

## UKS2 Long Term Planning – Year 5 Year B

| Autumn 1  | Autumn 2   | Spring 1  | Spring 2   | Summer 1  | Summer 2   |
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| <b>Topic: Street Child/The Victorians</b><br><b>History</b> – 5, 6, local study<br>Introduce Victorian era by looking at significant British monarchs.<br>Use Primary evidence to find evidence about crime and punishment in Victorian workhouses.<br><b>Geography</b><br>Study of local area - Victorians<br>1b Name and locate counties and cities of UK, geog regions and their identifying human and physical characteristics, key topographical features<br>3b – human geography (industrial revolution)<br>3d-Use 4 and 6 figure grid references ,symbols and keys (including OS maps) to build their knowledge of the UK.<br>3e – fieldwork | <b>Topic: Street Child/The Victorians</b><br><b>History</b> – 5 local study how Eaglescliffe and Yarm evolved.<br>What are the Victorian influences?<br>6 A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 (Crime and Punishment) | <b>Topic: Healthy Me</b><br><b>Geography:</b><br>1a locate the world’s countries using maps to focus on Europe and North/South America.<br>1c identify the position and significance of latitude, longitude, equator, norther/southern hemisphere, Tropics of Cancer and Capricorn.<br>3b Human geography looking at land use and distribution of food.<br><br>Look at where a range of fruits come from and how many air miles they must travel to get to UK.<br>Look at the climates in these countries and investigate why particular fruits are grown there.<br>Locate these countries on maps and use scales to measure distances. | <b>Topic: Greece</b><br><b>History</b> – 8 a study of Ancient Greeks and their achievements and their influence on the Western world.<br>Modern v Ancient Sparta V Athens and looking at the different cultures<br>Research the legacy the Greeks left to us.<br>Use primary evidence to find out about Ancient Greek culture.<br>Lifestyle, food, Olympics, climate, culture<br><b>Geography</b><br>1a locate the world’s countries using maps to focus on Europe, concentrating on key physical and human characteristics and major cities (concentrating mainly on Greece).<br>2 Understand geographical sims and diffs through the study of human and physical geography between the UK and Greece.<br>Locate modern Greece on maps and find out about the climate and what life is like there. Explore the physical characteristics of the country e.g. seas, mountains etc.<br>Compare modern maps to Ancient maps and look at how the likes of Alexander the Great conquered/lost territory in the area | <b>Topic: Natural Disaster</b><br><b>Geography</b> – 3a<br>Physical geography(rivers , mountains, volcanoes and earthquakes)<br>Natural disasters – flooding, earthquakes, tsunami (Iceland, Thailand, Somerset)<br>Look at where and why volcanoes occur<br><b>History:</b><br>Look at famous volcanic eruptions in the past ,especially Pompeii | <b>Topic: The Mayan</b><br><b>History</b> , 9 a non-European society that provides contrasts with British history<br><a href="http://www.mayankids.com/">http://www.mayankids.com/</a><br><b>Geography</b><br>1a South America locate the word’s countries, using maps to focus on North and South America<br>1C identify latitude, longitude, Equator, Northern hemisphere, the tropics of Cancer and Capricorn, Prime/Greenwich Meridian and time zones including day and night.<br>2 Understand geographical sims and diffs through the study of human and physical geography of a region within South America<br>3C use maps, atlases, globes to locate countries and describe features studied. |
| <b>Science</b><br>Edward Jenner et al living things and their habitats Y6, 1 (microorganisms)<br>The work of Thomas Edison - Y6 13-15 electrical circuits look at circuit diagrams  |  | <b>Science</b><br>Y6 animals including humans, 3, 4, 5- circulation, impact of diet, exercise and drugs on the human body, how nutrients and water are transported around the human body.   |  | <b>Science</b><br>Y6 6 Evolution looking at how living things have changed over time and how fossils give us information/evidence about the past  | <b>Science</b><br>Forces Y5, 16 looking at mechanisms including levers, pulleys and gears  |
