

# FIFTH GRADE CURRICULUM

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# MATHEMATICS:

## NUMBERS TO 1.000.000 and 100.000.000

### OVERALL EXPECTATIONS

By the end of fifth grade, students should:

- recognize place value up to millions and billions
- gain familiarity with powers of a number
- work with relative numbers (positive and negative numbers)
- review decimal place value to thousandths
- round numbers to a nearest given unit

### SPECIFIC EXPECTATIONS

- read, write, compare and order whole numbers up to 1.000.000
- understand and recognise the place value of numbers up to 1.000.000
- understand and be able to complete operations with relative numbers
- understand and be able to work with powers and powers of 10
- review decimal numbers to thousandths
- round numbers to the nearest given unit
- discuss Roman Numerals (can be done in history later in the year)\*

## FRACTIONS, DECIMALS, AND PERCENTAGES

### OVERALL EXPECTATIONS

By the end of fifth grade, students should:

- become familiar with different types of fractions
- relate fractions to decimals and percentages

### SPECIFIC EXPECTATIONS

- recognize and name different types of fractions (proper, improper, mixed number) and be able to change from a mixed number to an improper fraction
- compare fractions with the same and different denominator
- reduce fractions using knowledge of factors and multiples

- see relationships between equivalent fractions
- find the fraction of an amount and vice versa (e.g.  $\frac{1}{2}$  of 50 = ?; 25 is  $\frac{1}{2}$  of what amount?)
- convert between fractions and decimal numbers
- understand percentages and how they relate to fractions and decimals
- calculate percentages of an amount
- work out discounts and increases in price based on percentages
- solve real-life money problems related to discounts and sales using percentages

## **THE FOUR OPERATIONS**

### OVERALL EXPECTATIONS

By the end of fifth grade, students should:

- work with whole numbers up to 1.000.000 with increasing confidence in the four operations
- work with decimal numbers up to thousandths with increasing confidence

### SPECIFIC EXPECTATIONS

- carry out addition operations up to 1.000.000 using a variety of methods
- carry out subtraction operations up to 1.000.000 using a variety of methods
- carry out mental methods of addition and subtraction making use of the properties and laws of operations and a variety of methods
- carry out multiplication operations up to 1.000.000 using a variety of methods
- master a range of multiplication methods employing knowledge of times tables
- carry out division operations up to 1.000.000 using a variety of methods
- master the 'long division' method
- carry out mental methods of multiplication and division making use of the properties and laws of operations and a variety of methods
- check multiplication work using the 'prova del nove'
- know how to complete the for operations with decimals
- multiply whole and decimal numbers by 10, 100, and 1000
- understand how place value changes, and why the decimal point moves when you multiply by 10, 100, and 1000

# **FACTORS AND MULTIPLES**

## OVERALL EXPECTATIONS

By the end of fifth grade, students should:

- understand the definition of multiples and factors
- understand the difference between prime numbers and composite numbers
- use divisibility rules to help with problem solving

## SPECIFIC EXPECTATIONS

- know that a multiple is the product of that number and another whole number
- know that factors are numbers we can multiply together to get another number
- use knowledge of factors and multiples to solve problems
- understand that a prime number has only two factors
- understand that a composite number can be broken down into more than two factors
- use the divisibility rules to solve problems

# **PROBLEM SOLVING**

## OVERALL EXPECTATIONS

By the end of fifth grade, students should:

- use diagrams to organize data and solve word problems
- solve expression with one or more sets of brackets following the order of operations (BEDMAS)
- use previously acquired knowledge to make reasonable estimations when solving problems

## SPECIFIC EXPECTATIONS

- solve word problems with more than operation by organizing information into diagrams
- learn and follow the order of operations when working with mathematical expressions
- use mathematical knowledge to make logical estimations about the expected answer when solving problems

# MEASUREMENT

## OVERALL EXPECTATIONS

By the end of fifth grade, students should:

- explore a variety of measurements and relate them to their standard units of measure
- express measurements using multiples and submultiples
- apply problem solving skills to real life situations using measurement

