
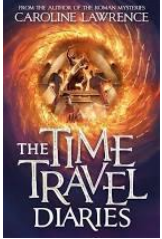
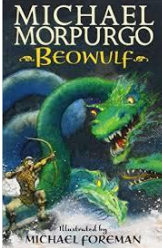
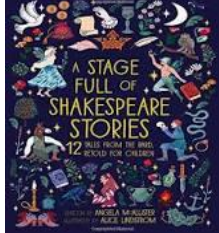
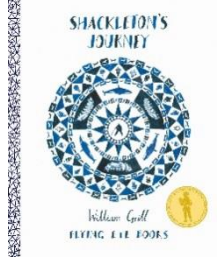












Year 5 Long Term Curriculum Map 24-25

Autumn Term		Spring Term		Summer Term:	
Autumn 1 The Trans Atlantic Slave Trade	Autumn 2 Londinium: Roman London	Spring 1 Anglo Saxons, Scots and Vikings	Spring 2 Where we live	Summer 1 Weather and Climate	Summer 2 Take One Picture
<p>Core Text: Freedom</p> 	<p>Core Text: The Time Traveller Diaries</p> 	<p>Core Text: Beowulf</p> 	<p>Core Text: Choice of Shakespeare Play</p> 	<p>Core Text: Shackleton's Journey</p> 	<p>Core Text: To be decided based on painting</p>
<p>Writing Outcome: Persuasive writing – abolition of slavery</p> <p><i>Write a poem</i></p>	<p>Writing Outcome: Write a time travel adventure story set in Roman London</p> <p><i>Write a setting description – Miithraeum</i></p>	<p>Writing Outcome: Write a myth or legend</p> <p><i>Write a character description</i></p>	<p>Writing Outcome: Linked to chosen play (e.g. Macbeth – 2 sided argument)</p> <p><i>Design and write a science experiment</i></p>	<p>Writing Outcome: Write a historical recount of Shackleton's expedition</p> <p><i>Persuasive writing on an aspect of climate change/ advert</i></p>	<p>Writing Outcome: To write a poem</p>
<p>Other Suggested Texts: Oh Freedom Journey Back to Freedom Two Sisters : A story of Freedom A Nest of Vipers Chains Pirates</p>	<p>Other Suggested Texts: The Orchard Book of Roman Myths The Roman Quests Empire's End : A Roman Story</p>	<p>Other Suggested Texts: How to Train Your Dragon The Hobbit The Girl of Ink and Stars The Buried Crown Arthur Norse Myths Norse Mythology – Neil Gaiman Viking Boy</p>	<p>Other Suggested Texts: Playing with Plays Series King of Shadows</p>	<p>Other Suggested Texts: Floodland The Last Wild Race to the Frozen North Sky Song The Polar Bears Explorers club Dear Greenpeace Song of the Dolphin Boy The Extraordinary colours of Auden Dare</p>	<p>Other Suggested Texts:</p>

<p>Poetry: Rap Poetry Linked to National Poetry Day (writing a poem) The Lost Words</p>	<p>Poetry: The Tyger- William Blake Romulus and Remus – Rudyard Kipling</p>	<p>Poetry: A Small Dragon- Brian Patten The Highway Man – Alfred Noyes</p>	<p>Poetry: Shall I Compare Thee to a Summer's Day – William Shakespeare</p>	<p>Poetry:</p>	<p>Poetry:</p>
<p>White Rose Maths: Place Value Addition and Subtraction Multiplication and Division Fractions A</p>		<p>White Rose Maths: Multiplication and Division Fractions B Decimals and Percentages Perimeter and Area Statistics</p>		<p>White Rose Maths: Shape Position and Direction Decimals Negative Numbers Converting Units Volume</p>	
<p>Science: Living things and their habitats</p>	<p>Science: Properties and changes in materials Working Scientifically: Recognising and controlling variables</p>	<p>Science: Forces</p>	<p>Science: Revisit Living Things and their Habitats Science Fair Project</p>	<p>Science: Animals including Humans Working Scientifically: Measuring accurately</p>	<p>Science: Earth and Space Working Scientifically: Drawing & explaining conclusions</p>
<p>Topic Enquiry: The Trans Atlantic Slave Trade History: Find out about:</p> <ul style="list-style-type: none"> • The history of the Trans-Atlantic Slave Trade • The role of Britain in the Slave Trade • Key historic figures such as Harriet Tubman and Olaudah Equiano, William Wilberforce • The abolitionist movement and its impact <p>Geography: Application of skills</p> <ul style="list-style-type: none"> • The location of the major countries involved in the Slave Trade 	<p>Topic Enquiry: Londinium-Roman London History: Find out about:</p> <ul style="list-style-type: none"> • The Roman Empire • The Roman invasion of Britain • The growth of Roman London • Life in Roman London • Why the Romans left Britain <p>Geography: Find out about:</p> <ul style="list-style-type: none"> • The impact of Roman life on the Geography of London • The location of Roman sites in London and the UK. 	