thumbnail.jpgPerry Hall Primary School

Long Term Planning 2020 - 21

Year 5

Knowledge and skills objectives

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Topic title** |  | **Mighty Monarchs (Tudors)** | **Visionary Victorians** | | **Eureka (Ancient Greeks)** | |
| **Key question** |  |  |  | |  | |
| **Visits/visitor/residential**  **(date and place/person)** |  | Selly Manor  *Harvington Hall*  Stratford Upon Avon  Re-enactment day | Blists Hill / BCM  Wightwick Manor  Re-enactment day | |  | |
| **Books that link** | Tin Forest  Wolves in the Walls  Eye of the Wolf | Treason – Berlie Doherty  The Devil and His Boy  My friend Walter – Michael Morpurgo  The Secret Diary of Thomas Snoop  Tudor Boy Spy  Shakespeare – R+J? | Oliver Twist - Dickens  Cogheart  Street Child  The Jabberwocky | | Who let the Gods out?  Theseus and the minotaur and other Greek quest myths  Percy Jackson and the Lightening Thief  The Illiad and the Odyssesy  Class reader: Aesop’s fables | |
| **Subjects** |  |  |  |  |  |  |
| **Science** |  | Changes in materials (changes of state, solutions) – Tudor banquets | Living things and their habitats (life cycles) – Naturalists inc Alfred Russell Wallace and Darwin | Animals inc humans (changes in humans) | Forces (gravity, air resistance, water resistance, friction, levers and pulleys) – Aristotle, Archimedes | Earth and Space (Greek astronomers inc Aristotle) |
| **Geography** |  | Sir Francis Drake Pirate or Hero?– expedition to the Americas and Spain. Map work – plotting the route.  1, 3, 4, 11, 12, 13 | British Empire –  - mapwork, countries, cities (UK and abroad), compare.  -human geography,  -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  1, 2, 3, 5, 6, 7, 8, 9, 10, 11 | | Maps – cartography (first world map, discovering the world was round) land use – physical and human geography comparison.  5, 6, 7, 8, 11, 12, 13 | |
| **Art** |  | Tudor stained glass – replicate  Clay Tudor roses.  1, 2, 3 | William Morris – textiles / wallpaper printing decoupage  William De Morgan – tiles  Pre-Raphaelites paintings  Lowry townscapes  1, 2, 3 | | Explore the use of comedy/tragedy masks and create using Modroc.  Greek soap sculptures.  1, 2, 3 | |
| **D&T** |  | Design, make and evaluate a Tudor money drawstring purse  2, 3, 4, 5, 6, 7  Design, make and evaluate a Tudor crown.  2, 3, 4, 5, 6, | Victorian moving toys – create pop up toy shop – punch and judy puppets, jack in the box.  2, 3, 4, 5, 6, 7  Brunel – design, make, evaluate a bridge inspired by him (e.g. Clifton Suspension Bridge, Royal Albert Bridge)  1, 2, 3, 4, 5, 6, 7 | | Design, make, evaluate a labyrinth for Theseus to navigate.  2, 3, 4, 5, 6  Design, make, evaluate model of the Parthenon – Greek architecture.  1, 2, 3, 4, 5, 6 | |
| **Music** | CHARANGA | CHARANGA  Musical rounds using Tudor themed songs | CHARANGA | | CHARANGA | CHARANGA |
| **PE** |  |  |  | |  |  |
| **PSHE** |  | Walter Raleigh – brought back cigarettes (focus on dangers of smoking) |  |  |  |  |
| **Computing** | PURPLE MASH | PURPLE MASH | PURPLE MASH | PURPLE MASH | PURPLE MASH  Create a labyrinth / maze | PURPLE MASH |
| **History** |  | Study or aspect of theme in British history that extends pupils chronological knowledge beyond 1066 – **Tudor Monarchs (1485 – 1603AD) Time line/ Tudor family tree. Make**comparisons between Elizabeth I and Elizabeth II and their monarchies (changes to law and the governing powers that the monarchs held)  Investigate what life was like for normal people, including looking at crime and its punishments.  Explore the War of the Roses.    *Build on Y4 previous learning from end of Viking/Saxons – chronologically next (after Normans and Middle Ages)*  1, 2, 3, 4, 5, 6, 7, 8, 9, 11, | Study or aspect of theme in British history that extends pupils chronological knowledge beyond 1066 –**Victorians (1837 – 1901AD)**inc significant turning point in British history – use of canals for transport, first railways, industrial revolution (industrial revolution was 1760 to 1840: Victoria from 1837-1901, link is in social reform and early education act of 1840)  Investigate what life was like for children, including working and education. Explore how life changed through the Victorian era and look at the significant achievements mad by Victorians.    *Build on Y5 previous learning from Tudors – chronologically next (after Stuarts and Georgians)*  1, 2, 3, 4, 5, 6, 7, 8, 9, 11, | | **Ancient Greece (1200BC to 146BC)**  Study the different way of life between Greek states and the way that they were governed. Investigate the roles of the ancient Greeks, such as: philosophers, sportsmen, actors, scientists and mathematicians. Explore the beliefs of the ancient Greeks, and how the gods were important to them,    *Build on Y3 previous learning of Romans and learning from ancient civilizations - Ancient Egypt (similar times to compare localities/times)*  1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12 | |
| **RE** |  | Dissolution of the Catholic church and monasteries, creation of the Church of England.  SACRE – 2.15 What matters most to Christians and Humanists  1, 2, 3, 4, 5, 6, | The Quakers – beliefs effected people in the Victorian era in particular how factory workers were treated (Cadbury family) comparison to other religions and treating people equally/fairly.  SACRE – 2.13 What will make our community respectful?  1, 2, 3, 4, 5, 6, | | Gods and symbolism – comparison to Christians and how they pray  SACRE – 2.10 When and how to Christians pray?  1, 2, 3, 4, 5, 6, | |
| **MFL** |  | | | | | |
| **Opportunities for outdoor learning** |  |  |  |  |  |  |