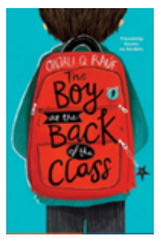
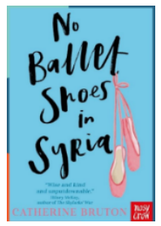
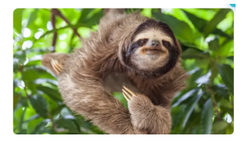
Lee Mount Academy – Year 5
Curriculum Long Term Plan 2026/2027

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Geography / History Unit Focus						
Enquiry Question	Has tourism had a positive impact on Malham?	Were the Vikings and Anglo-Saxons raiders or traders?	Why is Mexico a land of extremes?	What was the experience of the different classes on the Titanic?	Is deforestation unavoidable in 2027?	Who were the suffragettes and what impact did they have on the life of women?
Golden Threads	Locational knowledge Mapping. Human and Physical		Place Physical Mapping		Locational knowledge Human and Physical Climate	
		Exploration & Invasion		Conflict & Disaster		Society and Community
ROAP Outcomes	Visit Malham Brochure	Talking Heads	Visit Mexico – TV advertisement/PPT	Parent showcase	Letter to the government	Pamphlet
Book Led Literacy						

Understanding the World	Geography Substantive Knowledge	• 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. • Malham Tarn is England's highest freshwater lake. • Gordale Scar is a limestone ravine with two waterfalls. • 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. • A county is a collection of villages, towns and cities. • They were formed in the 17th Century because of travel couldn't always attend London. • It has its own government to deal with local matters. • Yorkshire is an inland county made up of four counties (West Yorkshire, South Yorkshire, North Yorkshire and the East Riding of Yorkshire). • Yorkshire is the largest historic county of England. It is made up of both rural and urban settlements. Yorkshire is in the northern part of the country of England.		• Mexico is in the continent of North America. Its capital city is Mexico City, which is the country's largest city. In total there are 31 states and the capital, Mexico City. The northern region of Mexico borders the USA, whilst the southern borders Belize and Guatemala. The water surrounding Mexico is the Pacific Ocean, the Gulf of Mexico and the Caribbean Sea. • Mexico is a land of extremes, with high mountains and deep canyons in the centre of the country, sweeping deserts in the north, and dense rainforests in the south and east. It also has fabulous beaches on both the Pacific and Caribbean coasts as well as the Gulf of Mexico. • Mountains cover much of Mexico. Between the Sierra Madre Oriental Mountain range in the east and the Sierra Madre Occidental in the west lie small mountain ranges on the Central Plateau. These mountain chains influence Mexico's overall climate as follows: The lowlands are hot; the middle height mountains are mild, and the high peaks are cold. • The Tropic of Cancer cuts almost directly through the middle of Mexico. Mexico has 3 different climate zones: tropical, temperate and desert. • A thematic map is a map that focuses on one main **theme**. It uses colours or pictures to display information about that theme e.g. climate and temperature. Choropleth maps are the fancy name given to maps which show information using colour. • Mexico is the product of a rich Native American heritage (the Maya, Olmec or Aztec civilisations), three centuries of Spanish rule, and a shared border with the world's richest country, the United States.		• Biomes are areas of the planet with similar climates, landscapes, animals and plants. Biomes are within different climate zones • What lives in each biome depends on: how warm or cold it is, how dry or wet it is, how fertile the soil is. • Rainforests are in the tropical climate region. They are hot and wet all year round – this creates a humid climate. • The largest rainforests are the Amazon and the Congo • There are four layers of rainforest vegetation: the emergent layer, canopy, understorey and forest floor. • There are 2 types of rainforests; tropical and temperate (there are more tropical than temperate rainforests) • Rainforests cover only 6% of the world's surface, yet they are home to more than 50% of the plant and animal species on Earth. • Tropical rainforests are very hot, humid and wet. They get around 2500 mm of rain a year. The average temperature is 28°C. There are no seasons in tropical rainforests; the weather is consistent all year round. Temperatures are always between 20°C and 35°C. • Deforestation is when forests are converted for other purposes by cutting down the trees. Agriculture is the leading cause of deforestation (raise livestock or plant crops) • Palm oil is in nearly everything – it's in close to 50% of the packaged products we find in supermarkets. • There are 46 different names for 'palm oil' palm, stear, laur, glyc – at the beginning means that it is a clue that it comes from palm oil • Palm oil has been and continues to be a major driver of deforestation of some of the world's most biodiverse forests, destroying the habitat of already endangered species like the Orangutan, pygmy elephant and Sumatran rhino. • In 100 years, there will be no rainforests because the rate of deforestation means that every minute the size of 20 football fields is cut down One third of tropical deforestation occurs in Brazil alone.	
	History Substantive Knowledge		• Near the end of Roman rule, Britain was being attacked by the Picts and Scots from the north and the Anglo-Saxons from the sea. • Britain no longer had a strong Roman army to defend it from invaders. • Saxon Warriors were invited to Britain in around AD380 to help the Romans fight the Picts. • Overtime, the Anglo-Saxons took over most of the control of Britain. • The invading forces were drawn to England because of floods and famine in their own countries and the contrasting rich and fertile farmland in England. • The Vikings came from the modern Scandinavian countries of Denmark, Norway and Sweden. • The Vikings also wanted to claim land and tried to take over much of Britain. • They invaded and settled in Scotland before heading south to places such as York. By AD 878 the Vikings had settled permanently in Britain. • The Vikings raided places such as monasteries and pillaged expensive items to trade (the first recorded raid took place in AD 793). • They were looking for valuable goods like gold and jewels, imported foods and other useful materials. Vikings sailed the seas trading goods. They bought silver, silks, spices, wine, jewellery, glass and pottery to bring back home.		• The Titanic's maiden voyage took pace over 100 years ago in 1912. • Tickets for the Titanic were available for first-, second- and third-class passengers – with spaces for crew and other staff. • When it was built, the Titanic was the largest moving vessel in the world. It was 270m long and around 30m wide. • It took two hours and forty minutes for the Titanic to sink completely, leaving people stranded in the icy waters of the Atlantic. • Some lifeboats turned back to attempt to rescue others, but the cold waters proved fatal for many. Over 1500 people died when the Titanic sank on 15th April 1912. • The Titanic was built by the Harland and Wolff shipyard in Belfast. Captain Smith was aware of the icy conditions on the Titanic's planned route. The wireless operator had received several iceberg warnings from other ships in the days leading up to the Titanic sinking which he made the captain ware of. • The price of tickets to sail the Titanic varied depending on the class of ticket bought. • Second class passengers were tourists, professors, members of the clergy and middle-class English and American families. • There were more third class (steerage) passengers by a large margin. Their cabins were situated on the lower decks of the ship and were shared between 4-6 people. • The disaster of the Titanic made people protest for more to be done to protect people's lives at sea. Both British and American inquiries called for laws and regulations around safety at sea to be changed. Over the next few years governments enforced these changes. • The confusion during the evacuation of the Titanic was one of the reasons so many lives were lost. SOLAS ruled that lifeboat drills and inspections became mandatory so that crew members and passengers knew what to do in an emergency.		• The Suffragettes were a women's suffrage movement in Britain, aiming to achieve 'Votes for Women', or to enable women to vote in parliamentary elections. • There were two main groups: suffragists and suffragettes. Suffragists were more peaceful, while suffragettes engaged in more militant activities. • Emmeline Pankhurst was a founding member of a group of women called the Suffragettes, who fought incredibly hard to get women the right to vote in the UK. They often used violent and extreme tactics to do this, and Emmeline was no stranger to a prison cell because of this. • The suffragists were led by Millicent Fawcett, head of the National Union for Women's Suffrage Societies (NUWSS). It was founded in 1897. • Many people believed that women shouldn't be allowed to vote because they were considered too radical and politically uninformed. • Women didn't gain equal voting rights until 1928 in the UK, following the Representation of the People Act. • The First World War changed society's view of women, as they filled jobs left vacant by men who went off to fight. • Campaigns against women's right to vote were called 'anti-suffrage' movements. These campaigns often relied on stereotypes and propaganda, portraying politically active women as unladylike, unattractive and unmarriageable.
	RE Believing & belonging 2024-29	**CU2.3:** What values do people live by?	**FU2.12:** Should we forgive others?	**CU2.5:** How and why are Jewish festivals celebrated today?	**FU2.11:** What is the significance of Easter, Ascension and Pentecost?	**CU2.6:** What do Christians believe about the old and new covenants?	
	MFL Language Angels	Phonics 3 & 4 (Extra teaching) The date (Intermediate)	Vikings (progressive)	Habitats (Intermediate)	Clothes (Intermediate)	At School (Progressive)	My Home (Intermediate)

