





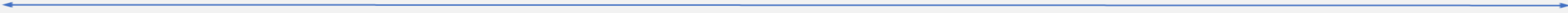


# Hill View Academy Curriculum Long Term Plan

## Year 5



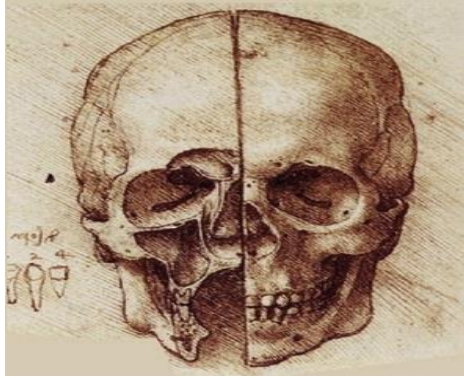
	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
<b>Topic information</b>	<b>Malham Cove – A Limestone Landscape</b> 	<b>The changing role of women (local history)</b> 	<b>Biomes - Rainforests</b> 	<b>The Mayans</b> 	<b>Mexico</b> 	<b>The Ancient Greeks</b> 
	~ History and Geography Golden Thread ~					
	<b>Locational knowledge</b> <b>Mapping</b> <b>Physical and human geography</b> <b>Tourism and land use</b>		<b>Locational knowledge</b> <b>Physical and human geography including climate change</b>		<b>Locational knowledge</b> <b>Physical and human geography (comparison to UK)</b> <b>Weather and climate</b>	
		<b>Society and community</b>		<b>Power and hierarchy</b>		<b>Conflict and disaster</b> <b>Society and community</b>
	How do the human and physical characteristics of Halifax and Malham affect its land-use patterns? Understand how some of these aspects have changed over time	What was the role of women in society from ancient times to the Renaissance? What was the women's suffrage movement? What was the role of women during the First World War? How did the role of women change during the 1950s? How was inequality between girls and boys resolved during m during the 1960s and 1970s?	What impact is deforestation having on the world? How could we limit the impact of deforestation? Are all rainforests the same?	How did the Maya rule? How does the Maya region compare to England? How do the shifting powers compare between the Maya region and England?	Where would you prefer to live: UK or Mexico Using thematic maps, describe the differences in weather between UK Mexico? If the weather suddenly changed in Mexico, how would this effect the economy?	How did early Greece begin and what was it like there? What was life like in the city-states of Greece? How did Alexander the Great expand Greek power and influence?
<b>ROAP outcome</b>	Visit Malham – TV advertisement	Drama piece presented to parents	Letter to the government		Visit Mexico – TV advertisement	Ancient olympics

Understanding the world	Geography	<p>Understand all terminology related to location (i.e. continent, country, city, town, county, area, district, features, etc.) and use these when naming and locating places.</p> <p>Locate and identify at least 10 different counties in the UK</p> <p>Use fieldwork to identify and explain the geographical features of a location – i.e., Identify and label physical features of Malham</p> <p>Draw in-depth conclusions about locations based on evidence/sources.</p> <p>Use 6-figure grid references, symbols and key to build their knowledge of the United Kingdom</p> <p>Begin to suggest questions for investigating and justify.</p> <p>Compare and contrast sources about locations and comment on which ones are useful, giving reasons.</p> <p>Investigate features and themes of locations in-depth at both micro and macro levels.</p>	<p>Locate and name 7 key countries and their capital cities beyond Europe</p> <p>Use 6-figure grid references, symbols and key to build their knowledge of the wider world</p> <p>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>Identify and describe 3 different biomes and use latitude</p> <p>Describe and understand economic activity linked to materials sourced from rainforests</p> <p>Describe and understand impact of human settlements and land use (deforestation)</p> <p>Understand and explain how individuals have a role to play in reducing their own carbon footprint.</p> <p>Use maps, atlases, globes and digital/computer mapping to interpret information and draw conclusions about the features of an area being studied.</p>	<p>Understand the distribution of natural resources</p> <p>Begin to suggest questions for investigating and justify.</p> <p>Investigate features and themes of locations in-depth at both micro and macro levels.</p> <p>Use maps, atlases, globes and digital/computer mapping to interpret information and draw conclusions about the features of an area being studied.</p>		
	History	<p><b>The Changing Role of Women</b></p> <p>The sub lenses for this unit are conflict and settlement. It will cover the changing roles and rights of women from ancient times to today. This builds on and consolidates the role of women from the Greek to today.</p>		<p><b>Mayans</b></p> <p>The sub lenses for this unit are civilisation, trade, settlement, empire, monarchy. This unit will cover who the Maya people were, when and where in the world they lived and the reasons why they were so successful. It will look at how we know about the Maya people, their beliefs and the hierarchy system that was in place in society and the important inventions that they made, especially in farming. This builds from previous work on substantive concepts of empire, civilisation and monarchy and how ancient cultures needed to defend themselves against enemy attack.</p>	<p><b>Ancient Greeks</b></p> <p>The sub lenses for this unit are civilisation, trade, settlement, empire and monarchy. It will cover the Ancient Greeks and their achievements from around 3000 BCE to the reign of Alexander the Great around 330 BCE. This builds on from civilisations within Ancient Egypt.</p>	
	MFL	<p><b>French (Language angels)</b></p> 				
	RE	Why are some journeys and places special?		Should we forgive others?	What values are shown in codes for living?	What do Christians believe about the old and new covenants?

