



Lees Primary School Curriculum Map Year 5

	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 5 weeks	Summer 2 7 weeks
Theme	Romans	Earth & Space	Contrasting Coastlines - Whitby	Contrasting Coastlines - North America	Super Scientists	Victorians in Haworth
Key Question	Who were the Romans? How did they become so powerful? Why did they invade Britain?	How does the Earth move through space? How did we find out? Why is the Moon important to Earth?	How can we see them in different ways? (map work) What are coastal towns used for?	Why are the coasts so different in different places?	How can we change materials into something new? How do we get things back? How do we make things change forever?	How did the Victorians influence Haworth? How did the Industrial Revolution impact Haworth? What was the impact of the Bronte family?
English Texts (see LTP)	Escape from Pompeii  A Roman story  Character description Recount	Hidden figures  Non-fiction Biography Newspaper	Room 13  Narrative Informal Letter	The Crow's Tale  North American myths Figurative language Poetry	Outlaw  Debate Setting description	The Brontes  Jane Eyre  Setting description Narrative



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Maths (See WRM SOL)	<div> <div>Number Place value VIEW</div> <div>Number Addition and subtraction VIEW</div> <div>Number Multiplication and division A VIEW</div> </div>			<div> <div>Number Multiplication and division A VIEW</div> <div>Number Fractions A VIEW</div> </div>		<div> <div>Number Multiplication and division B VIEW</div> <div>Number Fractions B VIEW</div> <div>Number Decimals and percentages VIEW</div> </div>			<div> <div>Number Decimals and percentages VIEW</div> <div>Measurement Perimeter and area VIEW</div> <div>Statistics VIEW</div> </div>			<div> <div>Geometry Shape VIEW</div> <div>Geometry Position and direction VIEW</div> <div>Number Decimals VIEW</div> </div>			<div> <div>Number Decimals VIEW</div> <div>Number Negative numbers VIEW</div> <div>Measurement Converting units VIEW</div> <div>Measurement Masses VIEW</div> </div>			
Science	Sc5/5 Forces			Sc5.4 Earth and Space		Sc5/2 Animals including humans			Sc5/3 Properties and changes of materials			Sc5/3 Properties and changes of materials			Sc5/1 Living Things and their habitats			
	<p>Sc5/4.2a explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>Sc5/4.2b identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>Sc5/4.2c recognise that</p>			<p>Sc5/4.1a describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>Sc5/4.1b describe the movement of the Moon relative to the Earth</p> <p>Sc5/4.1c describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>Sc5/4.1d use the idea of the</p>		<p>Sc5/2.2a describe the changes as humans develop to old age.</p>			<p>Sc5/3.1a 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>Sc5/3.1b know that some materials will</p>			<p>Sc5/3.1c Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>Sc5/3.1d Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>Sc5/3.1e Demonstrate that dissolving, mixing</p>			<p>Sc5/1.1a describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Sc5/2.1b describe the life process of reproduction in some plants and animals.</p>			



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	some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect	Earth's rotation to explain day and night, and the apparent movement of the sun across the sky.		dissolve in liquid to form a solution, and describe how to recover a substance from a solution	and changes of state are reversible changes Sc5/3.1f 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.	
History & Geography	<p><u>History - Romans</u></p> <p>Order an increasing number of significant events, on a timeline using dates accurately.</p> <p>Hi2/1.2 The Roman Empire by AD 42 and the power of its army</p>	<p><u>History - Space</u></p> <p>Chronology and timelines - History of space travel.</p> <p>Study of the space race - Russia v USA</p> <p>Looking at a specific event - The Moon Landings - the impact on society</p>	<p><u>Geography - Whitby</u></p> <p>Ge2/1.3a describe and understand key aspects of physical geography - rivers</p> <p>Ge2/1.1b name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features</p>	<p><u>Geography - North America</u></p> <p>Ge2/1.1 Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics,</p>	<p><u>Geography - Volcanoes</u></p> <p>Ge2/1.1c identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of</p>	<p><u>Geography - Haworth</u></p> <p>Ge2/1.4b use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Haworth: compare land use maps from the past</p>



