

Great Kingshill CE Combined School  
Long Term Planning

Year Group: 5

Topic: Victorian Britain

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>Science Kapow Scheme <b>Materials: Mixtures and Separation</b></p> <p>By the end of the unit, pupils will be able to:</p> <ul style="list-style-type: none"> <li>define the term <b>mixture</b> and name some common examples.</li> <li>define the term <b>sieving</b> and explain how sieving separates mixtures.</li> <li>define the term <b>filtering</b> and explain how filtering separates mixtures.</li> <li>define the terms <b>solution</b> and <b>dissolve</b> and name some common examples of solutions.</li> <li>recall some factors that affect the time taken to dissolve.</li> <li>describe the effect of temperature on the time taken to dissolve.</li> <li>define the term <b>evaporating</b> and explain how evaporating separates solutions.</li> <li>identify when sieving, filtering and evaporating should be used.</li> </ul>	<p><b>Knowledge</b> To describe mixtures.</p> <p><b>Working scientifically</b> To research using a range of secondary resources.</p>	<p><b>Knowledge</b> To explain the process of sieving.</p> <p><b>Working scientifically</b> To draw and annotate a diagram to explain a concept.</p>	<p><b>Knowledge</b> To explain the process of filtering.</p> <p><b>Working scientifically</b> To identify testable questions and how to answer them.</p>	<p><b>Knowledge</b> To describe solutions and how they can be identified.</p> <p><b>Working scientifically</b> To make observations about solutions.</p>	<p><b>Knowledge</b> To identify which factors affect the time taken to dissolve.</p> <p><b>Working scientifically</b> To plan a fair test with consideration of variables and measurements.</p>	<p><b>Knowledge</b> To describe the process of evaporation.</p>	
<p>Computing <b>Computer Science, Digital Literacy &amp; Information Technology</b></p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> <li>Use software to create a range of content that accomplish given goals, including presenting data and information</li> <li>understand computer networks including the internet; how they can provide multiple services, such as the world wide web</li> <li>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>	<p>To understand what is expected of me in computing and am ready to learn.</p> <p>To open and understand the Paint 3D interface.</p> <p>To create 2D shapes and line.</p> <p>To create 3D shapes using 3D paint.</p>	<p>To create and paint a 3D model.</p> <p>To design and create content that accomplishes a given goal.</p>	<p>To design and create content that accomplishes a given goal.</p> <p>To apply skills learnt to produce a 3D logo for GKCS.</p>	<p>To explain how the internet is a network of connections.</p> <p>To model how data packets are used/controlled within the internet.</p>	<p>To understand how to use online gaming and the internet safely.</p> <p>To know how to block and report any issues I may have.</p> <p>To design and build an educational e-safety game.</p>	<p>To design and build an educational e-safety game</p> <p>To play a series of e-safety educational board games.</p>	<p>To understand the different parts that make up a computer.</p> <p>To recall the different parts that make up a computer.</p>
<p>Music <i>Charanga Scheme</i> <b>Livin' on a prayer</b></p> <p>By the end of the unit, pupils will be able to:</p> <ul style="list-style-type: none"> <li>know the pulse, rhythm, pitch,</li> <li>tempo, dynamics, texture and structure work together to make a song sound interesting,</li> <li>keep the internal pulse. Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.</li> <li>Perform a rock song in time.</li> <li>play a glockenspiel in time to a piece of music.</li> </ul>	<p>To listen to and appraise rock music and identify its key features.</p>	<p>To appraise and compare music within a genre; to sing with accuracy, expression, and control, including awareness of dynamics.</p>	<p>To play melodic parts accurately from notation on tuned percussion (glockenspiel)</p>	<p>To compose and note down melodic phrases within a given scale, maintaining pulse and musical structure.</p>	<p>To compose and note down melodic phrases within a given scale, maintaining pulse and musical structure.</p>	<p>To perform an original composition confidently and evaluate using appropriate vocabulary.</p>	
<p>PSHE <i>Jigsaw Scheme</i> <b>Being Me in My World</b></p> <p>By the end of the unit, pupils will be able to:</p> <ul style="list-style-type: none"> <li>know what I value most about my school and can identify my hopes for this school year</li> <li>empathise with people in this country whose lives are different to my own</li> <li>empathise with people in this country whose lives are different to my own</li> <li>understand that my actions affect me and others</li> <li>can contribute to the group and understand how we can function as a whole</li> <li>understand why our school community benefits from a Learning Charter and can help others to follow it</li> </ul>	<p>To face new challenges positively and know how to set personal goals.</p>	<p>To understand my rights and responsibilities as a citizen of my country.</p>	<p>To understand my rights and responsibilities as a citizen of my country and as a member of my school.</p>	<p>To make choices about my own behaviour because I understand how rewards and consequences feel.</p>	<p>To understand how an individual's behaviour can impact on a group.</p>	<p>To understand how democracy and having a voice benefits the school community and know how to participate in this.</p>	
<p>Art &amp; Design <i>Plan Bee Scheme</i> <b>Victorian Art - The Pre-Raphaelites</b></p> <p>By the end of the unit, pupils will be able to:</p> <ul style="list-style-type: none"> <li>create sketch books to record their observations and use them to review and revisit ideas</li> <li>improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>know about great artists, architects and designers in history</li> </ul>	<p>To explore the artwork of the Pre-Raphaelites.</p>	<p>To create a self-portrait in the Pre-Raphaelite style.</p>	<p>To illustrate a poem in the Pre-Raphaelite style. (1 of 2)</p>	<p>To illustrate a poem in the Pre-Raphaelite style. (2 of 2)</p>	<p>To recreate a famous Pre-Raphaelite painting.</p>		

