest how it might be improved.</li> <li>• Work well as part of a team, demonstrating understanding of the roles of different team members.</li> </ul>

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### Year 5 Curriculum Progression Statements - All subjects

	<ul style="list-style-type: none"> <li>• Demonstrate effective problem solving skills within a team.</li> <li>• Collaborate with others to create effective and fair rules for their own games.</li> <li>• Receive and give respectful, constructive advice to peers, based on their learning.</li> <li>• Effectively deploy simple tactics.</li> <li>• Show an understanding for how tactics may change throughout the course of a game depending on their opponent or the match situation.</li> </ul>												
Net/Wall Games: <i>Coordination, Teamwork, Evaluation, Tactical Awareness</i>	<ul style="list-style-type: none"> <li>• Show awareness of touch and feel, hitting a ball with varying levels of impact.</li> <li>• Manipulate a ball with a racquet or stick, appropriate the sport being played.</li> <li>• Keep a ball bouncing on a racquet at a range of different speeds.</li> <li>• Play respectfully, honestly and fairly within the rules.</li> <li>• Identify strengths of a performance and suggest how it might be improved.</li> <li>• Collaborate with others to create effective and fair rules for their own games.</li> <li>• Receive and give respectful, constructive advice to peers, based on their learning.</li> <li>• Effectively deploy simple tactics, showing a variety of shots/skills to demonstrate the use of different tactical approaches.</li> <li>• Show an understanding for how tactics may change throughout the course of a game depending on your opponent or the match situation.</li> </ul>												
Outdoor and Adventurous Activities: <i>Movement and Pathways, Fitness, Teamwork, Evaluation</i>	<ul style="list-style-type: none"> <li>• In line with their Geography fieldwork map reading skills:             <ul style="list-style-type: none"> <li>○ Know where they are on a plan or diagram and how to recognise symbols and pictures and relate them to a diagram.</li> <li>○ Know how to orientate themselves and move with increasing confidence and accuracy when following trails and simple orienteering courses.</li> </ul> </li> <li>• Show that they are willing to exert themselves physically in order to compete.</li> <li>• Make decisions to effectively lead a partner or group during an activity.</li> <li>• Use physical and teamwork skills in a variety of different outdoor and adventurous activity challenges.</li> <li>• Work well as part of a team, demonstrating understanding of the roles of different team members.</li> <li>• Demonstrate effective problem solving skills within a team.</li> </ul>												
Swimming	<ul style="list-style-type: none"> <li>• By the end of Key Stage 2:             <ul style="list-style-type: none"> <li>○ Swim competently, confidently and proficiently over a distance of at least 25 metres.</li> <li>○ Use a range of strokes effectively e.g., front crawl, backstroke and breaststroke.</li> <li>○ Perform safe self-rescue in different water-based situations.</li> </ul> </li> </ul>												
Key Vocabulary	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">Formation</td> <td style="width: 50%; border: none;">Unison</td> </tr> <tr> <td style="border: none;">Intercept</td> <td style="border: none;">tempo</td> </tr> <tr> <td style="border: none;">Land</td> <td style="border: none;"></td> </tr> <tr> <td style="border: none;">Marking</td> <td style="border: none;"></td> </tr> <tr> <td style="border: none;">Non-contact</td> <td style="border: none;"></td> </tr> <tr> <td style="border: none;">Overhead pass</td> <td style="border: none;"></td> </tr> </table>	Formation	Unison	Intercept	tempo	Land		Marking		Non-contact		Overhead pass	
Formation	Unison												
Intercept	tempo												
Land													
Marking													
Non-contact													
Overhead pass													


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## Year 5 Curriculum Progression Statements - All subjects

