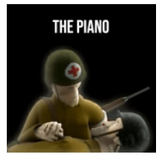
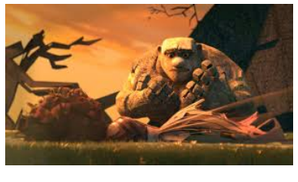
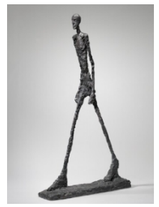
Lee Mount Academy – Year 5 & 6
Curriculum Long Term Plan 2026/2027

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Geography / History Unit Focus						
Enquiry Question	What are the effects of global warming?	What was the significance of the Battle of Britain?	How does Britain compare to the USA?	Has the way we catch and punish criminals improved that much in the last 100 years?	Are all mountains the same?	How has enslavement changed between the 16th century and the present day?
Golden Threads	Locational Knowledge Human and Physical Mapping		Place Human and Physical		Locational knowledge Mapping Physical	
		Conflict & Disaster		Conflict & Disaster		Society & Community
ROAP Outcomes						
Book Led Literacy		 				

Understanding the World	Geography Substantive Knowledge	• The Arctic is a frozen ocean whereas Antarctica is a landmass. • The Arctic has polar nights. 2 months of darkness, and midnight sun; 6 months of daylight. The South Pole has 6 months of darkness in winter and 6 months of sunlight in summer. • The six different biomes are: desert, tundra, grassland, savannah, woodland and rainforest. • The Arctic is a tundra biome receiving little precipitation. Antarctica is a polar desert. Biome. • Permafrost sits below the topsoil and is permanently frozen. • Seven countries maintain territorial claim over Antarctica: Argentina, Australia, Chile, France, New Zealand, Norway and United Kingdom. • Oceans are responsible for food supplies, jobs and regulating global climate by absorbing carbon dioxide. • The oceans cover 2/3 of the earth's surface and hold 97% of the planet's water.		• Locate and identify at least 5 countries (USA, Canada, Mexico, Guatemala, Jamaica) and their capital cities in North America • Understand the diversity of the North American climate due to location. This also means America has many different biomes. The climate in the USA is highly diverse, ranging from tropical conditions in South Florida and Hawaii to arctic and alpine conditions in Alaska and across the Rocky Mountains. • The economy includes manufacturing, agriculture, and services. Fair trade exists to make sure people are not exploited. • Compare trade and economy in the UK with North America. Understand the difference between import and export and why countries need to trade goods. • Understand key aspects of human geography including the distribution of natural resources. Natural resources refer to a mineral or substance that is produced by the environment and not by humans. • Renewable sources of energy are derived from natural processes that are continually replenished. These sources have the advantage of being sustainable and producing minimal environmental impact. • Non-renewable sources of energy are finite and cannot be replenished once they are used up.		• Mountains are found all over the Earth. Longitude and latitude can be used accurately to identify mountains on a map of the world • Mountains are usually part of a range that spans miles of land. • Mountains are areas of land that are much higher than the land surrounding them. • About **24%** of the world's total land surface is covered by mountains. • The tallest mountain in the world is Mt Everest in Nepal, Asia • Not all mountains are the same, but they have many shared features. These include summit, slope, ridge, tree line, snow line, foot, face, outcrop and valley. • The Pennines stretches from Southern Fells to the North of England. • Scafell Pike is the tallest (964m – 3163ft) mountain in England and is in the Pennines in Cumbria. • Ben Nevis is the tallest mountain in Scotland (4411ft) and is part of the Grampian mountains in North-west Highlands • Snowden is the tallest mountain in Wales (3560ft) and is part of the Cambrian-mountain range. • The Himalayas is the biggest mountain range on Earth. • Everest is the tallest mountain in this range, at 8848m. • The Himalayas stretch from Pakistan in the west to China in the East, with over 110 peaks. Despite being 50 million years old, it is the youngest of all mountain ranges on earth.	
	History Substantive Knowledge		• Understand appeasement as Britain negotiating with Nazi Germany to prevent war. Know the significance of The Treaty of Versailles which punished Germany after WWI. • Explore how Hitler became the leader of Germany, becoming a dictator. • Understand the importance of the Royal Air Force and their importance in the Battle of Britain. • Explore how British forces claimed victory at the Battle of Britain –The Dowding System of radar relays and superior technology • Local history—identifying Yorkshire cities affected by war (Hull, Leeds, Sheffield, Ripon) and the impact this had on Yorkshire and Humber. • The battle of Britain was an important battle which was fought during WW2. Germany, under the rule of Hitler, had conquered most of Europe, including France, and the only major country left for them to take over was Britain. • The Battle of Britain was a turning point for WW2. Britain's win prevented a German invasion and gave its allies a base to plan a counterattack.		• Punishment is a penalty for doing something wrong. • Crime and punishment have changed over time in Britain since the Roman invasion. The Romans had their own laws called Twelve tablets. • Roman society was made up of the very rich but also very poor slaves. This resulted in conflict and therefore crime. Sellers would lie to customers and give them less (fraud) and large crowds would gather to spectate often resulting in riots. • During the Stuart period, women were accused of witchcraft and subjected to horrific tests and trials. They were usually punished by hanging or being burnt at the stake! • Tudor period harsher punishments were introduced that involved mutilation, execution, humiliation and fines. • During the Victorian period, the first police force was set up in Britain. Public hangings were stopped in 1868, and the prison system became organised and professional. • Sir Robert peel introduced the police force in the Victorian Era. • Court rooms were created where victim and the accused could defend themselves and the death penalty became less common with a limited number of hangings.		• The 'Windrush generation', named after the ship that brough them, consist of over half a million people who moved from the Caribbean to Britain between 1948 and 1987 to help with the labour shortages following World War II. • The Windrush scandal was a 2018 British political scandal concerning people who were wrongly detained and threatened with deportation. • Boycotts, marches and strikes are all types of protest. Rosa Parks became a major symbol following the Civil Rights movement after she was arrested for not giving up her seat on a bus for a white person. • Slavery is a system in which principles of property are applied to people, allowing individuals to own and sell other individuals. An enslaved person is unable to withdraw from such an agreement and works without payment. • The Slavery Trade triangle involved the transportation by slave traders from Europe to enslaved African people, mainly to the Americas between the 16th and 19th century. It made people very rich but also ruined the lives of those captured into slavery.
	RE Believing & belonging 2024-29	**CU2.1:** What do Hindu people believe about God?	**FU2.14:** How do Buddhists live a meaningful life?	**CU2.4:** Why do some people go on pilgrimage?	**FU2.13:** Why are rites of passage important?		**CU2.2:** How do Sikhs symbolise their commitment?
	MFL Language Angels	Phonics 3 & 4 (Extra teaching) Family (Intermediate)	At the café (Intermediate)	What is the weather? (Intermediate)	Olympics (Intermediate)	Planets (Progressive)	Weekend (Progressive)

