



Long Term Plan/Curriculum Map 2020/2021 St Joseph's Catholic Academy
Year 5



| AUTUMN 8 WEEKS 7 FULL WEEKS | AUTUMN 7 WEEKS | SPRING 6 WEEKS | SPRING 6 WEEKS | SUMMER 5 WEEKS | SUMMER 7 WEEKS |
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| Curriculum Enhancements TRIP National Space Centre, Leicester | Curriculum Enhancements Christmas Pantomime | Curriculum Enhancements TRIP Keele University taster day | Curriculum Enhancements STEAM WEEK | Curriculum Enhancements TRIP Blist's Hill Victorian Experience | Curriculum Enhancements Canoeing and Kayaking at Stanley Head |
| Activity Passport - learn to moon walk - make papier mache planets | Activity Passport - keep a diary for a week - choose objects to put in a time capsule | Activity Passport - take part in a debate | Activity Passport - make and launch an air powered rocket | Activity Passport - experience a Victorian school room - do a blind folded taste test -make a dessert | Activity Passport - write a play - put on a performance - go orienteering |
| ENGLISH | | | | | |
| Brilliant Book -The Incredible Book Eating Boy Long, Long Ago Traditional stories, fables, myths, legends Perseus/Medusa Conscience Alley Drama POV writing Non chron on creature. Description. | The Firework Maker's Daughter by Phillip Pullman Formal/Informal writing styles Diary entries, Letters Questioning, thoughts, feelings. | English Speaking Board work S&L Focus 3 Minute spontaneous presentation with visual aid Recite a poem Text extract Writing to explain: | English Speaking Board work S&L Focus 3 Minute spontaneous presentation with visual aid Recite a poem Text extract Continue How To Train Your Dragon Novel | English Speaking Board work S&L Focus – Text Extract 3 Minute spontaneous presentation with visual aid Recite a poem Text extract Biographical/Autobiographical writing (Non-Fiction) | Play script: Hamlet William Shakespeare Structure. Performance. Chn to write their own play scripts. Perform a play. Short Stories Chn to study and write their own 5 part short story |



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| | | <p>Non-fiction. Features of an explanation text. World's Deadliest Animals (Deadly 60)</p> <p>How To Train Your Dragon by Cressida Cowell Instruction writing</p> | <p>by Cressida Cowell Range of writing styles and grammar</p> | <p>Obama, Martin Luther King etc. North/South American figure. Fridays – notable Victorians eg Queen Victoria, Brunel, Alexander Bell, Charles Dickens</p> | |
| MATHS | | | | | |
| <p>NUMBER: Place Value (3 weeks)</p> <p>NUMBER: Addition and Subtraction (2 weeks)</p> <p>AREA AND PERIMETER (2 weeks)</p> | <p>STATISTICS (3 weeks)</p> <p>NUMBER: Multiplication and Division (3/4 weeks)</p> <p>CONSOLIDATION/ASSESSMENT (Final week)</p> | <p>NUMBER: Multiplication and Division (3 weeks)</p> <p>MEASURES: Fractions (3 weeks)</p> | <p>MEASURES: Fractions (3 weeks)</p> <p>NUMBER: Decimals and Percentages (2 weeks)</p> <p>CONSOLIDATION/ASSESSMENT (Final week)</p> | <p>NUMBER: Decimals (4 weeks)</p> <p>GEOMETRY: Position and Direction (1 week)</p> | <p>GEOMETRY: Properties of Shapes (3 weeks)</p> <p>MEASUREMENT: Converting Units (2 weeks)</p> <p>MEASURES: Volume (1 week)</p> <p>CONSOLIDATION/ASSESSMENT (Final week)</p> |
| RE | | | | | |
| <p>4th Sept 7/8 weeks</p> <p>Unit A – Creation</p> | <p>5th Nov 7 weeks</p> <p>Unit E - Baptism</p> | <p>6th Jan 6 weeks</p> <p>Unit D - Christmas</p> | <p>24th Feb 6 weeks</p> <p>Ash Wednesday 26th Feb LENT STARTS</p> | <p>20th April 5 weeks</p> <p>Back to school 20th April</p> | <p>1st June 7 weeks</p> <p>Unit K - The Work of the Apostles</p> |



