



Progression of Knowledge Year 5/6

Trinity CE Primary School Progression of Knowledge Year 5/6 2021-2022						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths Year 5	<ul style="list-style-type: none"> o Place Value o Addition and Subtraction 	<ul style="list-style-type: none"> o Statistics o Multiplication and Division o Perimeter and Area 	<ul style="list-style-type: none"> o Multiplication and Division o Fractions o Decimals and Percentages 		<ul style="list-style-type: none"> o Decimals o Properties of Shape 	<ul style="list-style-type: none"> o Position and Direction o Converting Units
Maths Year 6	<ul style="list-style-type: none"> o Place Value o Addition, Subtraction, Multiplication and Division o Fractions 		<ul style="list-style-type: none"> o Decimals o Percentages o Algebra 	<ul style="list-style-type: none"> o Converting Units o Perimeter, Area and Volume o Ratio 	<ul style="list-style-type: none"> o Statistics o Properties of Shape 	<ul style="list-style-type: none"> o Consolidation o Themed Projects
English						
Science	<u>Animals and Humans (Classification)</u> <ul style="list-style-type: none"> o know the characteristics of vertebrate classes: mammals, amphibians, fish, reptiles and birds o know the characteristics of invertebrate classes: insects, 	<u>Animals and Humans (Circulatory System)</u> <ul style="list-style-type: none"> o label a diagram showing the main parts of a heart o understand in simple terms how the heart beats and pumps blood carrying nutrients, oxygen and water 	<u>Evolution & Inheritance</u> <ul style="list-style-type: none"> o know the basic life story of Charles Darwin, o understand the term ‘survival of the fittest’ and give examples o know that there were other theories on evolution o know how a 	<u>Living Things</u> <ul style="list-style-type: none"> o know what pollination means and how it happens in plants o know what fertilization means and how it happens in plants o know different ways that seeds can be dispersed 	<u>Light</u> <ul style="list-style-type: none"> o know that light appears to travel in straight lines o use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye o explain that we 	<u>Consolidation/Additional Experiment Time</u>



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	<p>spiders, snails, worms, crustaceans</p> <ul style="list-style-type: none"> o know what microorganisms are o know that some microorganisms are harmful and some are useful o know the conditions microorganisms need to reproduce 	<p>around the body</p> <ul style="list-style-type: none"> o know what arteries, veins and capillaries are 	<p>variety of animals are adapt to their environments</p>	<ul style="list-style-type: none"> o recall and explain the lifecycle of an amphibian, insect, bird and mammal 	<p>see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p> <ul style="list-style-type: none"> o use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. 	
History	<p><u>World At War</u></p> <ul style="list-style-type: none"> o causes of WWI o know main events of WWI o case study of Battle of Somme o causes of WWII o know main events of WWII o rationing, evacuation, o the Blitz o WWII jobs o understand use of propaganda during wars 				<p><u>Vicious Vikings</u></p> <ul style="list-style-type: none"> o know why the Vikings left Scandinavia o beliefs and weapons of Viking warriors o aspects of Viking daily life: longhouses, farm settlements o Viking trade o Viking Gods, their creation story, Norse Nine Worlds and Tree of Life 	
Geography			<p><u>Rivers</u></p> <ul style="list-style-type: none"> o explain the water cycle o locate the key rivers of the UK o describe the key features of a river 			



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		<ul style="list-style-type: none"> o erosion and deposition o describe the ways rivers are used o explain the impact of damming 				
Art	<u>Make Do and Mend</u> <i>Taught as part of three-way rotation with DT and Computing</i> NB this is largely a skills-based unit (see Progression of Skills document).		<u>River/Henley Inspired Art</u> <i>Taught as part of three-way rotation with DT and Computing</i> NB this is largely a skills-based unit (see Progression of Skills document).			
DT	<u>Rationing Recipes</u> <i>Taught as part of three-way rotation with Art and Computing</i> NB this is largely a skills-based unit (see Progression of Skills document).		<u>Viking Helmets</u> <i>Taught as part of three-way rotation with Art and Computing</i> NB this is largely a skills-based unit (see Progression of Skills document).			
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Computing	<u>Information Models (Google Sheets)</u> <i>Taught as part of three-way rotation with Art and DT</i> <ul style="list-style-type: none"> o know how to use formulae o know how to use conditional formatting 		<u>Robotics and Systems</u> <i>Taught as part of three-way rotation with Art and DT</i> <ul style="list-style-type: none"> o give examples of automated systems in the real world o know how to program devices by controlling inputs and outputs o apply their understanding of computing to program, monitor and control their products (DT) 			
PE	NB PE curriculum is skills based - see Long Term Plans and Progression of Skills Document					
RE	<u>Islam - The Five Pillars</u> o know what the Five Pillars of Islam are.	<u>Christianity - Christmas and Mary</u> o explain the significance of Mary	<u>Hinduism - Brahman</u> o to know what the Aum is. o know who Brahma is.	<u>Christianity - Holy Week</u> o know the main events of Holy Week (Luke's Gospel Chs.	<u>Islam - Akhirah</u> o recall some ways that the Qu'ran instructs Muslims o explain how believing in Akhirah	<u>Christianity - commitment</u> o know what the 10 Commandments are.