Expressive arts and design

Art

Leonardo Da Vinci  
Italian - Renaissance  
Anatomy  
Anatomy - Skull  
Drawing / line



Create a detailed observational drawing using an appropriate method  
Create a detailed observational drawing demonstrating scale and proportion  
Begin to use shading to create mood and texture and feeling.

Frida Kahlo  
Mexican - Modern symbolism  
Watercolours / Portraiture  
Self Portrait  
Painting



Develop an understanding of shades, hues, tones, tints and mood e.g. tone is produced either by mixing a colour with grey, or by both tinting and shading.  
Understand analogous colours e.g. red -purple

Marc Chagall  
Russian - Expressionism  
Dry Point Etching  
La Vie  
Printmaking



Continue to use a sketchbook to plan, collect and develop ideas adding annotations to explain thoughts  
Adapt work as and when necessary and explain why  
Add collage to a painted, printed or drawn background  
Use different techniques, colours and textures when designing and making pieces of work  
Use collage as a means of extending work from initial ideas

Bridgette Riley  
British - Op Art  
Notan / Optical illusion  
Untitled 1960  
Textiles / collage



Create a relief pattern using wax resist techniques  
Develop pattern using overlays  
Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas and annotating ideas  
Use tools in a safe way  
Start to overlay prints with other media  
Record and collect visual information including taking photos on iPads and recording short videos and using digital cameras  
Present visual information using software including choosing from PowerPoint, Book Creator, Movie Maker  
Create and manipulate images

Henry Moore  
British – Modern art  
Figurative/clay  
Sculpture



Use sketchbooks to collect and record visual information and plan how to join parts of the sculpture  
Complete one clay project  
Research the work on an artist and use their work to replicate a style  
Work in a safe, organised way, caring for equipment  
Construct a simple base for extending and modelling other shapes



Inspired by the National Gallery's Take One Picture programme

Music

Beginner Ukulele:  
Parts of a ukulele.  
How to hold a ukulele.  
How to play a ukulele.  
Single string melodies:  
My dog has fleas  
Rain Rain Go Away

Ukuleles  
C, F chords  
Chill Out Walk  
Rock Those Chords  
Iko Iko  
Rudolph!