<p>Topic Enquiry: Anglo Saxons, Scots and Vikings History: Find out about:</p> <ul style="list-style-type: none"> • The reasons for the Anglo Saxons and Scots coming to Britain (compare to Romans) • Where the tribes came from, where the Anglo Saxons and Scots settled and how we know this. • Anglo Saxon rule in Britain • The Vikings- who they were, why they invaded and how the Saxons were able to see off the threat 	<p>Topic Enquiry: Where we Live Geography: Find out about:</p> <ul style="list-style-type: none"> • The human and physical geography of the UK and its 4 constituent countries. • How to use aerial photography to identify features of topography and human land use in the UK • Farming and food production in the UK • The industrial origin of settlement in the UK. • How to use maps to locate features of the local area and how to 	<p>Topic Enquiry: Weather and Climate – focus on Antarctica History: Shackleton Find out about Shackleton's Antarctic expedition. Geography: Find out about:</p> <ul style="list-style-type: none"> • The difference between weather and climate • The world's main climate zones – locating and describing their main features • Polar climates focusing on Antarctica • How to use sources of geographical information to find out information. 	<p>Topic Enquiry: The Earth's Natural Resources Geography: Find out about:</p> <ul style="list-style-type: none"> • The Earth's natural resources and their distribution • Sources of Energy • How the UK produces energy • Renewable energy sources and the impact of fossil fuel use on the earth • A local fieldwork project <p>History : Local History Field Work Study linked to Geography</p>

<ul style="list-style-type: none"> • How to use maps to understand the slave trade routes • The impact on human geography of the slave trade 		<ul style="list-style-type: none"> • The achievements of King Alfred and his daughter Aethelflaed <p>Geography: Application of skills to identify:</p> <ul style="list-style-type: none"> • Where the Saxons and Vikings settled. • Where the main Anglo Saxon Kingdoms developed • How place names give us clues as to who lived there. • The countries that the Vikings invaded, raided and traded with 	<p>create maps of the local area.</p> <ul style="list-style-type: none"> • How to use a compass for directions and how to locate things on a map using 6 figure grid references 	<ul style="list-style-type: none"> • The longitude, latitude, weather, time zones and seasons of Antarctica. • Antarctic exploration including Ernest Shackleton's expedition to Antarctica. • Current exploration and scientific investigation of Antarctica • Climate change, its effects and the impact of this on Antarctica • How climate change can be prevented 	<ul style="list-style-type: none"> • How to carry out local field work focused on changes to the built environment over time
<p>Computing: E Safety: Media Balance and Wellbeing - My Media Choices</p> <p>History of Computing</p>	<p>Computing: E Safety: Cyber Bullying- Be a Super Digital Citizen</p> <p>Vector Drawing – Google Drawings</p>	<p>Computing: E Safety: News and Media Literacy - A Creator's Rights and Responsibilities</p> <p>iMovie – Camera Angles, Frames and Editing</p>	<p>Computing: E Safety: Privacy and Security - Private and Personal Information</p> <p>Data and Information -J2E</p>	<p>Computing: E Safety: Digital Footprint and Identity- Our Online Tracks</p> <p>Selection in Quizzes</p>	<p>Computing: E Safety: Relationships and Communication - Keeping Games Fun and Friendly</p> <p>Scratch- Variables in Games</p>