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		<ul style="list-style-type: none"> being chosen as Jesus' mother o make links between the Virgin birth and Christian beliefs about Jesus (incarnation) o list the attributes of Jesus that suggest he is more than human 	<ul style="list-style-type: none"> o know the tri-murti); Brahma - creator, Vishnu - preserver, Shiva – destroyer 	<p>20-23.): Palm Sunday, Jesus teaching in the Temple, overturning the traders' tables, The Last Supper, bread and wine, Judas' betrayal, Peter's denial, praying on the Mount of Olives, arrest, four trials (Jewish council, Pilate, Herod, Pilate again), crucifixion, burial in tomb</p>	<ul style="list-style-type: none"> helps Muslims lead good lives 	<ul style="list-style-type: none"> o know who Paul (Galatians) is and about his letters.
Music	<u>Singing in the war</u> <ul style="list-style-type: none"> o The importance of singing in the war. Why they did it o Who sang in the war o Wartime singers 	<u>Music around the world</u> <ul style="list-style-type: none"> o Understand the cultural differences in music around the world o learn about music from Africa, South America, Aboriginal, India (Bollywood), Caribbean, Austria etc... 		<u>Production</u>		
French	<u>On Holiday</u> <ul style="list-style-type: none"> o countries o holiday accommodation o vocabulary associated with zoo, theme park, beach o using the perfect past tense 	<u>Eating Out</u> <ul style="list-style-type: none"> o Asking for items in a shop or restaurant o Asking how much things cost o Some basic weights o How to order for others in a restaurant 		<u>Hobbies</u> <ul style="list-style-type: none"> o Naming hobbies o Talking about types of music and giving a variety of opinions o Saying what musical instruments they play o Talking about different types of film 		



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<p>PSHE Year 5</p>	<p><u>Being Me In My World</u> o understand my rights and responsibilities as a British citizen and a member of my school o empathise with people in this country whose lives are different to my own</p>	<p><u>Celebrating Differences</u> o explain the differences between direct and indirect types of bullying. o know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied.</p>	<p><u>Dreams and Goals</u> o describe the dreams and goals of a young person in a culture different from mine. o reflect on how these relate to my own.</p>	<p><u>Healthy Me</u> o describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures. o respect and value my body</p>	<p><u>Relationships</u> o explain how to stay safe when using technology to communicate with my friends. o recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others.</p>	<p><u>Changing Me</u> o describe how boys' and girls' bodies change during puberty. o express how I feel about the changes that will happen to me during puberty.</p>
<p>PSHE Year 6</p>	<p><u>Being Me In My World</u> o know that there are universal rights for all children but for many children these rights are not met o understand my own wants and needs and can compare these with children in different communities</p>	<p><u>Celebrating Differences</u> o explain ways in which difference can be a source of conflict or a cause for celebration. o show empathy with people in either situation</p>	<p><u>Dreams and Goals</u> o describe some ways in which I can work with other people to help make the world a better place. o identify why I am motivated to do this.</p>	<p><u>Healthy Me</u> o evaluate when alcohol is being used responsibly, anti-socially or being misused. o tell you how I feel about using alcohol when I am older and my reasons for this.</p>	<p><u>Relationships</u> o recognise when people are trying to gain power or control. o demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.</p>	<p><u>Changing Me</u> o describe how a baby develops from conception through the 9 months of pregnancy and how it is born. o recognise how I feel when I reflect on the development and birth of a baby.</p>



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English						
Science	<u>Properties/Materials</u> <ul style="list-style-type: none"> o compare and group together materials based on their properties o know that some materials will dissolve in liquid to form a solution, and describe how to recover a 	<u>Electricity</u> <ul style="list-style-type: none"> o associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit o compare and give reasons for variations in how components 	<u>Forces</u> <ul style="list-style-type: none"> o explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object o identify the effects of air 	<u>Earth, Sun & Moon</u> <ul style="list-style-type: none"> o describe the movement of the Earth, and other planets, relative to the Sun in the solar system o describe the movement of the Moon relative to the Earth o describe the Sun, 	<u>Animals and Humans (Life Cycles)</u> <ul style="list-style-type: none"> o recall and explain the life cycle of a human o know the main changes that occur during puberty o know what gestation is and that it varies across 	Consolidation/Additional Experiment Time