Living on a Prayer  
Charanga  
Glockenspiels

Ukuleles  
C, F, Am chords  
Ho Hey  
Lumineers

Make you feel my Love  
Charanga  
Glockenspiels

Rehearsals for Summer Performance



<b>STEM</b>	<b>Science</b>	<p><b>Forces</b></p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Identify the effects of air resistance, water resistance and friction that act between moving surfaces.</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p>Identify and list multiple variables: independent, dependent and controlled.</p> <p>Suggest and refine a question to answer in a scientific enquiry based on the above.</p> <p>Conduct a range of scientific enquiries by suggesting a method and equipment.</p> <p>Make and fully justify predictions.</p> <p>Take accurate and more complex measurements using a range of scientific equipment.</p> <p>Identify patterns and suggest a reason why it may have occurred.</p> <p>Evaluate why or why not a test has been fair, accurate or reliable by discussing what could be done differently/better.</p>	<p><b>Earth and Space</b></p> <p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>Describe the movement of the Moon relative to the Earth.</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p> <p>Collect and accurately/neatly present scientific data in a range of ways: scientific diagrams and labels, tables, bar charts and line graphs.</p> <p>Evaluate why or why not a test has been fair, accurate or reliable by discussing what could be done differently/better.</p>	<p><b>Materials</b></p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p> <p>Identify and list multiple variables: independent, dependent and controlled.</p> <p>Suggest and refine a question to answer in a scientific enquiry based on the above</p> <p>Conduct a range of scientific enquiries by suggesting a method and equipment</p> <p>Make and fully justify predictions</p> <p>Take accurate and more complex measurements using a range of scientific equipment</p> <p>Identify patterns and suggest a reason why it may have occurred</p>	<p><b>Living things and their habitats</b></p> <p>Describe the changes as humans develop to old age</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. (Living things and their habitats)</p> <p>Describe the life process of reproduction in some plants and animals. (Living things and their habitats)</p> <p>Collect and accurately/neatly present scientific data in a range of ways: scientific diagrams and labels, tables, bar charts and line graphs</p> <p>Draw conclusions to prove ideas Identify and explain anomalies</p>	<p><b>Materials</b></p> <p>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.</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>Identify and list multiple variables: independent, dependent and controlled.</p> <p>Suggest and refine a question to answer in a scientific enquiry based on the above</p> <p>Conduct a range of scientific enquiries by suggesting a method and equipment</p> <p>Make and fully justify predictions</p> <p>Evaluate why or why not a test has been fair, accurate or reliable by discussing what could be done differently/better.</p>	<p><b>Animals including humans</b></p>
	<p>Working Scientifically (refer to subject specific intent document for disciplinary knowledge and skill progression)</p>						
	<b>Computing</b>	<p><b>Information technology</b></p> <p>Understand that the internet provides multiple services, explain some of these e.g. games, research, news, shopping, online working</p> <p>Use different strategies for finding information e.g. using a variety of key words</p> <p>Use a range of reputable websites</p> <p>Understand copyright laws when searching and downloading material e.g. mp3s, images, videos etc.</p> <p>Identify features of legal and illegal downloads e.g. quality, source</p> <p>Understand repercussions of illegal behaviour online e.g. piracy, hacking, racism</p>	<p><b>Digital literacy</b></p> <p>Use spreadsheets to display and organise information</p> <p>Use formulas to perform 4 operation calculations using cell references</p> <p>Understand ways companies use online techniques and communication to persuade you to buy something</p> <p>Select, combine and present information from a range of different sources for a specific purpose</p>			<p><b>Computer Science</b></p> <p>Use logical reasoning to explain how algorithms work, detecting and correcting errors</p> <p>Plan, design and create basic non-game software</p> <p>Use sequences</p> <p>Use selections</p> <p>Use repetitions</p> <p>Include variables</p> <p>Use different controls for on screen elements Understand that software relies on codes to run and that a range of coding language exists.</p>	
	<p><b>Online safety</b></p> <p>Understand how organisations collect information about us when we engage with technologies (e.g. Alexa, Google, Strava, Facebook, mobile phones listening) and that this information is held unless you explicitly ask for it not to be</p> <p>Understand that identity can be copied, explain how and why this happens</p> <p>Understand that information held online about you can be used by others to make judgements about you</p> <p>Action strategies to limit the impact of technology on my health</p>						
<b>DT</b>	<p><b>Mechanisms</b></p> <p>Refine product after testing, considering aesthetics, functionality and purpose</p> <p>Incorporate hydraulics and Pneumatics</p> <p>Be confident to try new/different Ideas</p> <p>Use cams, pulleys and gears to create movement</p>	<p><b>Textiles</b></p> <p>Think about user's wants/needs and aesthetics when choosing textiles</p> <p>Make product attractive and strong</p> <p>Make a prototype</p> <p>Use a range of joining techniques</p> <p>Think about how product might be sold</p> <p>Think carefully about what would improve product</p> <p>Understand that a single 3D textiles project can be made from a combination of fabric shapes</p>			<p><b>Materials/Structures</b></p> <p>Select materials carefully, considering intended use of the product, the aesthetics and functionality.</p> <p>Explain how product meets design criteria</p> <p>Measure accurately to ensure precision</p> <p>Ensure product is strong and fit for purpose</p> <p>Reinforce and strengthen a 3D frame</p>		

