
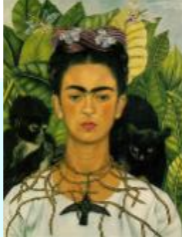






# Warley Road Curriculum Long Term Plan

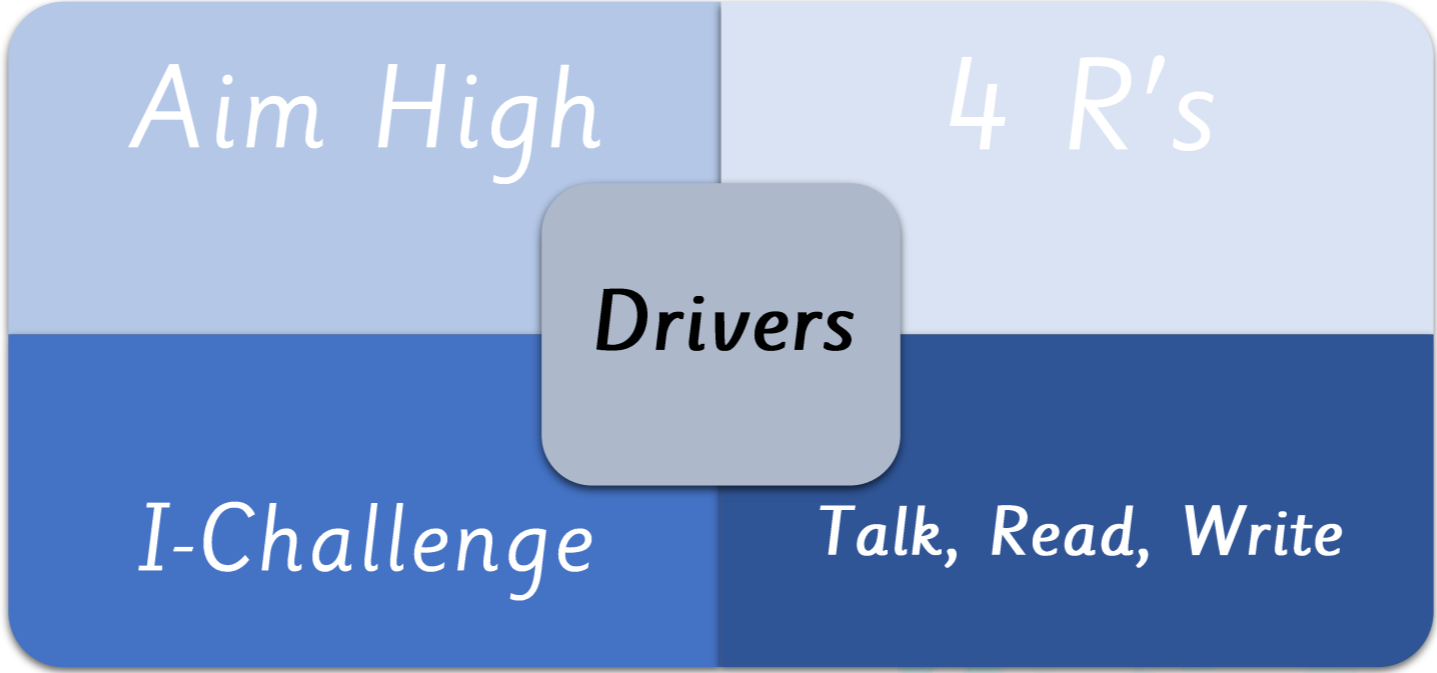
## Year 5



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|--------------------------------|---|--|--|--|---|---|
| <p>Book Led Literacy</p>       |    |    |   |   |    |    |
| <p>ROAP Outcome</p>            | <p>Malham Residential / Day Trip</p>  | <p>Fashion Parade</p>  | <p>Mexican Fiesta</p>  | <p>Beowulf performance</p>   | <p>Jorvik Trip</p>  | <p>Class Biome Presentations</p>  |
| <p>Understanding the world</p> | <p><b>Geography</b></p> <p><b>Locational Knowledge</b><br/>Identify counties, cities, and regions of the UK, and key physical and human features, understanding how these have changed over time.</p> <p><b>Place Knowledge</b><br/>Compare local, regional, and wider places (e.g., Halifax, West Yorkshire, Malham) and explore how human and physical geography interact, including tourism impacts.</p> <p><b>Human and Physical Geography</b><br/>Describe key physical features (rivers, hills, coasts) and human features (settlements, land use) and how people affect the environment.</p> <p><b>Geographical Skills and Fieldwork</b><br/>Use maps, atlases, globes, and digital tools with compass points, scales, Ordnance Survey symbols and grid references; carry out fieldwork to observe, record, and present features using maps, plans, graphs and digital technologies.</p> | <p><b>Locational Knowledge</b><br/>Locate Mexico on maps, identifying key physical features, countries, and major cities. Understand its environmental regions.</p> <p><b>Place Knowledge</b><br/>Explore Mexico's unique landscapes, climates and culture. Consider how features like the Tropic of Cancer, Equator and the Ring of Fire influence life and human activity.</p> <p><b>Human and Physical Geography</b><br/>Describe and explain physical features (mountains, deserts, rainforests) and human features (settlements, cultural traditions, land use). Understand how natural resources and climate shape life.</p> <p><b>Geographical Skills and Fieldwork</b><br/>Use maps, atlases, globes and digital tools to locate places and interpret features; compare and evaluate sources; draw evidence-based conclusions.</p> | <p><b>Locational Knowledge</b><br/>Locate Mexico on maps, identifying key physical features, countries, and major cities. Understand its environmental regions.</p> <p><b>Place Knowledge</b><br/>Explore Mexico's unique landscapes, climates and culture. Consider how features like the Tropic of Cancer, Equator and the Ring of Fire influence life and human activity.</p> <p><b>Human and Physical Geography</b><br/>Describe and explain physical features (mountains, deserts, rainforests) and human features (settlements, cultural traditions, land use). Understand how natural resources and climate shape life.</p> <p><b>Geographical Skills and Fieldwork</b><br/>Use maps, atlases, globes and digital tools to locate places and interpret features; compare and evaluate sources; draw evidence-based conclusions.</p> | <p><b>Locational Knowledge</b><br/>Locate Mexico on maps, identifying key physical features, countries, and major cities. Understand its environmental regions.</p> <p><b>Place Knowledge</b><br/>Explore Mexico's unique landscapes, climates and culture. Consider how features like the Tropic of Cancer, Equator and the Ring of Fire influence life and human activity.</p> <p><b>Human and Physical Geography</b><br/>Describe and explain physical features (mountains, deserts, rainforests) and human features (settlements, cultural traditions, land use). Understand how natural resources and climate shape life.