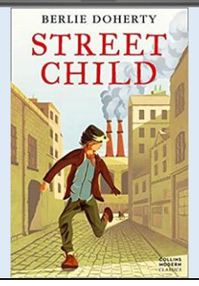
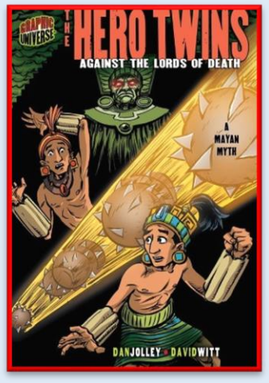
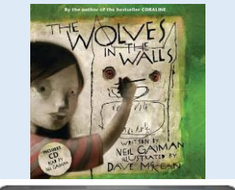
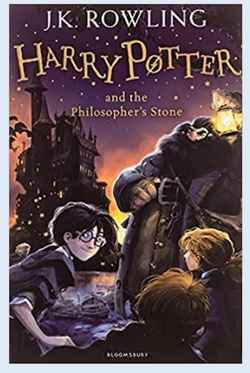
Warley Road Curriculum Long Term Plan

Year 5

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic Information	There's no place like home – Yorkshire Toffee Town (2 weeks) Halifax / Malham (6 weeks) 	The Mysterious Maya 	Hola Mexico 	Anglo Saxon Invaders and Settlers 	The Vikings - A force to be reckoned with! 	Biomes O'Plenty 
Enquiry Question	How do the human and physical characteristics of Halifax and Malham affect its land-use patterns? and understand how some of these aspects have changed over time	How did the Maya rule? How does the Maya region compare to England? How do the shifting powers compare between the Maya region and England?		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?	Who were the Vikings? Why did the Vikings carry out raids? Where did the Vikings settle and how do we know?	
Golden Thread	Locational Knowledge Human and Physical Geography Mapping Geographical Skills and Fieldwork		Locational Knowledge Physical and human geography including climate change Trade and economy			Locational Knowledge Mapping Physical and human geography
		Power		Exploration and Invasion	Exploration and Invasion	
Book Led Literacy	 	 		 	 	

ROAP Outcome						

Understanding the world	Geography	*1 Recap and understand terminology related to location (continent, country, county, city, town, village, hamlet) and use these when naming and locating places.* *AWAIS* *Compare physical and human features of hamlets (Knoll Top), villages (Malham), towns (Halifax) and cities (York)* *2 Understand* ***terminology*** *related to* ***location*** *(county and cities) and use these when naming and locating places.* ***https://dayoutinengland.com/facts-about-yorkshire/*** ***https://kids.britannica.com/students/article/Yorkshire/605056*** *AWAIS* *Name* ***Yorkshire's counties*** *(West Yorkshire, South Yorkshire, North Yorkshire and the East Riding of Yorkshire.)* *Locate* ***Yorkshire's counties*** *using maps, atlases, and digital/computer mapping* *West Yorkshire (Bradford / York)* *South Yorkshire (Rotherham / Sheffield)* *North Yorkshire (York / Harrogate)* *East Riding of Yorkshire (Bridlington)* *Name and locate* ***Yorkshire's cities*** *(York, Leeds, Sheffield, Hull, Bradford, Ripon, Wakefield and Doncaster)* *3 Use Ordnance Survey maps to build their knowledge of Yorkshire's counties.* ***Compare and contrast*** *a known place (Halifax) with an unknown location (Malham) within Yorkshire to show the difference between urban and rural settings.* *CLAIRE* *4 Use four-figure grid references, symbols, and key to build their knowledge of the United Kingdom.* ***Compare and contrast*** *a known place (Halifax) with an unknown location (Malham) within Yorkshire to show the difference between urban and rural settings.* *CLAIRE* ***5 Geographical regions and their identifying human and physical characteristics of Halifax:*** ***Physical features Halifax****: Pennines, The River Calder, moors, valleys, hills* ***Human features Halifax****: The Piece Hall, The Town Hall, The Borough Market, Halifax Minster and HBOS building* *BILL* ***6 Geographical regions and their identifying human and physical characteristics of Malham:***		*Locate and name 7 key countries and their capital cities beyond Europe* *Explain and give reasons for the geographical similarities and differences that occur through the study of human and physical geography of a region in North or South America* *Describe and understand key aspects of physical geography, including: volcanoes and earthquakes* *Understand the distribution of natural resources* *Describe and understand economic activity* *Compare and contrast sources about locations and comment on which ones are useful, giving reasons* *Draw in-depth conclusions about locations based on evidence/sources.* *Use fieldwork to identify and explain the geographical features of a location – i.e. a sketch of a river and labelled key features*			*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)* *Describe and understand vegetation belts* *Identify and describe 3 different biomes.* *Understand that, as the world heats up, the water levels rise* *Understand and explain how individuals have a role to play in reducing their own carbon footprint* *Begin to suggest questions for investigating and justify Investigate features and themes of locations in-depth at both micro and macro levels* *Use fieldwork to identify and explain the geographical features of a location – i.e. a sketch of a river and labelled key features* *Draw in-depth conclusions about locations based on evidence/sources.* *Compare and contrast sources about locations and comment on which ones are useful, giving reasons*

