

Year 5 – Long Term Plan

	Autumn 1	Autumn 2
Main line of enquiry	Reformation or Revolution?	What's out there?
Supplementary questions	How is King Henry VIII remembered?	What makes a solar system? What's our greatest force?
Science		<p>Earth and Space</p> <p>Knowledge Describe the movement of the Earth, and other planets, relative to the Sun Describe the movement of the Moon relative to the Earth Describe the Sun, Earth and Moon as approximately spherical bodies Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</p> <p>Skills Take measurements, using a range of scientific equipment ((Solar System – on paper and 'live' in playground) Record data and results of increasing complexity using scientific diagrams and labels, classification, tables Identify scientific evidence that has been used to support or refute ideas or arguments (Newton – gravity) Report and present findings in oral and written forms such as displays and other presentation</p> <p>Vocabulary Earth, Sun, Moon, (Mercury, Jupiter, Saturn, Venus, Mars, Uranus, Neptune), spherical, solar system, rotates, star, orbit, planets</p> <p>Forces</p> <p>Knowledge Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Recognise that some mechanisms, including levers, pulleys and gears,</p>

		<p>allow a smaller force to have a greater effect</p> <p>Skills</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate (Gravity Investigations – Helicopter, Simple Machines)</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, tables, bar graphs (Investigations)</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentation (Conclusion of investigation)</p> <p>Use test results to make predictions to set up further comparative and fair tests</p> <p>Vocabulary</p> <p>Force, gravity, Earth, air resistance, water resistance, friction, mechanisms, simple machines, levers, pulleys, gears.</p>
History	<p>Local History Study – Henry VIII and Hampton Court Palace</p> <p>Knowledge</p> <p>An aspect of history dating beyond 1066 that is significant to locality – Places in London – how have they changed? (eg. Hampton Court Palace and St Mary’s Church, Hampton) Learn about the relationships between King Henry VIII, the Catholic Church and the many powerful men named Thomas. Henry’s decision to split from the Catholic Church caused long lasting changes for the country. There were many reasons for his actions during his reign: the desire for an heir, the reformation by Martin Luther, the need for money, the need for power and the need for an annulment. Henry, once named Defender of the Faith by the Pope, became head of a new church, the Church of England (Anglican Church/CofE/Protestant religion). Henry’s quest to maintain power, meant he severely punished (treason/imprisonment/execution) those that threatened him or his position.</p> <p>Skills</p> <p>Place current study on timeline in relation to other studies. (A Class Timeline 2020 AD – 0 – 5000 BC)</p> <p>Know and sequence key events of time studied. (Individual Timeline)</p> <p>Compare life in early and late times studied. (Compare then/now)</p> <p>Use evidence to build up a picture of life in time studied. (Display)</p>	

	<p>Use relevant terms and period labels. Relate current studies to previous studies.</p> <p>Examine causes and results of great events and the impact on people. Explain what a cause and consequence is and use appropriate terminology.</p> <p>Vocabulary Residence, Palace, Chronological, Monarch, Reign, Moat, Tapestries, Banquets, Attraction, Court, Courtier, Joust, Quadrangle, Ceremonial, Arch, Chambers</p>	
Geography	<p>The Local Area Around Hampton - Hampton Court Palace, St Mary's Church</p> <p>Knowledge Physical and Human Geography – Study of local palace, the land, its use and the people that settled there. Name and locate counties and cities of the United Kingdom, geographical regions; and understand how some of these aspects have changed over time. (How London changed over time.)</p> <p>Skills and their identifying human and physical characteristics, key topographical features (rivers), and land-use patterns Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Vocabulary Maps, Europe, UK - England, Northern Ireland, Scotland, Wales, Countries, Continent, Counties, Rivers, Borough, Location, Hampton, London, Palace</p>	
Art / DT	<p>Hockney - Landscape Study - Colour (shade), Shape, Perspective</p> <p>David Hockney Observational Drawings and sketches of Landscapes Explore landscape composition. Include a horizon and skyline. Observational drawings and sketches of landscapes. Use of form, shapes, lines and patterns to convey landscapes. Use perspective to convey distance. Use a vanishing point and include aerial perspective.</p>	<p>Make an orrery (moving model of earth/moon orbiting the sun) which uses a pulley system.</p> <p>Design 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. Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p>