Expressive Arts and Design	Art	**Drawing** Clare Caulfield  Yorkshire – Contemporary Architecture Arcade Victoria Quarter	**Painting** Keith Harding  American - Street, Pop art Graphic / Flat colour Retrospect	**Printmaking** M.C Escher  Dutch - Modern Art Lino Printing Two Birds	**Collage/ Textiles** David Hockney  British - Pop/Modern Art Batik or silk painting The Horse Bridge	**Sculpture** Alberto Giacometti  Swiss – Modern art Figurative/wire	TAKE ONE... Inspired by the National Gallery's Take One Picture programme
	DT		Build **Waterfall**		Sew **Upcycled Fashion**		Cook **Mezze**
	Music	**Calderdale Music Services – External Provider**					
STEM	Science Developing Experts	**Looking after our environment** 	**Earth and Space** 	**Living things and their habitats** 	**Forces** 	**Animals including humans** 	**Evolution and inheritance** 
		Working Scientifically					
	Computing Kapow	Week 1 Lesson 1 Online Safety **Bletchley Park (K)**	Week 1 Lesson 2 Online Safety **Introduction to Python (K)**	Week 1 Lesson 3 Online Safety **Big Data 1 (K)**	Week 1 Lesson 4 Online Safety **Big Data 2 (K)**	Week 1 Lesson 5 Online Safety **Introduction to Spreadsheets (TC)**	Week 1 Be Internet Legends Pillar 5 Brave **AI (BF)**
Physical Development	PE Beyond the Physical	**Evade. Invade. Capture.** Competitive games; principles of attacking and defending. **Netball or tag rugby**	**Inspire. Create. Perform.** Perform dance using a range of movement patterns. **Football or Gaelic**	**Symmetry. Balance. Travel.** Develop flexibility, technique, control and balance. coordination. **Tchoukball or Handball**	**Lend. Move. Score.** Competitive games; principles of attacking and defending. **Basketball or Hockey**	**Speed. Distance. Strength.** Use running, jumping and throwing in isolation and combination. **Cricket or Tennis**	**Aim. Strike. Retrieve.** Play competitive games modified where appropriate. **Rounders**
Personal Developme	PSHE/ SCARF	SCARF **Me and My Relationships**	SCARF **Valuing Differences**	SCARF **Keeping Myself Safe**	SCARF **Rights and Responsibilities**	SCARF **Growing and Changing**	SCARF **Being My Best**