

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<br/>Kapow Scheme<br/><b>Materials: Properties and Changes</b></p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> <li>determine the hardness of different materials and link this to their uses.</li> <li>determine the transparency of different materials and link this to their uses.</li> <li>determine the thermal and electrical conductivity of different materials and link this to their uses.</li> <li>demonstrate, identify and describe reversible and irreversible changes.</li> </ul>   | <p><b>Knowledge</b><br/>To determine the hardness of materials and link this to their uses.</p> <p><b>Working scientifically</b><br/>To evaluate the hardness test to determine the degree of trust in the results.</p> | <p><b>Knowledge</b><br/>To determine the transparency of different materials and link this to their uses.</p> <p><b>Working scientifically</b><br/>To plan and draw a table of results.</p> | <p><b>Knowledge</b><br/>To determine the conductivity of different materials and link this to their uses.</p> <p><b>Working scientifically</b><br/>To write a detailed, organised method that is easy to follow.</p> | <p><b>Knowledge</b><br/>To demonstrate reversible changes.</p> <p><b>Working scientifically</b><br/>To write a prediction using prior knowledge of the states of matter.</p>              | <p><b>Knowledge</b><br/>To demonstrate irreversible changes.</p> <p><b>Working scientifically</b><br/>To analyse observations about rusting and use them to support a conclusion.</p>         | <p><b>Knowledge</b><br/>To demonstrate irreversible changes.</p> <p><b>Working scientifically</b><br/>To measure the circumference of a balloon accurately.</p> |   |
| <p>Computing<br/><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<br/><i>Charanga Scheme</i><br/><b>Classroom Jazz 1</b></p> <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> <li>know the pulse, rhythm, pitch, 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>play a glockenspiel in time to a piece of music.</li> </ul>   | <p>To identify features of jazz, including swing rhythm and typical instruments.</p>  | <p>To appraise and compare music across the jazz genre; to perform using notation on tuned percussion (glockenspiel)</p>  | <p>To improvise in a jazz style using tuned percussion (glockenspiel).</p>   | <p>To play and improvise in a jazz style using tuned percussion (glockenspiel).</p>   | <p>To compose using notation on tuned percussion (glockenspiel)</p>   | <p>To perform and evaluate a jazz composition on tuned percussion (glockenspiel).</p>   |   |
| <p>PSHE<br/><i>Jigsaw Scheme</i><br/><b>Celebrating Difference</b></p> <p>By the end of this unit, children will:</p> <ul style="list-style-type: none"> <li>be aware of their own culture</li> <li>be aware of their attitude towards people from different races, cultures and ethnicities</li> <li>be able to tell you a range of strategies for managing my feelings in bullying situations and for problem-solving</li> <li>know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied</li> <li>appreciate the value of happiness regardless of material wealth respect my own and other people's cultures</li> </ul> | <p>To be able to understand that cultural differences can sometimes cause conflict.</p> <p>To be aware of their own culture.</p>  | <p>To understand what racism is.</p> <p>To identify how they treat people of different race.</p>  | <p>To understand how rumours spread and that name calling can be bullying.</p> <p>To describe and use a range of strategies to support incidents of bullying should they occur.</p>                                  | <p>To explain the difference between direct and indirect bullying.</p> <p>To identify ways to challenge those who show bullying behaviour and to support those who are being bullied.</p> | <p>To compare their life with people in the developing world.</p> <p>To appreciate the value of happiness regardless of material wealth.</p>  | <p>To understand a different culture to my own.</p> <p>To respect their own and other people's culture.</p>   |   |
| <p>Art &amp; Design<br/><i>Plan Bee Scheme</i><br/><b>Arts and Crafts Movement –William Morris</b></p> <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> <li>improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</li> <li>Learn about great artists, architects and designers in history</li> </ul>   | <p>To investigate the Arts &amp; Crafts movement and find out who William Morris was.</p>   | <p>To create artwork in the style of William Morris.</p>  | <p>To create artwork in the style of William Morris.</p>   | <p>To use the craft technique of decoupage to decorate an object.</p>   | <p>To use the craft technique of decoupage to decorate an object.</p>   | <p>To use the craft technique of decoupage to decorate an object.</p>   |   |
| <p>History<br/><b>Victorian Britain</b></p>   | <p>To explore Victorian inventions and their legacy. (2 of 2)</p>   | <p>To investigate the growth, influence and impact of the</p>   | <p>Local Study</p>   | <p>To explore Victorian Christmas traditions</p>  | <p>To explore what life was like in a Victorian school,</p>   | <p>Learning Reflection</p>  |   |

