



Yr 5 Launch Questions	Does adversity always make us stronger?	Can conflict ever be positive?	Did the Ancients unlock the secrets of the universe?	What lies beneath the waves of the ocean?	Native Americans – Whose land is it anyway?
<p>Key subjects</p>	<p>Science- dissolving materials, change in state, separating materials</p> <p>Geography – Explore the launch question through case studies of natural disasters.</p> <p>describe and understand key aspects of physical geography i.e. volcanoes and earthquakes</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>History – Titanic, Pompeii</p> <p>note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of</p>	<p>Science – air resistance</p> <p>Geography- use atlases and maps to explore locational aspects of world conflicts</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use the eight points of a compass, four and six-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>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.</p> <p>History – WW1 and WW2</p> <p>a study of an aspect or theme in British history that extends</p>	<p>Science- Earth and Space, constellations</p> <p>Geography- use atlases and maps to explore locational aspects of the Ancient Greeks.</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use the eight points of a compass, four and six-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>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.</p>	<p>Science- pollution and effects on environment and animals, environmental impact</p> <p>Geography- environmental issues related to the sea</p> <p>understand the interaction between physical and human processes, and of the formation and use of landscapes and environments.</p> <p>Art – Study of Turner and Renoir</p> <p>develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques,</p>	<p>Science- biomes, life cycles</p> <p>Geography – Longitude and Latitude</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>History – Native American</p> <p>note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They</p>



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	<p>the past is constructed from a range of sources.</p> <p><b>Art – colour theory</b></p> <p>develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>about great artists, architects and designers in history</p> <p><b>PHSE – Relationships</b></p>	<p>pupils’ chronological knowledge beyond 1066</p> <p><b>Art- A study of Picasso’s Geurnica – depiction of war</b></p> <p>develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>about great artists, architects and designers in history</p> <p><b>Music - Trumpets</b></p>	<p><b>History- Ancient Greeks</b></p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p><b>Computing – Game Design</b></p>	<p>including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>about great artists, architects and designers in history</p> <p><b>Computing – Scratch programming</b></p>	<p>should understand how our knowledge of the past is constructed from a range of sources.</p> <p><b>Art – A study of Kandinsky’s work</b></p> <p>develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>about great artists, architects and designers in history</p> <p><b>D&amp;T – Making traditional Native American homes</b></p>
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					<p>Evaluate - investigate and analyse a range of existing products</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>understand how key events and individuals in design and technology have helped shape the world Technical knowledge</p> <p>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>apply their understanding of computing to program,</p>
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					monitor and control their products.
Class Texts	Wonder	Soldier Dog	Theseus and the Minotaur and other myths and legends.	Kensuke's Kingdom	Wolf Brother