	Year 5 Progression Statements – Primary Languages					
The Primary French Project - Niveau rouge						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Speaking and Listening		<ul style="list-style-type: none"> <li>• Revise numbers 1-21.</li> <li>• Ask what time it is and say the time on the hour.</li> <li>• Revise names for parts of the UK.</li> <li>• Know the names of 10 places found in a town.</li> <li>• Know the numbers 13-29.</li> <li>• Know some words for units of time (e.g. <i>une seconde</i>, <i>une minute</i>).</li> <li>• Understand and say the time on the half hour and quarter past the hour.</li> <li>• Know 2 adjectives of size – <i>petit</i> and <i>grand</i>, and create simple spoken sentences.</li> </ul>		<ul style="list-style-type: none"> <li>• Know five more places found in a town (feminine nouns).</li> <li>• Practise understanding a range of clock times by listening</li> <li>• Know how to pronounce the names of some world cities: Moscou, New York, Sydney, Tokyo.</li> <li>• Revise information about where they live.</li> <li>• Know the numbers up to 40.</li> <li>• Revise the negative adverb <i>ne...pas</i>.</li> <li>• Create spoken sentences consisting of a main clause, and a subordinate clause introduced by a subordinating conjunction based around time, e.g., <i>Quand il est trois heures à Paris, il est onze heures à Tokyo.</i></li> </ul>		<ul style="list-style-type: none"> <li>• Know the number 50, and practise using numbers 1-50.</li> <li>• Know how to ask where someone is going, and how to say where they are going.</li> <li>• Know the days of the week.</li> <li>• Begin to understand and use some verb phrases that describe leisure activities.</li> <li>• Use the structure <i>pour</i> + infinitive</li> <li>• Use an adverbial phrase of time as a sentence opener, e.g., <i>à neuf heures...</i></li> <li>• Practise creating spoken sentences to say where they are going, and for what purpose.</li> <li>• Practise simple sentences about personal information such as name, age, where they live etc.</li> </ul>

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## Year 5 Curriculum Progression Statements - All subjects

				<ul style="list-style-type: none"> <li>Learn to say the time to five minutes.</li> <li>Revise the question <i>Tu as quel âge?</i> and the answer <i>J'ai xx ans</i>.</li> <li>Talk about the town or village where they live (what there is and what there is not).</li> </ul>	
<b>Reading, Writing, Grammar and Phonics</b>		<ul style="list-style-type: none"> <li>Phonics – key graphemes: <ul style="list-style-type: none"> <li>ç</li> <li>g<u>o</u></li> </ul> </li> <li>Spell the numbers 1-12.</li> <li>Revise the circumflex accent].</li> </ul>		<ul style="list-style-type: none"> <li>Phonics – key graphemes: <ul style="list-style-type: none"> <li>g<u>i</u></li> <li>é</li> </ul> </li> <li>Practise understanding a range of clock times by reading.</li> <li>Practise writing clock times.</li> <li>Practise writing the time to five minutes</li> <li>Create some written compound sentences.</li> <li>Use what they have learnt to write about the town or village where they live (what there is and what there is not).</li> </ul>	<ul style="list-style-type: none"> <li>Phonics – key graphemes: <ul style="list-style-type: none"> <li>i</li> </ul> </li> <li>Know how the preposition <i>à</i> and the definite article <i>le</i> must elide to form a new word, <i>au</i>.</li> <li>Use the preposition <i>à</i> with the definite article <i>l'</i>: <i>à l'</i></li> <li>Create written sentences about time and the days of the week.</li> <li>Know about the infinitive form of the verb.</li> <li>Use a writing frame to create simple diary entries in French.</li> </ul>
<b>Cultural Understanding</b>		<ul style="list-style-type: none"> <li>Know the key features and terminology of a</li> </ul>		<ul style="list-style-type: none"> <li>Know what an <i>arrondissement</i> is.</li> <li>Know about <i>La Poste</i> (the postal service)</li> </ul>	<ul style="list-style-type: none"> <li>Know about the 4th <i>arrondissement</i> and its monuments.</li> </ul>

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### Year 5 Curriculum Progression Statements - All subjects

		bilingual dictionary. <ul style="list-style-type: none"> <li>• Know that there is a time difference between France and the UK.</li> <li>• Know about some unique places in French towns (un tabac, un patisserie).</li> </ul>		and la SNCF (national railways). <ul style="list-style-type: none"> <li>• Know about the 1er arrondissement.</li> <li>• Know some names of mainline train stations in France.</li> </ul>		<ul style="list-style-type: none"> <li>• Know about the 5th arrondissement and its monuments.</li> <li>• Know about the 7th arrondissement and its monuments.</li> <li>• Know about the 16th arrondissement and its monuments.</li> </ul>
<b>Key Vocabulary</b>	Year 5 Knowledge Organisers containing Key Vocabulary					

Year 5 Curriculum Progression Statements - All subjects

	YN - Y6 Progression Statements – PSHE					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<a href="https://jigsawpshe.online/materials/pshe-primary/">https://jigsawpshe.online/materials/pshe-primary/</a>						

## Year 5 Curriculum Progression Statements - All subjects



## Year 5 Progression Statements – RE

Page numbers refer to the location of the Progression Statements in Devon-and-Torbay-Agreed-Syllabus-2019-2024-FINAL (1).pdf


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Page 75 Unit U2.1 What does it mean if Christians believe God is holy and loving?	Page 82 Unit U2.8 What does it mean to be a Muslim in Britain today?	Page 77 Unit U2.3 Why do Christians believe Jesus was the Messiah?	Page 83 Unit U2.9 Why is the Torah so important to Jewish people?	Page 78 Unit U2.4 Christians and how to live: 'What would Jesus do?'	Page 84 Unit U2.10 What matters most to Humanists and Christians?



