LONG TERM PLANNING | CURRICULUM OVERVIEW

Breckon Hill Primary School – Making the Most of Everyday.

Year 5

	Autumn Topic	Spring Topic	Summer Topic
The 'Big Question' 	**Did the Ancient Greeks help make the world fairer or smarter?**	**Is farming a viable occupation in the modern world?**	**Did the industrial revolution help or harm Middlesbrough?**
Rationale (Why this/Why now?) 	After learning about how civilisations changed Britain, children will now see how some ancient civilisations had an influence on the world. They will start to learn about more complicated terms such as democracy and oligarchy and how this influences a way a country is run (this also ties into Parliament Week). They will begin to investigate sources further, asking historical questions and evaluating the usefulness of sources when finding the answer. They will continue to develop and recap their knowledge of European and World Geography then they will use their fieldwork skills to plan a Geographical Enquiry in their local area. This return them back into their local area ready for Summer Term.	Topic starts in the UK and then extends out into World Geography as children learn where their food is grown and how countries are able to export and import and also why they do so. Trading has appeared in several historical topics across KS2 and children are now able to see the modern-day equivalent. This will also prepare them for their summer term topic. They will then focus specifically on the continents of North and South America. Using their map reading skills and knowledge of biomes that they have gained from Y3 and Year 4, they will begin to understand the importance of climate and how this can affect farming and therefore the world food supply. There will also be opportunities to compare life in North and South America to their own.	This topic will extend the pupil's knowledge about the Victorian period from KS1 and how this period dramatically changed transport and the town of Middlesbrough. They will look at the growth of Middlesbrough chronologically from the Anglo-Saxon times to present day, encouraging children to use knowledge gained in Y3/Y4 when studying earlier periods of British History. Using historical maps and their map skills, children will track the growth of Middlesbrough comparing similarities and differences and discussing why the town grew in the way that it did. This also ties in with previous Y5 topic and the Rivers topic – trade and will also be discussed in Y6 as part of WW2 in Middlesbrough.
Career related learning **Local area links** **Personal development** **Cultural Capital**	• STEM Days and Animex • Farm Visit, • Author Visit (University) • Pantomime (Middlesbrough College) • Y5/6 Football competition (Boys) • Y5/6 Football competition (Girls) • Local Library Visit (Middlesbrough) • Forest schools (onsite) • Greek Play Performance • Local Trip to Albert Park (Forest School) • Remembrance day Y5 - Cenotaph • Tag Rugby Competition • Indoor athletics competition • Head -starters club • Cultural bus visit	• Forest schools (onsite) • STEM Day (Road to Riat) • Farm visit – Transmire Farm (Saltburn) • STEM Careers Day • Bikeability • Trust Festival SEN inclusion • Gymnastics Festival • Performing arts club (after-school) • Sports club (after-school) • Head-starters club	• Forest Schools (onsite) • Visit to Beamish • Outdoor athletics • Ciricket competition • Athletics Festival • Head-starters club • Assembly with MP Gillian Bell, Senior Education & Engagement Officer (North East of England)

LONG TERM PLANNING | CURRICULUM OVERVIEW

Breckon Hill Primary School – Making the Most of Everyday.

Year 5

<table>
<tr>
<td>Science
  </td>
<td>Properties and Changes of Materials
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
Investiagte dissolving in liquid abd forming solutions and then 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
Test materials and their properties
Understand the difference between comparative and fair testing.
Plan a comparative and fair test
Form conclusions from testing
Reversible and irreversible changes</td>
<td>Living Things and their Habitats
Classifying animals
Describe the difference in the life cycles of a mammal, amphibian, insects and birds.
Describe the life process of reproduction in some plants and animals</td>
<td>Animals including Humans
Describe the changes as humans develop to old age</td>
<td>Forces
Learn about how unsupported objects will fall towards Earth because of the force of gravity acting between Earth snd the falling object
Identify the effects of air resistance, water resistance and friction, that act between moving surfaces
Look at mechanisms including levers, pulleys and gears</td>
<td>Earth and Space
Describe the movement of the earth, sun, moon and other planets within our solar system
Explore the size and distance between each planet
Research and compare planets
Understand the phases of the moon and how craters are formed
Understand day and night through the use of a sundial</td>
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<tr>
<td>Geography
  </td>
<td>Greece
Locate Greece using an atlas and understand it location.
Study of Athens and Sparta (physical features)
Local Study - How Green is Middlesbrough?
Human and physical features
Fieldwork – Local Study How can we help make Middlesbrough better?
Identify ways to improve our environment and community.
Human impact on the environment (pollution)</td>
<td colspan="2">Food and Farming
Name the different types of farming in the UK
Understand that our food comes from different places (seasonality)
Explore the terms: export, import and trade
Food miles- discover the positive and negative impact of importing food.
Understand Fair Trade
Geographical Study– compare farming techniques in North and South America</td>
<td colspan="2">Industrial Revolution
Learn about the growth of Middlesbrough from Roman times to present day
Compare maps of Middlesbrough over time
Discover how Middlesbrough may change in the future using sources of information</td>
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LONG TERM PLANNING | CURRICULUM OVERVIEW

Breckon Hill Primary School – Making the Most of Everyday.