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| <p>7th Oct Our Lady of the Rosary</p> <p><u>Unit B - Miracles and the Sacrament of the Sick</u></p> | <p>1st Dec First Sunday of Advent</p> <p><u>Unit C - Advent</u></p> | <p><u>Unit F - Parables and Sayings of Jesus</u></p> | <p><u>Unit G - Lent</u></p> <p><u>Unit H - Holy Week</u></p> <p>25th March Annunciation</p> <p>Sun 5th April Palm Sunday</p> <p>6th April – Start of Holy Week</p> <p>10th April Good Friday</p> <p>Sun 12th April Easter Sunday</p> | <p><u>Unit I - Easter</u></p> <p><u>Unit J - Pentecost</u></p> <p>31st May Pentecost Sunday</p> | <p><u>Unit L - Marriage and Holy Orders</u></p> |
| RE Teaching Sequence | | | | | |
| <p><u>Unit A – Creation</u></p> <ol style="list-style-type: none"> 1. Creation myths 2. Bible referencing 3. Compare the 2 stories of Creation 4. Image and likeness of God 5. Gifts and talents 6. St Francis's Canticle of Creation 7. Beatitudes | <p><u>Unit E - Baptism</u></p> <ol style="list-style-type: none"> 1. Coming of the Messiah and message of John the Baptist 2. Story of Jesus' Baptism in the River Jordan – compare and contrast the different Gospel accounts 3. John the Baptist 4. Concept of pride 5. Revision of 3 categories for Sacrament 6. Order of the Sacrament of Baptism | <p><u>Unit D - Christmas</u></p> <ol style="list-style-type: none"> 1. Birth of Jesus in Matthew's Gospel 2. King Herod, Mary, Joseph, Wise Men – their thoughts and feelings 3. Journeys in the Christmas story and difficulties of these 4. Jesus was born in poverty. Look at homelessness and refugees and difficulties faced. | <p><u>Unit G - Lent</u></p> <ol style="list-style-type: none"> 1. Words of Sign of the Cross 2. Story of the Temptation of Jesus 3. Temptation and consequences 4. New Testament Letters and guidance they offer 5. Good and bad times in friendships 6. Forgiveness and the Sacrament of Reconciliation | <p><u>Unit I - Easter</u></p> <ol style="list-style-type: none"> 1. Revise Holy Week 2. Easter Vigil – the different elements 3. Service of Light 4. Liturgy of the Word 5. Liturgy of Baptism 6. Liturgy of the Eucharist 7. Easter Vigil art 8. Resurrection of Christ in the four Gospels 9. Story of the Ascension from the | <p><u>Unit K - The Work of the Apostles</u></p> <ol style="list-style-type: none"> 1. Acts of the Apostles 2. Apostles and their role 3. Preaching of Peter at Pentecost 4. Story of the Beggar at the Beautiful Gate 5. Acts 2:42-47 and the disciples sharing life together 6. The story of Stephen and why he was martyred |



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| <p><u>Unit B - Miracles and the Sacrament of the Sick</u></p> <ol style="list-style-type: none"> 1. What is a miracle? 2. Actions of Jesus in various miracles 3. Pilgrimages 4. Locating and researching places of pilgrimage 5. St Theresa of Avila and the 'Church' 6. Revision of Sacraments and categorising into the 3 groups 7. Sacrament of the Sick | <p><u>Unit C - Advent</u></p> <ol style="list-style-type: none"> 1. Advent – recap of what it is 2. Messiah – messages of the Old Testament prophets about the coming of the Messiah. 3. Annunciation focussing on John the Baptist 4. Messages – John the Baptist in the wilderness 5. Person profile of John the Baptist 6. Preparations – for Christmas and a second coming. | <ol style="list-style-type: none"> 5. Prayers for the homeless, refugees and asylum seekers which focus on the Nativity of Jesus. <p><u>Unit F - Parables and Sayings of Jesus</u></p> <ol style="list-style-type: none"> 1. Metaphors used by Jesus 2. Revision of Parables 3. Parable of the Good Samaritan 4. Modern day Good Samaritans 5. Saints who died to serve God – martyrs 6. Messages of Jesus in the following parables; Parable of the Sower, Parable of the Wedding Feast, Parable of the Houses built on sand and rock 7. Kingdom of God as an image that can be used of people who belong to the Church 8. Being a follow of Christ. | <ol style="list-style-type: none"> 7. Examination of Conscience <p><u>Unit H - Holy Week</u></p> <ol style="list-style-type: none"> 1. Story of Palm Sunday from St Luke's Gospel 2. Identify important places associated with story of Holy Week 3. Temple in Jerusalem – Jesus driving out the traders from the Temple 4. Story of Judas plotting to betray Jesus 5. Last Supper story from Gospel of Luke linked to Jewish Feast of Passover 6. Body and Blood of Christ 7. Story of Jesus before Pilate 8. Stations of the Cross – focus on some key stations 9. Holy Week | <p>Acts of the Apostles</p> <ol style="list-style-type: none"> 10. Death is part of life and can bring sadness 11. Story of Jesus going to house of Lazarus 12. The Creed 13. Church's prayers for those who have died. <p><u>Unit J - Pentecost</u></p> <ol style="list-style-type: none"> 1. Holy Spirit is the gift which Jesus promised. 2. Types of power and the power of the Holy Spirit. 3. Words of Jesus in John 14-16 4. Holy Trinity 5. Story of the coming of the Holy Spirit at Pentecost 6. Holy Spirit in the Creed and Gloria 7. Prayers to the Holy Spirit | <ol style="list-style-type: none"> 7. Story of the Apostles being thrown into prison 8. Story of Peter in prison 9. Conversion of St Paul and his teaching and his Letters <p><u>Unit L - Marriage and Holy Orders</u></p> <ol style="list-style-type: none"> 1. Responsibility in the Church 2. Passage from St Paul 3. Promises in the story of Noah 4. Sacrament of Marriage 5. Promises of the Marriage ceremony 6. Prayer of Tobias and Sarah 7. Sacrament of Holy Orders 8. Archbishop's role 9. Priest's role and vocations 10. Role of a deacon |
| SCIENCE | | | | | |
| <u>Threshold Concepts</u> | | | | | |



