

## Long Term Plan 2022-2023

### Year 5 (PA, LG, DP)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>PBL</b>	How did life change for children during World War 2? 	<b>Beaumanor Hall</b>	Why do we learn about space? 	<b>Space Centre</b>	How does climate change affect people and communities? 	
<b>Science</b>		Properties and changes of materials	Earth and Space	Forces		Living Things Animals including humans
<b>History</b>	World War 2 (A period in history since 1066) Holocaust (compare to current events in Ukraine). 		A history of space travel Civil rights in the US (compare to exclusion of Jewish community during WW2) 			
<b>Geography</b>	OS maps to learn symbols and look at maps. Compare maps of Leicester pre-war with present day (link with Year 3 prior learning). Aerial photographs to show impact of bombing.		Identify the position and significance of longitude and latitude  Northern and southern hemisphere-seasons		Northern and southern hemisphere (weather and climate)  Digital technology-Google Earth (rivers and mountains)  Begin to use atlases to find out other information (7 summits. Where is Utrakhand?)  Human geography-life in Leicester with Utrakhand)	

<b>Art</b>	<p>Mark making techniques within pencil work</p> <p>Negative space</p> <p>Sketch books- Observational drawing skills</p> <p>Projection of light (observational drawing and self portraits)</p>	<p>Develop confidence using a variety of medium</p>	<p>Develop confidence using a variety of medium (Space art and rocket art- Peter Thorpe Painting the solar system)</p> <p>Holst Planets art Planets collage</p>		<p>Develop confidence using a variety of medium</p> <p>Rivers collage</p>	
<b>RE</b>	<p><b>Judaism-</b> life and importance of faith to individuals and communities</p> <p>Values</p> <p>Diversity and community</p> <p>Compare and contrast to own faith</p> <p>(<a href="#">link to Holocaust</a>)</p>		<p>What can we learn about reflecting on wisdom? (multiple faiths and spiritual leaders)</p> <p>Science vs religion (heliocentric vs geocentric models of the Universe)</p>			<p>Hinduism- What does it mean to be a Hindu? (<a href="#">link to Uttrakhand</a>).</p> <p>What happens when we die? (<a href="#">link to stages of development in Science</a>)</p>
<b>RSE</b>	<p>Being safe</p> <p>What are the risks and benefits of the internet?</p>	<p>What makes a community? What is diversity?</p> <p>(<a href="#">link to Holocaust/ Alan Turing?</a>)</p>	<p>What affects my emotional wellbeing?</p>	<p>What is diversity?</p> <p>(<a href="#">link to hidden Figures</a>)</p>	<p>How can we improve the safety of our local environment?</p>	<p>How can we stay healthy?</p> <p>How do we grow and change?</p>
<b>Computing</b>	<p>Internet safety</p>	<p>Coding and codebreaking/Alan Turing</p>	<p>Create a 3d model of a space craft</p>	<p>Start. Repeat. Events. And use of numbers when programming.</p>	<p>Breaking news/radio show</p> <p>(<a href="#">linked to climate change</a>)</p>	<p>Produce climate change information for the school's web page.</p>

<b>Design and Technology</b>	Design, make and evaluate (a purse/Anderson shelter) Join materials using appropriate methods  Making war cookies		Space vehicles		Cams, pulleys and gears (linked to moving objects down a mountain)	
<b>French</b>						
<b>Music</b>	Mamma Mia – by ABBA	Glockenspiel	Stop! – a rap song about bullying	Lean on Me	Blackbird – by the Beatles	Reflect, Rewind and Replay
<b>PE</b>	Sportshall athletics and fitness	Hockey and football	Gymnastics	Dance and basketball	Athletics	Rounders and tennis



# MAYFLOWER PRIMARY SCHOOL

## Year 5 Project Based Learning

**Key focus:** Science  
**Faculty:** Science and SDG

Is space travel and exploration important? Why do we learn about space? **Should we be spending money on space exploration when there are people living in poverty?** What has space travel ever done for us?

**Thinking Skills Focus:** Memory Strategies

### **Sustainable Development Goals Focus:**

Space pollution  
Life on land (space monitoring of the environment eg pollution levels and deforestation).  
Gender Equality ('Hidden Figures').

### **RRSA Articles:**

A13. Sharing thoughts freely  
A17. Access to information  
A26. Social and Economic Help

**RSE:**

### **International link:**

NASA/China/International Space Station

### **Diversity Focus:**

'Hidden Figures'. The untold story of **Katherine G. Johnson**, **Dorothy Vaughan** and **Mary Jackson** brilliant African-American women working at NASA and serving as the brains behind one of the greatest operations in history the launch of astronaut John Glenn into orbit.

### **Outdoor learning:**

Shadows, day and night, movement of the sun (in the playground).  
Movement of sun relative to Earth (demonstrate in playground/outdoor space).

