

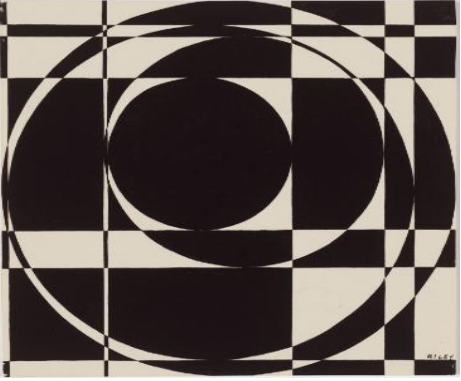
Hill View Academy Curriculum Long Term Plan

Year 5



Maths	Autumn Term		Spring Term		Summer Term	
	Place Value Addition and Subtraction Multiplication and Division A Fractions A		Multiplication and Division B Fractions B Decimals and Percentages Perimeter and Area Statistics		Shape Position and Direction Decimals Negative Numbers Converting Units Volume	
Topic information	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
	How is the natural landscape of Malham affected by tourism? 	Who were the suffragettes and what impact did they have on the life of women? 	Is deforestation unavoidable in 2025? 	What similarities and differences are there between the Maya civilisation and England (Anglo-Saxons)? 	Can we thank the Ancient Greeks for anything today? 	Would you live next to the ring of Fire? (Mexico) 
	~ History and Geography Golden Thread ~					
	Locational knowledge Mapping Physical and human geography Tourism and land use		Locational knowledge Physical and human geography including climate change Trade and economy			Locational knowledge Mapping Physical and human geography
		Conflict and disaster Power Monarchy		Power and hierarchy	Society and community	
		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?		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?	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?	
ROAP outcome						

Understanding the world	Geography	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. Use fieldwork to identify and explain the geographical features of a location – i.e., Identify and label physical features of Malham Draw in-depth conclusions about locations based on evidence/sources. Use 6-figure grid references, symbols and key to build their knowledge of the United Kingdom Begin to suggest questions for investigating and justify. Compare and contrast sources about locations and comment on which ones are useful, giving reasons. Investigate features and themes of locations in-depth at both micro and macro levels.		Locate and name 7 key countries and their capital cities beyond Europe Use 6-figure grid references, symbols and key to build their knowledge of the wider world. 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). Identify and describe 3 different biomes. Describe and understand economic activity Describe and understand economic activity Describe and understand impact of human settlements and land use (deforestation) Understand and explain how individuals have a role to play in reducing their own carbon footprint. Use maps, atlases, globes and digital/computer mapping to interpret information and draw conclusions about the features of an area being studied.			Locate and name key British rivers. Understand the distribution of natural resources Locate and identify at least 10 different counties in the UK Draw a sketch route of a river with key features Begin to suggest questions for investigating and justify. Investigate features and themes of locations in-depth at both micro and macro levels. Use maps, atlases, globes and digital/computer mapping to interpret information and draw conclusions about the features of an area being studied.
	History		<u>The Changing Role of Women</u> 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.		<u>Mayans</u> 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.	<u>Ancient Greeks</u> 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.	
	MFL	French (Language angels)					
	RE	CU2.5 How and why are Jewish festivals celebrated today? (Pathway 5)	CU2.6 What do Christians believe about the old and new covenants? (Pathway 6)	CU2.4 Why do some people go on pilgrimage? (Pathway 4)	FU2.12 Should we forgive others? (Pathway 3)		

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

STEM	Science	Forces Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. Identify and list multiple variables: independent, dependent and controlled. Suggest and refine a question to answer in a scientific enquiry based on the above. Conduct a range of scientific enquiries by suggesting a method and equipment. Make and fully justify predictions. Take accurate and more complex measurements using a range of scientific equipment. Identify patterns and suggest a reason why it may have occurred. Evaluate why or why not a test has been fair, accurate or reliable by discussing what could be done differently/better.	Earth and Space Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky. Collect and accurately/neatly present scientific data in a range of ways: scientific diagrams and labels, tables, bar charts and line graphs. Evaluate why or why not a test has been fair, accurate or reliable by discussing what could be done differently/better.	Materials Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Demonstrate that dissolving, mixing and changes of state are reversible changes. 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. Identify and list multiple variables: independent, dependent and controlled. Suggest and refine a question to answer in a scientific enquiry based on the above Conduct a range of scientific enquiries by suggesting a method and equipment Make and fully justify predictions Take accurate and more complex measurements using a range of scientific equipment Identify patterns and suggest a reason why it may have occurred	Living things and their habitats Describe the changes as humans develop to old age Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. (Living things and their habitats) Describe the life process of reproduction in some plants and animals. (Living things and their habitats) Collect and accurately/neatly present scientific data in a range of ways: scientific diagrams and labels, tables, bar charts and line graphs Draw conclusions to prove ideas Identify and explain anomalies	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. Know that some materials will dissolve in liquid to form a solution, and describe 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. Identify and list multiple variables: independent, dependent and controlled. Suggest and refine a question to answer in a scientific enquiry based on the above Conduct a range of scientific enquiries by suggesting a method and equipment Make and fully justify predictions Evaluate why or why not a test has been fair, accurate or reliable by discussing what could be done differently/better.	Animals including humans
		Working Scientifically (refer to subject specific intent document for disciplinary knowledge and skill progression)					
	Computing	Search engines Online Safety	Hello world: Retro Online Safety	PowerPoint Online Safety	Micro bit Online Safety	Flat file databases Online Safety	Interactive maps Online Safety
DT	Build Cam toys		Cook Honey Cake Pitta Bread		Sew Bags		
Personal Development	PE	fair share dare  ‘Embed values such as fairness and respect’ evade invade capture  ‘Competitive games: principles of attacking and defending ’	inspire create perform  ‘Perform dance using a range of movement patterns’ block guard support  ‘Team games developing simple tactics for attacking and defending’	watch move connect  ‘Master basic movements.. Including throwing and coordination’ lend move score  ‘Competitive games; principles of attacking and defending ’	symmetry balance travel  ‘Develop flexibility, technique, control and balance ’ explore solve challenge  ‘Outdoor adventurous activity challenges’	aim strike retrieve  ‘Play competitive games, modified where appropriate’ serve set slam  ‘Play competitive games, modified where appropriate’	run jump throw  ‘Use running, jumping and throwing in isolation and combination’ speed distance strength  ‘Use running, jumping and throwing in isolation and combination’

PSHE	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing
	Feelings	Recognising and celebrating difference	Understanding emotional needs	Understanding media bias, including social media	Aspirations and goal setting	Coping with changes
	Friendship skills, including compromise	Recognising and reflecting on prejudice-based bullying	Staying safe online	Caring: communities and the environment	Managing risk	Keeping safe
	Assertive skills	Understanding Bystander behaviour	Drugs: norms and risks (including the law)	Earning and saving money	Looking after my mental health	Body Image
	Cooperation	Gender stereotyping		Understanding democracy		Sex education
	Recognising emotional needs					Self-esteem