Expressive Arts and Design	Art	**Drawing** Leonardo Da Vinci  Italian – Renaissance Anatomy Anatomy - Skull	**Painting** Frida Kahlo  Mexican - Modern symbolism Watercolours / Portraiture Self Portrait	**Printmaking** Marc Chagall  Russian – Expressionism Dry Point Etching La Vie	**Collage/ Textiles** Bridgette Riley  British – Op Art Notan / Optical illusion Untitled 1960	**Sculpture** Henry Moore  British – Modern art Figurative/clay	TAKE ONE… Inspired by the National Gallery's Take One Picture programme
	DT		Build **Cams Toys**		Cook **Honey Cake**		Sew **Bags**
	Music	**Calderdale Music Services – External Provider**					
STEM	Science Developing Experts	**Forces**  	**Space** 	**Properties of materials**  	**Change of materials**  	**Animals including humans** 	**Living things and their habitats** 
		Working Scientifically					
	Computing Kapow	Week 1 Lesson 1 Online Safety **Search Engines (K)**	Week 1 Lesson 2 Online Safety **Hello World: Retro (CO)**	Week 1 Lesson 3 Online Safety **PowerPoint – Collaborative learning focus**	Week 1 Lesson 4 Online Safety **Micro bit (K)**	Week 1 Lesson 5 Online Safety **Flat File Databases (TC)**	Week 1 Be Internet Legends Pillar 4 Kind **Interactive Maps (CO)**
Physical Development	PE Beyond the Physical	**Fair. Share. Dare.** Embed values such as fairness and respect.	**Inspire. Create. Perform.** Perform dance using a range of movement patterns.	**Watch. Move. Connect** Master basic movements including throwing and coordination.	**Symmetry. Balance. Travel.** Develop flexibility, technique, control and balance.	**Aim. Strike. Retrieve.** Play competitive games modified where appropriate.	**Run. Jump. Throw.** Use running, jumping and throwing in isolation and combination.

		Evade. Invade. Capture. Competitive games; principles of attacking and defending. 	**Block. Guard. Support.** Team games developing simple tactics for attacking and defending. 	**Lend. Move. Score.** Competitive games; principles of attacking and defending. 	**Explore. Solve. Challenge** Outdoor adventurous activity challenges. 	**Serve. Set. Slam.** Play competitive games modified where appropriate. 	**Speed. Distance. Strength.** Use running, jumping and throwing in isolation and combination. 
Personal Development	**PSHE/ SCARF**	**Me and My Relationships**	**Valuing Differences**	**Keeping Myself Safe**	**Rights and Responsibilities**	**Growing and Changing**	**Being My Best**