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Work scientifically

This concept involves learning the methodologies of the discipline of science.

Understand plants

This concept involves becoming familiar with different types of plants, their structure and reproduction.

Understand animals and humans

This concept involves becoming familiar with different types of animals, humans and the life processes they share.

Investigate living things

This concept involves becoming familiar with a wider range of living things, including insects and understanding life processes.

Investigate materials

This concept involves becoming familiar with a range of materials, their properties, uses and how they may be altered or changed.

Understand movement, forces and magnets

This concept involves understanding what causes motion.

Understand the Earth's movement in space

This concept involves understanding what causes seasonal changes, day and night.

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| Earth and Space | Forces <i>linked with DT Levers and Pulleys</i> | Living things and their habitats | Animals including Humans | Properties and change of materials | Properties and change of materials |
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SCIENCE Teaching Sequence

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| <p>Earth and Space</p> <ol style="list-style-type: none"> To know, and explain why we know, the Sun, Earth and Moon are spherical bodies. To identify scientific evidence which does/does not provide evidence for an argument | <p>Forces <i>linked with DT Levers and Pulleys</i></p> <ol style="list-style-type: none"> Recap – To identify push/pull forces acting on objects. To explain the force of gravity acting between the Earth and a falling object. Measure the force of gravity pulling on objects. | <p>Living things and their habitats</p> <ol style="list-style-type: none"> Recap – To identify parts of a flower/plant To describe the life process and understand sexual reproduction in plants Describe the life cycle of a mammal | <p>Animals including Humans</p> <ol style="list-style-type: none"> Describe the stages of human development Explain how babies grow and develop Describe and explain the main changes that occur during puberty | <p>Properties and change of materials</p> <ol style="list-style-type: none"> Compare and group everyday materials based on their properties. Investigate thermal conductors and insulators. Investigate which electrical | <p>Properties and change of materials <i>ctd.</i></p> <ol style="list-style-type: none"> Know about reversible changes Describe how to recover a substance from a solution Explain irreversible changes which |
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| <p>3. Describe the movement of the Earth and other planets relative to the Sun in the solar system.</p> <p>4. Name the planets in the solar system.</p> <p>5. Explain how we get day and night and the apparent movement of the sun across the sky.</p> <p>6. Investigate night and day in different parts of the Earth.</p> <p>7. Explain the movement of the Moon.</p> <p>8. CAREERS – learn about a range of careers in the space industry.</p> | <p>4. Know how gravity was discovered – Sir Isaac Newton</p> <p>5. Investigate the effects of air resistance.</p> <p>6. Explore the effects of water resistance.</p> <p>7. Identify the effects of friction (by investigating brakes).</p> <p>8. Recognise that some mechanisms (levers, pulleys and gears) allow a smaller force to have a greater effect. <i>DT</i> <i>Explore and design a simple mechanism.</i></p> | <p>4. Understand reproduction of a mammal</p> <p>5. Explain what Jane Goodall discovered about chimpanzees</p> <p>6. Describe differences in life cycles of an amphibian and an insect</p> <p>7. Describe the differences in the life cycle of a mammal, an amphibian, an insect and a bird.</p> | <p>4. Identify the changes that take place in old age</p> <p>5. Report findings from enquiries about gestation periods</p> <p>6. Investigate life expectancy of animals</p> | <p>conductors make a bulb shine brightest.</p> <p>4. Investigate solubility – know some materials will dissolve in a liquid to form a solution</p> <p>5. Know how mixtures might be separated – filtering, sieving, evaporating</p> <p>6. Give reasons, based on investigations, for the uses of materials.</p> | <p>are the result of formation of new materials.</p> <p>10. CAREERS – find out how chemists create new materials</p> |
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HISTORY

Threshold Concepts



Investigate and interpret the past

This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.

Build an overview of world history

This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.

Understand chronology

This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.

