



*Learn from yesterday, seek today and aim for tomorrow*

**LONG TERM CURRICULUM PLAN  
YEAR 5**

**Year Groups to follow the National Curriculum English and Mathematics Programme of Study**

**KEY DRIVERS**

**History**

<b>CHRONOLOGY (Stone age to 1066)</b>	<b>Beyond 1066</b>	<b>LOCAL STUDY</b>
<p><i>To include:</i>                      Stone age to Iron age                      Romans                      Anglo-Saxons                      Vikings</p>	<p><i>An aspect of theme that takes pupils beyond 1066</i></p>	<p><i>A local study linked to one of the periods of time studied under chronology; or                      A local study that could extend beyond 1066</i></p>
<ul style="list-style-type: none"> <li>• Know how Britain changed between the end of the Roman occupation and 1066</li> <li>• Know about how the Anglo-Saxons attempted to bring about law and order into the country</li> <li>• Know that during the Anglo-Saxon period Britain was divided into many kingdoms</li> <li>• Know that the way the kingdoms were divided led to the creation of some of our county boundaries today</li> <li>• Use a time line to show when the Anglo-Saxons were in England</li>   <li>• Know where the Vikings originated from and show this on a map</li> <li>• Know that the Vikings and Anglo-Saxons were often in conflict</li> <li>• Know why the Vikings frequently won battles with the Anglo-Saxons</li> </ul>		<ul style="list-style-type: none"> <li>• Know about a period of history that has strong connections to their locality and understand the issues associated with the period.</li> <li>• Know how the lives of wealthy people were different from the lives of poorer people during this time</li> </ul>

<b>ANCIENT ANCIENTS (approx. 3000 years ago)</b>	<b>CIVILIZATIONS from 1000 years ago</b>	<b>ANCIENT GREECE</b>
<i>Cover each of and then choose one to look at in depth: Ancient Egypt Ancient Sumer Indus Valley Shang Dynasty</i>	<i>Choose one of: Mayans Islamic Civilizations Benin Civilization</i>	<i>Greek life and influence on the Western world</i>

## Geography

Locational Knowledge		
<i>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</i>	<i>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</i>	<i>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)</i>
<ul style="list-style-type: none"> <li>• Know the names of a number of European capitals</li> <li>• Know the names of, and locate, a number of South or North American countries</li> </ul>		

Place Knowledge	Human and Physical Geography	
<i>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</i>	<i>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</i>	<i>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</i>
<ul style="list-style-type: none"> <li>• Know key differences between living in the UK and in a country in either North or South America</li> </ul>	<ul style="list-style-type: none"> <li>• Know what is meant by biomes and what are the features of a specific biome</li> <li>• Label layers of a rainforest and know what deforestation is</li> </ul>	

### Geographical skills and fieldwork

*use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied*

*use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world*

- Know how to use graphs to record features such as temperature or rainfall across the world

Working Scientifically	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Set up an investigation when it is appropriate e.g. finding out which materials dissolve or not</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Able to present information related to scientific enquiries in a range of ways including using IT such as power-point and iMovie</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Set up a fair test when needed e.g. which surfaces create most friction?</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use diagrams, as and when necessary, to support writing</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Set up an enquiry based investigation e.g. find out what adults / children can do now that they couldn't when a baby</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Is evaluative when explaining findings from scientific enquiry</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Know what the variables are in a given enquiry and can isolate each one when investigating e.g. finding out how effective parachutes are when made with different materials</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Clear about what has been found out from recent enquiry and can relate this to other enquiries, where appropriate</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Use all measurements as set out in Year 5 mathematics (measurement), including capacity and mass</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Their explanations set out clearly why something has happened and its possible impact on other things</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Use other scientific instruments as needed e.g. thermometer, rain gauge, spring scales (for measuring Newtons)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Able to give an example of something focused on when supporting a scientific theory e.g. how much easier it is to lift a heavy object using pulleys</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Able to record data and present them in a range of ways including diagrams, labels, classification keys, tables, scatter graphs and bar and line graphs</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Keep an on-going record of new scientific words that they have come across for the first time</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Make predictions based on information gleaned from investigations</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Able to relate causal relationships when, for example, studying life cycles</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Create new investigations which take account of what has been learned previously</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Frequently carry out research when investigating a scientific principle or theory</li> </ul>