Year 5

History 	**Ancient Greece** Place Ancient Greece on Historical timeline Understand the significance of the 'Classic Golden Age' Compare the different cities of Sparta and Athens Use historical sources to gather information Understand how the Ancient Greeks influences the world. Learn about Alexander the Great and his achievements	**History of Farming** Explain how farming has changed over time Discuss the impact of modern farming.	**Middlesbrough and the Industrial Revolution** Explain how transport has changed over time Understand the industrial revolution and how it changed Britain Learn about George Stephenson and Robert Pease Understand the important of the Stockton to Darlington Railway Discover how the Industrial revolution changed Middlesbrough Research significant individuals who helped in the growth of Middlesbrough
Art 	**I need space!** Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.	**Portraits** Develop a drawing into a painting. Use a photograph as a starting point for a mixed-media artwork. Combine materials to create an effect Develop a final composition	**Architecture** Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.
Design and Technology 	**Mechanical systems - Pulleys or Gears** Investigate, analyse and evaluate existing toys Understand that mechanical systems have an input, process and an output. Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement. Know and use technical vboicabulary Design a moving product for an intended user and purpose.	**Cooking and Nutrition – Scones** Evaluate a range of existing products. That food ingredients have a range of qualities which can be used to alter a basic recipe. Understand the importance of good food hygiene practices. Know how to use utensils and cooking equipment including heat sources to prepare and cook food. Know how to accurately to measure ingredients.	**Using Computer Aided Design (CAD) in Textiles** Design and make a T-shirt for a fashion show. Design and print transfers onto an existing textile. Generate, modify, scale and print images using a computer. Explore a range of stitching techniques To design purposeful, functional, appealing products for the intended user that are fit for purpose

LONG TERM PLANNING | CURRICULUM OVERVIEW

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Year 5

	Evaluate the final product		Carry out research to inform design ideas. Consider responses from research to inform the design specification. Evaluate the strengths and areas for development in terms of quality of design, manufacture and whether it is fit for purpose.		Generate, develop, model and communicate their ideas through discussion, annotated sketches. Further develop skills of threading needles and joining textiles using a range of stitches, Use stitching to add fasteners and embelishments Use fabric paints to add depth and interest to designs. Evaluate using a design criterion	
Computing 	**Information Technology – Sysytems and searching** To recognise that a system is a set of interconnected parts which work together To explain that computers can be connected together to form IT systems To identify that data can be transferred between IT systems To describe the input and output of a search engine To demonstrate that different search terms produce different results To evaluate the results of search terms	**Information Technology - Creating Media (Video Production)** Explain that video is a visual media format Identify features of videos Compare features in different videos To recognise which devices can and can't record video Experiment with different camera angles Capture video using a range of filming techniques Decide which filming techniques to use To identify videos can be improved through and reshooting or editingDecide what to	**Computer Science – Programming Microbits** To explain that a condition can only be true or false To relate that a count-controlled loop contains a condition To explain that a condition-controlled loop will stop when a condition is met To create a condition-controlled loop To use a condition in an 'if...then...' statement to start an action To use selection to switch the program flow in one of two ways To use a condition in an 'if...then...else...' statement to produce given outcomes	**Information Technology - Creating Media (Vector Drawing and 3D design)** Recognise that vector drawings are made using shapes and lines which are separate objects Identify how vector drawings are different from paper-based drawings Create a vector drawing by combining shapes and lines To use duplicate, grouping, repositioning and layering to create a vector drawing Create a vector drawing for a specific purpose To identify that 3D models can be created on a computer To use digital tools to modify a 3D object	**Information Technology – Fact files and databases** To explain that a computer program can be used to organise data To choose different ways to view data To choose which attribute and value to search by to answer a given question (operands) To choose which attribute to sort data by to answer a given question To select an appropriate graph to visually compare data To choose multiple criteria to search data to answer a given question (AND and OR) To choose suitable ways to present information to other people	**Computer Science – Programming** To explain that a condition can only be true or false To relate that a count-controlled loop contains a condition To explain that a condition-controlled loop will stop when a condition is met To create a condition-controlled loop To use a condition in an 'if...then...' statement to start an action To use selection to switch the program flow in one of two ways To use a condition in an 'if...then...else...' statement to produce given outcomes

LONG TERM PLANNING | CURRICULUM OVERVIEW

Breckon Hill Primary School – Making the Most of Everyday.