<p>Art: 3D Collage: Layered Silhouettes</p>  <p>Focus Artist: Kara Walker, Vanessa Marsh</p>	<p>Art: Drawing / Sculpture: Roman Portraits Clay Pots</p>  <p>Focus Art: Roman Sculpture and Pots</p> <p>Forest School Project: Decorate a Tree</p>	<p>Art: Drawing Architecture – Buildings cityscapes</p>  <p>Focus Artists: LS Lowry Zaha Hadid Shoreditch Sketcher</p>	<p>Art: Painting and Sculpture: Icebergs</p>  <p>Focus Artists: Kody Kato, Gabby O' Connor</p>	<p>Art: Take One Picture</p>	

					
DT: Mechanical Systems Pop Up Book  Kapow Uni	DT: Textiles - Design Stuffed Toy  Kapow Unit	DT: Mechanical Systems – Making a Moving Toy  Kapow Unit	DT: Digital World Monitoring Devices  Kapow Unit	DT: Food Developing a Recipe  Kapow Unit	
Music: Developing Singing technique –Young Voices Kapow Unit: South and West Africa Instrumental Lessons – Keyboards		Music: Developing Singing technique –Young Voices/ Spring Concert Kapow Unit: Musical Theatre Instrumental Lessons – Keyboards		Music: Composition Project linked to Take One Picture using keyboards Kapow Unit : Looping and Remixing Instrumental Lessons – Keyboards	
Western Classical – Early, Baroque, Renaissance, Classical Era	Western Classical Romantic and up to 1940's	Western Classical 20 th Century Music	20 th and 21 st Century Music including Film and Musical Theatre	Popular Music	World Music and Folk Music
Spanish: Spanish around the world 2/ Greetings 2	Spanish: The Weather	Spanish: Numbers 2	Spanish: My Family	Spanish: Spanish Pronouns	Spanish: Horrible Green Monster 2
PSHE: Mental health and emotional wellbeing Dealing with feelings	PSHE: Drug, alcohol and tobacco education Different influences	PSHE: Identity, society and equality Stereotypes, discrimination and prejudice	PSHE: Physical health and wellbeing In the media	PSHE: Keeping safe and managing risk Making safer choices	PSHE: Careers, financial capability and economic wellbeing Borrowing and earning money
RE: What does it mean to be a Muslim in Britain today?	RE: Why do some people believe God exists?	RE: What would Jesus do?(Can we live by the values of Jesus in the 21st century)		RE: Green religion? What do religious and nonreligious worldviews teach about caring for the Earth?	RE: If God is everywhere why go to a place of worship?
PE: Forest School Games – Tag Rugby	PE: Games – Netball Games -Football	PE: Dance Games – Netball	PE: Orienteering Gymnastics	PE: Athletics Swimming	PE: Games-Cricket Tennis

<p>Global Citizenship: Equality and Rights</p> <p>Power and Governance (4 weeks) How is the UK governed? How are other countries governed? What differences are there? <u>Project Outcome: School Elections</u></p> <p>Social Justice and Equity (6 weeks) What is poverty? How can we measure it? Can there be one definition of poverty? Why not? Why are some people richer than others? Why are some countries richer than others? Why do we pay taxes? <u>Project Outcome – Social Enterprise : Raise money for Oxfam</u></p> <p>Human Rights (5 weeks) What rights do we have as Human Beings? What is the Universal Declaration of Human Rights? How do some systems treat people badly? How could we act when a system treats people badly? What did we learn about Human Rights from learning about the Trans- Atlantic Slave Trade? <u>Project Outcome: Amnesty International campaign (letter)</u></p>		<p>Global Citizenship: Respect for Others</p> <p>Identity and Diversity (8 weeks) What is a stereotype? What impact do prejudice and discrimination have? What is gender equality? How can we be more aware of the rights of groups that are more vulnerable than ourselves? (Identify groups) How could I make the world more inclusive? Project Outcome: Link to International Women’s Day- create a display of Women Who Changed the World</p> <p>Peace and Conflict (4 weeks) How can I take responsibility for my actions? Why is it important to compromise? What is a fair way of resolving conflicts?