## SPECIFIC EXPECTATIONS

- know the standard units of measurement for length, capacity, weight, area, time, velocity, and money
- carry out measurements of length, capacity, weight, area, time, velocity, and money using conventional standard units
- express measurements and equivalent measurements of length, mass, capacity and time using multiples and submultiples
- perform estimations and practical investigations to record and compare measurements of length
- Perform estimations and practical investigations to record and compare measurements of capacity
- perform estimations and practical investigations to record and compare measurements of mass
- use measurement data to calculate length, capacity, mass, time, and area
- solve calculation and word problems related to velocity
- solve real-life money problems related to buying and selling (cost, profit, total earnings)
- solve calculation problems of time and elapsed time

# SPACE AND SHAPE

## OVERALL EXPECTATIONS

By the end of fifth grade, students should:

- describe, classify and determine the properties of a range of 2D and 3D shapes
- calculate the height, area and perimeter of a square, rectangle, triangle, parallelogram, rhombus, trapezium, and the area, diameter and circumference of a circle
- carry out the translation and rotation of a range of geometric shapes

## SPECIFIC EXPECTATIONS

- understand, read and use the conventional terminology associated with geometry
- distinguish between polygons and non-polygons
- analyse, describe and classify 2D and 3D geometric shapes according to their properties
- understand the structure of 3D geometric shapes using 2D nets
- reproduce a 2D or 3D geometric shape from the description of its properties using the appropriate instruments and techniques
- carry out the rotation and translation of a range of geometric shapes
- know and be able to identify the properties of triangles (sides, vertices, angles, height)
- know and be able to identify the properties of quadrilaterals (sides, vertices, angles, height)
- calculate the perimeter of a range of geometric shapes and identify the relationship between area and perimeter
- know the formulae for, and be able to calculate, the area of a square, rectangle, triangle, parallelogram, rhombus, trapezium
- use partition and composition of simple and complex shapes to recognise that different 2D shapes may have the same surface area
- be able to draw (and understand how to construct) a range of regular polygons and other geometric shapes, using the appropriate technical drawing methods
- know the mathematical vocabulary associated with the circle and understand the relationship between radius, diameter, circumference and area
- be able to calculate the circumference of circle
- be able to calculate the area of a circle
- be able to make comparisons between solid shapes in the surroundings and on paper

- calculate the base/side surface area and total surface area of a range of solid shapes
- obtain an understanding of the concept of volume
- calculate the volume of some simple solid shapes

## **PROBLEM SOLVING, DATA HANDLING, AND PROBABILITY**

### OVERALL EXPECTATIONS

By the end of fifth grade, students should:

- interpret and draw information from a range of graphs, charts and tables
- analyse and compare raw data through the statistical and numerical averages
- tackle and resolve word problems in a range of contexts

### SPECIFIC EXPECTATIONS

- explore problematic situations in order to resolve 'brain teasers' and logic puzzles
- utilize a number of different layouts (flow charts, diagrams, models) to visually represent a problem
- classify a set of raw data according to common fixed characteristics
- recognise and describe regularity and disparity in numerical and graphical sequences
- collect, sort, organize, interpret and represent information in a variety of charts, graphs and tables
- represent and interpret data in order to obtain information, formulate evaluations and make decisions
- compare and contrast different ways, and consequent advantages or disadvantages, of representing the same data
- sort, interpret and qualify raw and worked data using numerical and statistical averages (frequency, mean, median, mode and range)
- in concrete and numerical situations, perceive and calculate the probability of an event as a fraction or ratio
- in concrete and numerical situations, perceive and calculate the probability of an event in terms of certain, likely, equal probability, possible, improbable/unlikely and impossible
- use logical connectives (and, or, not) in relation to a set of given data

# ENGLISH:

## **SPEAKING and LISTENING**

### OVERALL EXPECTATIONS

By the end of fifth grade, students should:

- be able to adapt the pace and loudness of speaking when performing or reading aloud
- evaluate what is heard giving reasons for agreement or disagreement and learn to deal politely with opposing points of view
- describe events and opinions with increasing clarity and confidence and shape and organise ideas clearly when speaking
- prepare and present an argument to persuade others to a point of view

### SPECIFIC EXPECTATIONS

- talk confidently and listen purposefully in a range of contexts
- describe events and convey opinions with increasing clarity
- develop confidence in performing (e.g. in a play scene)
- shape and organise ideas clearly when speaking
- present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language
- prepare and present an argument to persuade others to a point of view
- tell a story using notes designed to cue techniques, such as repetition, recap and humour
- identify some aspects of talk that vary between formal and informal occasions
- ask questions to develop ideas and extend understanding
- plan and manage a group task over time using different levels of planning
- report back to a group, using notes to present findings about a topic studied



