







# Lee Mount Academy Curriculum Long Term Plan

## Year 5



<b>Understanding the world</b>	<b>Geography</b>	<p>Understand all terminology related to location (i.e. continent, country, city, town, county, area, district, features, etc.) and use these when naming and locating places.</p> <p>Locate and identify at least 10 different counties in the UK</p> <p>Use fieldwork to identify and explain the geographical features of a location – i.e., Identify and label physical features of Malham</p> <p>Draw in-depth conclusions about locations based on evidence/sources.</p> <p>Use 6-figure grid references, symbols and key to build their knowledge of the United Kingdom</p> <p>Begin to suggest questions for investigating and justify.</p> <p>Compare and contrast sources about locations and comment on which ones are useful, giving reasons.</p> <p>Investigate features and themes of locations in-depth at both micro and macro levels.</p>		<p>Understand the distribution of natural resources</p> <p>Begin to suggest questions for investigating and justify.</p> <p>Investigate features and themes of locations in-depth at both micro and macro levels.</p> <p>Use maps, atlases, globes and digital/computer mapping to interpret information and draw conclusions about the features of an area being studied.</p>		<p>Locate and name 7 key countries and their capital cities beyond Europe</p> <p>Use 6-figure grid references, symbols and key to build their knowledge of the wider world</p> <p>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>Identify and describe 3 different biomes and use latitude</p> <p>Describe and understand economic activity linked to materials sourced from rainforests</p> <p>Describe and understand impact of human settlements and land use (deforestation)</p> <p>Understand and explain how individuals have a role to play in reducing their own carbon footprint.</p> <p>Use maps, atlases, globes and digital/computer mapping to interpret information and draw conclusions about the features of an area being studied.</p>	
	<b>History</b>		<p>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.</p> <p>What key events led to Britain being unprotected in the 5th century?</p> <p>How did life change in England after the fall of the Roman Empire?</p> <p>Why did the Anglo-Saxons and Jutes settle in Britain?</p> <p>How was Anglo-Saxon Britain ruled?</p> <p>How did the Anglo-Saxons keep control of their kingdoms?</p>		<p>The sub lenses for this unit are exploration, and disaster. It will cover the timeline of the Titanic and examine what happened and why. It will look at how different classes were treated differently. This builds from children's understanding of social class from the changing roles of women.</p> <p>Why was the Titanic significant?</p> <p>What was life like onboard for different classes?</p> <p>Which famous people were onboard and what role did they play?</p> <p>How did the sinking of the ship change the way countries, governments and societies act?</p>		<p>The sub lenses for this unit are conflict and settlement. It will cover the changing roles and rights of women from ancient times to today. This builds on and consolidates the role of women from the Greek to today.</p> <p>What was the role of women in society from ancient times to the Renaissance?</p> <p>What was the women's suffrage movement?</p> <p>What was the role of women during the First World War?</p> <p>How did the role of women change during the 1950s?</p> <p>How was inequality between girls and boys resolved during m during the 1960s and 1970s?</p>
	<b>RE</b>	Should we forgive others?	What values are shown in codes for living?	Why are some places and journeys special?		What do Christians believe about the old and new covenants?	
	<b>MFL</b>	Bienvenidos a Madrid	Una visita a una escuela española	¡Vamos a la granja!	¡Vamos al mercado!		¡A la cafetería!