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	<p>substance from a solution</p> <ul style="list-style-type: none"> o use knowledge of solids, liquids and gases to decide how mixtures might be separated o give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials o demonstrate that dissolving, mixing and changes of state are reversible changes o explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible 	<p>function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <ul style="list-style-type: none"> o use recognised symbols when representing a simple circuit in a diagram. 	<p>resistance, water resistance and friction, that act between moving surfaces</p> <ul style="list-style-type: none"> o recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect (DT). 	<p>Earth and Moon as approximately spherical bodies</p> <ul style="list-style-type: none"> o use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. 	<p>species</p>	
History	<p><u>The Good, The Bad and The Ugly</u></p> <ul style="list-style-type: none"> o key aspects of crime and punishment from the following time periods: Romans, Anglo-Saxons and Vikings, Medieval and Tudor, early modern (ie Gunpowder Plot), 				<p><u>Stone Age to Iron Age</u></p> <ul style="list-style-type: none"> o challenges for humans living in Stone Age o case study of Skara Brae o case study of Stonehenge 	



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	Victorian Period, Modern Day		<ul style="list-style-type: none"> o how bronze replaced stone in the Bronze Age o daily life in an Iron Age hill fort o who the Druids were
Geography		Africa & The UK	
Art	<u>Self-Portraits (WANTED Posters)</u> <i>Taught as part of three-way rotation with DT and Computing</i> NB this is largely a skills-based unit (see Progression of Skills document).		<u>African Inspired Fashion</u> <i>Taught as part of three-way rotation with DT and Computing</i> NB this is largely a skills-based unit (see Progression of Skills document).
DT	<u>Moroccan Couscous Salads</u> <i>Taught as part of three-way rotation with Art and Computing</i> NB this is largely a skills-based unit (see Progression of Skills document).		<u>Stone Age Huts</u> <i>Taught as part of three-way rotation with Art and Computing</i> NB this is largely a skills-based unit (see Progression of Skills document).
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Computing	<u>Staying Connected</u> <i>Taught as part of three-way rotation with Art and DT</i> <ul style="list-style-type: none"> o know the school's online safety rules and know ways to encourage others to stay safe online o understand what a blog is o understand that there are complex copyright rules for resources 		<u>Data Matters</u> <i>Taught as part of three-way rotation with Art and DT</i> <ul style="list-style-type: none"> o understand the concept of "Big Data" and its use in our world o understand their digital footprints o organise and search databases
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<p>RE</p>	<p><u>Hinduism - commitment</u> o know who Brahman is. o know what Puja is and some of the artefacts used e.g. bell, diva lamp. Incense holder, water container and spoon, container for kum kum powder.</p>	<p><u>Christianity - Is the Christmas story true?</u> o know different accounts of the Christmas story</p>	<p><u>Christianity - Is anything ever eternal?</u> o define eternity. o understand the nature of Christian wedding vows. o use a variety of Biblical references to explain Christian views about eternity.</p>	<p><u>Christianity - Is Christianity still a strong religion 2000 years after Jesus was on Earth?</u> o know the following festivals are Christian festivals Mother's Day, Lent, Ash Wednesday, Easter, Shrove Tuesday, Advent, Christmas, Harvest, etc.</p>	<p><u>Sikhism - commitment</u> o use the right names for things that are special to Sikhs. o talk about the ways Sikhs show commitment to God. o understand the significance of the Sikh Holy book.</p>	<p><u>Hinduism - karma, Samsara and Moksha</u> o know what Karma, Samsara and Moksha are. o know the story of Prince Rama.</p>
<p>Music</p>	<p><u>Ukulele</u> o to learn the different parts of a Ukulele o to learn what a chord is/ what notes make up a chord. o learn the names of strings o how is a note/sound produced o how to form a chord</p>		<p><u>TBC</u></p>		<p><u>Production</u></p>	
<p>French</p>	<p><u>Actions</u> o Using action verbs in the first person o Using action verbs in the third person singular o Using some adverbs Naming craft materials</p>		<p><u>In France</u> o Learning where some French cities are located in France o Talking about tourist attractions in Paris o Learning about French-speaking countries o Naming popular French foods</p>		<p><u>The Family</u> o Naming extended family members o Saying how many siblings they have o Talking about the household tasks they do and have done o Forming sentences using "on"</p>	



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	o Using the perfect past tense in the third person singular form			o Vocabulary associated with birthday parties		
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Primary School**
To excel, to value, to enjoy, together

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	children in different communities				gain power or control.	
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