Term: Autumn 2

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| <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 this unit, children will:</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>explore a local history study</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>British Empire during the Victorian Era.</p>  | <p>To explore the relationship between Queen Victoria and Benjamin Disraeli using sources from the local area.</p>  | <p>with a focus on Prince Albert.</p>   | <p>linking this to the establishment of our own school in 1874.</p> <p>VICTORIAN DAY</p>   |   |
| <p><b>MFL</b><br/><b>Language Angels</b><br/>Early Language Teaching</p> <p><b>J'apprends Francais</b></p> <p>By the end of the unit: pupils will have the knowledge and skills to be able to introduce themselves, say how they feel and have a wider appreciation for the country/countries where the foreign language is spoken.</p>   | <p>To introduce the unit – explain to the pupils that they are going to learn about France and the Francophone world and will learn key French vocabulary.</p>  | <p>To learn how to say basic greetings and how to ask somebody how they are feeling as well as responses to the question in French.</p>  | <p>To consolidate language from last week and to learn how to ask and answer the question 'Comment t'appelles-tu ?' (What is your name?) in French.</p>                       | <p>To learn numbers 1-10 in French.</p>   | <p>To learn 10 key colours in French.</p>  | <p>To consolidate all knowledge from the unit and complete the end of unit assessment.</p> <p><b>Nb. Preparing for Dijon calls and first call in late November.</b></p> |
| <p><b>RE</b><br/><i>Jigsaw RE</i><br/><b>Christianity</b></p> <p><b>Key Question:</b> Is the Christmas Story true?</p> <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> <li>explain how "true" could mean different things to different people, and how stories can be "true" in different ways</li> <li>start to explain the Christian belief that Jesus was the incarnation of God</li> <li>express an opinion on whether the Christmas story is true and what this might mean to Christians</li> </ul>   | <p>To understand how there might be different versions of events which are all true to some extent and to some people</p>   | <p>To retell a version of the Christmas story from the Bible</p>   | <p>To compare versions of the Christmas story from the Bible</p>  | <p>To start to explain what a Christian might believe is true from the Christmas Story</p>  | <p>To explain how "true" could mean different things to different people, and how stories can be "true" in different ways</p> <p>To start to explain the Christian belief that Jesus was the incarnation of God</p> <p>To express an opinion on whether the Christmas story is true and what this might mean to Christians</p> | <p>To explain how people can see truths in stories which may not be completely true</p>   |
| <p><b>PE</b><br/><b>PE Passport</b><br/><b>Gymnastics</b></p> <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> <li>show flexibility, strength, technique, control and balance</li> </ul>  | <p>To link skills to perform actions and sequences of movements.</p> <p>To learn and perform matching moves with a partner in a sequence.</p> <p>To discover interesting ways of transition from one move to another whilst holding balances with different numbers of points of contact.</p> | <p>To evaluate the work of others using correct technical language.</p> <p>To learn how to control and perform an arabesque.</p> <p>To learn and use gymnastic terminology in my feedback.</p> | <p>To enjoy competing and challenge myself to improve.</p> <p>To discover how to perform a sequence, mirroring a partner's symmetrical and asymmetrical shapes in unison.</p> | <p>To be able to link skills to perform actions and sequences of movement.</p> <p>To discover how to perform a sequence which moves from matching moves to contrasting and understand the importance of timing to ensure I work in synchrony with my partner.</p> | <p>To be able to evaluate the work of others using correct technical language.</p> <p>To explore working as a group to demonstrate fluent routines involving mirroring and contrast.</p> <p>To practice communicating and negotiating to agree a sequence as a group.</p>  | <p>To enjoy competing and challenge myself to improve.</p> <p>To perform elements of unison and canon in a routine.</p>   |
| <p><b>PE</b><br/><b>PE Passport</b><br/><b>Health-Related Fitness</b></p> <p>By the end of this unit, children will be able to:</p>   | <p>To sustain my pace when running and motivate myself to do my best in a range of exercises</p>  | <p>To show determination and perseverance by running for a period of time whilst maintaining a good pace</p>   | <p>To perform a variety of exercises demonstrating good technique and determination</p>   | <p>To perform a variety of exercise demonstrating control and good technique and show a desire to improve</p>   | <p>To improve on previous performances and prepare properly for exercise</p>   | <p>To communicate and negotiate with others and work as a group</p> <p>To decide, based on prior learning,</p>  |

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| <ul style="list-style-type: none"> <li>take part in outdoor challenges both individually and within a team</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul> | <p>To understand the physical and mental importance of exercise and why flexibility is important</p>  | <p>To understand why core strength and stamina is important in most sports</p> <p>To be able to reflect and recognise success in myself and others</p> | <p>To discover how to develop all round strength as well as the importance of stretching and relaxation.</p> | <p>To understand the importance of warming up and how drinking water can rehydrate the body</p> | <p>To understand which factors contribute to performance improvement and how to measure this</p> <p>To practice reflecting and recognising success in myself and others</p> | <p>what exercises will develop core strength for inclusion in circuit training</p> |
| <p><b>Forest School<br/>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> |  |  |   |   |  |