

SPRING 1
English:
Descriptive writing
Focus on setting and action
Story writing
Recount

SPRING 2
Diary writing –
Starting with either life on a farm or living in poor conditions.
Moving to Saltaire.
Now? Comparison
Letter to a relative about your new life in Saltaire

Balanced argument: Was Titus Salt a philanthropist or a tyrant?
Debating

PERFORMING ARTS

TEXTS THIS TERM

THE HUMAN JOURNEY
 NON FICTION TEXTS: HISTORY AND SCIENCE
 MILL GIRL

Has England always looked like this?

Geography- Understand how geographical locations affects human activity.

Settlements

Land use and development over time. Rural / Urban areas.

Similar geographical features may provide similar outcomes but differences may cause different human activity.

Understand what pressures cause people to resettle

Build on climate effect, biomes, etc.

Saltaire visit – Look at the environmental impact of the creation of Saltaire – mills, village, canals – trade links.

Skills – use different maps, research present key physical and human features and consolidate directional language



SCIENCE

Materials can be changed using different processes some of which are reversible others are irreversible.

Sometimes new materials can be made because an existing material has been altered and this is not usually reversible

Understand some materials are used for more than one thing e.g. metal can be used for coins, cans, cars - Different materials have different properties which determine their use

IS CHANGE ALWAYS FOR THE BETTER?

YEAR 5 SPRING TERM



History Lead question – Have we always lived this way?



Spring 1

Develop timelines

Look at the different groups that have settled in the UK.

Recap on previous knowledge and build on UK settlers.

Changes of land use through history. (mention farming)

Different people settling in the UK through history.

Spring 2

Industrial Revolution

Timelines

Who came? When? Where did they come from? Where did they settle? Why did they settle there? Why did they leave? What did they leave? How did they change the landscape?

Examining the continuity between the way we live today and previous civilisations
 Examining how different civilisations are at different stages of development at any given time

Examine the history of Saltaire and how this had an impact of the lives of people who lived there.

DT- Weaving



Using recycled materials

Evaluate – analyse existing products and compare.
 Evaluate against own work and improve.

Design

use research and develop
 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams.

Make

select from and use a wider range of tools and equipment select from and use a wider range of materials and components,

Evaluate

investigate and analyse a range of existing products
 evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
 understand how key events and individuals in design and technology have helped shape the world

COMPUTING

PE

RE

A. Investigate the beliefs and practices of religions and other world views, including:

1. **Beliefs and authority:** core beliefs and concepts; sources of authority including written traditions and leaders;

B. Investigate how religions and other world views address questions of meaning, purpose and value, including:

1. **The nature of religion and belief** and its key concepts;

C. Investigate how religions and other world views influence morality, identity and diversity, including:

1. **Moral decisions:** teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses;

The religions studied in this unit: Christianity, Islam, Judaism and non-religious world views

Art

Can they create a range of moods in their paintings?

Can they express their emotions accurately through their paintings and sketches?

Do they experiment with and combine materials and processes to design and make 3D form?

Can they sculpt clay and other mouldable materials?

Can they use textile and sewing skills as part of a project e.g. hanging, textile book etc? This can include running stitch, cross stitch or backstitch.

Can they experiment with batik techniques?

Can they plan a sculpture through drawing and other preparatory work?

PSHE:

Link to Growth mind-set and learning

Type of learner. Growth mindset.

Being a good citizen.

Classroom responsibilities.

Behaviour and Zones Of Regulation

SCARF curriculum:

Me and My Relationships

Valuing Difference

Keeping myself Safe

Rights and responsibilities

Being My Best

Growing and Changing