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<p>History <b>Victorian Britain</b></p> <p><b>Enquiry:</b> Why do we call the Victorian era a time of great change?</p> <p><b>Concept:</b> Continuity and Change</p> <p>By the end of the unit, pupils will be able to:</p> <ul style="list-style-type: none"> <li>study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>develop a chronologically secure knowledge and understanding of British, local and world history</li> <li>establish clear narratives within and across the periods they study</li> <li>note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>understand how our knowledge of the past is constructed from a range of sources.</li> </ul>	<p>To identify my prior knowledge and generate questions about a new topic.</p> <p>To explore the life of a significant person using a timeline - Queen Victoria.</p>	<p>To investigate what life was like in the workhouses.</p>	<p>To explore the changes in society during the Industrial Revolution.</p>	<p>To explore how modes of <b>transport</b> changed during the Victorian Era with a focus on railways and Isambard Brunel.</p>	<p>To investigate how <b>health and social care</b> was reformed in the Victorian Era with a focus on Lord Shaftesbury and Thomas John Barnardo.</p>	<p>To explore Victorian inventions and their legacy (1 of 2)</p>	
<p>MFL Language Angels <b>Les Salutations</b></p> <p>By the end of this unit: pupils will learn the vocabulary for basic greetings in the foreign language enabling the pupils to participate in a short oral conversation by the end of the unit.</p>	<p>To introduce the unit 'Les salutations' (Greetings) and explain to the pupils that they will be learning how to say and use basic greetings in French as well as meeting 8 new French-speaking characters</p>	<p>To consolidate the greetings 'salut' and 'bonjour' and to learn how to say 'my name is...' in French</p>	<p>To consolidate the greetings learnt in Lessons 1-3, before learning how to reply to the question 'How are you?' in French</p>	<p>To consolidate the greetings learnt in Lessons 1-3, before learning how to reply to the question 'How are you?' in French</p>	<p>To consolidate the greetings learnt in Lessons 1-4, before learning how to say 'goodbye' in French.</p>	<p>To consolidate the greetings learnt in previous lessons, before learning how to say 'see you later' in French.</p>	
<p>RE Jigsaw RE <b>Islam</b></p> <p><b>Key question:</b> How is the Qur'an vital to Muslims today?</p> <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> <li>explain what I have learnt from a text and how I might care for things which are important to me</li> <li>explain facts about the treatment of the Qur'an and how it was revealed</li> <li>explain how interpreting the Qur'an might be vital to how a Muslim chooses to live today</li> </ul>	<p>To consider how written guidance might impact on my behaviour</p>	<p>To explain why I think some events were important during the Night of Power</p>	<p>To explain some actions a Muslim might take to show respect to the Qur'an</p>	<p>To interpret some sayings from the Qur'an and understand there may be different interpretations</p>	<p>To explain what I have learnt from a text and how I might care for things which are important to me</p> <p>To explain facts about the treatment of the Qur'an and how it was revealed</p> <p>To explain how interpreting the Qur'an might be vital to how a Muslim chooses to live today</p>	<p>To explain how I would like something important to me to be respected and treated</p>	
<p>Games PE Passport <b>Handball</b></p> <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> <li>play competitive games</li> <li>use running, jumping, throwing and catching in isolation</li> </ul>	<p>To know to demonstrate non-verbally that I want to receive a pass</p> <p>To get into a good ready position to move quickly and receive the ball</p> <p>To develop teamwork skills whilst working with others</p>	<p>To try to make passes unpredictable</p> <p>To pass and move into space</p> <p>To explore honesty and its importance within PE and beyond</p>	<p>To know what the court markings symbolise in handball</p> <p>To move the ball on quickly to catch out the opposition</p> <p>To explore inclusion and what it looks like in PE and beyond</p>	<p>To explore the basic rules of handball</p> <p>To anticipate the play</p> <p>To pass out of the back of my hand</p> <p>To develop teamwork skills whilst working with others</p>	<p>To know how to 'fake and go' and when to use it</p> <p>To disguise passes and dummy pass</p> <p>To explore honesty and its importance within PE and beyond</p>	<p>To know the rules of handball</p> <p>To display the School Games values</p> <p>To explore inclusion and what it looks like in PE and beyond.</p>	
<p>PE PE Passport <b>Dance Through the Ages</b></p> <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> <li>perform dances using a range of movement patterns</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>	<p><u>1920s/30s</u></p> <p>To share knowledge of characters, storyline and themes of the poem</p> <p>To create imaginative actions based on the</p>	<p><u>1950s</u></p> <p>To understand dance of 1950's (rock and roll)</p> <p>To include use of level changes and different directions</p>	<p><u>1970s</u></p> <p>To understand dance of 1970's (e.g. disco, funk)</p> <p>To include use of level changes and different directions</p>	<p><u>Breakdance/Hip hop</u></p> <p>To work well in groups</p> <p>To effectively use chance choreography</p> <p>To include changes in</p>	<p>To work well in groups</p> <p>To effectively use chance choreography</p> <p>To include changes in formation, dynamics, canon,</p>	<p>To understand what a good performance is</p> <p>To give useful feedback to our partner using appropriate and relevant dance vocabulary</p>	

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	<p>words in the theme-related mind map</p> <p>To focus on good timing and performing motif in unison</p>			<p>formation, dynamics, canon, unison, direction and level</p>	<p>unison, direction and level</p>	<p>To improve our own performance based on feedback</p>	
<p><b>Forest School Autumn</b></p>	<p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> <li>• know the rules and routines of Forest School</li> <li>• identify seasonal changes – Trees and plants in the local area, Weather</li> <li>• identify and survey trees in our woodland – type, number, size</li> <li>• understand the risks and safety instructions of fire – make S'mores safely</li> </ul>						