Newsome Junior Academy Curriculum Long Term Plan

Year 5

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
History / Geography	Yorkshire What makes Yorkshire unique? 	Britain and the USA How does Britain compare to the USA? 	Discrimination, social and cultural change How has enslavement changed between the 16th century and the present day? 	Rainforests Is deforestation unavoidable in 2025? 	Anglo Saxons Is it fair to call the Saxon times the dark ages? 	Vikings Were the Vikings ruthless killers or peaceful settlers? 
Golden Thread	Locational knowledge Mapping Physical and human geography Tourism and land use	Locational knowledge Physical and human geography Economy and trade	Society and community Power Trade and industry	Locational knowledge Physical and human geography including climate change Trade and economy	Conflict and disaster Power Monarchy	Conflict and disaster Power Monarchy
ROAP outcome	Persuasive writing to visit - in a format Handy tips on how to look after the environment, effects of visiting. (Hardcastle craggs field study)	Use hexagon link activity - renewable/non-renewable, trade/economy and climate and natural resources - use these images to make a comparison between USA and Britain.	Provide children with a variety of sources from different stages of the slavery trade (between 16th- 19th century) place on a timeline to show how enslavement changed over time including the abolition of slavery in England.	Speech on answering the enquiry question 'is deforestation unavoidable in 2025?'	Children to sort cards - does it apply to r the dark or the lighter? (use a shaded moon) Children then present their ideas.	Children to debate the enquiry question 'Were the Vikings ruthless killers or peaceful settlers?'
Geography	• Understand all terminology related to location (ie. continent, country, city, town, county, area, district, features, etc.) and use these when naming and locating places. • Locate and identify at least 10 different counties in the UK • Use fieldwork to identify and explain the geographical features of a location - ie. Identify and label physical features of Malham • Draw in-depth conclusions about locations based on evidence/sources. • Use 6-figure grid references, symbols and key to build their knowledge of the United Kingdom • Begin to suggest questions for investigating and justify. • Compare and contrast sources about locations and comment on which ones are useful, giving reasons. • Investigate features and themes of locations in-depth at both micro and macro levels.	• Consolidate, fully understand and apply all terminology related to location (ie. continent, country, city, town, county, area, district, features, etc.) and use these when naming and locating places • Identify time differences around the world • Locate and identify at least 5 countries (USA, Canada, Mexico, Guatemala, Jamacia) and their capital cities in North America • Identify and compare the differences in at least 3 different biomes • Analyse and synthesise geographical similarities and differences through the study of human and physical geography of a region outside of Europe, North/South America • Describe and understand economic activity in the UK and the USA • Measure straight line distance (ie. on Google Maps) • Choose and use the most appropriate type of map with precision to locate and understand a location being studied • Use maps to analyse distribution and relationships	• Locate and name 7 key countries and their capital cities beyond Europe • Use 6-figure grid references, symbols and key to build their knowledge of the wider world. • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). • Identify and describe 3 different biomes. • Describe and understand economic activity • Describe and understand economic activity • Describe and understand impact of human settlements and land use (deforestation) • Understand and explain how individuals have a role to play in reducing their own carbon footprint. • Use maps, atlases, globes and digital/computer mapping to interpret information and draw conclusions about the features of an area being studied.		

<table>
<tr><td>History</td><td></td><td><u>Discrimination</u>

The sub lenses for this unit are empire, trade. It will cover how the slave trade has changed over time and how it has been used within different cultures within history. This builds on all units covered within KS2 and the encourages the children to use their historical concepts to debate slavery.

• What is slavery and how do we know what happened in the past?
• How can we use sources to understand the experiences of slaves?
• Why and how was slavery abolished in Britain?
• What is modern slavery?
• What are the legacies of the slave trade in Britain?</td><td><u>Anglo Saxons</u>
The sub lenses for this unit are migration, trade, monarchy, settlement, rebellion. It will cover life in England after the fall of the Roman Empire and the reasons why the Anglo Saxons travelled to England's shores and decided to settle. Children will find out how England was ruled during the settlement of the Anglo Saxons and how they kept control of the 7 different kingdoms across the land. This builds from the chronology of Ancient Britain up to when the Romans left and how they had an organised army.

