

## Thematic Long Term Planning – Summary of Year 5 Units

AUTUMN 1 – What makes Britain great?	AUTUMN 2 – What has evidence taught us about Ancient Egypt?
<p><b>History:</b> Children will understand the uniqueness of our country and the benefits of having a monarch. They will be able to articulate the meaning of 'democracy' and 'parliament' which will be reinforced through a virtual tour of The House of Commons &amp; The House of Lords. Children will be able to explain the history of the Union Jack and the meaning behind its component parts.</p> <p><b>Geography:</b> Children will understand that we are part of the Commonwealth and will be able to discuss the benefits of being a Commonwealth country. They will investigate Ordnance Survey maps to investigate the unique human and physical features of the U.K and will be able to read a range of symbols and 4-figure grid references. Children will compare two major seaside resorts within the U.K and will be able to discuss the impact that they have on trade, tourism and the economy of our country.</p> <p><b>Art:</b> Children will be introduced to the skill of screen-printing which they will use in order to produce their own Union Jack print using single colours and no overlapping. Children will be able to create a collage which incorporates images, photos and text in order to express what they believe is great about the U.K (based on The Beatles album cover – Sergeant Pepper)</p> <p><b>Design &amp; Technology:</b> Children will be able to use craft knives safely to a marked line in order to create a contoured mountain model. Children will investigate and evaluate traditional meals from U.K locations and will combine food ingredients appropriately (e.g. kneading, rubbing in and mixing) in order to recreate a traditional afternoon tea and understand the need for different techniques</p>	<p><b>History:</b> Children will be able to locate Ancient Egypt on a human timeline of previous periods of time studied. Children will be able to infer from a range of artefacts and resources, the correct name for all time periods and will be able to show their understanding of chronology by naming some important dates from memory. Children will be able to state the importance of Gods &amp; Goddesses to the Egyptians, making links and comparisons to their knowledge of Roman &amp; Greek Gods. Children will understand the purpose of pyramids in Egyptian culture, be able to conclude why Howard Carter's 'find' was so significant and will debate whether tombs should be disturbed in order to advance our historical knowledge. Through practical activity children will be able to articulate the process of mummification and write a set of instructions explaining the process to someone else. Children will utilise replicas of The Rosetta Stone in being able to summarise its importance in our understanding of this time period.</p> <p><b>Geography:</b> Children will be able to draw on prior learning in order to name all continents, oceans and label the world map with key vocabulary that will be developed throughout the unit e.g. north/south hemisphere, equator and will be introduced to the Tropics of Cancer &amp; Capricorn. Children will create a floor map of The Nile and drawing on prior learning of rivers will label its key features. They will gain an understanding of how flooding can be a positive thing and how Ancient Egyptian farmers relied on it in order to grow crops. They will use a topographic map to identify land use and be able to explain the possible reasons for the different uses.</p> <p><b>Art:</b> Using traditional methods, children will be able to recreate their own pieces of papyrus paper, which they will then adorn with their own messages written in hieroglyphs.</p> <p><b>Design &amp; Technology:</b> Children will solve a design challenge where they create a model shaduf used in Egyptian irrigation systems. They will then use their knowledge of pulleys to refine and improve the Ancient Egyptian's design in order to make their model more efficient.</p>
SPRING 1 – Could we live without trade?	SPRING 2 – Was Henry VIII a good guy?
<p><b>History:</b> Children will be able to explain the role of the EU and will be able to articulate whether they believe Britain should have left the EU by reflecting on events and evidence from recent history.</p> <p><b>Geography:</b> Children will understand the concept of trade and the part that it plays in our everyday lives on a variety of levels – local, international, global. They will be able to identify global brands and logos and will be able to explain the part that advertising, promotion and social media play in raising a company's profile. They will study quotes from key historical figures such as Martin Luther King, in developing and understanding of the terms 'import and export' and the impact these processes have on our lives, particularly as we are an island. Children will understand and use accurately various terms such as: global supply chain, primary, secondary and tertiary levels of trade and will be able to articulate how Fairtrade projects aid less economically developed countries. Children will be able to draw on their knowledge of 'trade' in order to plan and deliver a scheme to 'Grow a Pound' in order to make profit.</p> <p><b>Art:</b> Children will be able to understand the importance of art in creating 'brand-identity' by studying the work of Andy Warhol.</p>	<p><b>History:</b> Children will, throughout this unit, become discerning historians and will learn how it is important to look at all evidence from different viewpoints. They will be able to identify bias in historical artefacts, such as in portraits and will be able to articulate how and why key figures in history may have manipulated evidence. Children will understand how the Tudor period began and the importance of 'The War of the Roses'. Drawing on a range of evidence, children will be able to infer Henry VIII's motives in marrying so many times and will be able to rank his wives in terms of 'who had it worst and who had it best'. They will understand on a deeper level, why Henry VIII wanted to take control of the monasteries and will summarise what this tells us about his character. Children will understand the strengths of Henry VIII as a military leader and the benefits that he brought to the country.</p> <p><b>Art:</b> Children will be able to interrogate historical portraits of Henry VIII created by artist Hans Holbien and infer why he may have been portrayed in different ways. Using a full range of graded pencils, children will be taught the stippling technique and</p>

