

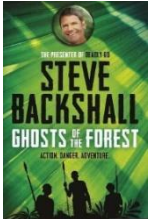
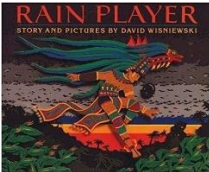
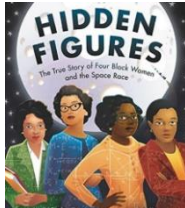
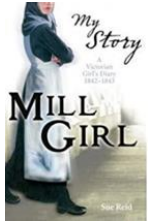


# KILLISICK JUNIOR SCHOOL

## Long Term Curriculum Map

### YEAR 5

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<b>Concept:</b>	<b>Identity</b>	<b>Community</b>	<b>Sustainability</b>	<b>Equality &amp; Fairness</b>	<b>Freedom</b>	<b>Change</b>
<b>Links to School Values:</b>	Confidence	Perseverance	Responsibility	Aspiration	Respect	Creativity
<b>Our enquiry is about:</b>	Anglo-Saxons	Vikings	Rainforests	The Americas	Space	Industrial Revolution
<b>Big Question</b>	<b>Who do you think you are?</b>	<b>Why do communities change?</b>	<b>Why should we care?</b>	<b>Why are equality and fairness important?</b>	<b>How free are we really?</b>	<b>How can we use our voice for or against change?</b>
<b>Subject driver:</b>	History	History	Geography	Geography	Science	History
<b>Subject enhancer:</b>	Science	Science	Art	History	DT	SRE
<b>Key texts:</b>						
<b>Hook:</b>	Archaeological dig (Artefacts box)	Viking art gallery to represent the journey from Scandinavia to UK.	Food tasting – tropical fruit	Chocolate tasting & guacamole making	UFO landing on school field	Weaving/finger knitting
<b>Fieldwork:</b>	Using a local map, and a walk through our environment.	Visit to Viking Village at Perlethorpe	Local nature and insect tally.	Observation and data collection: rainfall.		

<b>Unforgettable enrichment experience:</b>	Anglo Saxon Experience Day	Visit to Perlethorpe Viking Village	Visit to Twycross Zoo	Visit to Cadbury World	Visit to Space Centre Leicester	Visit to Ruddington Framework Knitting Museum
<b>Authentic outcome:</b>	Narrative linked to Beowulf to be read to Year 3.	Escape from Kaupang writing to be taken to Perlethorpe and performed.	Persuasive letter to Local MP about deforestation in Nottinghamshire and UK wide.	Narrative displayed at Cadbury World.	Performance poetry – our right to be free.	Green screen news report.
<b>Subject specific knowledge:</b>						
<b>Science</b>	Materials	Forces/Pulleys	Lifecycles	Working scientifically	Space	Animals, including humans
<b>Geography</b>			Locational and place knowledge. Human and physical geography	Locational and place knowledge. Human and physical geography Geographical skills and fieldwork		
<b>History</b>	British History	British History Chronology		Ancient Civilisations		Historical enquiry Interpretation
<b>Art</b>			Drawing: Steven Brown Art	Sculpture: Maya Art Sculpture		Artist Study: LS Lowry
<b>DT</b>			Cooking and nutrition	Cooking and nutrition	Designing, making, testing, and evaluating a Moon Buggy using CAD	
<b>Music</b>	Composing	Playing an instrument & performing	Singing & performing	Listening and appreciating	Listening and appreciating & Composing	History of music
<b>RE</b>	What matters to a Christian in their religion?	What can we learn from great leaders with examples in today's world?	What can we learn from inspiring people in today's world?	How are religious and spiritual beliefs are expressed in arts, architecture, charity and generosity?	What is expected of a person following a religion or belief?	How have people's beliefs about God, the world and others have impacted on their lives?
<b>PE</b>	Competitive games	Gymnastics	Dance	Orienteering	Cricket	Athletics

<b>MFL</b>	Phonique	Vêtements	Habitats	Météo	Espace	Famille
<b>Computing</b>	E-Safety				E-Safety	E-Safety
	Databases	Concept maps (2Connect)	Spreadsheets (2Calculate)	Word processing (MS word)	3D modelling	Coding (2Code)
<b>PSHE</b>	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me