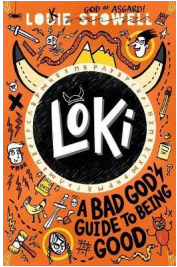
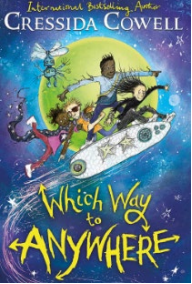
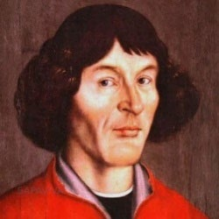








Year 5 North America						
2022/23	Autumn 1 HISTORY	Autumn 2 HISTORY	Spring 1 GEOGRAPHY	Spring 2 GEOGRAPHY	Summer 1 HISTORY	Summer 2 SCIENCE
THEME	ANGLO SAXONS	VIKINGS	CLIMATE ZONES	UK & NATURAL RESOURCES	THE ANCIENT MAYAN	EARTH AND SPACE
Five Enquiry Questions	<ol style="list-style-type: none"> Where did the Anglo-Saxons come from and where did they settle? How can historians know where Anglo-Saxons settled? Why did the Anglo-Saxons invade Britain? How did the Anglo-Saxons live, trade and distribute resources? Were Saxon times really 'dark' ages? 	<ol style="list-style-type: none"> What image do we have of the Vikings? Why have the Vikings gained such a bad reputation? How did the Vikings try to take over the country and how close did they get? How have recent excavations changed our view of the Vikings? What can we learn about Viking settlement from a study of place name endings? Raiders or settlers: how should we remember the Vikings? 	<ol style="list-style-type: none"> How do the different lines of latitude, such as the Equator, Tropics of Cancer and Capricorn, and the Arctic and Antarctic Circles, influence the climate and weather patterns of various regions around the world? In what ways do climate zones vary between the Northern and Southern Hemispheres? How can we use data, such as temperature and precipitation, to create a weather forecast for a specific climate zone, and what information is most important to include? Why might someone choose to live in a particular climate zone, and what persuasive techniques can be used to convince others of its benefits? 	<ol style="list-style-type: none"> What are natural resources? Where does power come from? Which resources are renewable and which are non-renewable? Where does our food come from? How can we conserve resources? Is there enough for everyone? 	<ol style="list-style-type: none"> Why did the Maya empire grow when so much of the land they lived in was mountain and jungle? What was life like for the rich and poor at the height of the Mayan civilisation? Why were the Maya seen as inventors? Did the Mayans leave a lasting legacy? Why did the Maya civilisation collapse? 	<ol style="list-style-type: none"> How do the Earth, Moon and other planets move? What are Moon phases? What is a Solar System and how is it formed? How does day and night work? Why are the planets different to each other? What is space exploration and what is it like to live and work in space?
Key subject driver and National Curriculum statements	HISTORY A study of the Anglo-Saxons and Vikings in Britain and their struggle for power.	HISTORY A study of the Anglo-Saxons and Vikings in Britain and their struggle for power.	GEOGRAPHY A study of Climate Zones, latitude and longitude	GEOGRAPHY A study of our Earth's natural resources and what we can do to live more sustainably.	HISTORY The achievements of the earliest civilizations.	SCIENCE Earth and Space.



ENGLISH	Classic Fiction	Newspaper reports	Diary	Setting descriptions	Narrative writing	Lyfta link – Global	Poetry	Online Blog	Global Response	Stories from other cultures	Sci-fi story	Autobiography
CLASS NOVEL	BEETLE BOY Realistic Fiction 	LOKI Diary 	THE LAST BEAR Adventure 	THE LAST WOLF Short story 	MOON JUICE Poetry 	WHICH WAY TO ANYWHERE Fantasy/Adventure 						
	MATHS	Number and Place Value, Addition and Subtraction	Multiplication and Division, Word problems, Statistics	Fractions, Decimals and Percentages	Position and Direction, Area and Perimeter	Fractions, Decimals and Percentages, Shapes	Volume, Roman Numerals, Review and Revision					
SCIENCE	Properties and changes of materials		Living things David Attenborough (born 1926) 	Animals including humans Sarah Fowler 1987 - 	Forces Galileo Galilei (1564-1642) 	Earth and Space Nicolas Copernicus (1473-1543) 						
	HISTORY	Life in Britain during the times of the Anglo-Saxons and Vikings.				Mayans						

Egerton Primary School, Long Term Planning of the Learning For All 2021/22



GEOGRAPHY	UK Regions: North-West	Coasts	Climate Zones Lines of significance	Natural Resources Pensarn: Coastal sketch	North America: Mexico, Rocky Mountains	
COMPUTING	Coding	Online Safety Spreadsheets	Databases & Game Creator	Game Creator & 3D Modelling	Concept Maps	Word processing
ART	Collage <i>Kurt Schwitters / Hannah Hoch</i> 		Painting <i>Nerys Levy</i> 	Printing William Morris 	Drawing Frida Kahlo 	
DESIGN TECHNOLOGY		Lego Workshop (Pulleys and Levers) Longboats			Food technology Fajitas (Mexico)	Textiles Bags
MUSIC	Improvisation & Composition Love Music Trust: Improvising Colours	Singing Mo-Town 1960's <i>Stevie Wonder,</i> <i>Supremes, The Temptations</i>	Wider Opportunities: Love Music Trust	Wider Opportunities: Love Music Trust Cultural: Mexico	Wider Opportunities: Love Music Trust	Wider Opportunities: Love Music Trust Composers: Romantic: Tchaikovsky
PHYSICAL EDUCATION	Invasion Games Swimming	Dance Swimming	Gymnastics	Athletics	Net and Wall	Striking and fielding
RELIGIONS AND WORLD VIEWS			Hinduism: What place do festivals, worship and celebrations have within Hinduism? In what ways can the art and design express different beliefs?	Buddhism: What does Buddhism teach us about human experience? In what ways can the art and design express different beliefs?	Islam: What does it mean to be a Muslim? In what ways can the art and design express different beliefs?	
SPANISH	All About Me	Going Shopping	My Clothes	My Routine	My Emotions	The Solar System
P.S.H.E.	Being Me in My World	Celebrating Difference	Dreams and Goals	Relationships	Healthy Me	Changing Me



RSE (Inc. LGBTQ+ and Consent) British Values	'Who am I and how do I fit?' Individual Liberty	Respect for similarity and difference. Anti-bullying and being unique. Mutual Respect	Aspirations, how to achieve goals and understanding the emotions that go with this Tolerance	Building positive, healthy relationships Democracy	Being and keeping safe and healthy Rule of Law	Coping positively with change Individual Liberty
CHILDREN'S RIGHTS	Article 8 Identity		Article 29 Aims of Education		Article 6 Life survival and development	
SDGs	SDG 12 Responsible consumption and production		SDG 13 Climate Action		SDG 7 (Affordable Clean Energy)	
EDUCATIONAL VISITS AND VISITORS	Visit to Tatton for Anglo Saxon and Viking Day	Lego Workshop		Pensarn residential	Visit to Bridgewater Hall (Halle orchestra)	