Expressive arts and design	Art	<p><b>Drawing</b> Leonardo Da Vinci</p>  <p>Italian - Renaissance Anatomy Anatomy - Skull</p>	<p><b>Painting</b> Frida Kahlo</p>  <p>Mexican - Modern symbolism Watercolours / Portraiture Self Portrait</p>	<p><b>Print Making</b> Marc Chagall</p>  <p>Russian - Expressionism Dry Point Etching La Vie</p>	<p><b>Collage/ Textile</b> Bridgette Riley</p>  <p>British - Op Art Notan / Optical illusion Untitled 1960</p>	<p><b>Sculpture</b></p>  <p>Henry Moore British – Modern art Figurative/clay</p>	 <p>Inspired by the National Gallery's Take One Picture programme</p>
	DT		<p><b>Food</b> Explain how to be safe/hygienic and follow own guidelines. Present product well - interesting, attractive, fit for purpose. Begin to understand seasonality of foods. Understand food can be grown, reared or caught in the UK and the wider world. Describe how recipes can be adapted to change appearance, taste, texture, aroma . Explain how there are different substances in food/drink needed for health. Prepare and cook some savoury dishes safely and hygienically including, where appropriate, use of heat source</p>		<p><b>Mechanism</b> Refine product after testing. Grow in confidence trying new/different ideas. Begin to use cams, pulleys or gears to create movement</p>		<p><b>Textiles</b> Think about user and aesthetics when choosing textiles. Use own template. Think about how to make product strong and look better. Think of a range of ways to join things. Begin to understand that a single 3D textiles project can be made from a combination of fabric shapes.</p>
	Music	In Harmony Opera North – External Provider					
STEM	Science	<p><b>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</p>	<p><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 and the impact of gravity on our lives. Identify the effects of air resistance, water resistance and friction, which act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</p>	<p><b>Properties and changes of materials</b> 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><b>Animals, including humans</b> Describe the changes as humans develop to old age.</p>	<p><b>Living things and their habitats</b> 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.</p>	
		Working Scientifically					

	<b>Computing</b>	Online Safety	Mars Rover 1	Programming Music	Online Safety – Internet Legends	Search Engines	Stop Motion Animation
<b>Physical Development</b>	<b>PE</b>	<p><b>Basketball</b> Identify and use tactics to help their team keep the ball and take it towards the opposition's goal. Have simple plans that they know they can make work. Play with greater speed and flow. Pass, dribble and shoot with control. Use a range of techniques to keep possession of the ball and get into positions to shoot and score</p>	<p><b>Gymnastics</b> Describe how to refine, modify and improve performances. Link ideas, skills and techniques Use previous learning to create and execute more complex sequences. Demonstrate control and precision when performing basic skills. Develop more imaginative use of apparatus and space with sequences up to 10 actions.</p>	<p><b>Dance</b> Choose appropriate warm up and cooling down activities. Think about character and narrative ideas created by stimulus. Describe and interpret dance styles using appropriate vocabulary. Adapt and refine the way they use weight, space and rhythm in their dances. Apply previous learning to learn and perform 3 different styles of dance e.g. traditional, contemporary and hip-hop (street) clearly, expressively and fluently on their own, with a partner and in a group. Individually and as a pair, compose their own short dance by using or adapting steps, formations and patterns from dance styles learnt. Practise and combine longer and more complex sequences.</p>	<p><b>Indoor – Target games (Boccia)</b> Link throwing activities with fluency, control and consistency. Throw a variety of athletic objects (soft javelin, tennis ball, medicine ball, discus, soft hammer) efficiently. Throw a variety of athletic objects (soft javelin, tennis ball, medicine ball, discus, soft hammer) efficiently. Begin to develop tactics based on identified strengths of the game.</p>	<p><b>Rounders</b> As a batter, direct the ball away from fielders, using different angles and speeds. Gauge when to run after hitting the ball. Use tactics which involve bowlers and fielders working together. Identify what they need to improve in their performance and suggest how they could do this. Use a range of fielding skills, e.g. catching, throwing, intercepting, with growing control and consistency. Vary bowling speed and distance to be effective against the batter. Strike effectively, using different types of shot from both sides of the body. Throw overarm with accuracy and for a good distance. Develop tactics in order to field more effectively and score more points.</p>	<p><b>Athletics</b> Link running and jumping and throwing activities with some fluency, control and consistency. Understand and perform jumps and throws for accuracy and distance. Run at fast, medium and slow speeds, changing direction and speed. Throw a variety of athletic objects (soft javelin, tennis ball, medicine ball, discus, soft hammer) efficiently. Demonstrate accuracy and technique in a range of throwing and jumping actions. Identify strengths and areas of development with techniques to improve performance.</p>
<b>Personal Development</b>	<b>PSHE/ SCARF</b>	Me and My Relationships	Valuing Difference	Keeping Safe	Rights and Responsibilities	Growing and Changing	Being my Best
	<b>Enrichment/ Trips and Experiences</b>		Murton Park – Anglo- Saxons	Ogden	Liverpool Titanic Museum		Eden Camp