Communicate historically

This concept involves using historical vocabulary and techniques to convey information about the past

STONE AGE TO IRON AGE

To Investigate and Interpret the Past

- Use sources of evidence to deduce information about the past.
- Select suitable sources of evidence, giving reasons for choices.
- Use sources of information to form testable hypotheses about the past.
- Seek out and analyse a wide range of evidence in order to justify claims about the past.

To build an overview of world history

- Describe the social, ethnic, cultural or religious diversity of past society.
- Describe the characteristic features of the past, including ideas, beliefs,

NON-EUROPEAN CIVILIZATION – MAYA

To Investigate and Interpret the Past

- Use sources of evidence to deduce information about the past.
- Select suitable sources of evidence, giving reasons for choices.
- Use sources of information to form testable hypotheses about the past.
- Seek out and analyse a wide range of evidence in order to justify claims about the past.

To build an overview of world history

- Compare some of the times studied with those of the other areas of interest around the world.

STUDY OF A THEME IN BRITISH HISTORY BEYOND 1066 - VICTORIANS

To Investigate and Interpret the Past

- Use sources of evidence to deduce information about the past.
- Select suitable sources of evidence, giving reasons for choices.
- Use sources of information to form testable hypotheses about the past.
- Seek out and analyse a wide range of evidence in order to justify claims about the past.



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| <p>attitudes and experiences of men, women and children.</p> <p>Understand Chronology</p> <ul style="list-style-type: none"> Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Identify periods of rapid change in history and contrast them with times of relatively little change. Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. Use dates and terms accurately in describing events. <p>Communicate historically</p> <ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: (<i>dates, time period, era, chronology, change, century</i>) Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. | <ul style="list-style-type: none"> Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <p>Understand Chronology</p> <ul style="list-style-type: none"> Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Identify periods of rapid change in history and contrast them with times of relatively little change. Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. Use dates and terms accurately in describing events. <p>Communicate historically</p> <ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: (<i>dates, time period, era, chronology, change, century</i>) Use literacy, numeracy and computing skills to an exceptional | <p>To build an overview of world history</p> <ul style="list-style-type: none"> Compare some of the times studied with those of the other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <p>Understand Chronology</p> <ul style="list-style-type: none"> Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Identify periods of rapid change in history and contrast them with times of relatively little change. Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. |
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| <ul style="list-style-type: none"> Use original ways to present information and ideas. | <p>standard in order to communicate information about the past.</p> <ul style="list-style-type: none"> Use original ways to present information and ideas. | <ul style="list-style-type: none"> Use dates and terms accurately in describing events. <p>Communicate historically</p> <ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: (<i>dates, time period, era, chronology, change, century</i>) Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. Use original ways to present information and ideas. |
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HISTORY Teaching Sequence

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| <p>STONE AGE TO IRON AGE</p> <ol style="list-style-type: none"> Assess initial knowledge of Stone Age. Timeline of main events (Palaeolithic, Mesolithic, Neolithic) What is prehistory? Life in the Stone Age. What was life like for a Stone Age child?(extended writing opportunity) | <p>NON-EUROPEAN CIVILIZATION – MAYA</p> <ol style="list-style-type: none"> Assess initial knowledge of the Mayan civilisation. Timeline of main events. How did Mayan civilisation develop over time? Mayan temples (how they were built, what they were used for, who lived there, when were they discovered?) | <p>STUDY OF A THEME IN BRITISH HISTORY BEYOND 1066 – VICTORIANS</p> <ol style="list-style-type: none"> Assess initial knowledge of the Victorians. Timeline of main events. Who was Queen Victoria? |
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| <ol style="list-style-type: none">3. How did hunter-gatherers live in Stone Age Britain? What did humans need for survival?4. Stone Age dwellings (Palaeolithic cave, Mesolithic tents/wigwams, Neolithic long/round houses)5. To understand the significance of Skara Brae (Literacy link – write a tourist leaflet)6. How people lived in the Bronze Age.7. How people lived in the Iron Age8. To understand the historical importance of Stonehenge. (Could make a model of Stonehenge) | <ol style="list-style-type: none">4. Find out about Mayan religion and beliefs.5. What was life like for the Mayans?6. The significance of Mayan masks7. Mayan achievements including: number system, writing system, calendar8. Find out about the decline of the Mayan civilisation. | <ol style="list-style-type: none">3. To use paintings to find out about the Victorian era (look for clues)4. What was life like in Victorian times?5. Victorian schools and how they differ from schools today6. What was life like for a poor child in the 1840s?7. What were workhouses?8. Who helped to improve the lives of Victorian children? |
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GEOGRAPHY

Threshold Concepts

Investigate places

This concept involves understanding the geographical location of places and their physical and human features.

Investigate patterns

This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.