| <b>English</b><br><ul style="list-style-type: none"> <li>To use the novel, Street Child by Berlie Doherty to describe the character of The Stickman and the setting of the Jarvis Home (Y5).</li> </ul>   | <b>English</b><br><ul style="list-style-type: none"> <li>To write a report on children’s jobs in Victorian times, using research, taking notes and drafting. (Y6)</li> </ul>   | <b>English</b><br>1. Posters – persuasive writing to promote healthy living (Y5)<br>2. Write a report about impact of exercise and diet on the body (Y5)  | <b>English</b><br>1.Retell a Greek myth e.g Daedalus and Icarus (Y5)<br>2. Look at how legends are written and write own based on one previously studied. (Y5)   | <b>English</b><br>1.Non chron reports about the different types of natural disasters.<br>2. Report about volcanoes and most famous ones   | <b>English</b><br>1.Report- write a page for an information book about the Maya, persuasive writing-holiday brochure<br>2. Narrative/diary day in the life of a Mayan child.   |

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| <ul style="list-style-type: none"> <li>Following extensive research using primary evidence, write a diary entry of a child living in a Victorian workhouse (Y5 and Y6).</li> <li>To use notes to plan, draft and write a recount of the life and work of Edward Jenner (Y5).</li> <li>To use research to plan and write a section of a diary from the point of view of a 12 year old Charles Dickens (Y5)</li> <li>To research, note take, plan and write a non-chronological report about crime and punishment over the years (Y5).</li> <li>Biography about Charles Dickens and Samuel Sadler (Y5)</li> </ul> | <ul style="list-style-type: none"> <li>To look at the language of a balanced argument and wite one entitled 'Should Jim Jarvis escape from the workhouse?' (Y6)</li> <li>Using research, taking notes and planning, write a newspaper report about the work of Edward Jenner. (Y6)</li> <li>Research, using primary and secondary evidence, what it would have been like to be a street child in Victorian times and write an explanation text called how to look after a street child. (Y6)</li> <li>Persuasive letter to Government about closing down workhouses.</li> </ul> | <p>3. Write reports about how the digestive and circulatory systems work (Y5)</p> <p>4. Label diagrams for circulatory/digestive system (Y5)</p> <p>5. Research, take notes and make posters about the impact of diet and food on the body (Y5)</p> <p>6. Write a narrative about the imaginary journey through the digestive system. (Y5)</p>                          | <p>3. Read a myth written as a play and create own version.(Y5)</p> <p>4. Write a letter from Ariadne to Theseus before he enters the labyrinth and imaginary reply. (Y5)</p> <p>5. After extensive research, create posters written in groups about different aspects of Ancient Greek life e.g. clothes, gods, food etc (Y5)</p> <p>6. Do a piece of persuasive writing about why a person might want to visit Greece for a holiday-linked to IT.(Y5)</p>  | <p>3. Narrative- the day and earthquake hit school.</p> <p>4. Narrative looking at Vesuvius in Pompeii and imagining being there</p> <p>5. Volcano/earthquake poetry including performance</p> <p>6. Reports linked to science of evolution.</p> | <p>3. Non Chron report about different aspects of Mayan life e.g gods, food, games etc.</p> <p>4. Posters written in groups about different aspects of Maya life e.g. clothes, gods, food etc</p>  |
| <p><b><u>Music (Charanga)</u></b></p> <p><b>Y5-</b> Livin' on a Prayer.<br/><b>Y6</b> Happy</p>   | <p><b><u>Music Charanga</u></b></p> <p><b>Y5-</b> Classroom Jazz 1<br/><b>Y6-</b> Classroom Jazz 2</p>  | <p><b><u>Music- Charanga</u></b></p> <p><b>Y5-</b> Make You Feel My Love<br/><b>Y6-</b> Benjamin Britten New Year Carol</p>   | <p><b><u>Music- Charanga</u></b></p> <p><b>Y5-</b> The Fresh Prince of Bel-Air<br/><b>Y6</b> Music and Identity</p>  | <p><b><u>Music- Charanga</u></b></p> <p><b>Y5</b> Dancing in the Street<br/><b>Y6</b> You've Got a Friend.</p>   | <p><b><u>Music- Charanga</u></b></p> <p><b>Y5-</b> Reflect, Rewind and Replay<br/><b>Y6</b> Reflect, Rewind and Replay</p>   |
| <p><b><u>Computing- Purple Mash</u></b></p> <p><b>Y5</b><br/>Coding</p> <p><b>Y6</b><br/>Coding</p>   | <p><b><u>Computing- Purple Mash</u></b></p> <p><b>Y5</b><br/>Online Safety</p> <p><b>Y6</b><br/>Online Safety</p>   | <p><b><u>Computing- Purple Mash</u></b></p> <p><b>Y5</b><br/>Spreadsheets</p> <p><b>Y6</b><br/>Spreadsheets</p>   | <p><b><u>Computing- Purple Mash</u></b></p> <p><b>Y5</b><br/>Databases</p> <p><b>Y6</b><br/>Blogging</p>   | <p><b><u>Computing- Purple Mash</u></b></p> <p><b>Y5</b><br/>Game Creator<br/>3D Modelling</p> <p><b>Y6</b><br/>Text Adventures</p>  | <p><b><u>Computing- Purple Mash</u></b></p> <p><b>Y5</b><br/>Concept maps</p> <p><b>Y6</b><br/>Networks<br/>Quizzing</p>   |