</p>		<p>Global Citizenship: Ecological Awareness</p> <p>Sustainable Development (8 weeks) <u>Starting Point: Whole School Earth Day</u> What are the wider causes and implications of climate change? How can we be more environmentally responsible in our everyday life? How can the choices we make as consumers make a difference? What is biodiversity and why is it important?</p> <p>Globalisation and Interdependence (6 weeks) What is food security? Who is hungry in the world? Why do some areas in the world have higher rates of hunger? What affects access too and availability of food in different places? Project Outcome: Gardening project – seasonal produce. <u>Cook a meal with food from the school garden and plant a bed to be harvested in Autumn</u></p>	
<p>Global Citizenship Links: International Day of Democracy International Day of Peace Black History Month – celebrating diversity Dyslexia awareness week</p>	<p>Global Citizenship Links: Universal Children’s Day Anti- Bullying Week Human Rights Day Remembrance Day Children in Need Road Safety Week World Philosophy Day</p>	<p>Global Citizenship Links: International Women’s Day International Mother Language Day Children’s Mental Health Week</p>	<p>Global Citizenship Links: Autism Awareness Day Comic Relief Fair Trade Fortnight Mothering Sunday</p>	<p>Global Citizenship Links: International Mother Earth Day World Bee Day Walk to school week National Children’s Gardening Week</p>	<p>Global Citizenship Links: BNF Healthy Eating Week World Environment Day World Oceans Day World Refugee Day Oxfam water week Recycle Awareness Week National School Grounds Week</p>
<p>P4C: Slavery poem (see Poetry): can a slave keep a free mind? can we ever know</p>	<p>P4C: I have the right to be a child – Serres et al: rights & responsibilities, rules and</p>	<p>P4C: Folk tales – moral dilemmas The Red Tree – Shaun Tan: irritation to despair, dream to hope ... link to PSHE</p>	<p>P4C: Dangle film (youtube or literacyshed): on temptation and unintended consequences</p>	<p>P4C: The Promise – Davies & Carlin: how a few stolen seeds transform a world. Is it</p>	<p>P4C: The Fun Theory 1 (piano stairs): is ‘goodvertising’ manipulative? Can/should fun change behaviour?</p>

another's mind - or even our own?	laws – how do they overlap (or not)?			a crime if the outcome is good?	
<p>Emotional Literacy: Self Awareness Emotional Literacy Booklet Autumn 1</p> <p>Associated Skills</p> <ul style="list-style-type: none"> Identifying emotions Accurate self-perception Recognising strengths Self-confidence Self-efficacy <p>Contents Introduction: The RULER Anchor Tools – What are emotions, mood meter, class charter, best self. Lesson 1: How am I feeling? - Aspirational Lesson 2: How am I feeling? - Anxious Lesson 3: How am I feeling? - Embarrassed Lesson 4: How am I feeling? – Grateful Lesson 5: Recognising and celebrating our strengths and those of others Lesson 6: Self-efficacy and self confidence</p>	<p>Emotional Literacy: Self Management Emotional Literacy Booklet Autumn 2</p> <p>Associated Skills</p> <ul style="list-style-type: none"> Impulse control Stress management Self-discipline Self-motivation Goal setting Organisational skills Growth Mindset <p>Contents Lesson 1: How do you want to feel? Lesson 2: Moving out of the red – dealing with feeling anger Lesson 3: Tool Kit to regulate emotions – angry Lesson 4: The importance of sleep Lesson 5: Growth Mindset – Making mistakes Lesson 6: Aspiration and Dreams</p>	<p>Emotional Literacy: Social Awareness Emotional Literacy Booklet Spring 1</p> <p>Associated Skills</p> <ul style="list-style-type: none"> Understanding emotions Empathy/sympathy Appreciating diversity Respect for others <p>Contents Lesson 1: How do you want to feel? - Revisiting the class charter Lesson 2: Social Awareness Lesson 3: Solving a problem with the blueprint Lesson 4: Kindness - Empathy Lesson 5: Belonging and Community</p>	<p>Emotional Literacy: Relationship Skills Emotional Literacy Booklet Spring 2</p> <p>Associated Skills</p> <ul