Communicate geographically

This concept involves understanding geographical representations, vocabulary and techniques

AMERICAS & NATURAL DISASTERS

Investigate Places:

- Collect and analyse statistics and other information in order to draw clear conclusions about locations.
- Identify and describe how the physical features affect the human activity within a location.
- Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.
- Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key

RAINFORESTS (INCLUDING ANIMALS)

Investigate Places:

- Collect and analyse statistics and other information in order to draw clear conclusions about locations.
- Identify and describe how the physical features affect the human activity within a location.
- Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.
- Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key

BRITISH SEASIDE RESORTS/COASTS

Investigate Places:

- Collect and analyse statistics and other information in order to draw clear conclusions about locations.
- Identify and describe how the physical features affect the human activity within a location.
- Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.
- Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key



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| <p>topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <ul style="list-style-type: none">Name and locate the countries of North and South America and identify their main physical and human characteristics. <p>Investigating Patterns:</p> <ul style="list-style-type: none">Understand some of the reasons for geographical similarities and differences between countries.Describe how locations around the world are changing and explain some of the reasons for change.Describe geographical diversity across the world.Describe how countries and geographical regions are interconnected and interdependent. <p>Communicate Geographically:</p> <ul style="list-style-type: none">Describe and understand key aspects of: | <p>topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Investigating Patterns:</p> <ul style="list-style-type: none">Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and CapricornUnderstand some of the reasons for geographical similarities and differences between countries.Understand some of the reasons for geographical similarities and differences between countries.Describe how locations around the world are changing and explain some of the reasons for change.Describe geographical diversity across the world.Describe how countries and geographical regions are interconnected and interdependent. <p>Communicate Geographically:</p> | <p>topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Investigating Patterns:</p> <ul style="list-style-type: none">Understand some of the reasons for geographical similarities and differences between countries.Describe how locations around the world are changing and explain some of the reasons for change.Describe geographical diversity across the world.Describe how countries and geographical regions are interconnected and interdependent. <p>Communicate Geographically:</p> <ul style="list-style-type: none">Describe and understand key aspects of:<ul style="list-style-type: none">Physical geography, including: climate zones, biomes and vegetation belts & rivers.Human geography, including: settlements, land use, economic activity |
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| <ul style="list-style-type: none"> ○ Physical geography, including: volcanoes and earthquakes and the water cycle. ○ Human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. <p>Create maps of locations identifying patterns (such as: climate zones & population densities)</p> | <ul style="list-style-type: none"> • Describe and understand key aspects of: <ul style="list-style-type: none"> ○ Physical geography, including: climate zones, biomes and vegetation belts & rivers. ○ Human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • Create maps of locations identifying patterns (such as: climate zones & population densities) | <p>including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</p> <ul style="list-style-type: none"> • Create maps of locations identifying patterns (such as: climate zones & population densities) |
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GEOGRAPHY Teaching Sequence

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| <p>AMERICAS & NATURAL DISASTERS</p> <ol style="list-style-type: none"> 1. Initial assessment of knowledge. Use geographical sources to describe a location. Describe the geography (physical or human) of different places in North and South America. 2. Locate North and South America on a world map and label countries and major cities. | <p>RAINFORESTS (INCLUDING ANIMALS)</p> <ol style="list-style-type: none"> 1. Initial assessment of knowledge. Create a rainforest glossary of terms e.g. canopy, emergent layer, equator... 2. Describe the global distribution of tropical rainforests. Label world map. Use terms such as Equator, Hemisphere, tropic of Cancer & Capricorn | <p>BRITISH SEASIDE RESORTS/COASTS</p> <ol style="list-style-type: none"> 1. Initial assessment of knowledge. Use a map to locate some of the famous coastal resorts in UK. Label map of UK (coastal resorts, seas, oceans, beaches) 2. How beaches are formed. 3. Features of a coastline. 4. Understand the processes that cause coastal erosion |
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| <ol style="list-style-type: none">3. Write a persuasive travel brochure for famous places in North and South America.4. Identify and describe the flags of North and South America.5. Compare and contrast geographical features of the United States of America and United Kingdom.6. Compare how weather and climate across the Americas is affected by geographical location.7. Understand how hurricanes are formed and how they impact people's lives.8. Write a newspaper report about a famous hurricane. | <ol style="list-style-type: none">3. Layers of the rainforest (emergent, canopy, understory, forest floor)4. Animals of the rainforest5. Effects of deforestation6. The Amazon Rainforest | <ol style="list-style-type: none">5. Research about a specific British seaside resort. Create tourist leaflet.6. Look at the importance of seaside resorts on British tourism |
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DESIGN AND TECHNOLOGY

Threshold Concepts

Master practical skills

This concept involves developing the skills needed to make high quality products (we have highlighted a range of skills but they may be added to or changed as appropriate for your school).