| <p><b><u>Art 1,2,3</u></b></p> <p>Drawing-Victorian street scene (pencil, charcoal), Victorian artefacts</p> <p>Work of Henri Matisse- collage</p>  | <p><b><u>Art (cont)</u></b></p> <p>Printing wrapping paper – Victorian style patterns</p> <p>William Morris inspired patterns, printing</p> <p>Use of different collage, painting and pastel techniques to recreate Matisse style pictures</p> <p>Henri Matisse- learning about a great artist who lived during and after Victorian times.</p>  | <p><b><u>Art (1,2,3)</u></b></p> <p>Paul Cezanne. Looking at his pictures of apples and using videos to allow chd to shade using pencils, pastels and paint whilst investigating the effect of light on shading.</p> <p>Printing using collagraphs</p> <p>Works of different artists e.g. Klimt</p> <p>Henri Matisse's Jazz Series, Patrick Heron, Victor Vassarely</p> | <p><b><u>Art (1,2,3)</u></b></p> <p>Using primary evidence, look at Greek pottery and design own patterns. (Use paints, pencils)</p> <p>Make large picture using a range of materials, for display purposes.</p> <p>Using clay, make own pots in similar shapes to Greek pots studied. Paint designs on pots.</p> <p>Using pencils sketch and shade Greek gods from pictures, ensuring perspective is correct.</p> <p>Create mosaics using different paper textures in keeping with Greek designs that they should research.</p> | <p><b><u>Art (1,2)</u></b></p> <p>Use of chalks/pastels/paint to create volcano pictures e.g. Volcano Madness by Deyanira Harris</p> <p>Use of collage- tissue paper to recreate volcanic eruption (Pinterest)</p>                               | <p><b><u>Art (1,2)</u></b></p> <p>- Mayan Art look at Mayan sculptures and use clay to recreate some of these.</p> <p>Use range of art materials to draw representations of some of the Mayan gods and to design frescoes for temple walls., 2</p> |

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| <b>DT</b><br><b>Technical Knowledge- Electrical Systems-</b> Designing and making a Winter light up village incorporating switches and other electrical components.   |   |   |   | <b>DT</b><br><b>Technical Knowledge- Food and Nutrition-</b> Super Seasonal, Cooking. Learning how to cook with the seasonal ingredients following their own recipes and using a wide range of preparation and cooking techniques as well as evaluating their product against their design criteria.  |   |  |   | <b>DT</b><br><b>Technical Knowledge Structures-</b> Marbellous Structures- creating a marble run by developing understanding of more complex free standing structures and how they can be strengthened and reinforced.  |  | <b>DT</b><br><b>Technical Knowledge- IT computer control and monitoring</b><br>Programming a floor robot. Exploring a range of adventure maps and using these to create original designs. Research how floor robots move along different types of materials and using this knowledge to create obstacles squares. Using appropriate joining methods to make a scale adventure map.  |  |
| <b>PSHE/RSE: <u>Staying Safe and Well</u></b><br><br><b>Y5/Y6</b><br>Healthy Body and Mind  | <b>RE</b><br><b>Y5</b> Places of Worship- The Gurdwara<br><br><b>Y6</b> Rites of Passage- From life to death, what role does religion play? | <b>PSHE/RSE: <u>Staying Safe and Well</u></b><br><br><b>Y5/Y6</b><br>Growing and changing<br><br>Keeping Safe | <b>RE</b><br><b>Y5</b> Festivals, beliefs and practices-Is Christmas too commercial?<br><br><b>Y6</b><br>Festivals/Beliefs and Practices-Why are the gospel accounts different? | <b>PSHE/RSE: <u>Relationships</u></b><br><br><b>Y5/Y6</b><br>Feelings and Emotions  | <b>RE</b><br>Y5- Beliefs and practices-Food and drink: what are religious rules for?<br><br>Y6 Expressions of faith through art. Is faith always the same? What does art tell us? | <b>PSHE/RSE: <u>Relationships</u></b><br><br><b>Y5/Y6</b><br>Healthy Relationships<br><br>Valuing Differences  | <b>RE</b><br><b>Y5</b><br>Festivals/beliefs and practices-Who is responsible for Jesus’ death?<br><br><b>Y6</b><br>Festivals/beliefs and practices-Why is Jesus’ death seen as a victory? | <b>PSHE/RSE: <u>Our World</u></b><br><br><b>Y5/Y6</b><br>Rights and Responsibilities  | <b>RE</b><br><b>Y5</b><br>Worship in the home- What is worship and what is it for? | <b>PSHE/RSE: <u>Our World</u></b><br><b>Y5/Y6</b><br><br>Taking Care of the Environment<br><br>Money Matters  |  |
| <b>French</b><br><b>Y5</b> Encore! Avoir and etre- nationality, detailed description of people, Christmas songs.<br><b>Y6</b> Ou vas-tu? Places in France, giving basic directions, talking about the weather   |   |   |   | <b>French</b><br><b>Y5</b> Quelle heure est-il? Hobbies, telling the time, negatives.<br><b>Y6</b> On mange! Food shopping, asking about prices, opinions about food.   |   |  |   | <b>French</b><br><b>Y5</b> Les Fetes festivals in France, asking questions, numbers to 60<br><b>Y6</b> Le Cirque French speaking countries, other languages, name and describe clothing.  |  |   |  |