• What key events led to Britain being unprotected in the 5th century?
• How did life change in England after the fall of the Roman Empire?
• Why did the Anglo-Saxons and Jutes settle in Britain?
• How was Anglo-Saxon Britain ruled?
• How did the Anglo-Saxons keep control of their kingdoms?</td><td><u>Vikings</u>
The sub lenses for this unit are migration, trade, monarchy, settlement, rebellion. It will cover who the Vikings were, why they carried out raids in England and how their arrival impacted the political and social hierarchy of the time. This builds from the chronology of Ancient Britain to the Anglo-Saxons.

• Who were the Vikings?
• Why did the Vikings carry out raids?
• Where did the Vikings settle and how do we know?</td></tr>
<tr><td>MFL</td><td colspan="4">French</td></tr>
<tr><td>RE</td><td>CU2.5 (5) How and why are Jewish festivals celebrated today?</td><td>CU2.6 What do Christians believe about the old and new covenants? (Pathway 6)</td><td>CU2.4 Why do some people go on pilgrimage? (Pathway 4)</td><td>FU2.12 Should we forgive others? (Pathway 3)</td></tr>
<tr><td>Art</td><td>Leonardo Da Vinci
Italian - Renaissance
Anatomy
Anatomy - Skull
Drawing / line

• Create a detailed observational drawing using an appropriate method
• Create a detailed observational drawing demonstrating scale and proportion
• Begin to use shading to create mood and texture and feeling.</td><td>M.C Escher
Dutch - Modern Art
Lino Printing
Two Birds
Printmaking

• Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas and annotating ideas
• Use tools in a safe way
• Continue to overlay prints with other media
• Understand mono and relief printing
• Record and collect visual information including taking photos on iPads and recording short videos and using digital cameras with different settings
• Present visual information using software choosing from PowerPoint
• Book Creator, Movie Maker
• Create and manipulate images</td><td colspan="2"> 
</td></tr>
<tr><td>Music</td><td>Composition notation
(Theme Ancient Egyptians)
  </td><td>Blues
  </td><td>South and West Africa
  </td><td>Composition of the festival of colour
(Holi)
  </td><td>Looping and remixing
  </td><td>Musical theatre
  </td></tr>
</table>

Science

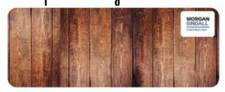
Forces and Magnets

- Gravity is a force that pulls unsupported objects toward the Earth.
- Gravity acts between all objects, but it is stronger for objects with more mass or that are closer together.
- Force is measured in Newtons (N).
- Mass is the amount of matter (stuff) in an object.
- Air resistance is a force that slows objects moving through air. Faster objects hit more air particles, so air resistance increases.
- Water resistance is a force that slows objects moving through water, caused by bumping into water particles.
- Friction is a force between two surfaces that slows things down. It works opposite to the motion.
- The shape of an object affects how much air or water resistance it experiences.
- A lever is a rigid bar that pivots around a fulcrum.
- A pulley is a wheel with a fulcrum that supports a moving cable or belt.
- A gear is a wheel with teeth that mesh with another gear to turn it in the opposite direction.
- Levers, pulleys, and gears are simple machines that help a smaller force have a greater effect.

Earth and Space

- The Sun is a star at the centre of our solar system
- It gives us light and heat
- There are eight planets that travel around the Sun: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune
- The Earth is about 4.5 billion years old
- It orbits the Sun once every year
- The Earth spins (rotates) on its axis once every 24 hours
- When our side of the Earth faces the Sun, it is daytime, and when it faces away it is nighttime
- The Earth is round like a ball (spherical)
- The Moon orbits the Earth and takes about 28 days to go all the way around
- The Moon looks different at different times because the Sun lights up different parts of it
- The Moon, Earth and Sun are all spherical in shape

Properties of Materials



- Materials have different properties which make them good for different uses.
- Hardness means how hard a material is to scratch.
- Metals are strong and shiny, conduct heat and electricity, and some are magnetic.
- Metals are used for things like pans, cutlery, coins and cars.
- Plastics are man-made, waterproof, not magnetic, and are insulators.
- Plastics are used for bottles, bags, and toys.
- Glass is usually transparent and used for windows and glasses.
- Wood comes from trees and is a strong insulator.
- Fabrics are made from fibres and can be warm, stretchy, or absorbent.
- Transparent means you can see through it; opaque means you cannot.
- Some solids are soluble (salt, sugar) and some are insoluble (sand).
- When a solid dissolves in a liquid, a solution is made.
- Mixtures can be separated by sieving, filtering or evaporating.