## Year 5 Progression Statements – Science

In each half term there is a focus on an area of Working Scientifically, as well as an Enquiry Type .

All Working Scientifically statements are to be integrated into each block of Science knowledge teaching and are revisited in different contexts over Y5 and Y6.

<p>Working Scientifically: <i>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</i></p> <p><i>Use prior knowledge to suggest what might happen in an enquiry; make a prediction.</i></p>	  	<ul style="list-style-type: none"> <li>Independently ask scientific questions. This may be stimulated by a scientific experience or involve asking further questions based on their developed understanding following an enquiry.</li> <li>Given a wide range of resources, decide for themselves how to gather evidence to answer a scientific question.</li> <li>Choose a type of enquiry to carry out and justify their choice.</li> <li>Recognise how secondary sources can be used to answer questions that cannot be answered through practical work.</li> <li>Select from a range of practical resources to gather evidence to answer their questions.</li> <li>Carry out fair tests, recognising and controlling variables.</li> <li>Decide what observations or measurements to make over time and for how long.</li> <li>Look for patterns and relationships using a suitable sample.</li> <li>Make and justify their predictions.</li> </ul>
<p>Working Scientifically: <i>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</i></p>		<ul style="list-style-type: none"> <li>Select measuring equipment to give the most precise results e.g. ruler, tape measure or trundle wheel, force meter with a suitable scale.</li> <li>During an enquiry, make decisions e.g. whether they need to: take repeat readings (fair testing); increase the sample size (pattern seeking); adjust the observation period and frequency (observing over time); or check further secondary sources (researching); in order to get accurate data (closer to the true value).</li> </ul>
<p>Working Scientifically: <i>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</i></p>		<ul style="list-style-type: none"> <li>Decide how to record and present evidence.</li> <li>Record observations e.g. using annotated photographs, videos, labelled diagrams, observational drawings, labelled scientific diagrams or writing.</li> <li>Record measurements e.g. using tables, tally charts, bar charts, line graphs and scatter graphs.</li> <li>Record classifications e.g. using tables, Venn diagrams, Carroll diagrams and classification keys.</li> </ul>











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## Year 5 Curriculum Progression Statements - All subjects

			<ul style="list-style-type: none"> <li>Present the same data in different ways in order to help with answering the question.</li> </ul>
Working Scientifically: <i>Identifying scientific evidence that has been used to support or refute ideas or arguments.</i>	 		<ul style="list-style-type: none"> <li>Answer their own and others' questions based on observations they have made, measurements they have taken or information they have gained from secondary sources. When doing this, discuss whether other evidence e.g. from other groups, secondary sources and their scientific understanding, supports or refutes their answer.</li> <li>Talk about how their scientific ideas change due to new evidence that they have gathered.</li> <li>Talk about how new discoveries change scientific understanding.</li> </ul>
Working Scientifically: <i>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</i>			<ul style="list-style-type: none"> <li>In their conclusions: identify causal relationships and patterns in the natural world from their evidence; identify results that do not fit the overall pattern; and explain their findings using their subject knowledge.</li> <li>Evaluate, for example, the choice of method used, the control of variables, the precision and accuracy of measurements and the credibility of secondary sources used.</li> <li>Identify any limitations that reduce the trust they have in their data.</li> <li>Communicate their findings to an audience using relevant scientific language and illustrations.</li> </ul>
Working Scientifically: <i>Using test results to make predictions to set up further comparative and fair tests.</i>			<ul style="list-style-type: none"> <li>Use the scientific knowledge gained from enquiry work to make predictions they can investigate using comparative and fair tests.</li> </ul>
Coverage	Working Scientifically Focus	Enquiry type Focus	Knowledge
Autumn 1	 	 	Properties and changes of materials – Page 51: Y1-6 Progression Statements – PLAN Science
Autumn 2	 		Living things and their habitats - Page 47: Y1-6 Progression Statements – PLAN Science

RESPECT










CONFIDENCE

COLLABORATION

INNOVATION



## Year 5 Curriculum Progression Statements - All subjects

Spring 1	 		Earth and space – Page 54: Y1-6 Progression Statements – PLAN Science
Summer 1	 	 	Forces – Page 56: Y1-6 Progression Statements – PLAN Science
Summer 2			Animals, including humans – Page 49: Y1-6 Progression Statements – PLAN Science