All living things and their habitats	Animals, including humans	Properties and changes in materials	Forces	Earth and Space
<p><i>Life cycles – plants and animals</i>  <i>Reproductive processes</i>  <i>Famous naturalists</i></p>	<p><i>Changes as humans develop from birth to old age</i></p>	<p><i>Compare properties of everyday materials</i>  <i>Soluble/ dissolving</i>  <i>Reversible and irreversible substances</i></p>	<p><i>Gravity</i>  <i>Friction</i>  <i>Forces and motion of mechanical devices</i></p>	<p><i>Movement of the Earth and the planets</i>  <i>Movement of the Moon</i>  <i>Night and day</i></p>
<ul style="list-style-type: none"> <li>• Know the life cycle of different living things e.g. mammal, amphibian, insect and bird</li> <li>• Know the differences between different life cycles</li> <li>• Know the process of reproduction in plants</li> <li>• Know the process of reproduction in animals</li> </ul>	<ul style="list-style-type: none"> <li>• Create a timeline to indicate stages of growth in humans</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and group materials based on their properties (e.g. hardness, solubility, transparency, [electrical &amp; thermal], and response to magnets</li> <li>• Know and explain how a material dissolves to form a solution</li> <li>• Know and show how to recover a substance from a solution</li> <li>• Know and demonstrate how some materials can be separated (e.g. through filtering, sieving and evaporating)</li> <li>• Know and demonstrate that some changes are reversible and some are not</li> <li>• Know how some changes result in the formation of a new material and that this is usually irreversible</li> </ul>	<ul style="list-style-type: none"> <li>• Know what gravity is and its impact on our lives</li> <li>• Identify and know the effect of air and water resistance</li> <li>• Identify and know the effect of friction</li> <li>• Explain how levers, pulleys and gears allow a smaller force to have a greater effect</li> </ul>	<ul style="list-style-type: none"> <li>• Know about and explain the movement of the Earth and other planets relative to the Sun</li> <li>• Know about and explain the movement of the Moon relative to the Earth</li> <li>• Know and demonstrate how night and day are created</li> <li>• Describe the Sun, Earth and Moon (using the term spherical)</li> </ul>

**SUPPORTING SUBJECTS**

**Design Technology**

Designing	Making	Evaluating	Technical Knowledge	Food Technology
<p><i>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</i></p> <p><i>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</i></p>	<p><i>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</i></p> <p><i>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</i></p>	<p><i>investigate and analyse a range of existing products</i></p> <p><i>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</i></p> <p><i>understand how key events and individuals in design and technology have helped shape the world</i></p>	<p><i>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</i></p> <p><i>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</i></p> <p><i>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</i></p> <p><i>apply their understanding of computing to program, monitor and control their products.</i></p>	<p><i>understand and apply the principles of a healthy and varied diet</i></p> <p><i>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</i></p> <p><i>understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed</i></p>

Designing	Making	Evaluating	Technical Knowledge	Food Technology
<ul style="list-style-type: none"> <li>• come up with a range of ideas after collecting information from different sources</li> <li>• produce a detailed, step-by-step plan</li> <li>• explain how a product will appeal to a specific audience</li> <li>• design a product that requires pulleys or gears</li> </ul>	<ul style="list-style-type: none"> <li>• use a range of tools and equipment competently</li> <li>• make a prototype before making a final version</li> <li>• make a product that relies on pulleys or gears</li> </ul>	<ul style="list-style-type: none"> <li>• suggest alternative plans; outlining the positive features and draw backs</li> <li>• evaluate appearance and function against original criteria</li> </ul>	<ul style="list-style-type: none"> <li>• links scientific knowledge to design by using pulleys or gears</li> <li>• uses more complex IT program to help enhance the quality of the product produced</li> </ul>	<ul style="list-style-type: none"> <li>• be both hygienic and safe in the kitchen</li> <li>• know how to prepare a meal by collecting the ingredients in the first place</li> <li>• know which season various foods are available for harvesting</li> </ul>

