










# Long Term Curriculum Overview

Year group: 5

Y5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Theme	I am a warrior! Vikings <b>History</b>	Is it Fair? <b>PSHCE / Geography</b>	Earth and Space <b>Science</b>	Extreme Environments <b>Geography</b>	World War II <b>History</b>	Plague <b>History</b>
Key Question	Who were the Vikings? Vicious Vikings? What did the Vikings value? How and where did the Vikings trade?	What is bullying? Let's be clear: bullying or being assertive? How do we communicate? How do you control your emotions? How do we show we care? What is Fairtrade?	What evidence is there to prove that the Earth spins around? What if... one of the planets was hit by a meteorite; all the planets aligned together; if the sun burned out? What would happen if the Earth stopped spinning?	What is a mountain? Why do people explore extreme environments?	Why was winning the Battle of Britain so important? What caused the world to go to war again? How serious was the risk of invasion by Nazi Germany in June 1940?	What might have happened if everyone was infected by the "Black Death" and it wiped the whole nation? What effects did the 'Black Death' have on society?
Text / stimulus	Viking Boy – Tony Bradman Beowulf - Michael Morpurgo She Wolf Dan Smith  Various non-fiction texts	There is a Boy in the Girl's Bathroom - Louis Sachar	One giant leap – The story of Neil Armstrong. - Don Brown  Man on the Moon - Simon Bartrap  Literacy Shed – Chimp in Space  Various Non-fiction texts about Space.	The Ice Palace - Robert Swindells.  The Abominables - Eva Ibbotson.  Frozen Man – Kit Wright.  Frozen Planet BBC Life in the freezer – David Attenborough.	Friend of Foe – Michael Morpurgo  The Machine Gunners by Robert Westall  Both above texts on BBC radio	Plague. A cross on the door - Ann Turnbull.  Various Non-fiction texts about the Great Plague.
Science	<b>Properties and changes of materials</b> *compare and group together everyday materials based on 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	<b>Forces</b> *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 allow a smaller force to have a greater effect.	<b>Earth and Space</b> *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.	<b>Living things and their habitats</b> *describe the differences in the life cycles of a mammal, an amphibian, a bird and an insect *describe the life process of reproduction in some plants and animals.  <b>Animals, including humans</b> *describe the changes as humans develop to old age.		

	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.				
History	<b>What did the Vikings want in Britain and how did Alfred help to stop them getting it?</b>  The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. ➤ Viking raids and invasion ➤ Resistance by Alfred the Great and Athelstan, first king of England. ➤ Further Viking invasions and Danegeld. ➤ Anglo-Saxon laws and justice. ➤ Edward the Confessor and his death in 1066.				<b>Why was winning the Battle of Britain so important?</b>  A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066  World War II – The Battle of Britain  <b>How have medical breakthroughs of the last 250 years affected life in Britain?</b>  A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066  A local history study: a study over time tracing how several aspects of national history are reflected in the locality  The Plague village Eyam
Geography		<b>Why is Fairtrade fair?</b>  <u>Locational knowledge</u> <i>Europe, North America, South America</i> <u>Human geography</u> <i>Economic activity, Trade and Natural resources</i>	<b>How is climate change affecting the world?</b>  <u>Locational knowledge</u> <i>United Kingdom</i> <u>Physical geography</u> <i>Climate zones, Biomes and Vegetation belts</i> <u>Human geography</u>	<b>Why are mountains so important?</b>  <u>Locational knowledge</u> <i>United Kingdom</i> <u>Physical geography</u> <i>Mountains</i> <u>Human geography</u> <i>Settlement and Land Use</i>	