### **Essential Questions:**

- Describe the movement of the Earth and other planets relative to the Sun in the solar system.
- Describe the movement of the Moon relative to the Earth.
- Describe the Sun, Earth and Moon as approximately spherical bodies.

### **Summary of the project:**

**Should we be spending money on space exploration when there is so much poverty on Earth?**

Why do we learn about space? What do we now know about space?

<ul style="list-style-type: none"> <li>• Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky.</li> <li>• Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</li> <li>• Describe the Sun, Earth and Moon as approximately spherical bodies.</li> <li>• Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ul> <ul style="list-style-type: none"> <li>• What was the space race?</li> <li>• What inventions has space exploration given us?</li> <li>• What is space pollution?</li> <li>• How much money has been/is spent on space exploration?</li> <li>• Which countries are involved in space exploration? Are these rich or poor countries? Should these countries be spending money on relieving poverty instead?</li> </ul>	<p>How does knowledge of space help us to understand the world?</p> <p>What inventions came from space travel that we wouldn’t have otherwise?</p> <p>Should we be spending money on space exploration (China?) when there are people all over the world living in poverty?</p> <p>Knowledge of space and the solar system and how it impacts on us- what has this knowledge given us as a global community (inventions)</p> <p><a href="https://www.jpl.nasa.gov/infographics/infographic.view.php?id=11358">https://www.jpl.nasa.gov/infographics/infographic.view.php?id=11358</a></p> <p><a href="https://www.theguardian.com/science/2003/feb/06/spaceexploration">https://www.theguardian.com/science/2003/feb/06/spaceexploration</a></p> <ul style="list-style-type: none"> <li>- China and the space race- look at global poverty and space pollution- pros and cons of space travel.</li> </ul>
<p><b>Key Vocabulary:</b></p> <p>Earth, planets, Sun, solar system, celestial body, sphere/spherical, Mercury, Venus, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto, 'dwarf' planet, orbit, opinion/fact, accuracy, precision, scatter graphs, line graphs, support/refute</p> <p>Moon, celestial body, rotate/rotation, spin, night &amp; day, orbit, opinion/fact, support/refute</p> <p>orbit, geocentric &amp; heliocentric models, opinion/fact, accuracy, precision, scatter graphs, line graphs, support/refute, orrery</p> <p>star, rotate/rotation, spin, axis, night and day, shadow clocks, sundials, astronomical clocks opinion/fact, variables, accuracy, precision, support/refute</p> <p>shadow clocks, sundials, astronomical clocks opinion/fact, support/refute, time-zone, Greenwich Meantime, gnomon (Greek sundial)</p> <p>eclipse, light, reflection, telescope, satellite, tide, mass, gravity</p>	<p><b>Prior Learning:</b></p> <p>Observe changes across the four seasons (Year 1)</p> <p>Observe and describe weather associated with the seasons and how day length varies. (Year 1)</p> <p>Find patterns in the way that the size of shadows change. (Year 3)</p>

**Key History Skills:**

Place current historical topic on a time line in relation to other historical events – Space Race and Space exploration up until current year.

Know and sequence key events of time studied.

Examine causes and results of great events and the impact on people – Hidden Figures, Civil Rights

Compare an aspect of life with the same aspect in another period - Civil Rights

Offer some reasons for different versions of events – analysing Civil Rights from photographs

Begin to identify primary and secondary sources.

Use evidence to build up a picture of life in time studied.

Select relevant sections of information.

Confidently use textbooks and the internet for research.

**Key Science Skills:**

Ask questions and understand how they can be answered through scientific enquiry (pattern seeking, fair testing, observation over time, research, classifying and grouping)

Take detailed measurements using appropriate and self-selected equipment and with support, begin to challenge trends within the data

Can confidently plan different types of scientific enquiry appropriate to test the hypothesis

With support, generate complex and defined criteria to help group and classify outcomes

With support, record data and results in a range of increasingly complex ways (scientific diagrams, labels, classification keys, scatter diagrams, bar and line charts, using scientific vocabulary

With support, use scientific and technical vocabulary when analysing their findings

**Launch:**

Watch videos/listen to sounds of space/rocket launch.

KWHL grid

**Outcome:**

Persuasive speech/video about why we should or shouldn't engage in space exploration.

Debate/P4C

# MAYFLOWER PRIMARY SCHOOL



## Year 5 Project Based Learning

**What was it like for children during war time?**

**Key focus:** History  
**Faculty:** Humanities

**Thinking Skills Focus:**

Visual tools for metacognition: Mind maps, storyboards, sketching, conceptual frameworks (flow charts, maps, Venn diagrams etc), graphic organisers, dual coding

**Sustainable Development Goals Focus:** SDG 16 – Peace and justice (comparison between evacuees from WW2 and current time period)

SDG 12 – Responsible consumption ( Make, do and mend)  
SDG 5 – Gender equality

**RRSA Articles:**

A2. No discrimination  
A14 Freedom of thought and religion  
A20. Children without families  
A27. Food, clothing and a safe home  
A38. Protection in War

**RSE:**

**International link:**

**Diversity Focus: Looking at life from different perspectives**

**e.g.**

Jewish child (Rose Blanche, Kinder transport)

German child

Other evacuees

Nazi persecution of different groups of people such as Jews, homosexuals, less abled people, Romany community, political activists etc.