# GRAMMAR, PUNCTUATION and WRITING

## OVERALL EXPECTATIONS

By the end of fifth grade, students should:

- use the conventions of standard English including verb agreement, pronouns and an increasingly accurate use of prepositions
- know the conventions and proper usage of the Past Simple, Present Perfect, and the Future (going to and will)
- use competently phrases with if, could, would and should
- analyse clauses and their connectives and explore ways of combining simple sentences and re-ordering clauses
- explore the features of a variety of texts (poetry and prose) which recount events and experiences
- plan, draft and write a series of long texts including a play script, non-chronological report and a commentary on an issue, setting out and justifying a personal view
- choose words and phrases carefully to convey feeling and atmosphere and begin to use figurative language to evoke imaginative response
- review, revise and edit writing in order to improve it

## SPECIFIC EXPECTATIONS

- understand conventions of standard English (e.g. agreement of verbs) and how these can differ in different forms of writing
- revise language conventions and grammatical features of different types of text
- know the conventions and proper usage of the Past Simple, Present Perfect, and the Future (going to and will)
- explore active and passive verbs within sentences
- investigate clauses within sentences and how they are connected
- explore ways of combining simple sentences and re-ordering clauses
- distinguish the main clause and the subordinate clause in a complex sentence

- develop grammatical control of complex sentences, manipulating them for effect
- use punctuation effectively to mark out the meaning in complex sentences
- secure accuracy in using apostrophes and commas, and punctuating speech
- understand the difference between direct and reported speech
- identify uses of the colon, semi-colon, parenthetical commas, dashes and brackets
- use pronouns making clear to what or to whom they refer
- identify and use a wide range of increasingly precise prepositions
- use connectives to structure an argument (e.g. if, although)
- show relationships of time, reason and cause through subordination, conjunctions and causal and contrastive connectives
- investigate the use of conditionals (e.g. to express possibilities)
- use competently phrases with if, could, would and should
- express subtle distinctions of meaning, including hypothesis, speculation and supposition, by constructing sentences in varied ways
- develop skills of writing biography and autobiography in role
- replicate the style and form of a classic text, play or poem using structures from reading
- write a short play script, including production notes to guide performance
- write a modern version of a classic text using structures from reading
- choose words and phrases carefully to convey feeling and atmosphere
- use figurative language to evoke imaginative response
- master writing with a complex narrative structure that deals with the treatment of time both in chronological and non-chronological order e.g. flashbacks
- write new scenes or characters into a story, or write from another viewpoint
- map out writing to plan structure (e.g. paragraphs, sections, chapters)
- write a commentary on an issue, setting out arguments for and against and justifying a personal view
- argue a case in writing, developing points logically and convincingly
- draft and write letters for real purposes
- write a balanced report of a controversial issue
- write non-chronological reports and explanations
- summarise a passage, chapter or text in a given number of words
- make notes, write reviews and summaries for different purposes
- review, revise and edit writing in order to improve it, using ICT as appropriate

# PHONICS, SPELLING and VOCABULARY

## OVERALL EXPECTATIONS

By the end of fifth grade, students should:

- make use of known spellings and spelling patterns in all writing
- use dictionaries efficiently and carry out spelling 'self-checking' and proof reading

## SPECIFIC EXPECTATIONS

- use a dictionary and thesaurus efficiently to extend vocabulary
- use effective strategies for learning new spellings and mis-spelt words
- use known spellings to work out the spelling of related words
- investigate spelling patterns for pluralisation (e.g. s, es, y/ies, f/ves)
- recognise common letter strings in words pronounced differently
- investigate the meaning and spelling of common prefixes (e.g. auto, bi, trans)
- know and use less common prefixes and suffixes such as im-, ir-, -cian
- identify word roots and derivations to support spelling (e.g. sign, signal, signature)
- spell and make correct use of possessive pronouns (e.g. their, theirs, my, mine)
- identify and spell polysyllabic words containing unstressed vowels (e.g. carpet, interest)
- learn spelling rules for words ending in 'e' and 'y' (e.g. take/taking, try/tries)
- investigate ways of creating opposites (e.g. 'un', 'im') and comparatives (e.g. 'er', 'est')
- investigate patterns in the use of single and double consonants (e.g. full/ful)
- extend understanding of the use of adverbs to qualify verbs
- collect synonyms and opposites and investigate shades of meaning
- explore proverbs, word-play puns, sayings and figurative expressions
- analyse and explore archaic and old-fashioned words from early modern English
- understand changes over time in words and expressions and their use
- explore word origins and derivations, and the use of words from other languages

