

Year 5	Autumn -	Spring -	Summer -
<b>Geog</b>	<p><b><u>Why do so many people go to The Mediterranean on their holidays?</u></b></p> <ul style="list-style-type: none"> <li>-Where is the Mediterranean? (recap continents, countries of the world and climate zones, hemispheres, tropics, introduce time zones-Europe <b>*difference between Europe and EU</b>)</li> <li>-Which countries are on the Mediterranean coast?</li> <li>-How do the human and physical features and climate of the UK and Greece differ?</li> <li>-How does Blackpool differ from <b>a holiday resort</b> in Greece? (Choose specific resort)</li> <li>-What are the differences in food, language, lifestyle, and jobs between the UK and Greece? (trade and tourism)</li> </ul>		<p><b><u>What choices do I have about my food?</u></b></p> <ul style="list-style-type: none"> <li>-Where do the goods on our supermarket shelves come from and why should a distributor consider food miles when selling a product? (recap continents, countries of the world and introduce hemispheres, tropics)</li> <li>-What is Fairtrade? (Fairtrade fortnight)</li> <li>-What do we mean by import and export?</li> <li>-How do climate zones affect the availability of food globally?</li> <li>- How are trade and land usage linked in Blackburn?</li> </ul> <p><b>Fairtrade Fortnight 27th February - 12th March</b></p>
<b>History</b>	<p><b><u>What was the legacy of the Ancient Greeks?</u></b></p> <ul style="list-style-type: none"> <li>-Who were the Ancient Greeks and what was happening in Britain at the same time?</li> <li>-What did the Ancient Greeks introduce that has impacted us today?</li> <li>-What were the main characteristics of the city states including Sparta and Athens?</li> <li>-How do we know about the Ancient Greeks?</li> <li>-Why was fishing a vital industry for the Greeks?</li> </ul>		<p><b><u>What was life like in Blackburn during the industrial revolution?</u></b></p> <ul style="list-style-type: none"> <li>-What was the industrial revolution and what caused it?</li> <li>-How did the cotton industry grow in the 20th century and what was the impact of the growth of the cotton industry to the North West of England?</li> <li>-What was life like inside the cotton mills?</li> <li>-How did the growth of the cotton industry impact Blackburn?</li> <li>-What was the impact of the industrial revolution?</li> </ul>
<b>Sci</b>	<p><b>Forces -</b></p> <p><b><u>What is a force and how does it impact on the way things move?</u></b></p> <ul style="list-style-type: none"> <li>-Know what gravity is and its impact on our lives</li> <li>-Identify and know the effect of friction</li> <li>-Identify and know the effect of water resistance</li> <li>-Identify and know the effect of air resistance</li> <li>-Explain how levers, pulleys and</li> </ul>	<p><b>Materials -</b></p> <p><b><u>Which materials can or cannot be changed back to their original form?</u></b></p> <ul style="list-style-type: none"> <li>-Known what a reversible and irreversible change means</li> <li>-Give examples of reversible and irreversible changes</li> <li>-Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution</li> <li>-Use knowledge of solids, liquids and</li> </ul>	<p><b>Living things and their habitat -</b></p> <p><b>Animals including humans -</b></p> <p><b><u>What do we know about the life cycles of humans and various animals?</u></b></p> <ul style="list-style-type: none"> <li>-Know about the life cycle of a human being</li> <li>-Know what the terms puberty, gestation and reproduction mean</li> <li>-Know the life cycle of different things e.g. mammal, amphibian, insect and bird</li> <li>-Know about the process of reproduction in plants</li> <li>-Know about the process of reproduction in</li> </ul>