			Settlement and Land Use, Trade, Economic Activity and Natural Resources	Economic Activity Natural resources		
RE	Religion and the individual.		Beliefs and Questions.	How are rites of passage important in Christianity?	Worship and Sacred Places Enquiring into places of worship through visits.	
	Why are the home and family so important to Hindus?  Science vs. Religion	What is expected of a person in following a religion or belief	How do people's beliefs about God, the world and others impact on their lives?  Where do journeys begin? Life is a journey Hinduism- Cycle of re- birth Islam- Daily prayer/ 5 Pillars including Hajj  Christians- Holy Land/ Lourdes (Catholic)	What is expected of a person in following a religion or belief?	Where, how and why do people worship?	How can we learn from studying a place of worship?
Music	 <p><b>Livin' On A Prayer</b> A classic Rock song. An integrated approach to music where the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other classic rock songs.</p>	 <p><b>Classroom Jazz 1</b> Three Note Bossa and Five Note Swing</p>	 <p><b>Make You Feel My Love</b> A Pop Ballad</p>	 <p><b>Fresh Prince Of Bel-Air</b> Old-School Hip Hop</p>	 <p><b>Dancing In The Street</b></p>	 <p><b>Reflect, Rewind and Replay</b> Consolidation of the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>
Art	<p>Portraits <b>Chila Kumari Singh Burman</b> Mixed media portraits</p> 		<p>Rocket paintings <b>Artist - Peter Thorpe</b> Paint, 1 point and 2 point perspective</p> 		<p>Charcoal <b>Iberê Camargo</b> Learning to use <b>charcoal</b>, using blending, and tone. WW2 theme</p> 	

PE - Indoors	Dance	Yoga	Gymnastics	Fitness	Dodgeball	Athletics
PE - Outdoors	Cricket	Golf	Hockey	Basketball	Tennis	OAA
RSHE	LIVING IN THE WIDER WORLD Community: Our communities C5a Why is money important? C5b How should I spend my money? C6 What makes us feel like we belong? C7 What does it mean to be British?	RELATIONSHIPS Friends: Keeping friendships healthy Fr1 What makes a close friend? Fr2 Can we be different and still be friends? Fr3 Should friends tell us what to do? Fr4 Why are some people unkind?  Family: What makes a family? Fa2 Are families ever perfect? Fa3 Is there such a thing as a 'normal' family?	LIVING IN THE WIDER WORLD Community: Online Safety Os1 Control and consent [S1] Os2 Protecting our identity [P1] Os3 Meeting strangers online [P4] Os4 Personal information, terms and conditions [C2]	HEALTH AND WELL BEING Physical Health: Staying healthy P1 Is there such a thing as the perfect body? P2 How can I stay fit and healthy? P3 Can I avoid getting ill?	HEALTH AND WELL BEING Mental Wellbeing: Understanding my feelings M3 Why do we argue? M4 Who am I?	HEALTH AND WELL BEING Growing up: Sexual reproduction. Sx1) How do plants and animals reproduce? (Taught through SCIENCE) (N.B. does not include sexual intercourse)
DT		<b>Food technology: What could be healthier?</b> 1. From farm to fork 2. What does healthy look like? 3. Adapting and improving a recipe 4. What a tasty Bolognese!		<b>Digital world: Navigating the world</b> 1. Monitoring devices 2. Programming an animal monitor 3. Plastic 4. 3D CAD skills		<b>Textiles</b> Plague inspired stuffed toy. (Plague doctor/rat, pocket full of poses) 1. Designing a stuffed toy 2. Blanket stitch 3. Details 4. Assembly
Computing	Computing systems and Networks- systems and searching	Creating Media- video production	Programming A- selection in physical computing	Data and information- flat file databases	Creating media- introduction to vector graphics	Programming B- selection in quizzes
French	1: Classroom instructions and opinions 2: Sports and opinions 3: Sports, opinions and sports clothing 4: Revise 'avoir' 5: Revise 'avoir' with negative/ adjectival agreement 6: Emperor's new clothes. Masculine and feminine forms	7: Weather 8: Describing the weather 9: Hobbies 10: Revise hobbies. Pets 11: Pets Fox and Crow story	12: Poems 13: Baby Elephant story. Verb être 14: Numbers 1-31, sums Months and dates revision 15: Revise 1-31, practise sums 16: Schools subjects and French schools	17: Schools subjects, preferences 18: Tortoise birthday story, verb 'aller' 19: Revise 'aller' Transport 20: Transport types	21: Classroom items 22: Possessive adjectives 23: Prepositions 24: Revise prepositions 25: Pronunciation 26: Revision of 'aller' Simple future	27: Revise 'simple future' Speaking practice 28: Revision 29: Assessments 30: West Africa project

Trips & Visits		Anti-Bullying week	University of Sheffield Science Professor. National Space Centre			Eyam Museum in Derbyshire
Whole Class Reading Time	Viking Boy – Tony Bradman	There is a Boy in the Girl's Bathroom - Louis Sachar	Cosmic it's one giant leap for all boy-kind - Frank Cottrell		The Land of Roar – Jenny McLachlan	