		<p>Make Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Select from and use a wider range of materials and components, including construction materials.</p>
English	<p>Stimulus/Novel – Macbeth Non – Fiction – Newspaper Articles, Poetry - Double Double Toil and Trouble Narrative – Classic Fiction</p>	<p>Stimulus/Novel –The War of the Worlds Non – Fiction –Non- chronological reports Narrative – Sci-Fi/Fantasy</p>
Enrichment Activities		<p>Science Museum Project- Link to the Solar System . Make something relating to the Solar System.</p>

	Spring 1	Spring 2
Main line of enquiry	Is it too late to change?	Does the punishment fit the crime?
Supplementary questions	Why do we need different materials? Do materials have different purposes?	How did the changes made affect how people lived over time? Can you talk about people’s movements?
Science	<p>Properties and changes of materials Knowledge Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets ☒ Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic Demonstrate that dissolving, mixing and changes of state are reversible changes Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</p>	

	<p>Skills Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate (Creating Mixtures/Separating Mixtures Investigation) Record data and results of increasing complexity using scientific diagrams and labels, tables, scatter graphs, bar and line graphs (Treasure Hunt, Sorting Activity) Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary (Creating Mixtures/Separating Mixtures Investigation) Use test results to make predictions to set up further comparative and fair tests (Creating Mixtures/Separating Mixtures Investigation)</p> <p>Vocabulary Thermal/ electrical insulator/ conductor, change of state, mixture, dissolve, solution, soluble, insoluble, filter, sieve reversible/ non-reversible change, burning, rusting, new material.</p>	
History		<p>Crime and Punishment</p> <p>Knowledge Changes to an aspect of social history from past to now. Examine the crimes and punishments from before Tudor Times to now and look at how and why these have changed or remained the same. <i>To understand the development of punishment/ consequences over time, to the present day, links made to British Values.</i></p> <p>Skills Study different aspects of life of different people – differences between men and women. (Social Classes/Gender Differences Examined) Examine causes and results of great events and the impact on people. Compare an aspect of life with the same aspect in another period. (Now and Then Chart) Make comparisons between different times in history. (Focus on one crime and its punishment – then and now.) (PSHE link) Offer some reasons for different versions of events. (Prisoner Diary/Court Record) Use evidence to build up a picture of life in time studied. (Diary) Use relevant terms and period labels. Relate current studies to previous studies. (Comparison of a crime)</p> <p>Vocabulary</p>

		Punishment, Penalty, Judiciary, Trial, Crime, Criminal, Torture, Treason, Transportation, Justice, Witness, Evidence, Accused, Jury, Council, Prevention, Oath,
Geography		<p>Movement in the World Due to Crime and Punishment 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. Knowing the greater world and its part in crime and punishment.</p> <p>Knowledge Name the USA and Australia as the two countries the UK used as part of the punishment of ‘transportation’. Understand the land use and the Enclosures Act and the effect it had on crime and punishment. Towns developed which caused more changes – increased poverty and crime.</p> <p>Skills 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.</p> <p>Vocabulary Transportation, Enclosure, Rural, Urban, Settlement, Poaching, Industrial, Trespassing</p>
Art / DT	<p>Making pizza Understand, explore and apply the principles of healthy eating (selecting wholegrain versions/ingredients) Understand where a wide range of foods/ingredients come from (what exactly are wholegrains? Where do they come from?) Some knowledge of how a variety of ingredients are grown and processed (include flour if not covered in Y4) Investigate and analyse a range of existing products (shop bought pizzas, wholegrain carbs vs refined versions) Select from and use a range of tools and equipment to perform practical tasks</p>	<p>Andy Warhol Study - Colours to Communicate Mood Explore Pop Art and the work of Pop Artists – Andy Warhol and Sister Mary Corita Kent</p> <p>Observational drawings of product labels and packaging. Look at the use of design labelling and colour in advertising and selling. Explore the use of printing and make their own prints, Look at Portraits and use Photoshop to create their own using colour to convey moods in the style of Andy Warhol. Explore Poster Art and create a poster with a message.</p>