# READING and COMPREHENSION

## OVERALL EXPECTATIONS

By the end of fifth grade, students should:

- explore the features of a variety of texts (poetry and prose) which recount events and experiences
- read and evaluate non-fiction texts for purpose, style, clarity and organisation and develop note-making to extract key points and link ideas
- understand the use of persuasive devices, words and phrases in print and other media
- begin to analyse a variety of texts in depth to discover meaning and express answers in a variety of forms

## SPECIFIC EXPECTATIONS

- extend the range of reading
- investigate how settings and characters are built up from details
- deduce characters' reasons for behaviour from their actions
- understand the main stages in a story from introduction to resolution
- explore narrative order and the focus on significant events
- understand how expressive and descriptive language creates mood
- explore the impact of imagery and figurative language in poetry and prose
- explain how writers use figurative and expressive language to create images and atmosphere
- read and perform play scripts, exploring how scenes are built up
- compare and contrast poems and investigate poetic features such as rhyme, alliteration and assonance
- identify different types of non-fiction text and their features
- read newspaper reports, instructional texts and non-chronological reports and consider how they engage and inform the reader
- distinguish between 'fact' and 'opinion' in reading and other media
- understand how points are ordered to make a coherent argument
- understand how paragraphs and chapters are used to organise ideas
- use knowledge of different organisational features of texts to find information effectively
- note key words and phrases to identify the main points in a passage

# SCIENCE:

## SCIENTISTS' SKILLS

Not a standalone unit, objectives to be incorporated into other units.

### OVERALL EXPECTATIONS

By the end of fifth grade, students should:

- analyse and describe a range of scientific phenomena.
- understand how to make a fair test, plan a scientific experiment and make predictions.
- use a wide range of methods to communicate data in an appropriate and systematic manner.
- use skills of observation and precision to realize appropriate and accurate scientific diagrams.

### SPECIFIC EXPECTATIONS

- formulate questions and make predictions that can be investigated scientifically.
- understand how to make a fair test or comparison by changing one or more variables and keeping other factors constant.
- plan a scientific experiment and decide what to do, what kind of evidence to collect, and what equipment and materials to use.
- use a wide range of methods, including diagrams, drawings, tables, bar charts, line graphs and ICT, to communicate data in an appropriate and systematic manner.
- use skills of observation and precision to realize appropriate and accurate scientific diagrams.

# THE HUMAN BODY

## OVERALL EXPECTATIONS

By the end of fifth grade, students should:

- understand the body as an organization of cells, tissues, organs and systems
- understand the function of the various body systems, including respiratory, circulatory, excretory, digestive, skeletal, muscular, sensory and reproductive
- be able to identify the body's vital organs and associate the body system to which it belongs

## SPECIFIC EXPECTATIONS

- understand that cells are the basic units of life, learning about their basic structure and function
- explore and identify some of the different cell types
- understand how the functions of different cell types differ, and how this is reflected in their structure (e.g. bone cells, white blood cells) • learn how cells can be organised to form tissues
- learn how tissues are organised into organs, and know the name, function and location of major organs
- understand the basic structure of the body and where bone, muscle, organs and skin are in relation to one another
- understand how organs work together to form body systems • explore the function, organisation and location within the body of various systems:

-The respiratory system; detailed understanding of how lungs work (transferring oxygen and carbon dioxide), function of rib cage, diaphragm etc. Learn what can damage the lungs.

-The circulatory system; including role of blood vessels, heart, blood, lungs and what gets passed to and from the cells.

Understand its cyclical nature and links with the respiratory system.

-The skeletal system; the role of the skeleton (support, protection, movement, blood cell production), names of major bones.