Design, make, evaluate and improve

This concept involves developing the process of design thinking and seeing design as a process.

Take inspiration from design throughout history

This concept involves appreciating the design process that has influenced the products we use in everyday life.

Design

- Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).
- Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.
- Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.
- Create innovative designs that improve upon existing products.

Make

- Make products through stages of prototypes, making continual refinements.

Construction:

- Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding).

Food:

- Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms).
- Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.
- Demonstrate a range of baking and cooking techniques.
- Create and refine recipes, including ingredients, methods, cooking times and temperatures.



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| <ul style="list-style-type: none"> Ensure products have a high quality finish, using art skills where appropriate. <p>Evaluate</p> <ul style="list-style-type: none"> Evaluate the design of products so as to suggest improvements to the user experience | | |
| DESIGN AND TECHNOLOGY Teaching Sequence | | |
| MECHANICAL SYSTEMS – PULLEYS, GEARS, CAMS | STRUCTURES FRAME STRUCTURES | FOOD TECHNOLOGY |
| ART | | |
| <p><u>Threshold Concepts</u></p> <p>Develop ideas This concept involves understanding how ideas develop through an artistic process.</p> <p>Master techniques This concept involves developing a skill set so that ideas may be communicated.</p> <p>Take inspiration from the greats This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.</p> | | |
| CAVE PAINTINGS STUDY OF AMERICAN ARTIST (TO BE CONFIRMED) | RAINFOREST/BUTTERFLY COLLAGE MAYAN CLAY MASK (TO BE CONFIRMED) Collage: | <p>ONGOING SKILLS:</p> <ul style="list-style-type: none"> Develop and imaginatively extend ideas from starting points throughout the curriculum. |



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| <p>Painting:</p> <ul style="list-style-type: none">• Sketch (lightly) before painting to combine line and colour.• Create a colour palette based upon colours observed in the natural or built world.• Use the qualities of watercolour and acrylic paints to create visually interesting pieces.• Combine colours, tones and tints to enhance the mood of a piece.• Use brush techniques and the qualities of paint to create texture.• Develop a personal style of painting, drawing upon ideas from other artists. <p>Artist study:</p> <ul style="list-style-type: none">• Give details (including own sketches) about the style of some notable artists, artisans and designers.• Show how the work of those studied was influential in both society and to | <ul style="list-style-type: none">• Mix textures (rough and smooth, plain and patterned).• Combine visual and tactile qualities. <p>Sculpture:</p> <ul style="list-style-type: none">• Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.• Use tools to carve and add shapes, texture and pattern.• Combine visual and tactile qualities. <p>Use frameworks (such as wire or moulds) to provide stability and form.</p> | <ul style="list-style-type: none">• Collect information, sketches and resources and present ideas imaginatively in a sketch book.• Use the qualities of materials to enhance ideas.• Spot the potential in unexpected results as work progresses.• Comment on artworks with a fluent grasp of visual language. <p>Drawing:</p> <ul style="list-style-type: none">• Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).• Use a choice of techniques to depict movement, perspective, shadows and reflection.• Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).- Use lines to represent movement |
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| <p>other artists.</p> <ul style="list-style-type: none">• Create original pieces that show a range of influences and styles. | | |
| ART Teaching Sequence | | |
| <p>CAVE PAINTINGS</p> <ol style="list-style-type: none">1. Research different cave paintings. How were they done? What was used?2. Study the colours, shades of cave paintings. Children to draw their own in their sketchbook, focus on shading.3. Create cave painting using natural materials (mud, charcoal, chalk) <p>STUDY OF AMERICAN ARTIST (GEORGIA O'KEEFFE)</p> <ol style="list-style-type: none">1. Research about Georgia O'Keeffe. (Her life, what different things that she painted)2. Focus on flowers. Sketch in sketchbook (one using grey shading, one using colour)3. Focus on New Mexico (Navajo culture)4. Focus on skyscrapers | <p>RAINFOREST/BUTTERFLY COLLAGE MAYAN MASK</p> <ol style="list-style-type: none">1. Research different types of Mayan masks (battle, event and death masks)2. Look at various designs and discuss the reasons for the differences.3. Sketch own Mayan mask https://www.youtube.com/watch?v=trhhbjPLrvM4. Design own Mask, including what colours and techniques they will use. Consider the pattern e.g. will it be symmetrical?5. Create a Mayan mask using collage techniques with paper and card (gluing, cutting). <p>Evaluation of Mayan Mask.</p> | |



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| 5. Final piece – water colours to create their own painting based on Georgia O’Keeffe. | | |
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PE

Threshold Concepts
Develop practical skills in order to participate, compete and lead a healthy lifestyle.
This concept involves learning a range of physical movements and sporting techniques.

