

KS2 Long Term Planner- Year 5

	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5
	How were the wonders of Ancient Egypt rediscovered?	What was the impact of the industrial revolution on children's lives? Trip: Quarry Bank Mill, Styal, Cheshire	Why visit North America?	Why should rainforests be important to us all?	What Makes Manchester Great? Trip: Hollingworth Lake
Key Learning For CCW Children	Where is Egypt and what is it like there? Understanding of the importance of The Nile to survival and how regular flooding has deposited fertile land for crops to be grown. Explore links with Jesse Haworth to the school and also how he donated artefacts to Manchester Museum. Comparison of some key historic faith buildings	Investigation of mills in locality and how they provided jobs for local people. Focus on why trains were important to the NW. Explore how Jesse Haworth built both the school and church. How was Jesse Haworth influential during the industrial revolution? How did he use his wealth to benefit the local population?	Compare religious beliefs and practices in North America compared with those of CCW. Compare location and impact on climate and geographical features. Research human and physical features in North America compared with Manchester and Bury.	Why do we in Bury need to worry about the rainforest? What materials from the rainforest do we use in Bury? Explore palm oil including: products found in, environmental impact. Compare the biodiversity of the rainforest with that of the school forest.	Look at the Roman fort and why it was located there (protected by hills and source of water). Investigate how Manchester thrived during the industrial revolution. Look at the symbol of the Manchester Bee (coat of arms). Famous landmarks eg football stadium and libraries. Focus on Manchester artist LS Lowry. Find Bury on map and compare location to Manchester and other UK cities.

	(Christ Church, Stonehenge, pyramids).				
History	<p><u>Year 5 Areas of study</u> <u>The achievements of the earliest civilisations - an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</u></p> <p><u>Chronological understanding</u> Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). Order significant events, movements and dates on a timeline. Describe the main changes in a period in history.</p> <p><u>Knowledge and understanding of events, people and changes in the past</u> : Choose reliable sources of information to find out about the past. • Give own reasons why changes may have occurred, backed up by evidence. • Describe similarities and differences between</p>	<p><u>Year 5 Areas of study</u> • a local history study (Mills). <u>Chronological understanding</u> • Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) • Order significant events, movements and dates on a timeline. • Describe the main changes in a period in history. <u>Knowledge and understanding of events, people and changes in the past</u> : Choose reliable sources of information to find out about the past. • Give own reasons why changes may have occurred, backed up by evidence. • Describe similarities and differences between some people, events and artefacts studied • Describe how historical events studied affect/influence life today. • Make links between some of the features of past societies. (e.g. religion, houses, society, technology.) <u>Historical interpretation</u> : Understand that some evidence from the past is propaganda, opinion or</p>			<p><u>Year 5 Areas of study</u> • Ancient Greece - a study of Greek life and achievements and their influence on the western world</p> <p><u>Chronological understanding</u> • Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) • Order significant events, movements and dates on a timeline. • Describe the main changes in a period in history.</p> <p><u>Knowledge and understanding of events, people and changes in the past</u> • Choose reliable sources of information to find out about the past. • Give own reasons why changes may have occurred, backed up by evidence. • Describe similarities and differences between some people, events and artefacts studied • Describe how historical events studied affect/influence life today. • Make links between some of the features of past societies. (e.g. religion, houses, society, technology.) <u>Historical interpretation</u></p>

	<p>some people, events and artefacts studied</p> <ul style="list-style-type: none"> Describe how historical events studied affect/influence life today. Make links between some of the features of past societies. (e.g. religion, houses, society, technology.) <p><u>Historical interpretation</u></p> <p>Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</p> <ul style="list-style-type: none"> Give reasons why there may be different accounts of history. Evaluate evidence to choose the most reliable forms. <p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. <p><u>Investigation</u></p> <ul style="list-style-type: none"> Investigate own lines of enquiry by posing questions to answer. <p><u>Organisation and communication</u></p> <ul style="list-style-type: none"> Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. Plan and present a self-directed project or research about the studied period. 	<p>misinformation, and that this affects interpretations of history.</p> <ul style="list-style-type: none"> Give reasons why there may be different accounts of history. Evaluate evidence to choose the most reliable forms. <p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Investigate own lines of enquiry by posing questions to answer. <p><u>Organisation and communication</u></p> <ul style="list-style-type: none"> Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. Plan and present a self-directed project or research about the studied period. 			<ul style="list-style-type: none"> Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. Give reasons why there may be different accounts of history. Evaluate evidence to choose the most reliable forms. <p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Investigate own lines of enquiry by posing questions to answer. <p><u>Organisation and communication</u></p> <ul style="list-style-type: none"> Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. Plan and present a self-directed project or research about the studied period.
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	<ul style="list-style-type: none"> Investigate own lines of enquiry by posing questions to answer. <p><u>Organisation and communication</u></p> <ul style="list-style-type: none"> Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. Plan and present a self-directed project or research about the studied period. 				
<p>Geography</p>	<p><u>Locational Knowledge</u> locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p><u>Geographical Skills and Fieldwork</u> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p><u>Locational Knowledge</u> concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p><u>Geographical Skills and Fieldwork</u> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p><u>Locational Knowledge</u> locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p><u>Place Knowledge</u> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</p> <p><u>Human and Physical Geography</u> describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains,</p>	<p><u>Locational Knowledge</u> 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><u>Human and Physical Geography</u> describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the</p>	<p>Locational Knowledge locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p><u>Geographical Skills and Fieldwork</u> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>

			<p>volcanoes and earthquakes, and the water cycle</p> <p>describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><u>Geographical Skills and Fieldwork</u> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>distribution of natural resources including energy, food, minerals and water.</p> <p><u>Geographical Skills and Fieldwork</u> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	
Art	<p>Sculpture I can...</p> <ul style="list-style-type: none"> plan and design a sculpture; use tools and materials to carve, add shape, add texture and pattern; develop cutting and joining skills, e.g. using wire, coils, slabs and slips; use materials other than clay to create a 3D sculpture; 	<p>Painting I can...</p> <ul style="list-style-type: none"> create a colour palette, demonstrating mixing techniques; use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists. <p>Explore the work of the impressionists 1870s-1880s and produce a piece</p>	<p>Textiles I can...</p> <ul style="list-style-type: none"> experiment with a range of media by overlapping and layering in order to create texture, effect and colour; add decoration to create effect; use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern. <p>Explore the work of Cheri Samba Basket weaving; make and decorate dream catchers.</p>		

	<p>use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join.</p> <p>Explore the work of Henry Moore Making Egyptian amulets, scarab beetles and shabti.</p>	<p>of artwork inspired by their approach to paint techniques.</p>			
<p>Design and Technology</p>		<p>D M E & I use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design elect from and use a wider range of tools and equipment to perform practical tasks accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>			<p>Cooking and nutrition</p> <p>understand and apply the principles of a healthy and varied diet cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes] understand the source, seasonality and characteristics of a broad range of ingredients</p>

Reviewed 2021

		<p>Investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>understand how key events and individuals in design and technology have helped shape the world.</p> <p>Technological Knowledge</p> <p>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>understand and use mechanical systems in their products</p> <p>understand and use electrical systems in their products</p> <p>apply their understanding of computing to programme, monitor and control their products.</p> <p>Producing an exhibit for The Great Exhibition.</p>			
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