- The muscular system; names of major muscles and muscle groups, how muscles work and the role of tendons.
- The digestive system; role of mouth, teeth and tongue, the function of different parts of the system, the names of the various organs, the importance of a balanced diet (protein, carbohydrate, fat, vitamins, minerals, fibre), understand what we need for, understand the journey and transition of food through the system
- The excretory system; Know its relation to the digestive and other systems, understand the role of the kidneys
- The sensory system; Look at the specific role of the skin, eyes, nose, ears and tongue. Understand how our senses help us interact with the world
- The nervous system; the role of the central and peripheral nervous system, role of senses, of brain, of spinal cord, of feedback loops in the system, the differences between reflex and reaction, the regions of the brain
- The reproductive system; Know the major organs of the reproductive system

## **PUBERTY AND REPRODUCTION**

### OVERALL EXPECTATIONS

By the end of fifth grade, students should:

- understand the main stages of the human life cycle and the distinct characteristics of human beings.
- understand the fundamental concepts of human reproduction and the reproductive system.
- understand the ways and importance of maintaining a healthy and hygienic lifestyle, and be familiar with the body changes that occur during puberty

### SPECIFIC EXPECTATIONS

- explore the ways the body changes and develops at puberty • understand the importance of hygiene during puberty and more generally.
- identify reasons for changes, and how boys and girls differ at puberty. • recognise the ways in which puberty can influence mood and feelings. •

develop sensitivity towards the feelings of oneself and others during this change, and understand that changes come at different rates. • understand the features of the male and female reproductive system and be able to label the parts of them

- understand the process of menstruation
- understand the process of fertilisation as the fusion of the sperm and egg, without explicit reference to either penetration or ejaculation • understand the stages of development in the womb, from conception to birth

## ENERGY

### OVERALL EXPECTATIONS

By the end of fifth grade, students should:

- investigate and understand the physical processes of light, sound and electricity and the corresponding scientific principles • understand how the body processes light and sound information
- investigate how to make and use electrical circuits

### SPECIFIC EXPECTATIONS

- understand the basic forms of energy: chemical, light, sound, kinetic, thermal, electric, nuclear. Be able to identify these.
- investigate ways in which energy can be transferred (emphasising that energy is never lost).
- recognise sound as a form of energy, caused by the vibration of materials. • understand how sounds are formed and transferred.
- investigate the propagation of sound in different media.
- understand that sound is transferred by waves, and understand the difference between sound and pitch.
- analyse the way in which sound is captured and transferred by the workings of the ear.
- recognise light as a form of energy, and as part of the electromagnetic spectrum.
- recognise sources of light.
- investigate different sources of light, and its propagation through



different media (e.g. water, causing refraction).

- understand the colours of the spectrum and how they create white light.
- investigate how to split light into a spectrum.
- investigate what materials are transparent, translucent and opaque.

Draw diagrams to represent this.

- understand what shadows are.
- investigate what reflects light, using mirrors and other materials.
- understand the difference between direct and reflected light in terms of how we see.
- understand and investigate the role of the eye and optic nerve in transferring information to the brain.
- understand electrical energy as being caused by charged atomic particles, which can flow as a current
- understand the difference between static electricity and electricity in a current
- investigate what conducts electricity, and what doesn't.
- investigate how to create simple circuits.
- know how to draw circuit diagrams.
- understand resistance in circuits, and the role of batteries/cells.
- understand series and parallel circuits and the significance of these.
- solve problems using electrical circuits
- make models/inventions using circuits
- understand ways in which electricity can be generated, both renewable and non-renewable

## FORCES

### OVERALL EXPECTATIONS

By the end of fifth grade, students should:

- understand that forces as energy which can act upon objects
- identify and measure forces.
- understand forces such as gravity, and investigate forces involving water and air.

### SPECIFIC EXPECTATIONS

- investigate what forces are and identify them in the world around us.

understand what gravity is from a planetary perspective, and look at how it affects us.

- measure effects of gravity, e.g. on weights stretching a rubber band
- investigate transferring of forces for example by looking at balls colliding.
- investigate opposite forces, noting how when forces are balanced things remain as they were, and when unbalanced they result in a change of direction, speeding up or slowing down.
- understand, investigate and measure the effects of friction.
- understand, investigate and measure the effects of air resistance.
- understand, investigate and measure the effects of water resistance.
- draw force diagrams to illustrate forces acting on different objects.