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| Tennis ASM: Handball /Athletics | Dance Stretch and Smile ASM: High 5 Netball / Athletics | Hockey ASM: Tag Rugby | Gymnastics ASM: Football | Cricket ASM: Athletics | HRE / Orienteering ASM: Rounders |
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COMPUTING

Threshold Concepts
Code
This concept involves developing an understanding of instructions, logic and sequences.
Connect
This concept involves developing an understanding of how to safely connect with others.
Communicate
This concept involves using apps to communicate one’s ideas.
Collect



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| This concept involves developing an understanding of databases and their uses. | | | | |
| <p><i>We are Safe: Internet Safety Unit</i></p> <p><u>Connect Milestone 3:</u></p> <ul style="list-style-type: none"> • Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. • Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder. | <p><i>We are Web developers : Creating an e-safety website</i></p> <p><u>Collect Milestone 3</u></p> <ul style="list-style-type: none"> • Use many of the advanced features in order to create high quality, professional or efficient communications. <p><u>Communicate Milestone 3</u></p> <ul style="list-style-type: none"> • Choose the most suitable applications and devices for the purposes of communication. • Use many of the advanced features in order to create high quality, professional or efficient communication | <p><i>We are film makers: Investigating an issue and using IT to present findings</i></p> <p><u>Communicate Milestone 3</u></p> <ul style="list-style-type: none"> • Choose the most suitable applications and devices for the purposes of communication. • Use many of the advanced features in order to create high quality, professional or efficient communications. <p><u>Collect Milestone 3</u></p> <ul style="list-style-type: none"> • Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional way | <p><i>We are Bloggers</i></p> <p><u>Connect Milestone 3</u></p> <ul style="list-style-type: none"> • Collaborate with others online on sites approved and moderated by teachers. • Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. <p><u>Communicate Milestone 3</u></p> <ul style="list-style-type: none"> • Choose the most suitable applications and devices for the purposes of communication. | <p><i>We are Programmers</i></p> <p><u>Code Milestone 3</u></p> <ul style="list-style-type: none"> • Set IF conditions for movements. Specify types of rotation giving the number of degrees. • Change the position of objects between screen layers (send to back, bring to front). • Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation. • Combine the use of pens with movement to create interesting effects. • Set events to control other events by 'broadcasting' information as a trigger. • Use IF THEN ELSE conditions to control events or objects. • Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions. • Use lists to create a set of variables. |



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| <ul style="list-style-type: none"> • Understand the effect of online comments and show responsibility and sensitivity when online | | | | |
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FRENCH

Threshold Concepts

Read fluently

This concept involves recognising key vocabulary and phrases.

Write imaginatively

This concept involves using key vocabulary and phrases to write ideas.

Speak confidently

This concept involves using key vocabulary and phrases to verbally communicate ideas.

Understand the culture of the countries in which the language is spoken

This concept involves the background knowledge and cultural capital needed to infer meaning from interactions.

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| Healthy Eating | I am a Musician | On the Way to School | Beach Scene | The Return of Spring | The Planets |
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FRENCH Teaching Sequence

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| <ol style="list-style-type: none"> 1. Introduce vocab for food items. 2. Sentences – good for/bad for health | <ol style="list-style-type: none"> 1. Introduce vocab for types of music 2. Short sentence formation 'je joue' 3. Masculine/ feminine nouns | <ol style="list-style-type: none"> 1. Introduce vocab for simple directions and look at geography of France 2. French alphabet 3. Alphabet song | <ol style="list-style-type: none"> 1. Introduce vocab for nouns 2. Verb phrases 3. Forming verb phrases | <ol style="list-style-type: none"> 1. Introduce vocab for the 4 seasons 2. months of the year 3. Reading French poetry | <ol style="list-style-type: none"> 1. Introduce vocab for 8 planets, the Sun and the Moon 2. Ordering the planets |
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| <p>3. More detailed food descriptions 4. J'aime sentences for food 5. sound-spelling links 6. Revision and assess session – describing their packed lunch</p> | <p>4. Snakes and Ladders game 5. Pronunciation of letter 'u' 6. Revision and assess session – writing short paragraphs</p> | <p>4. Giving directions 5. Time 6. 'r' sound 7. Revision and assess session</p> | <p>4. Writing a French poem 5. Soft 'j' and hard 'g' sounds 6. Revision and assess session</p> | <p>4. Persephone – myth/legend characters 5. Letter 'i' sound 6. Revision and assess session</p> | <p>3. Describing the planets 4. Sentence structure 5. Letter 'u' sound 6. Revision and assess session</p> |
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MUSIC

Threshold Concepts

Perform

This concept involves understanding that music is created to be performed.

Compose

This concept involves appreciating that music is created through a process which has a number of techniques.

Transcribe

This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.

Describe music

This concept involves appreciating the features and effectiveness of musical elements.