| <b>Rationale for this topic</b> <ul style="list-style-type: none"> <li>Looking at crime and punishment from Vikings and Romans builds on topics in Y3.</li> <li>We discuss micro-organisms as part of science- this builds on work done in Y2 on Mary Seacole and Florence Nightingale. We discuss Edward Jenner and Alexander Fleming.</li> <li>Want our children to have better understanding of their local area and famous people from here (see intent statement)Link this with Charles Dickens/Edward Jenner.</li> <li>Allows us to look at how the Industrial Revolution affected people in our region.</li> <li>Allows us to look at maps and make maps of local area.</li> <li>We go out and walk around Eaglescliffe so weather is usually not too inclement at this time of year.</li> <li>Y1/2 do work based on George Stevenson and Locomotion and our topic refers back to that.</li> </ul> |   |   |   | <b>Rationale for this topic</b> <ul style="list-style-type: none"> <li>We feel our children lead more sedentary lives and want to help them to become more aware of the effects of diet.(see intent statement)</li> <li>As they prepare for secondary school, we want to alert them to potential dangers of alcohol, cigarettes and other substances</li> <li>The topic covered in Autumn term was not based much around scientific investigation; this topic allows us to investigate heart rate and breathing, but also allows us to build on the concept of keeping clean as we approach puberty.</li> </ul> |   | <b>Rationale for this topic</b> <ul style="list-style-type: none"> <li>Allows us to look at myths in reading and writing. In reading, we can explore different versions of same myth/story.</li> <li>Children have already studied Egyptians and Romans in Y3/Y4 and this gives them a good comparison to this ancient civilisation. We also can compare punishments which we looked at earlier in the year in Autumn term.</li> <li>Builds on work done in Autumn term on UK counties as we look at different maps and look at Europe. In the last term, we look at South America which is again a different type of map</li> </ul> |   | <b>Rationale for this topic</b> <ul style="list-style-type: none"> <li>We feel it is important to educate our pupils about environmental issues that affect their world (see intent statement).</li> <li>This topic bridges between looking at Europe and looking at South America and so we are able to use maps at different scales to find out where different natural disasters have taken place and we can relate back to work done through previous topic as well as look to the topic we will be doing next.</li> <li>We look at evolution in science and look at how, not only can we have evidence from history</li> </ul> |  | <b>Rationale for this topic</b> <ul style="list-style-type: none"> <li>The pupils can again be reminded of work in Y3/Y4 and this is a completely different Ancient civilisation.</li> <li>Map work allows us to look at maps from South America after having studied Europe and UK earlier in the year.</li> <li>In the second part of our rolling programme, the children study Rainforests so the mapping work from each topic complement each other.</li> <li>Studying forces through this topic allows children to understand how difficult building huge structures must have been in ancient times and we relate this back to Egyptians, Romans and Greeks which have been studied previously.</li> <li>Studies North America in Y3/4</li> </ul> |  |

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|  | <ul style="list-style-type: none"><li>Follows on previous learning in KS1/Y3/Y4 on the digestive system, teeth, nutrition in Captain Cook topic and medicine safety in the Y3/4 topic, George's Marvellous Medicine.</li></ul> | <p>and we have started in our own country and moved further afield.</p> <ul style="list-style-type: none"><li>We like our pupils to have a good knowledge of culture and traditions. We have several children in the school from Greece and many of our pupils visit this country (see intent statement).</li></ul> | <p>such as eruption of Mount Vesuvius, but further back in time, we have evidence from fossils which tell us about prehistoric life. This also builds on from when children studied fossilisation in Y3/4</p> |  |
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