

PLATT C.E PRIMARY SCHOOL

Year 5 and 6 Topic Long term Plan – Cycle 2

Year 5/6 – Cycle 2		
Term 1- Time travellers (Greek culture)	Term 2- Anglo- Saxons	Term 3- Kings and Queens
<p><u>Greek Culture (Focus on architecture)</u></p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> the legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day <p>Place knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography a region in a European country. locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country. 	<p><u>Anglo-saxons (A chosen period in history)</u></p> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and Scots Examples (non-statutory) This could include: <ul style="list-style-type: none"> Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion - Canterbury, Iona and Lindisfarne locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <p><u>Design and technology (Dragons Den)</u></p> <ul style="list-style-type: none"> understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and 	<p><u>Kings and Queens (castles)</u></p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 the changing power of monarchs using case studies such as John, Anne and Victoria A significant turning point in British history. (Church of England) <p><u>Evolution and Inheritance</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify the different ways that animals and plant adapt to their environments and that adaptation can lead to evolution.

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Design and technology

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand how key events and individuals in design and technology have helped shape the world

Art and design

- Focus on Greek architects and designers in history.

Design and technology

Design

- use research and develop design criteria to inform the design of a model Greek temple that are fit for purpose to present to a visiting architect.
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams to produce a prototype.

Make

- select from and use a wider range of tools and equipment to perform

linkages

- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams and prototypes.
- select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, **joining and finishing**, accurately
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Forces

Pupils should be taught to:

- 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 similar force to have a greater effect

Trip: Leeds castle & Penshurst Place



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practical tasks, such as cutting, shaping, **joining** and finishing, accurately

- select from and use a wider range of materials and components, including construction materials, **textiles** and ingredients, according to their functional properties and aesthetic qualities

Living Things and their habitats

- Describe how living things are classified into broad groups, according to common observable characteristics and based on similarities and differences, including micro-organism, plants and animals.
- Give reasons for classifying plants and animals based on specific **characteristics**

Visit: Architect visitor

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Term 4 Platt Travel Agent	Term 5 Secret Kingdoms	Term 6: WW1
<p>Pupils should:</p> <ul style="list-style-type: none"> • learn about the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: <u>Ancient Egypt</u>. • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ▪ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <p><u>Art and design</u></p> <ul style="list-style-type: none"> • design techniques, including drawing, painting and sculpture with a range of materials charcoal and pastels <p><u>Light</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Recognise that light appears to travel in straight lines 	<p>Pupils should:</p> <ul style="list-style-type: none"> ▪ learn about a non-European society that provides contrasts with British history - <u>Benin (West Africa)</u> c. AD 900-1300. ▪ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <p><u>Art and design</u></p> <ul style="list-style-type: none"> ▪ improve their mastery of art and design techniques, including sculpture with a range of materials (clay) ▪ learn about great designers in history. <p><u>Animals (including humans)</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood. ▪ Recognise the impact of diet, exercise, drugs and lifestyle on the 	<p>Pupils should:</p> <ul style="list-style-type: none"> ▪ Learn about a significant turning point in British history – WW1 ▪ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <div style="text-align: center;">  </div> <p><u>Art and design</u></p> <ul style="list-style-type: none"> ▪ improve their mastery of art and design techniques painting <p><u>Design and technology (performance)</u></p> <ul style="list-style-type: none"> ▪ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their

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<ul style="list-style-type: none">• Use this fact to explain that objects are seen because they give out or reflect light into the eye• Explain that we see things because light travels from light sources to our eyes or from light sources to objects, and then to our eyes• Use the idea that light travelling in straight lines explains why shadows have the same shape as the objects which casts them.	<p>ways their bodies function. Learn how to keep healthy/have a healthy lifestyle.</p> <ul style="list-style-type: none">▪ Describe the ways in which nutrients and water are transported within animals, including humans	<p>characteristics</p>
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