	<p><b>gears allow a smaller force to have a greater effect</b></p> <p><b>Earth and Space -</b>  <b><u>How do we know about the Sun, Earth, Moon and the Planets?</u></b>  <b>-Know about and explain the movement of the Earth and other planets relative to the sun</b>  <b>-Know about and explain the movement of the Moon relative to the Earth</b>  <b>-Know and demonstrate how night and day are created</b>  <b>-Describe the Sun, Earth and Moon (using the term spherical)</b>  <b>-know information about the planets</b></p>	<p><b>gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</b></p>	<p><b>animals</b></p>
<b>Art</b>	<p><b>Printing</b>  To produce a reduction print block using press-print. 2b  To produce a reduction print block using press-print. 2b  To discuss work as it progresses and develop ideas. 3a, 3b  To produce a reduction print block using press-print. 2b  To identify what they might change in their current work. 3b  To record and reflect on the reduction printing process. 1c, 3a  To combine different printmaking processes in developing their work. 2a, 5a  To research and respond to the work of printmakers. 5d, 4c  <b>Artist - Dale Devereux-Barker. John Brunson, Belinda King. - Print</b></p>	<p><b>Painting</b>  To produce multi-surface images in response to the work of the artist Chris Ofili. 4b, 4c  To apply their experience of materials and processes developing their control of tools and techniques for painting. 2b  To compare ideas, methods and approaches in Fauvist paintings. 3a  To use a sketchbook to develop ideas in response to Fauvist imagery. 1c  To question and make thoughtful observation about using the work of the Fauvists as a starting point and select ideas to use in their work. 1b  To review and modify work as it progresses. 3a, 3b  To mix, match and extend colours and patterns. 4a, 5a, 5c  To apply their experience to mix and match colours and experiment with different tools and techniques. 2b</p>	<p><b>Drawing-</b>  To investigate and collect visual information from Hundertwasser images to develop ideas. 4c  To enlarge and develop own work using layering methods to communicate ideas and make images. 2c  To use a natural form as a starting point for imaginative drawings. 1a  To select and enlarge drawings and use a variety of mark makers to develop work. 1a, 2a  To work in the negative by using rubbers to remove graphite work and the 'rubber' tool on the computer. 1a  To use positive and negative drawing techniques in response to the work of Frank Auerbach. 5d  <b>Artist - Hundertwasser - Drawing</b>  <b>Frank Auerbach - Drawing</b></p>
<b>DT</b>	<b>How can we make a model to show</b>	<b>Which Fairtrade produce could be</b>	<b>How can we use different stitches to create</b>

	<p><b>how a planet rotates?</b></p> <ul style="list-style-type: none"> <li>-Research how planets rotate</li> <li>-Research different CAM mechanisms</li> <li>-Design an initial idea, which focuses on using a CAM mechanism</li> <li>-Consider the best way to create and make the model</li> <li>-Evaluate the finished model and consider how it could be improved</li> </ul>	<p><b>used to make a savoury dish?</b></p> <ul style="list-style-type: none"> <li>-Find out about different fairtrade foods and recipes</li> <li>-Research and taste different produce</li> <li>-Design an initial idea, which focuses on selecting ingredients</li> <li>-Gather resources and make the product</li> <li>-Evaluate the final product against the original brief</li> </ul>	<p><b>a textile flower for a floral display?</b></p> <ul style="list-style-type: none"> <li>-Research structures of flowers and how stems support flowers</li> <li>-Research different stitches and materials</li> <li>-Create initial designs of different ideas for discussions</li> <li>- Show the correct techniques when stitching, knowing how to join different materials</li> <li>-Evaluate the flower against their original idea and make suggestions about improvements</li> </ul>
<p><b>Music (Junior Jam)</b></p>	<ul style="list-style-type: none"> <li>• Musical Theory level 3 with keyboards</li> <li>• Singing level 3</li> </ul>	<ul style="list-style-type: none"> <li>• Songwriting with glockenspiels level 3</li> <li>• Steel Pans level 1</li> </ul>	<ul style="list-style-type: none"> <li>• Boom Whackers level 1</li> <li>• Ukuleles level 1</li> </ul>
<p><b>IT (Junior Jam)</b></p>	<p>Level 3: iJam-iHip Hop Level 3: iProgram-iDebug</p>	<p>Level 3: iOffice- iSocial Level 3: iCreate-advanced i2D</p>	<p>Level 3: iCommunicate-iAdvertise Level 3: iTech-iCSI</p>
<p><b>PSHEC Jigsaw</b></p>	<p><u>Being Me in My World</u>  Planning the forthcoming year  Being a citizen  Rights and responsibilities  Rewards and consequences  How behaviour affects groups  Democracy, having a voice, participating</p> <p><u>Dreams and Goals</u>  Future dreams  The importance of money  Jobs and careers  Dream job and how to get there  Goals in different cultures  Supporting others (charity)  Motivation</p>	<p><u>Celebrating Differences</u>  Cultural differences and how they can cause conflict  Racism  Rumours and name-calling  Types of bullying  Material wealth and happiness  Enjoying and respecting other cultures</p> <p><u>Healthy Me</u>  Smoking, including vaping  Alcohol  Alcohol and anti-social behaviour  Emergency aid  Body image  Relationships with food  Healthy choices</p>	<p><u>Relationships</u>  Self-recognition and self-worth  Building self-esteem  Safer online communities  Rights and responsibilities online  Online gaming and gambling  Reducing screen time  Dangers of online grooming  SMART internet safety rules</p> <p><u>Changing Me</u>  Self- and body image  Influence of online and media on body image  Puberty for girls  Puberty for boys  Conception (including IVF)  Growing responsibility  Coping with change</p>

		<b>Motivation and behaviour</b>	<b>Preparing for transition</b>
--	--	---------------------------------	---------------------------------