style="list-style-type: none"> Communication Social engagement Relationship building Teamwork <p>Contents Lesson 1: Levels of friendship Lesson 2: Managing conflict Lesson 3: Making up Lesson 4: Working in a group Lesson 5: Who helps us keep healthy and safe? Lesson 6: Peer pressure</p>	<p>Emotional Literacy: Responsible Decision Making Emotional Literacy Booklet Summer 1</p> <p>Associated Skills</p> <ul style="list-style-type: none"> Identifying problems Analysing solutions Solving problems Evaluating Reflecting Ethical responsibility <p>Contents Lesson 1: Identifying Problems Lesson 2: Identifying Solutions Lesson 3: Analysing solutions – critical thinking Lesson 4: Critical Thinking Lesson 5: Making a Choice and Taking Action – Ethical Decision Making Lesson 6: Evaluating and Reflecting</p>	<p>Emotional Literacy: Anti Bullying/ Transition SEAL – Say No to Bullying</p> <ul style="list-style-type: none"> I understand how rumour-spreading and name-calling can be bullying behaviours. I can explain the difference between direct and indirect types of bullying. I can explain some of the ways in which one person (or group of people) can have power over another. I know some of the reasons why people use bullying behaviours. I know some ways to encourage children who use bullying behaviours to make other choices. I can tell you a range of strategies which I have for managing my feelings in bullying situations, and for problem solving when I am part of one.
<p>Personal Safety:</p> <ul style="list-style-type: none"> Introduction to the PANTS rule Being safe in the classroom/ school environment What to do when the fire alarm sounds 	<p>Personal Safety:</p> <ul style="list-style-type: none"> Firework safety Fire Safety Road Safety Be Safe Be Seen Drug, alcohol and tobacco education (see PSHE/RSE) 	<p>Personal Safety:</p> <ul style="list-style-type: none"> Dog Safety Stranger Danger Review PANTS rule 	<p>Personal Safety:</p> <ul style="list-style-type: none"> Staying Safe at Home First Aid 	<p>Personal Safety:</p> <ul style="list-style-type: none"> Road Safety- Green Cross Code Who keeps us safe Review PANTS rule 	<p>Personal Safety:</p> <ul style="list-style-type: none"> Water safety Staying Safe in the Sun Cycle and Scooter Safety – Bikeability Course
Enrichment Opportunities:	Enrichment Opportunities: London Mithraeum	Enrichment Opportunities: Young Voices -O2	Enrichment Opportunities: Zaha Hadid Studio visit	Enrichment Opportunities:	Enrichment Opportunities:

<p>Queen's House – Diversity, Art and Citizenship Museum of Docklands – Trans Atlantic Slave Trade LMA – The Struggle Against Slavery LSO KS2 Concert</p>	<p>Museum of London – Introducing Roman London London Guildhall – Amphitheatre Experience</p>	<p>British Museum – Sutton Hoo 3 Discovery Workshop</p>	<p>Tower Bridge – Designing London's Skyline Hampstead Heath – Maps and Orienteering The Globe – Lively Action Macbeth</p>	<p>National Maritime Museum – Polar Explorers BAS – Meet a scientist Geobus – Arctic, Sea Ice and Climate workshop</p>	<p>Geobus – Planets and the Solar System National Gallery Country Trust Residential – South Downs LMA – In your own backyard Mosque visit Royal Observatory Greenwich</p>
<p>School, Family and Community Events: International Evening Class Tea Party Class led workshop – mental health and wellbeing Art Exhibition</p>	<p>School, Family and Community Events: Interfaith Week Children in Need Community Carol Concert Christmas Fair</p>	<p>School, Family and Community Events: Museum week Class led workshop – safer internet day Moreland's Got Talent</p>	<p>School, Family and Community Events: Comic Relief Spring Concert Science Fair World Book Day</p>	<p>School, Family and Community Events: World Earth Day Learning Outside the Classroom Day Sports Day Eid Disco</p>	<p>School, Family and Community Events: National Field Work week Summer Picnic</p>