## **HISTORY:**

**The first unit listed here, Historian's skills, is not to be studied as a standalone unit. Its expectations and objectives need to be woven into the other units, and revisited throughout the year. For example, evaluating the richness of different sources relating to Greeks in term one, and doing a similar evaluation with Roman sources in term two.**

### **HISTORIAN'S SKILLS**

#### OVERALL EXPECTATIONS

By the end of fifth grade, students should:

- recognise and utilise a number of different historical sources and gather reliable information
- understand the conventional periodization used in the West and other historical systems developed in other civilizations
- read, interpret and produce historical maps and timelines
- understand and use the conventional system of periodisation used in the West with confidence
- investigate and interrogate sources, inferring information about the past from them
- assess sources in terms of their usefulness and reliability

#### SPECIFIC EXPECTATIONS

- master the terminology associated with periods of time and sequences.
- understand cause and effect and be able to order events understanding how one event influences another.
- recognise and interpret the physical effects of the passage of time.
- compare and contrast different types of source, evaluating their usefulness against different criteria (e.g. richness of source, relevance of source).
- collect and sort historical sources and make deductions about the past based on them.
- explore both the value, and limitation of, the reconstruction of the past using historical sources.
- identify primary and secondary sources, understanding the merits of different kinds of sources.
- learn to ask questions of sources and understand their limitations.
- understand and account for bias in historical sources.
- collect and curate historical sources to form own collections
- create increasingly complex historical maps, for example to show movement of people, or changes over time.

## **CLASSICAL GREECE**

### OVERALL EXPECTATIONS

By the end of fifth grade, students should:

- identify the causal relationship between the physical and environmental features of a territory and the historical events which take place there.
- know the significant economic, political, cultural and religious contexts, events and features of the different Greek cities and produce concise accounts.
- understand the relationship between the historical, geographical and religious context of a civilisation and its population's way of life.
- recognize the relationship between the cultural characteristics of ancient Greece and its intellectual and artistic heritage.
- use knowledge of historic events and development to understand current world affairs.
- develop a growing awareness of collective civil conduct and responsibility.
- explore the fundamental importance of the ancient Greek civilisation to modern Western civilisation

### SPECIFIC EXPECTATIONS

- explore the region's geography and understand how this influenced the development of the Greek civilisation.
- understand the development of the polis, its main features and its importance to the history of the Greek civilisation.
- develop understanding of the main unifying features of Classical Greek civilisation.
- develop understanding of some of the main differences between prominent Greek city states, for example Athens and Sparta.
- develop understanding of Greek contributions to art, philosophy, literature and drama.
- learn how democracy functioned in ancient Athens.
- explore the religious beliefs of the ancient Greeks
- explore the structure of society in ancient Greece.
- discover what we can learn from Greek literature and legend.
- look at the Greek Olympics and compare with modern sports.
- investigate Classical Greek contributions to maths and science
- investigate where, when and how the Greeks developed different colonies
- map Greek colonies and trade, with particular emphasis on the Greeks in modern day Italy.
- learn about the reasons for, events of, and consequences of the Greek

wars with Persia.

- learn about the reasons for, events of, and consequences of the Peloponnesian wars.
- investigate the Greek legacy. What have the Greeks done for us?

## **THE HELLENIC WORLD**

### OVERALL EXPECTATIONS

By the end of fifth grade, students should:

- identify and explain connections between a number of diverse historical events across different time periods and geographical locations
- know the significant economic, political, cultural and religious contexts, events and features of the Hellenic civilisation and produce concise accounts of these
- use knowledge of historic events and development to understand current world affairs

### SPECIFIC EXPECTATIONS

- compare and contrast ancient Macedonia with Greece, see how they were similar and how they differed.
- investigate and map the Macedonian expansion under Phillip II
- look closely at Alexander the Great, map and explore his conquests.
- assess the reputation of Alexander and claims that he was 'great'.
- explore the consequences of Alexander's conquests. Look at resultant cultural interchange.
- look at relations between the 'West' and people in these regions today. compare with Alexander's time.
- investigate what happened to the Hellenistic world after Alexander's death
- investigate scientific discoveries and other important intellectual contributions made during the Hellenistic period.