</p> <p><b>Geographical Skills and Fieldwork</b><br/>Use maps, atlases, globes and digital tools to locate places and interpret features; compare and evaluate sources; draw evidence-based conclusions.</p> | <p><b>Locational Knowledge</b><br/>Locate tropical rainforests around the world and understand why they are found near the Equator.</p> <p><b>Place Knowledge</b><br/>Explore what makes tropical rainforests unique, including their climate, plants, animals, people and natural resources. Understand how weather and climate shape different biomes, focusing on tropical rainforests.</p> <p><b>Human and Physical Geography</b><br/>Describe the layers of the rainforest and how each supports plants and animals; identify natural resources from the rainforest and explain their importance.</p> <p><b>Geographical Skills and Fieldwork</b><br/>Use maps and atlases to explore rainforest locations; investigate and record features; compare information from different sources to draw conclusions.</p> | <p><b>Locational Knowledge</b><br/>Locate tropical rainforests around the world and understand why they are found near the Equator.</p> <p><b>Place Knowledge</b><br/>Explore what makes tropical rainforests unique, including their climate, plants, animals, people and natural resources. Understand how weather and climate shape different biomes, focusing on tropical rainforests.</p> <p><b>Human and Physical Geography</b><br/>Describe the layers of the rainforest and how each supports plants and animals; identify natural resources from the rainforest and explain their importance.</p> <p><b>Geographical Skills and Fieldwork</b><br/>Use maps and atlases to explore rainforest locations; investigate and record features; compare information from different sources to draw conclusions.</p> |

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| STEM                       | History | <p><b>Civilisation</b><br/>Who the Maya were, where they lived, and what made their civilisation successful.</p> <p><b>Trade</b><br/>How trade connected city-states and supported wealth.</p> <p><b>Settlement</b><br/>How villages grew into powerful city-states.</p> <p><b>Empire</b><br/>Maya hierarchy, governance and comparisons with other empires.</p> <p><b>Monarchy</b><br/>Maya rulers, including King Pakal and their influence on society.</p>   |   | <p><b>Migration</b><br/>Why the Anglo-Saxons travelled to Britain and decided to settle after the Romans left.</p> <p><b>Trade</b><br/>How trade helped Anglo-Saxon communities grow and connect across kingdoms.</p> <p><b>Monarchy</b><br/>How Anglo-Saxon Britain was ruled and how rulers-maintained control over the seven kingdoms.</p> <p><b>Settlement</b><br/>Life in Anglo-Saxon villages, including insights from Sutton Hoo and daily life.</p> <p><b>Rebellion</b><br/>How people resisted or challenged rulers, and the impact on Anglo-Saxon society.</p>  | <p><b>Migration</b><br/>Why the Vikings came to England and how their movement shaped settlement patterns.</p> <p><b>Trade</b><br/>How Viking trade influenced local communities and connected regions.</p> <p><b>Monarchy</b><br/>The role of leaders like King Alfred the Great and how rulers-maintained control during Viking invasions.</p> <p><b>Settlement</b><br/>Where Vikings settled, how they lived, and the establishment of the Danelaw.</p> <p><b>Rebellion</b><br/>How conflicts and resistance, including battles with the Great Heathen Army, affected life and law in Anglo-Saxon England.</p> |  |   |
|                            | RE      | Why are some journeys and places special?   | What values are shown in codes for living?  | Should we forgive others?   | What do Christians believe about the old and new covenants?   |  |   |
