Year 5 Curriculum Overview

Alexandra Park Junior School

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Geography

<u>The World from the ISS</u>

Identify the position and significance of latitude, longitude, Equator, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. Understand that they are imaginary lines that circle the Earth.

* Know the names of at least eight European countries.
* Know the names of a number of European capitals.
* Know all about different time zones and can work out differences.
* Describe and understand key aspects of physical geography, including climate zones around the world.
* Use 8 compass points confidently.
* Use 4-figure grid references with confidence and accuracy.
* Begin to use 6-figure grid references to locate features on a map.
* Appreciate maps cannot show everything.
* Recognise the world map as a flattened globe.
* know the names of and locate the four capital cities of England, Wales, Scotland and Northern Ireland. (Y1/Y3)
* use maps and globes to locate the Equator and the Tropics of Cancer and Capricorn (Y3)
* know how to use graphs to record features such as temperature or rainfall across the world.
* know where the Equator, Tropic of Cancer and Tropic of Capricorn are on a world map.
* know what is meant by the term 'tropics'
* use maps and globes to locate the Greenwich Meridian.

History

Science

<u>Scientific Enquiry</u>

*I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
*I can take measurements, using a range of scientific equipment, with increasing accuracy and recision, taking repeat findings when appropriate (Shadow distances).
*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 record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs (Sun rise and set times).
*I can talk about and present findings from enquiries, including conclusions, causal relationships and explanations of how reliable the information is.
*I can identify scientific evidence that has been used to support or refute ideas or arguments.

<u>Scientific Knowledge</u>

*I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system.
*I can describe the movement of the Moon relative to the Earth.
*I can describe the Sun, Earth and Moon as approximately spherical bodies.
*I can use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.