		Physical features Malham: *gorge, Malham Cove (limestone pavement), Janet's Foss, limestone caves (White Scar Caves), Malham Beck, Gordale Beck and River Aire* *-Malham Cove is a huge curving amphitheatre shaped cliff formation of limestone rock.* *-The vertical face of the cliff is about 260 feet high.* *-The top of the cove is a large area of deeply eroded limestone pavement, of a strange pattern rarely seen in England.* *- 'Janet's Foss' is a stunning natural pool and waterfall.* *-Malham Beck is a stream some 1.2 miles (2 km) long, running southwards through the valley beneath Malham Cove in the Yorkshire Dales, England. It originates in a cave beneath Malham Cove and flows through Malham before joining Gordale Beck to become the River Aire just south of the village.* **Human features Malham**: *Beck Hall, The Lister Arms, The Village Hall, The Methodist Church, YHA* *BILL* ***7 Describe and understand impact of human settlements and land use in Malham and Halifax*** *Know that:* *-Tourism, limestone quarrying and farming are key areas of the economy* *-70% jobs are in tourism* *-There have been changes in erosion rates caused by tourism, footpath erosion and littering* *Know that:* *Once known as 'the town of 100 trades', Halifax was traditionally a manufacturing area based around textiles and had a pioneering role in the Industrial Revolution. Apart from manufacturing, the biggest employers are in wholesale / retail (15%), health and social care (11%), education (9%) and financial services (8%).* *Use maps, atlases, globes and digital/computer mapping to interpret information and draw conclusions about the features of an area being studied.* *Use fieldwork to identify and explain the geographical features of a location – i.e. a sketch of a river and labelled key features* *Explain how rivers are formed* *Locate and name key British rivers* *Use 6-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world* *Know how:*					

		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* *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.*					

	History		The sub lenses for this unit are civilisation, trade, settlement, empire, monarchy. This unit will cover who the Maya people were, when and where in the world they lived and the reasons why they were so successful. It will look at how we know about the Maya people, their beliefs and the hierarchy system that was in place in society and the important inventions that they made, especially in farming. This builds from previous work on substantive concepts of empire, civilisation and monarchy and how ancient cultures needed to defend themselves against enemy attack. How did the Maya rule? How does the Maya region compare to England? How do the shifting powers compare between the Maya region and England?		Anglo Saxons 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?	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?	

<table>
<tr><td rowspan="6">Expressive arts and design</td><td>RE</td><td colspan="2">Why are some journeys and places special?</td><td>What values are shown in codes for living?</td><td colspan="2">Should we forgive others?</td><td colspan="2">What do Christians believe about the old and new covenants?</td></tr>
<tr><td>MFL</td><td colspan="7">Spanish- Language Angels</td></tr>
<tr><td>Art</td><td colspan="2">Leonardo Da Vinci
Italian - Renaissance
 
Anatomy
Anatomy - Skull</td><td>Frida Kahlo
Mexican - Modern symbolism
 
Watercolours / Portraiture
Self Portrait</td><td>Marc Chagall
Russian - Expressionism
 