PERFORM

BBC Ten Pieces - perform selected music

Rounds - perform a round

Class orchestra -select appropriate instruments

Christmas -play and perform in ensemble contexts

Romantic composers / Victorians/ Music Hall - perform music composed by Romantic composers

Manchester Camerata Project - play and perform in ensemble contexts

COMPOSE

BBC Ten Pieces - compose music in the style of selected composers



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Rounds - compose a round

Romantic composers /Victorians/Music Hall - compose music inspired by the style of Romantic composers

Exploring musical processes - explore music recorded on graphic scores

Space soundscape - compose music inspired by space

Manchester Camerata Project - compose song and melody in response to a given stimulus

TRANSCRIBE

BBC Ten Pieces - record own compositions as appropriate: staff notation/graphic score

Rounds - notate a round

Romantic composers /Victorians/Music Hall - Record own compositions

Exploring musical processes - record own compositions using graphic scores

DESCRIBE

BBC Ten Pieces - describe the music heard referring to musical elements

Rounds - describe how a round works

Class orchestra - describe how the sounds fit together

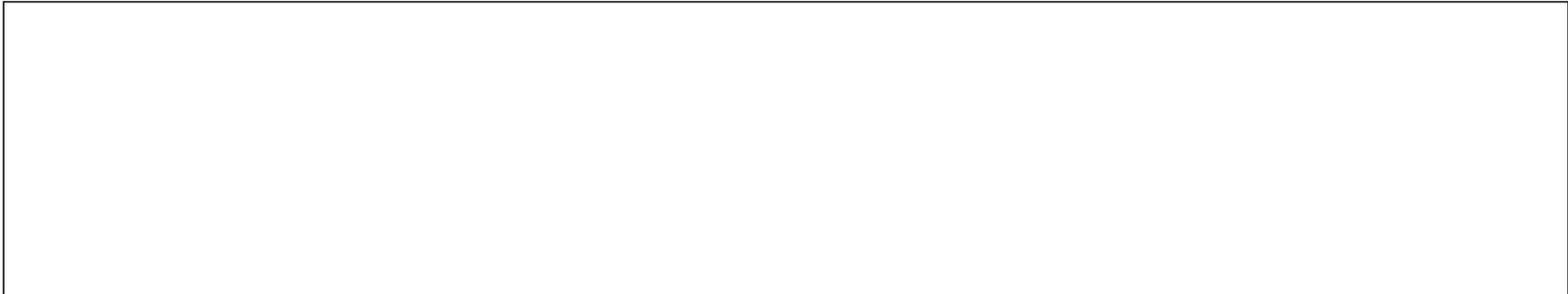
Christmas - play and perform in ensemble contexts

Romantic composers /Victorians/Music Hall - describe music composed by Romantic composers referring to the musical elements

Exploring musical processes - describe music listened to

Space soundscape - describe music listened to inspired by space

Summer concert - play and perform in ensemble contexts



PSHE

Threshold Concepts

Try new things

This concept involves appreciating the range of life opportunities

Work hard

This concept involves understanding the importance of effort.

Concentrate

This concept involves understanding how to become focused.

Push oneself

This concept involves understanding how to overcome doubts and insecurities.

Imagine

This concept involves understanding how to apply knowledge inventively.

Improve

This concept involves an appreciation that small improvements make big differences.

Understand others

This concept involves an appreciation of others.

Not give up

This concept involves the understanding of the importance of persistence.

PSHE Teaching Sequence

| Friendships | Belonging | My Wider World |
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| 1. Being a Good Friend | 1. Ideal School | 1. My Community |



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| <p>Identify characteristics that contribute towards being a good friend.</p> <p>2. What's On Your Mind? Recognise that their preferences, thoughts and feelings may differ to others.</p> <p>3. Working Together Understand the importance of working together and identify features of effective collaboration.</p> <p>4. Social Problem Solving The importance of helping each other resolve conflicts.</p> <p>5. Making Things Right Resolving conflicts and moving on.</p> <p>6. Reflective Lesson</p> | <p>Identify features of a good school.</p> <p>2. Celebrating Difference Understand that all families are different.</p> <p>3. Special People Identify important figures in their lives.</p> <p>4. My Safe Place What it means to feel 'safe' and why it is important.</p> <p>5. Helping Others to Belong Ways in which they can help others to feel they belong.</p> <p>6. Reflective Lesson</p> | <p>Understand what it means to be part of a diverse community</p> <p>2. Me in My World Understand what it means to be part of a diverse community</p> <p>3. Connectedness Identify ways in which they are connected to others around the world.</p> <p>4. What is a Community Superhero? Understand what it means to show gratitude.</p> <p>5. Community Project Understand ways in which they can help in the wider community.</p> <p>6. Rights and Responsibilities Know their rights and responsibilities.</p> |
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