<b>Physical Development</b>	<b>PE</b>	<b>Indoor – Health related exercise</b> Describe how to refine, modify and improve performances.  Link ideas, skills and techniques  Use previous learning to create and execute more complex sequences  Demonstrate control and precision when performing basic skills.  Develop more imaginative use of apparatus and space with sequences up to 10 actions.	<b>Indoor – Gymnastics</b> Describe how to refine, modify and improve performances.  Link ideas, skills and techniques  Use previous learning to create and execute more complex sequences  Demonstrate control and precision when performing basic skills.  Develop more imaginative use of apparatus and space with sequences up to 10 actions.	<b>Indoor – Dance</b> Choose appropriate warm up and cooling down activities.  Think about character and narrative ideas created by stimulus  Describe and interpret dance styles using appropriate vocabulary  Adapt and refine the way they use weight, space and rhythm in their dances  Apply previous learning to learn and perform 3 different styles of dance e.g. traditional, contemporary and hip-hop (street) clearly, expressively and fluently on their own, with a partner and in a group  Individually and as a pair, compose their own short dance by using or adapting steps, formations and patterns from dance styles learnt.  Practise and combine longer and more complex sequences.	<b>Indoor – Badminton</b> Spot the spaces in their opponent's court and try to hit the ball towards them.  Position themselves well on court  Change speed in attack and know what to do to score points in the games  Use forehand, back hand and overhead shots increasingly well in games they play (Racket games)  Use dig, volley and smash movements increasingly well (Volleyball)  Hit the ball with purpose, varying speed, height and direction  Show good backswing, follow through and feet positioning  Begin to develop tactics based on identified strengths of the game.	<b>Indoor – Target games (Boccia)</b> Link throwing activities with fluency, control and consistency.  Throw a variety of athletic objects (soft javelin, tennis ball, medicine ball, discus, soft hammer) efficiently.  Throw a variety of athletic objects (soft javelin, tennis ball, medicine ball, discus, soft hammer) efficiently.  Begin to develop tactics based on identified strengths of the game.	
	<b>Outdoor -Basketball</b> Identify and use tactics to help their team keep the ball and take it towards the opposition's goal. Have simple plans that they know they can make work Play with greater speed and flow  Pass, dribble and shoot with control  Use a range of techniques to keep possession of the ball and get into positions to shoot and score	<b>Outdoor – Football</b> Identify and use tactics to help their team keep the ball and take it towards the opposition's goal. Have simple plans that they know they can make work Play with greater speed and flow  Pass, dribble and shoot with control  Use a range of techniques to keep possession of the ball and get into positions to shoot and score	<b>Outdoor – Tag Rugby</b> Identify and use tactics to help their team keep the ball and take it towards the opposition's goal. Have simple plans that they know they can make work Play with greater speed and flow  Pass, dribble and shoot with control  Use a range of techniques to keep possession of the ball and get into positions to shoot and score	<b>Outdoor – Cricket</b> As a batter, direct the ball away from fielders, using different angles and speeds. Gauge when to run after hitting the ball  Use tactics which involve bowlers and fielders working together.  Identify what they need to improve in their performance and suggest how they could do this  Use a range of fielding skills, e.g. catching, throwing, intercepting, with growing control and consistency.  Vary bowling speed and distance to be effective against the batter.  Strike effectively, using different types of shot from both sides of the body  Throw overarm with accuracy and for a good distance  Develop tactics in order to field more effectively and score more points.	<b>Outdoor – Rounders</b> As a batter, direct the ball away from fielders, using different angles and speeds. Gauge when to run after hitting the ball  Use tactics which involve bowlers and fielders working together.  Identify what they need to improve in their performance and suggest how they could do this  Use a range of fielding skills, e.g. catching, throwing, intercepting, with growing control and consistency.  Vary bowling speed and distance to be effective against the batter.  Strike effectively, using different types of shot from both sides of the body  Throw overarm with accuracy and for a good distance  Develop tactics in order to field more effectively and score more points.	<b>Outdoor – Athletics</b> Link running and jumping and throwing activities with some fluency, control and consistency.  Understand and perform jumps and throws for accuracy and distance.  Run at fast, medium and slow speeds, changing direction and speed  Throw a variety of athletic objects (soft javelin, tennis ball, medicine ball, discus, soft hammer) efficiently.  Demonstrate accuracy and technique in a range of throwing and jumping actions.  Identify strengths and areas of development with techniques to improve performance.	
<b>Personal Development</b>	<b>PSHE</b>	<b>Me and My Relationships</b>  Feelings  Friendship skills, including compromise  Assertive skills  Cooperation  Recognising emotional needs	<b>Valuing Difference</b>  Recognising and celebrating difference  Recognising and reflecting on prejudice-based bullying  Understanding Bystander behaviour  Gender stereotyping	<b>Keeping Myself Safe</b>  Understanding emotional needs  Staying safe online  Drugs: norms and risks (including the law)	<b>Rights and Responsibilities</b>  Understanding media bias, including social media  Caring: communities and the environment  Earning and saving money  Understanding democracy	<b>Being My Best</b>  Aspirations and goal setting  Managing risk  Looking after my mental health	<b>Growing and Changing</b>  Coping with changes  Keeping safe  Body Image  Sex education  Self-esteem