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	<p>Hi2/1.2 The Roman empire and its impact on Britain Identify and note connections, contrasts and trends over time in the everyday lives of people</p> <p>Hi2/1.2 Romanisation of Britain. The impact of technology, culture and beliefs, including early Christianity Start to understand the difference between primary and secondary evidence</p>	<p><u>Geography</u></p> <p>Maps of the skies</p> <p>Investigating photographs from satellites</p>	<p>(including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p><i>Ge2/1.3b describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</i></p> <p><u>History</u> Why did people settle in Whitby?</p> <p>Study human features and effects that tourism has on Whitby.</p>	<p>countries, and major cities</p> <p><i>Ge2/1.2 understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region within North</i></p> <p><i>Ge2/1.4c use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</i></p>	<p>Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><i>Ge2/1.3a describe and understand key aspects of physical geography: volcanoes</i></p> <p><i>Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i></p>	<p>with the present, focusing upon land use.</p> <p><i>Ge2/1.4c use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</i></p> <p><u>History - Victorians</u> <i>Hi2/2.1 Local History</i> Pupils should be taught about an aspect of local history</p> <p>Victorians: Identify periods of rapid change in history and contrast them with times of relatively little change. (Industrial Revolution) Study the poor conditions of Bradford</p>
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	Hi2/1.2 British resistance - Boudica			<i>Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i> <i>Ge2/1.4b use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</i>		and Keighley in the Victorian times. Study child labour, schools and workhouses. Identify and note connections, contrasts and trends over time in the everyday lives of people (E.g. Romans and Victorians) Examine causes and results of great events and the impact these had on people (E.g. Victorians factory
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<p>Art and D&T</p>	<p>ART Portraits Project Artist Study: Hannah Hoch Alexander Calder</p> <p>-Abstract collage - Abstract portrait – drawing skills</p> <p>Work in a sustained and independent way to create a detailed drawing.</p> <p>Use different techniques for different purposes. (shading for light and dark, hatching or stippling for texture).</p> <p>Begin to develop an awareness of scale and proportion.</p>	<p>DT Making a plinth with revolving mechanism to display wire portrait sculptures.</p> <p>-Build skills with tech-card demo model.</p> <p>Choose appropriate material for the purpose Cut measured accurate slots To introduce scoring and cutting using craft knives Cut accurately and safely to a marked line Join and combine materials with a temporary, fixed or moving joining's</p>	<p>Art Develop further simple perspective in using a single focal point and horizon. Artist study: Linda Golding</p> <p>Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas</p> <p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>	<p>DT Cooking & Nutrition – cheese and onion pasties</p> <p>Cook cheese and onion pasties. Evaluate and review. Change the recipe. Cook again. Evaluate, compare and contrast.</p> <p>Skills: Chopping, grating, hob work, measuring combining, using the oven.</p> <p>DT2/2.1a understand and apply the principles of a healthy and varied diet</p> <p>DT2/2.1b cook a repertoire of predominantly savoury dishes so that they are able to feed</p>	<p>Art Artist Study: Mawson & Lockwood - architects</p> <p>Art: Ar2/1.3 about great artists, architects and designers in history.</p> <p>Perspective: accurately drawing buildings in Bradford</p> <p>Watercolour painting skills.</p>	<p>Art & DT Printing Textiles make a Haworth bag to sell to tourists.</p> <p>Use print as a starting point to embellish fabric.</p> <p>Use a variety of techniques, e.g. printing, dyeing and stitching to create different textural effects.</p> <p>Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decorations)</p> <p>Decorate textiles appropriately often before joining components</p> <p>Pin and tack fabric pieces together</p>
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	<p>Work from a variety of sources including observation, photographs and digital images.</p> <p>-Wire sculpture portraits inspired by Alexander Calder Gain experience in modelling using wire. Using tools to bend, shape and cut. Working to a design or plan to create 3D art work. Use 3D modelling to create representations of form, shape and space.</p>	<p>-Design and make final piece using wooden materials.</p> <p>Assemble components to make a working model</p> <p>To use a cam to make a rotating mechanism Use different tools and equipment safely</p> <p>DT2/1.4a apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>		<p>themselves and others a healthy and varied diet</p> <p>DT2/2.1c become competent in a range of cooking techniques DT2/2.1c understand the source, seasonality and characteristics of a broad range of ingredients</p>		<p>Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles e.g. soft for a cushion</p>
	<p>Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>					



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Music	Music of Black history Charanga: Melody and Harmony in music	Charanga: Sing and play in different styles	Charanga: Composing and chords	Charanga: Enjoying musical styles	Charanga: Freedom to improvise	Charanga: Battle of the bands
	<p>Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory</p> <p>Mu2/1.4 use and understand staff and other musical notations</p> <p>Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Mu2/1.6 develop an understanding of the history of music.</p>					
P.E	Dodgeball / bench ball	Hockey	Gymnastics	Swimming	Swimming and Cricket	Swimming and Athletics
	<p>PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>PE2/1.1f compare their performances with previous ones and demonstrate improvement to</p>	<p>PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>PE2/1.1f compare their performances with previous ones and demonstrate</p>	<p>PE2/1.1c develop flexibility, strength, technique, control and balance</p> <p>Dance</p> <p>PE2/1.1c develop flexibility, strength, technique, control and balance</p> <p>PE2/1.1d perform dances using a range of movement patterns</p>	<p>PE2/1.2a swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>PE2/1.2b use a range of strokes effectively</p> <p>PE2/1.2c perform safe self-rescue in different water-based situations.</p> <p>Rugby</p>	<p>PE2/1.1a use running, jumping, throwing and catching in isolation and in combination</p>	<p>PE2/1.1a use running, jumping, throwing and catching in isolation and in combination</p>



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	achieve their personal best.	improvement to achieve their personal best.		<p>PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>		
Computing	<p>Computer systems Sharing info</p> <p>Co2/1.4 understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the</p>	<p>Programming Selection</p> <p>Co2/1.1 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by</p>	<p>E-safety</p> <p>Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>Creating media Video editing</p> <p>Co2/1.6 select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs,</p>	<p>Data and information Flat file databases</p> <p>Co2/1.6 select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content</p>	<p>E-safety Recap skills</p> <p>Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>



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	<p>opportunities they offer for communication and collaboration</p> <p>Co2/1.5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>	<p>decomposing them into smaller parts</p> <p>Co2/1.2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Co2/1.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>		<p>systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	
R.E See agreed Kirklees Syllabus	Journeys and special places and why are they special?	Journeys and special places and why are they special?	The values are shown in the code for living.	Values Should we forgive others?	Should we forgive others?	What do Christians believe about the covenant?
French (KS2)	Numbers 1-50 Seasons	Weather	House and home	Goldilocks and the three bears	Town	Town
	Relationships	Citizenship	Risk	Economics	Health	Identity



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PSHE Trust PSHE/R SE document †	Mutual respect	Democracy	Rule of Law	Virtues	Resilience	Individual liberty
	Scarf unit: Me and my relationships	Scarf unit: Valuing Difference	Scarf unit: Keeping Safe	Scarf unit: Rights and Respect	Scarf unit: Being my best	Scarf unit: Growing and changing
Visits, trips and experiences	Big Sing - Music Trip (Black History month)	Space to inspire - in school visitor Bradfor music service - Christmas?		Whitby		Bronte Parsonage Yorkshire live day