	Evaluate their ideas and products against their own design criteria and consider the views of others	
English	Stimulus: Stormbreaker Non-Fiction: Persuasive Writing, Narrative: Modern Fiction	Stimulus: My Friend Walter – Michael Morpurgo Non-Fiction: Chronological Report (Biography) Poetry: Epitaph and The Highwayman (Epitaph and ballad) Narrative: Historical Fiction / Diary Style
Enrichment Activities		Project- Link to crime and punishment. Make something relating to a punishment or someone committing a crime. Split the class into past and present. Tower of London

	Summer 1	Summer 2
Main line of enquiry	What is the circle of life?	What is Ancient Egypt's legacy?
Supplementary questions	What are the similarities and differences between the life cycles?	What impact did the Egyptian civilisation have on future civilisations? What is their legacy? How is their way of living similar / different to ours today?
Science	Living things and their habitats / Animals including humans Knowledge Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals Describe the changes as humans develop to old age Skills Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Record data and results of increasing complexity using scientific diagrams and labels, classification, tables, bar and line graphs Vocabulary Life cycle, reproduce, sexual, sperm, fertilises, egg, live young, metamorphosis, asexual, plantlets, runners, bulbs, cuttings, puberty.	
History		Ancient Egypt Knowledge Study of a non – European society that contrasts British History

		<p>Achievements of early civilisations – an in depth study Looking at the ancient culture of the Egyptians enables one to understand their own culture - by comparing and contrasting. The ancient Egyptians legacy is still prevalent today as it is the seed in which western civilisation sprang. As one of the oldest civilisations, it had one of the greatest impacts on humanity due to innovative ideas and creations. Learn Egyptian way of life, beliefs, agriculture and art. Make connections between life today and back then.</p> <p>Skills Study an ancient civilization in detail. (Gods, Farming, Structure, Hieroglyphics) Compare accounts of events from different sources - fact or fiction. (Look at artefacts, newspaper articles, hieroglyphics, rosetta stone...Link with English – Casting the Gods Adrift/ Film the Mummy) Begin to identify primary and secondary sources. (ICT – Sort more useful information or not) Select relevant sections of information. Confident use of library, e-learning, research. (Researched Gods) Select and organise information to produce structured work, making appropriate use of dates and terms. (Assessment piece)</p> <p>Vocabulary Papyrus, Tomb, Pharaoh, Hieroglyphics, Sarcophagus, Sphinx, Pyramid, Mummification, Archaeologists, Artefact,</p>
Geography		<p>Physical and Human Geography of Egypt 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)</p> <p>Human and physical geography describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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</p> <p>Knowledge</p>

		<p>Describe and understand the key aspects of Physical geography, including: climate zones, biomes and vegetation belts, rivers. The Nile River was key to the Ancient Egyptian's success as an early civilisation. Describe and understand Human geography including types of settlement and land use and economic activity. The Nile River was the basis for their calendar, enabled them to have agriculture, transportation and life and an empire.</p> <p>There was the 'red land' and the 'black land' and people settled in the 'black land' as it was closest to the water. The 'red land' was desert. Today there is a dam which controls the water for the country. Although there is plenty of sand there is plenty of food and water as well as natural gas, petroleum and bees.</p> <p>Skills 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)</p> <p>Vocabulary Fertile, flooding, three seasons, dam, agriculture, irrigation, silt</p>
Art / DT	<p>Ancient Egyptian Art - Making Clay Sculpture Canopic Jar Lids - Shape, Form</p> <p>Exploration of Egyptian art and design. Observational drawing and painting. Explore their use of design and painting techniques. Use outlines, shapes and patterns. Sculpture and form Look at the significance of storytelling and symbolism in their paintings. Explore the importance of the natural world in their art. Use hieroglyphics in their designs.</p>	<p>Textiles - Produce a relief print and make their own relief printing block.</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at a particular group. Generate, develop and communicate their ideas through discussion and drawing / template/patterns Select from and use a wider range of materials and components according to their functional properties and aesthetic qualities Explore and evaluate a range of existing products. Evaluate products against design criteria to identify potential improvements.</p>
English	<p>Stimulus: Clockwork Philip Pullman Non-Fiction: Narrative: Traditional Tales (fairy tales)</p>	<p>Stimulus: Casting the Gods Adrift Non-Fiction: Instructions, Narrative: Poetry</p>
Enrichment Activities	Pond, Grow and monitor plants	Workshop - Ancient Egyptian