|                            | MFL     | Spanish- Language Angels  |   |   |   |  |   |
| Expressive arts and design | Art     |  <p><b>DRAWING</b><br/>Artist Study: Leonardo Da Vinci<br/>Italian – Renaissance<br/>Anatomy - Skull</p>  |  <p><b>PAINTING</b><br/>Artist Study: Frida Kahlo<br/>Mexican - Modern Symbolism<br/>Watercolours / Portraiture</p>   |  <p><b>PRINT MAKING</b><br/>Artist Study: Marc Chagall<br/>Russian - Expressionism<br/>Dry Point Etching</p>  |  <p><b>COLLAGE / TEXTILES</b><br/>Artist Study: Bridgette Riley<br/>British - Optical illusion Art<br/>Notan / Optical illusion</p>   |  <p><b>SCULPTURE</b><br/>Artist Study: Henry Moore<br/>British – Modern Art<br/>Figurative / Clay</p>                                      |  <p><b>Take One Picture:</b> An in-depth analysis of a selected artwork from the National Gallery, leading to the creation of a project inspired by its key features.</p> |
|                            | DT      | <p><i>Toffee Town</i></p> <ul style="list-style-type: none"> <li>- Design, make and package a toffee that represents Halifax.</li> <li>- Design, make and evaluate an Iron Man robot / a Cat's Eye model / a guitar</li> </ul> <p><i>Christmas Tree Festival</i></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> </ul> | <p><i>Yorkshire 'Vs' Mexican traditional, savoury dishes.</i></p> <ul style="list-style-type: none"> <li>- Understand and apply the principles of a healthy and varied diet.</li> <li>- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</li> <li>- Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul> | <p><i>The Medieval Village</i></p> <ul style="list-style-type: none"> <li>- Technical knowledge Understand how to strengthen, stiffen and reinforce products using a mitre joint.</li> <li>- 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.</li> <li>- 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.</li> </ul> |   |  |   |
|                            | Music   | Calderdale Music Services   |   |   |   |  |   |
| STEM                       | Science | <p><b>Properties and Changes of Materials</b></p> <p>Compare and group materials based on their properties. Understand dissolving and how to recover substances from solutions, use knowledge of solids, liquids, and gases to separate mixtures. Recognise reversible changes such as dissolving, mixing and changes of state. Identify irreversible changes that form</p>   | <p><b>Earth and Space</b></p> <p>Describe the movements of the Earth, Moon and planets within the solar system. Understand that the Earth's rotation causes day and night and the Sun's apparent movement across the sky. Recognise that the Sun, Earth, and Moon are spherical bodies, with the</p>  | <p><b>Forces</b></p> <p>Understand gravity as the force that causes objects to fall towards the Earth, identify how friction, air resistance and water resistance affect movement, and recognise how simple mechanisms such as levers, pulleys and gears can multiply force to make tasks easier.</p>   | <p><b>Living Things and Their Habitats</b></p> <p>Compare the life cycles of different types of animals (mammals, amphibians, insects and birds) and describe how reproduction occurs in plants and animals - including key stages and processes.</p>   | <p><b>Animals, Including Humans</b></p> <p>Describe how humans change as they grow and develop from birth through childhood and adulthood to old age, including physical, emotional and social changes at each life stage.</p> |   |