## **PRE-ROMAN ITALY**

## OVERALL EXPECTATIONS

By the end of fifth grade, students should:

- understand the relationship between the historical, geographical and religious context of a civilisation and its population's way of life
- identify the causal relationship between the physical and environmental features of a territory and the historical events which take place there
- understand the links between pre-Roman Italy and the rest of the ancient world
- understand the diversity of peoples who inhabited pre-Roman Italy

## SPECIFIC EXPECTATIONS

- look at Italy in the pre-historical era, for example by investigating what happened to Otzi the ice man.
- investigate early Italic tribes and map different populations. • compare different geographical regions of Italy and assess where would be most suitable to site a civilisation.
- look at the Terramare and Villanovan people who inhabited the Emilia Romagna area.
- explore and map the expansion of the Etruscan peoples from the 7<sup>th</sup> to 5<sup>th</sup> centuries BC.
- consider what we can learn about the role of women in Etruscan society.
- analyse Etruscan society and explore its connections with ancient Greece.
- look at the artistic and architectural traditions of the Etruscans. • gather information from a range of different sources about the Etruscans and use this to better understand their society and its religion, culture and politics

# **THE ROMAN KINGDOM TO REPUBLIC**

## OVERALL EXPECTATIONS

By the end of fifth grade, students should:

- recognize the relationship between the cultural characteristics of the Early Roman civilisation and its intellectual and artistic heritage
- know the significant economic, political, cultural and religious contexts, events and features of the ancient Romans and produce concise accounts
- understand the reasons for the rise of Rome.
- understand the geographical and historical context of the rise of the Roman civilisation
- identify and explain connections between a number of diverse historical events across different time periods and geographical locations
- use knowledge of historic events and development to understand current world affairs

### SPECIFIC EXPECTATIONS

- explore the geography of the region where Rome was founded, assessing why it was a good place for a civilisation.
- look at the founding myth of Rome, compare it with what archaeology and history tells us.
- look at the early monarchy of Rome and its government.
- investigate social classes in ancient Rome, look at everyday life for Plebeians, Patricians and slaves.
- look at the rise of Rome in relation to the Greeks and Etruscans who they displaced.
- place Rome in a Mediterranean context with other contemporary civilisations, such as the Carthaginians.
- explore the reasons for the move from Monarchy to Republic. • explore the organisation of the state during the republic: government, laws (12 tables) and friction between classes.
- map conquest of Italy and other parts of Europe and create timelines to illustrate this.
- explore the reasons for, course of, and consequences of the Punic wars.
- look at the composition of and traditions of the Roman army.
- explore Roman constructions, e.g. baths, roads, aqueducts. • understand the main features of the Roman religion.

# THE ROMAN REPUBLIC TO EMPIRE

## OVERALL EXPECTATIONS

By the end of fifth grade, students should:

- use knowledge of historic events and development to understand current world affairs.
- develop a growing awareness of collective civil conduct and responsibility.
- identify and explain connections between a number of diverse historical events across different time periods and geographical locations
- know the significant economic, political, cultural and religious contexts, events and features of the late Roman Republic and early empire and produce concise accounts

## SPECIFIC EXPECTATIONS

- explore the social consequences of Roman expansion, for example poverty, mixing of populations, land reform, rise of populism. • look at the reasons for and course of the social war and civil war (Lucius Cornelius Sulla).
- examine in detail the rise of Julius Caesar, through conquests in Gaul, conflict with Crassus and Pompey, and the crossing of the Rubicon prompting the second civil war.
- explore the rule of Caesar as dictator in perpetuity, examine the reasons for and consequences of his assassination.
- investigate the final civil war between Mark Anthony and Octavius (Augustus).
- examine the changes introduced under Augustus (the first emperor) and critically examine the differences between the republic and the empire. • look at and map the expansion of the empire, investigate how its culture changed and what social reforms were introduced.
- investigate the causes and consequences of the rise of Christianity in the Roman empire – diffusion, persecution and adoption as state religion. • investigate the Pax Romana, look at the history of a united, unified Europe.
- look at interactions between Romans and other peoples within their



empire. Relate this to modern ideas of Empire and nationhood. •  
identify the problems of ruling over such a large, conquered territory. •  
investigate the rise of the barbarian and Germanic tribes. • understand  
the legacy of the Roman Civilisation in Italy and elsewhere— what have  
the Romans done for us?