Alan Turing (LGBTQA+)

**Outdoor learning: Beaumanor Hall, Dig for Victory at the school allotment**

<p><b>Essential Questions:</b></p> <p>What were the causes of WW2?  Which countries were involved?  What was the impact/change on other countries?  What was life like for children in Nazi occupied Europe?  How did the relationship between countries change?  What was the Blitz and how did it affect the British people?  How did life change for children during war time?  Why were children evacuated and how did it affect their lives?  What was Kinder transport?  What was life like on the home front?  Why was food rationed and how did people adapt to it?  What kind of toys did children play with and how were they different to modern day toys?  How did the war affect the education of children?  What was the changing role of women in WW2?  What was the Holocaust and what can we learn from it?</p>	<p><b>Summary of the project:</b></p> <p><b>Describe main events of the war and work on chronology. More in depth research whereby each class become experts in their field in a particular area. Looking specifically at the life of children.</b>  CS – Looking at toys  MP - Looking at clothes  PA – Looking at rationing  Prepare for experience days – Each class to put children in the role of experts to teach each class their knowledge.</p> <p>To develop children’s knowledge and understanding on war and conflict. To make connections and comparisons of life today. To devise historically valid questions about change.</p> <p>To gain a chronologically secure knowledge.</p> <p>Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Link to local history in Leicester.</p>																		
<p><b>Key Vocabulary:</b></p> <table border="0"> <tr> <td>Evacuation/evacuee</td> <td>Swastika</td> </tr> <tr> <td>Gestapo</td> <td>Rationing</td> </tr> <tr> <td>Blitz</td> <td>Refugee</td> </tr> <tr> <td>Doodlebug</td> <td></td> </tr> <tr> <td>Holocaust</td> <td></td> </tr> <tr> <td>siren</td> <td></td> </tr> <tr> <td>air raid</td> <td></td> </tr> <tr> <td>shelter</td> <td></td> </tr> <tr> <td>Nazi</td> <td></td> </tr> </table>	Evacuation/evacuee	Swastika	Gestapo	Rationing	Blitz	Refugee	Doodlebug		Holocaust		siren		air raid		shelter		Nazi		<p><b>Prior Learning:</b></p> <ul style="list-style-type: none"> <li>• Children should have prior knowledge on Romans from Year 4</li> <li>• Stone Age – Year 3</li> <li>• Great Fire of London – Year 2</li> <li>• Toys from the past – Year 1</li> </ul> <p><b>Prior Key History Skills Learning:</b></p> <ul style="list-style-type: none"> <li>• Chronology – places events on a timeline ( Yr 1 – toys from the past, Year 2 – The Great Fire of London, Yr 3 – The Stone age Yr 4 – Romans)</li> </ul>
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**Geography**

Map work – identifying Allied and Axis countries on a map

## **Key History Skills:**

### **Chronology**

- Place current historical topic on a timeline in relation to other historical events.
- Relate current topic to previous topics, ensure emphasis on Great Fire of London, Stone Age as the longest period on the
- Timeline, Romans.
- Know and sequence key events of time studied (key sequence to the rise of Hitler and invasions).
- Use relevant terms and period labels on the time line.

### **Range and Depth of Historical Knowledge**

- Study different aspects of life during WW2 specifically for children and the impact of great events on them.
- Compare the aspect of life for children in Britain, evacuees, Rose Blanche (a non-Jewish German child) and Jewish children.

### **Interpretations of History**

- Compare accounts of events from different sources, fact or fiction? Offer reasons for different versions of events i.e these are real interviews from people who lived through these events. Primary and secondary sources and the validity of these sources/bias.

### **Historical Enquiry**

- Confidently use textbooks and the internet for research.

### **Organisation and Communication**

- Recall, select and organise historical information.
- Communicate their knowledge and understanding through discussion, drawing pictures and writing.

**Launch and Process:**

- Recreating the Siren and blackout.
- Watching the clip from the lion, the witch and the wardrobe.
- Displaying a picture of an evacuee child. What do the children notice? How is the child different from themselves?
- What can the children see?
- How do they feel?

**Outcome:**

To gain knowledge and expertise to allow them to adopt a child centred approach whereby they are responsible for organising an Experience Day for each of the different topics above.

To answer the question – How were children affected during WW2? For example: a Jewish child in Europe, a German child who was a bystander and a British evacuee.