Changes of Materials

- Some changes can be undone – these are called reversible changes.
- Dissolving, melting, freezing, evaporation, and mixing are reversible changes.
- In reversible changes, you can get back the original substance.
- Some changes cannot be undone – these are called irreversible changes or chemical reactions.
- Irreversible changes make new materials that cannot go back to the original.
- Heating can cause irreversible changes.
- Mixing some substances can be irreversible.
- Burning is irreversible.
- Reversible changes only change how something looks or feels, they do not make new materials.
- Freezing and melting are reversible.
- Evaporation is reversible if you can catch and condense the liquid.
- Knowing whether a change is reversible or irreversible helps us understand if new materials are made.

Living things and their habitats

- A life cycle is the series of stages all living things go through: birth, growth, reproduction and death.
- The life cycle of a mammal (such as humans) includes live birth, growth into adulthood and parents feeding young with milk.
- The life cycle of an amphibian shows that they hatch from eggs and change form through metamorphosis.
- The life cycle of an insect includes complete metamorphosis.
- The life cycle of a bird involves hatching from eggs and being cared for by parents until able to live independently.
- Key differences between life cycles of mammals, amphibians, insects and birds include live birth or egg laying, and how much animals change as they grow.
- Reproduction means producing offspring (babies or young).
- Most animals reproduce through sexual reproduction, involving a male and a female.
- Sexual reproduction in plants involves pollen and ovules joining to produce seeds that grow into new plants.
- Some plants reproduce asexually, growing new plants from bulbs, tubers, runners or cuttings without two parents.
- Observations and comparisons of plants and animals help explain similarities and differences in how living things grow and reproduce.
- Naturalists and animal behaviourists such as David Attenborough and Jane Goodall study animals and their behaviour to help us understand life cycles and habitats.

Animals including humans

- Humans go through a series of stages of development during their life cycle.
- The main stages of the human life cycle are baby, child, adolescent, adult and old age.
- Babies grow rapidly, learning basic skills such as sitting, crawling, walking and talking.
- During childhood, humans continue to grow, develop stronger bodies and learn new skills.
- Adolescence is the stage when a child's body begins to change into an adult body.
- Puberty is the period during adolescence when the body becomes capable of reproduction.
- During puberty, the body changes in many ways, including growth spurts and the development of adult body features.
- Hormones cause many of the physical and emotional changes that happen during puberty.
- Adults are fully grown and are able to reproduce and care for the next generation.
- During adulthood and old age, the body gradually changes and may become weaker or slower.
- Humans have a long gestation period (about 9 months) compared with many other animals.
- As humans grow from baby to adult, their height, mass and abilities change over time.

Working Scientifically

Computing

Search engines Online Safety	Hello world: Retro Online Safety	PowerPoint Online Safety	Micro bit Online Safety	Flat file databases Online Safety	Interactive maps Online Safety

DT

Space buggies	Crumble – alarming a car	Structures – bird hides

PE

fair share dare – 'Embed values such as fairness and respect'	inspire create perform – 'Perform dance using a range of movement patterns'	watch move connect – 'Master basic movements.. Including throwing and coordination'	symmetry balance travel – 'Develop flexibility, technique, control and balance'	aim strike retrieve – 'Play competitive games, modified where appropriate'	run jump throw – 'Use running, jumping and throwing in isolation and combination'
evade invade capture – 'Competitive games; principles of attacking and defending'	block guard support – 'Team games developing simple tactics for attacking and defending'	lend move score – 'Competitive games; principles of attacking and defending'	explore solve challenge – 'Outdoor adventurous activity challenges'	serve set slam – 'Play competitive games, modified where appropriate'	speed distance strength – 'Use running, jumping and throwing in isolation and combination'

PSHE	**Being me in my world** 'Who am I and how do I fit in?'	**Celebrating difference** Respect for similarity and difference. Anti-bullying and being unique.	**Dreams and goals** Aspirations; how to achieve goals and understanding the emotions that go with this.	**Healthy me** Being and keeping safe and healthy.	**Relationships** Building positive, healthy relationships.	**Changing me** Coping positively with change.