Year 5

		edit and select the correct tools to do this To recognise projects need to be exported to be shared	To identify inputs and outputs and create a program to use these	To use a template and combine 3D shapes to create a simple object		
PE 	**Football** In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.	**Dance** Pupils learn different styles of dance, working individually, as a pair and in small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances. Pupils will be provided with the opportunity to create and perform their work. **Fitness** In this unit, pupils will take part in a range of activities that explore and develop their strength, stamina, speed, co-ordination, balance, and agility. How each component of fitness will help them in other games.	**Gymnastics** In this unit pupils develop balancing, rolling, jumping and inverted movements. They explore partner relationships such as canon and synchronisation and matching and mirroring. **Dodgeball** In this unit pupils improve on key skills used in dodgeball such as throwing, dodging, jumping and catching. They learn how to select and apply tactics to the game to outwit their opponent. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.	**Tennis** In this unit pupils develop their understanding of the principles of net and wall games. . Pupils are given opportunities to work cooperatively with others as well as independently, they are able to lead and officiate showing honesty and fair play whilst abiding by the rules. Pupils develop their tactical awareness, learning how to outwit an opponent.	**Rounders** In this unit, pupils develop their understanding of the principles of striking and fielding. Pupils develop the quality and consistency of their fielding skills and understanding of when to use them, such as throwing underarm and overarm, catching and retrieving a ball. They expand on their knowledge of how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions.	**Athletics** In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop.

LONG TERM PLANNING | CURRICULUM OVERVIEW

Breckon Hill Primary School – Making the Most of Everyday.

Year 5

PSHE 	**Families and Relationships** Developing an understanding of families, including marriage and what to do if someone feels unsafe in their family; learning that dealing issues can strengthen a friendship; exploring the impact of bullying and what influences a bully's behaviour; learning to appreciate our individual positive attributes.	**Citizenship** An introduction to the justice system; how parliament works; and the role of pressure groups; learning about rights and responsibilities, the impact of energy on the planet and contributing to the community.	**Economic Wellbeing** Learn to manage money, understand borrowing, be cautious online, challenge workplace stereotypes, and align interests with future careers.	**Health and Wellbeing** Learning to take greater responsibility for sleep, sun safety, healthy eating and managing feelings; setting goals and embracing failure; understanding the importance of rest and relaxation.	**Safety and the Changing Body** Exploring the emotional and physical changes of puberty, including menstruation; learning about online safety, influence, strategies to overcome potential dangers and how to administer first aid to someone who is bleeding.	
RE 	**Why do people have to stand up for what they believe in?** Christianity Islam Sikhi	**Why doesn't Christianity always look the same?** Christianity	**What happens when we die? (Part 1)** Christianity Judaism Islam Humanism	**What happens when we die? (Part 2)** Sikhi Hindu Dharma	**Who should get to be in charge?** Islam Sikhi Christianity	**Why are some places in the world significant to believers?** Judaism Christianity Sikhi Islam Hindu Dharma
Music 	**Performing: Reading Notation – Rhythm** **Reading Notation 3:** Time Signatures	**Performing: Reading Notation – Pitch Developing Sight** **Reading Skills 1:** Melodies (Glockenspiel)	**Performing: Instrumental Performance** **Pop Music 1:** Arrangements and Improvisation (Ukulele)	**Composing and Improvising** **Creating Music for Film and TV:** Character, Atmosphere and Environment	**Creating and Performing** **Exploring Classical Music 2:** Ensemble Performance	**Musicianship: Singing and Listening** **Becoming Musicians 3:** Chords and Triads
	Phonics / **Seasons**	**Presenting myself**	**My family**		**My home**	**The date**

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Year 5

MFL 	Listen attentively to spoken French and show understanding by joining in and responding Explore and apply phonics patterns to support accurate pronunciation, reading and spelling Engage in conversations; ask and answer questions; express opinions and respond to others Speak in sentences using familiar vocabulary and basic language structures across topics (e.g. self, family, home, seasons, date) Develop accurate pronunciation and intonation when speaking and reading aloud Present ideas and information orally about themselves and familiar topics Read carefully and show understanding of words, phrases and simple sentences Broaden vocabulary related to everyday topics including seasons, family, home and dates Write phrases from memory and adapt these to create simple sentences Describe people, places, things and simple ideas orally and in writing