## Art

Using Sketchbooks	Drawing, painting and sculpture	Study of great artists
<p><i>create sketch books to record their observations and use them to review and revisit ideas</i></p>	<p><i>improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i></p>	<p><i>great artists, architects and designers in history</i></p>
<ul style="list-style-type: none"> <li>• experiment by using marks and lines to produce texture</li> <li>• experiment with shading to create mood and feeling</li> <li>• experiment with media to create emotion in art</li> <li>• know how to use images created, scanned and found; altering them where necessary to create art</li> </ul>	<ul style="list-style-type: none"> <li>• know how to use shading to create mood and feeling</li> <li>• know how to organise line, tone, shape and colour to represent figures and forms in movement.</li> <li>• know how to express emotion in art</li> <li>• know how to create an accurate print design following given criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• research the work of an artist and use their work to replicate a style</li> </ul>

## Music

Performing	Compose	Listen
<i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i>	<i>improvise and compose music for a range of purposes using the inter-related dimensions of music</i>	<i>listen with attention to detail and recall sounds with increasing aural memory</i>
<ul style="list-style-type: none"> <li>maintain own part whilst others are performing their part</li> </ul>	<ul style="list-style-type: none"> <li>compose music which meets specific criteria</li> <li>choose the most appropriate tempo for a piece of music</li> </ul>	<ul style="list-style-type: none"> <li>repeat a phrase from the music after listening intently.</li> </ul>
Use and understand	Appreciate	History of music
<i>use and understand staff and other musical notations</i>	<i>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i>	<i>develop an understanding of the history of music</i>
<ul style="list-style-type: none"> <li>use music diary to record aspects of the composition process</li> </ul>	<ul style="list-style-type: none"> <li>describe, compare and evaluate music using musical vocabulary</li> <li>explain why they think music is successful or unsuccessful</li> </ul>	<ul style="list-style-type: none"> <li>contrast the work of a famous composer with another and explain preferences</li> </ul>

## Physical Education

Athletics	Competitive Games	Gymnastics
<i>use running, jumping, throwing and catching in isolation and in combination</i>	<i>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</i>	<i>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</i>
<ul style="list-style-type: none"> <li>• controlled when taking off and landing</li> <li>• throw with increasing accuracy</li> <li>• combine running and jumping</li> </ul>	<ul style="list-style-type: none"> <li>• gain possession by working a team and pass in different ways</li> <li>• choose a specific tactic for defending and attacking</li> <li>• use a number of techniques to pass, dribble and shoot</li> </ul>	<ul style="list-style-type: none"> <li>• make complex extended sequences</li> <li>• combine action, balance and shape</li> <li>• perform consistently to different audiences</li> </ul>

Dance	Outdoor and Adventurous Activity	Evaluate
<i>perform dances using a range of movement patterns</i>	<i>take part in outdoor and adventurous activity challenges both individually and within a team</i>	<i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i>
<ul style="list-style-type: none"> <li>• compose own dances in a creative way</li> <li>• perform dance to an accompaniment</li> <li>• dance shows clarity, fluency, accuracy and consistency</li> </ul>	<ul style="list-style-type: none"> <li>• follow a map into an unknown location</li> <li>• use clues and a compass to navigate a route</li> <li>• change route to overcome a problem</li> <li>• use new information to change route</li> </ul>	<ul style="list-style-type: none"> <li>• pick up on something a partner does well and also on something that can be improved</li> <li>• know why own performance was better or not as good as their last</li> </ul>

## Swimming

- develop their swimming aiming for competency, confidence and proficiency over increasing distance.
- develop their use of a range of strokes effectively, for example front crawl, backstroke and breaststroke.
- develop their awareness of safe self-rescue in different water based situations.

## Real PE

Unit 1	Cognitive	I have a clear idea of how to develop my own and others work. I can recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents.
Unit 2	Creative	I can respond imaginatively to different situations adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others.
Unit 3	Social	I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately.
Unit 4	Applying Physical	I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations.
Unit 5	Health and Fitness	I can self select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity.
Unit 6	Personal	I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets.

