



# Saint Nathaniel's Academy Curriculum Map

KEY
Maths Links

Autumn				
Year 5	<b>Geography</b> <u>Enough for Everyone</u>	<b>Intent</b>	<b>Trips/Experiences</b>	E.On Energy STEM learning activities, My 2050 Games for Sustainability
			<b>Knowledge Organiser</b>	See Year 5 Class Page
			<b>Vocabulary</b>	Settlement, carbon footprint, natural resources, minerals, human features, physical features, topographical features
		<b>Implementation</b>	<ul style="list-style-type: none"> <li>To describe and understand key aspects of 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</li> <li>To name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (hills, mountains, coasts, rivers), and land use patterns; and understand how some of these aspects have changed over time</li> <li>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	
	<b>Impact</b>	Children understand what key aspects of human geography are needed in life. Children will be able to use an atlas to locate countries and cities and describe their geographical features. Children will be able to explain if there are enough natural resources for everyone.		
	<b>History</b> <u>The Shang Dynasty</u>	<b>Intent</b>	<b>Trips/Experiences</b>	The Museum of East Asian Art
			<b>Knowledge Organiser</b>	See Year 5 Class Page
			<b>Vocabulary</b>	Dynasty, society, community, Subsidiary Gods, Civilization, Artefacts, Tombs, Pictographs, Chronological, historical Sources
		<b>Implementation</b>	<ul style="list-style-type: none"> <li>Continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across periods</li> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance</li> <li>Understand how our knowledge about the past is constructed from a range of sources and that difference versions of past events may exist, giving some evidence for this</li> </ul>	
	<b>Impact</b>	Children will identify the location of the Shang on a map of China and describe and name some cities and physical features of the land. They will be able to describe e a range of artefacts and know what they were made of and what they were used for.		
	<b>Art</b> <u>Plants and Flowers</u>	<b>Intent</b>	<b>Trips/Experiences</b>	Explore a local woodland area with a range of living plants, Westport Lake
			<b>Knowledge Organiser</b>	See Year 5 Class Page
<b>Vocabulary</b>			Oil pastel, design techniques, sculpture, architect, hapa-zome printing,	
<b>Implementation</b>		<ul style="list-style-type: none"> <li>To improve mastery of art techniques, including drawing</li> <li>To create sketch books to record observations and use them to review and revisit ideas</li> <li>To learn about great artists, architects and designers in history</li> </ul>		
<b>Impact</b>	Make a 3D plant sculpture			
<b>D &amp; T</b> <u>Felt Phone Cases</u>	<b>Intent</b>	<b>Trips/Experiences</b>	Invite design companies to school, accessorize.	
		<b>Knowledge Organiser</b>	See Year 5 Class Page	
		<b>Vocabulary</b>	Running stitch, backstitch, whip stitch, blanket stitch, aesthetics, functionality, prototype,	
	<b>Implementation</b>	<ul style="list-style-type: none"> <li>To 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</li> <li>To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams</li> <li>To generate, develop, model and communicate their ideas through discussion, prototypes and pattern pieces</li> <li>To select from and use a wider range of materials and components, including textiles, according to their functional properties and aesthetic qualities</li> <li>To evaluate their ideas and products against their own design criteria</li> </ul>		
<b>Impact</b>	Make a felt phone case			