## **GEOGRAPHY:**

### **GEOGRAPHERS' SKILLS**

Some objectives in this unit can be completed as part of later  
units. OVERALL EXPECTATIONS

By the end of fifth grade, students should:

- deepen understanding of how to use, interpret and create maps and other forms of geographical representation. •
- analyse local and global phenomena, interpreting physical, political and thematic maps.
- develop an appropriate cognitive map of the world.

### SPECIFIC EXPECTATIONS

- use and interpret and make various maps, including physical, political and various types of thematic maps, along with other forms of geographical representation (e.g. charts, online maps).
- produce accurate scale maps using careful measurement.
- produce and use maps with more complicated and detailed keys. • obtain and analyse information from maps and charts.
- create and use charts which overlay more than one kind of geographical data.
- sort, group, classify, chart, and analyse geographical data (e.g. population statistics).
- use digital and online mapping to both analyse and create maps and charts.
- develop a sound knowledge of the main features of the world map, including main physical features, continents and significant countries. •
- be able to use longitude, latitude and precise grid references on maps.

# A GLOBALIZED WORLD

## OVERALL EXPECTATIONS

By the end of fifth grade, students should:

- identify the main economic, infrastructural and political differences between the 'north and south' of the world.
- understand and be able to apply the concepts of continent, country and region within a global context.
- understand links between local events and the global context.
- understand the interrelationship between type of territory, economic development and form of settlement.
- learn ways to respect the environment and take responsibility for its protection.
- develop a more sensitive attitude to social realities different from one's own

## SPECIFIC EXPECTATIONS

- recognise ways in which global environments, landscapes and territories are interconnected.
- analyse economic and population links between Italy and different parts of the world, with reference to specific examples (e.g. where does chocolate come from? Where do migrants come from?)
- understand the global impacts of climate change.
- understand how climate and physical geography influence the economy and human activities of an area.
- understand the differences and interactions between the global 'south' and 'north' and how inequalities can be addressed.
- understand the relationship between environmental protection and economic development and understand what is meant by sustainable development.
- understand how patterns of consumption and production vary across the globe.

# THE REGIONS OF ITALY

## OVERALL EXPECTATIONS

By the end of fifth grade, students should:

- know and be able to describe the main characteristics of the administrative regions of Italy
- become familiar with the natural, artistic and historical assets of the Italian territory.
- be able to communicate their knowledge of Italy in a variety of ways

## SPECIFIC EXPECTATIONS

- understand the different administrative divisions in Italy (nation, region, province, commune)
  - know and be able to analyse the location, climate, physical features and man-made elements of each administrative region of Italy.
  - produce detailed accounts of each region and its major physical and human characteristics.
- 
- Northern Italy
    - Valle d'Aosta (autonomous region)
    - Piemonte
    - Lombardia
    - Trentino Alto Adige (autonomous region)
    - Friuli Venezia Giulia (autonomous region)
    - Veneto
    - Liguria
    - Emilia Romagna
  
  - Central Italy
    - Toscana
    - Umbria
    - Marche
    - Lazio
    - Abruzzo
    - Molise
  
  - Southern Italy and the islands
    - Campania

- Puglia
- Basilicata
- Calabria
- Sicilia (autonomous region)
- Sardegna (autonomous region)

## THE EUROPEAN UNION

### OVERALL EXPECTATIONS

By the end of fifth grade, students should:

- understand what the European Union is, and Italy's place in it.
- know the function and objectives of the European Union.
- know some of the history of European integration and the countries which form Europe.
- learn about and understand the importance of making choices which defend the equal dignity and equality of all citizens

### SPECIFIC EXPECTATIONS

- know the states of the European Union and compare Italy with one or more of these states using geographic data and maps.
- research, and produce presentations on, different European countries.
- investigate the functions of the European Union and how it impacts on the daily life of people in Italy.
- understand the aims and objectives of the EU and how it protects the rights of its citizens.
- investigate the evolution of European integration.
- understand the rights and responsibilities of Italy and Italians as members of the European Union.
- evaluate the role of the European Union in promoting peace and friendship among the nations of Europe