## Foreign Languages

Speaking	Reading	Writing
<i>Speak in sentences, using familiar vocabulary, phrases and basic language structures</i>	<i>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</i>	<i>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</i>
<ul style="list-style-type: none"> <li>hold a simple conversation with at least 4 exchanges</li> <li>use knowledge of grammar to speak correctly</li> </ul>	<ul style="list-style-type: none"> <li>understand a short story or factual text and note the main points</li> <li>use the context to work out unfamiliar words</li> </ul>	<ul style="list-style-type: none"> <li>write a paragraph of 4-5 sentences</li> <li>substitute words and phrases</li> </ul>

## Computing

Create programs	Develop programs	Reasoning	Networks
<i>Pupils should be taught to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</i>	<i>Pupils should be taught to use sequence, selection, and repetition in programs; work with variables and various forms of input and output</i>	<i>Pupils should be taught to use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</i>	<i>Pupils should be taught to understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</i>
<ul style="list-style-type: none"> <li>use technology to control an external device</li> </ul>	<ul style="list-style-type: none"> <li>develop a program that has specific variables identified</li> </ul>	<ul style="list-style-type: none"> <li>analyse and evaluate information reaching a conclusion that helps with future developments</li> </ul>	

Search engines	Using programs	Safe use
<i>Pupils should be taught to use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</i>	<i>Pupils should be taught to select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</i>	<i>Pupils should be taught to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</i>
<ul style="list-style-type: none"> <li>understand how search results are selected and ranked</li> </ul>	<ul style="list-style-type: none"> <li>combine sequences of instructions and procedures to turn devices on and off</li> </ul>	<ul style="list-style-type: none"> <li>understand that they have to make choices when using technology and that not everything is true and/or safe</li> </ul>

Jigsaw Piece One	Being me in my world	<ul style="list-style-type: none"> <li>• Planning the forthcoming year</li> <li>• Being a citizen</li> <li>• Rights and responsibilities</li> <li>• Rewards and consequences</li> <li>• How behaviour affects groups</li> <li>• Democracy, having a voice, participating</li> </ul>
Jigsaw Piece Two	Celebrating Difference	<ul style="list-style-type: none"> <li>• Cultural differences and how they can cause conflict</li> <li>• Racism</li> <li>• Rumours and name-calling</li> <li>• Types of bullying</li> <li>• Material wealth and happiness</li> <li>• Enjoying and respecting other cultures</li> </ul>
Jigsaw Piece Three	Dreams and Goals	<ul style="list-style-type: none"> <li>• Future dreams</li> <li>• The importance of money</li> <li>• Jobs and careers</li> <li>• Dream job and how to get there</li> <li>• Goals in different cultures</li> <li>• Supporting others (charity)</li> <li>• Motivation</li> </ul>
Jigsaw Piece Four	Healthy Me	<ul style="list-style-type: none"> <li>• Smoking, including vaping</li> <li>• Alcohol</li> <li>• Alcohol and anti-social behaviour</li> <li>• Emergency aid</li> <li>• Body image</li> <li>• Relationships with food</li> <li>• Healthy choices</li> <li>• Motivation and behaviour</li> </ul>
Jigsaw Piece Five	Relationships	<ul style="list-style-type: none"> <li>• Self-recognition and self-worth</li> <li>• Building self-esteem</li> <li>• Safer online communities</li> <li>• Rights and responsibilities online</li> <li>• Online gaming and gambling</li> <li>• Reducing screen time</li> <li>• Dangers of online grooming</li> <li>• SMARRT internet safety rules</li> </ul>
Jigsaw Piece Six	Changing Me	<ul style="list-style-type: none"> <li>• Self- and body image</li> <li>• Influence of online and media on body</li> </ul>

		<b>image</b> <ul style="list-style-type: none"> <li>• <b>Puberty for girls</b></li> <li>• <b>Puberty for boys</b></li> <li>• <b>Conception (including IVF)</b></li> <li>• <b>Growing responsibility</b></li> <li>• <b>Coping with change</b></li> <li>• <b>Preparing for transition</b></li> </ul>
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**Religious Education**

<b>Unit</b>	<b>Theme</b>
U2.1	Why do some people think God exists?
U2.4	If God is everywhere, why go to a place of worship? Possible R.E. week or fortnight with a focus on a visit to the church and teh mandir
U2.2	What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)
U2.6	What does it mean to be a Muslim in Britain today?