<p>They will develop their skill of screen-printing when recreating well-known corporate logos using the over-lapping technique with secondary stencils in order to create secondary/tertiary colours.</p> <p><b>Design &amp; Technology:</b> Children will be able to identify the origins of a range of ingredients and how we rely on import in order to obtain many of the every day products that we use. They will create a healthy savoury dish that relies on imported products.</p>	<p>will utilise this in creating depth when producing their own Tudor portraits.</p> <p>Children will use marzipan to sculpt and carve a range of fruits, using watered down food colouring in order to create tonal colours when decorating them.</p> <p><b>Design &amp; Technology:</b> Children will develop their knowledge of sewing stitches by learning how to use blanket stitch to join two pieces of fabric in order to create a felt Tudor rose.</p> <p>Children will be able to interrogate the diet of Henry VIII compared to poorer Tudors and will debate who had the healthier diet.</p>
<p><b>SUMMER 1 - What's across 'The Pond'?</b></p>	<p><b>SUMMER 2 - Can I make a difference?</b></p>
<p><b>History:</b> Children will use Mount Rushmore as a starting point for an investigation into the presidential history of the United States. They make comparisons between the political structure of the United States with that of the U.K and will accurately use the term democracy to describe political views. Children will understand the origins of Canada and will be able to compare key human and physical features of it with those found in the U.K and U.S.A.</p> <p><b>Geography:</b> Children will be able to identify North America as a continent and label on a map the boundaries and borders with other continents and the countries that form it. Using a range of graphs, tables and images showing average temperature and rainfall children will be able to draw conclusions and make comparisons between contrasting countries with North America. They will understand the difference between North America as the continent and USA as a country within the continent. Children will investigate the states of America and the effect that their position has on their climate and land use.</p> <p>Children will be able to recognise key landmarks within the United States and through research will produce tourist guidance using a well-developed range of geographical vocabulary. Children will be introduced to GMT (Greenwich Mean Time) and the concept of time zones. Using this knowledge, children will be able to calculate the time difference between the U.K and various locations in North America. Children will identify the seven countries of Central America and, focusing on El Salvador, will be able to discuss and explain the challenges faced by the people who live there today. They will be able to identify the countries that make up The Caribbean, understand the concept of 'seasons' in the Caribbean and the significance of lines of latitude and longitude. Focusing on St Lucia, they will be able to analyse temperature/rainfall maps and the effect that they have on the vegetation found.</p> <p><b>Art:</b> Children will design their own section of a totem pole after researching the techniques used by Canadian Inuit people. They will be able to use a range of tools to carve detail into a piece of clay in order to represent 'tribal values'.</p>	<p>A uniquely created unit of work that alters its focus every year. Primarily the unit focusses on how children in Year 5 can improve and make a sustainable difference to their environment and wider community. This unit of work is partially led by current issues and children's passions. For this reason, the specific content for each subject area alters each year.</p> <p><b>History:</b></p> <p><b>Geography:</b></p> <p><b>Art:</b></p> <p><b>Design &amp; Technology:</b></p>