Dry Point Etching
La Vie</td><td>Bridgette Riley
British - Op Art
 
Notan / Optical illusion
Untitled 1960</td><td>Henry Moore
British – Modern art
 
Figurative/clay</td><td>Take One Picture
  </td></tr>
<tr><td>DT</td><td colspan="3">Maya Weaving
- Research Maya fabrics, culture, traditions and colours in order to design and make their own Maya pattern piece.
Evaluate
- Investigate and analyse a range of existing Maya cloth and evaluate their ideas and products against their own design.
Christmas Tree Festival
- Design: Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at individuals or groups.
- Make: select from and use a wider range of materials and components, including construction materials, textiles, and ingredients, according to their functional properties and aesthetic qualities.</td><td colspan="3">Yorkshire ‘Vs’ Mexican traditional, savoury dishes.
- Understand and apply the principles of a healthy and varied diet.
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
- Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</td><td colspan="2">The Medieval Village
- Technical knowledge Understand how to strengthen, stiffen and reinforce products using a mitre joint.
- Design and Make Research different Saxon homes and villages (West Stow) and create annotated sketches (in groups). Make their village using a range of materials such as cardboard, clay, straw, hot-glue gun, colour mount boards lollipop and match sticks and applying the mitre joint.
- Evaluate their ideas and products against their original sketch justifying why certain buildings e.g. the Hall was placed in a strategic place. Consider the views of others to improve their work.</td></tr>
<tr><td>Music</td><td colspan="7">Calderdale Music Services</td></tr>
<tr><td>STEM</td><td>Science</td><td>Properties and Changes of Materials
- Compare and group together everyday materials on the basis of their properties.
- 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.
- 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</td><td>Earth and Space
- Describe the movement of the Earth and other planets relative to the sun in the solar system.
- 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.
know that the Sun is a star at the centre of our solar system and that it has eight planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn,</td><td>Forces
- 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</td><td>Living Things and Their Habitats
- 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.</td><td>Animals, Including Humans
- Describe the changes as humans develop to old age.</td><td></td></tr>
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		and the action of acid on bicarbonate of soda.	Uranus and Neptune (Pluto was reclassified as a 'dwarf planet' in 2006). know that a moon is a celestial body that orbits a planet (Earth has one moon; Jupiter has four large moons and numerous smaller ones).	allow a smaller force to have a greater effect.			
		Working Scientifically ← →					
	Computing	Online safety Computer Science Unit 5.1 Coding (6weeks) Programs – 2Code Unit 5.1 Coding (6weeks) *Programs – 2Code*	Online safety Information Technology Unit 5.8 Word Processing with Google Docs (8 weeks) Programs – Google Docs	Online safety Information Technology Unit 5.8 Word Processing with Google Docs (8 weeks) Programs – Google Docs Unit 5.6 3D Modelling (4 weeks) Programs – 2Design and Make	Online safety Computer Science Unit 5.5 Game Creator (5 weeks) Programs – 2DIY3D	Online safety Information Technology Unit 5.3 Spreadsheets (6 weeks) Programs – 2Calculate	Online safety Information Technology Unit 5.4 Databases (4 weeks + recap Y3) Programs – 2Question 2Investigate
Physical Development	**PE**	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognize their own success. Pupils should be taught to: • use running, jumping, throwing and catching in isolation and in combination • 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 • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best **Swimming and water safety (KS2)** Pupils should be taught to: • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations					
		Indoor					
		Swimming					
		Outdoor					
		Football	Sports Hall athletics	Hockey	Tennis	Cricket	Tag rugby/rounders
Whistles/Personal Development	**PSHE/ SCARF**	Me and My Relationships	Valuing Differences	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing Coram Life Education Session 'Time for Change: Growing Up and Moving on at Puberty.' Monday 19th July 2021.

	Enrichment/ Trips &Experiences	Dean Clough Art's Mill Orienteering and Mapping Skills Malham Residential	Gazegill Farm and Bolton Abbey Resilience Workshop (SCARF)	Cooking Workshop Maureen Fielding	Luke the Actor: Beowulf Ewden Water	Bikeability Jorvik Centre and Coppergate Dig Fire Safety Talk	Scar Wood, Long Wood and North Dean Wood Hike Doe Park Coram Life Education: Time for Change: Puberty
	i-challenge	School and class-based activities: • Residential two nights away from home • Outdoor Equipment – Pack your bag/ suitcase for a residential • Pond dipping - Hardcastle Crags • Bird Identification through poetry study • Hikes –Malham • Map Reading • Orienteering – Ogden Water • Learn OS Map Symbols - Ogden Water		School and class-based activities: • Parachute making • A Star is Born - Beowulf •		**School and class-based activities:** • Fire Safety and Seat-belt Safety • Investigating special buildings • Presentation of information about church visit • Communicate: I can sign my name • Cycling • Explore a fallen tree – Copley Woods • Plant Identification – Copley Woods • Circus Skills • Build a Tower	
		Building confidence, building relationships, building teamwork