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|  |                                 | new materials, including burning and chemical reactions.  | Sun being a star at the centre of a solar system of eight planets, each of which may have moons orbiting them.   |  |  |   |   |
|  | Working Scientifically          |   |  |  |  |   |   |
|  | Computing                       | Online safety   | Computing Systems and Networks:<br>Search Engines  | Date Handling: Mars Rover  | Programming 2: BBC micro:bit   | Stop-motion animation – Option 1:<br>Stop Motion Studio   | Skills Showcase: Mars Rover 2   |
|  | Physical Development            | PE  | <p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>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</li> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>perform dances using a range of movement patterns</li> <li>take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul> <p><b>Swimming and water safety (KS2)</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>perform safe self-rescue in different water-based situations</li> </ul> |  |  |   |   |
| Indoor   |                                 |   |  |  |  |   |   |
| Swimming   |                                 |   |  |  |  |   |   |
| Outdoor  |                                 |   |  |  |  |   |   |
|  |                                 |   |  | Football   | Sports Hall athletics  | Hockey  | Tennis  |
| Whistles/Personal Development                                  | PSHE/ SCARF                     | ME AND MY RELATIONSHIPS<br>Being assertive<br>How good a friend are you?<br>Give or take  | VALUING DIFFERENCE<br>Qualities of friendship<br>Kind conversations<br>The Land of the Red people  | KEEPING SAFE<br>Spot bullying<br>Decision dilemmas<br>Ella's story   | RIGHTS AND RESPECT<br>What's the story?<br>Mo makes a difference<br>Spending wisely<br>Lend us a fiver | BEING MY BEST<br>It all adds up<br>Different skills<br>Independence and responsibility<br>Basic first aid   | GROWING AND CHANGING<br>How are they feeling?<br>Taking notice of our feeling<br>Dear Ash<br>Dear Hetty           |
|  | Enrichment/ Trips & Experiences | Dean Clough Art's Mill<br>Orienteering and Mapping Skills<br>Malham Residential   | Resilience Workshop (SCARF)<br>Bonfire Safety Talk   | Cooking Workshop   | Luke the Actor: Beowulf<br>Yorkshire Sculpture Park  | Bikeability<br>Jorvik Centre and Coppergate Dig<br>Fire Safety Talk   | Scar Wood, Long Wood and North Dean<br>Wood Hike<br>Doe Park<br>Coram Life Education: Time for Change:<br>Puberty |
|  | i-challenge                     | <p>School and class-based activities:</p> <ul style="list-style-type: none"> <li>Residential two nights away from home in Malham</li> <li>Outdoor Equipment – Pack your bag/ suitcase for a residential</li> <li>Bird Identification through poetry study</li> <li>Hikes –Malham</li> <li>Map Reading / Learn OS Map Symbols</li> <li>Maya fashion show</li> <li>Maya maize roasting on an open fire</li> </ul> |  | <p>School and class-based activities:</p> <ul style="list-style-type: none"> <li>Parachute making</li> <li>A Star is Born - Beowulf</li> </ul> |  | <p>School and class-based activities:</p> <ul style="list-style-type: none"> <li>Fire Safety and Seat-belt Safety</li> <li>Investigating special buildings</li> <li>Presentation of information about church visit</li> <li>Cycling</li> <li>Explore a fallen tree – Copley Woods</li> <li>Plant Identification – Copley Woods</li> <li>Circus Skills</li> <li>Build a Tower</li> </ul> |   |
| Building confidence, building relationships, building teamwork |                                 |   |  |  |  |   |   |



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