

Year 5

Curriculum Maestro

Long Term Plan

2020-2021

	Autumn 1 Peasants, Princes and Pestilence	Autumn 2 Off with Her Head! + Stargazers/Space	Spring 1 Alchemy Island	Spring 2 Sow, Grow Farm + Allotment + Eat the Seasons	Summer 1 Gods and Mortals	Summer 2 Scream Machine
English	1. personification 2. journals 3. English poetry 4. persuasive speech 5. letters	1. Biographies 2. Poetry 3. Newspaper Report 4. Persuasive Letters 5. Dialogue	1. Fantasy Stories 2. Non-Chron Report 3. Soliloquies 4. Poetry 5. Lyrics	1. Non-Chron Report 2. Instructions 3. Explanations 4. Stories 5. Poetry	1. Profiles 2. Diary Writing 3. Instructions 4. Myths and Legend 5. Character Descriptions	1. Poetry 2. Stories 3. Signs and Adverts 4. Emails 5. Non-Fiction Books
+Moderation	Information	Narrative	Biography	Diary	Persuasive Letter	Explanation
Science	Living things/germs/bacteria	Earth and Space Forces	Properties and Changes of Material	Plant Reproduction/ Life Cycles		Forces/ Mechanisms/ Materials
Kent Scheme	Living Things, Habitats	Earth and Space	Properties of Materials	Animals inc. Humans	Properties of Materials	Forces
+ LTI	What is the Life Cycle of a Meal Worm?		Why do Compasses always point North?	How Many Potatoes?	Why Did Icarus Fall?	What do Pulleys do?
History Maestro	14 th Century Britain	The Tudors	Local Study		Ancient Greece	
Geography Maestro	Using Maps	Historic Maps	Map Reading, Co-ordinates/ Features	Land Use/ Food Origin/ Climate	Ancient + Modern Day Greece/Features	Theme Parks around the World
P.E. Maestro	Historical Games/ Battle re-enactment	Tudor Dance			Athletics/ Dance/ Battle Formation	
PE Unit/Coach						
P.H.S.E. Maestro		Rules and Consequences		Taking Responsibility	Resolving Differences	Discussion and Debate
Jigsaw Unit	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Art		Portraits/ Sketching Tudor Fashions /3D		Botanical Drawing Wire Sculpture	3D Sculpture Greek Art and Design	Photography and Image Editing
D.T.	Sketchbooks/ Print Making/ Hist. Recipes		Electrical Circuits/ Board Game Design	Cooking Nutrition/ Making Planters	Moving Parts/ Model Making	Ride Design/ Programming/ Models
Music	Composing and Singing	Tudor Music	Composing/ Recording Editing/ Graphic Scores			
Music Express						
I.C.T. Maestro	Collecting and Presenting Data	Research/ Data Handling/ Presenting		Using the Web Word Processing	Using Presentation Software	Digital Photos + Poster/ Algorithms/ Online Disc
Switched On	Game Developers	Cracking Codes	Virtual Space Creation	Building a Website	Adventure Gamers	Virtual Reality
French TBC	Getting to Know You	All About Ourselves	That's Tasty!	Family and Friends/ Farm Animals	School Life	Time Travelling
R.E.	God	1. Islam 2. Incarnation	People of God	Salvation	Gospel	Kingdom of God

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	The Black Death Arrives!	The Black Death Spreads!	(Rodents, Fleas and Bacteria)	The Knight	Kings vs Peasants	Historian's View	(Modern Day Plague)
L.Q.	Where did the Black Death originate from?	What caused the plague to spread so quickly in London?					Is there bubonic plague in the world today?
Lesson Title Geography	Origins of the Black Death	Spread of the Plague in London					The Plague in Madagascar
Lesson Detail Geography	Find out where the Black Death originated and how it first came to Britain. Plot on a world map where it started and which areas and countries were affected. Draw sketch maps or mark findings on a printed map.	Research the geographical and human factors which caused London in the 1340s to have one of the fastest growing Black Death infection rates. Using maps, old and new and the web, list the human and physical characteristics that caused the rapid spread.					
Extension	Could Britain have been spared from the plague?	What could have been done to slow the spread of the plague?					How could we eradicate the bubonic plague?

Autumn 1: Peasants, Princes and Pestilence

History: 14th Century Britain

L.Q.	How did people know that a villager had caught the plague?	Who were the Flagellants?		What was it like to live in Britain in the 14 th century?			
Lesson Title History	Symptoms of the Black Death	The Flagellants		Feudal System	Family Tree	Plague Timeline	
Lesson Detail History	Use a range of source materials, including first-hand accounts, to sequence the symptoms and changes that occurred when someone was infected with the Black Death. Create a pictorial timeline from infection to death.	Look at a range of historical source materials that present information about the Flagellants. Create a fact sheet about the Flagellants describing who they were, what they did and how others viewed them. Share their ideas with the wider group, discussing their views of behaviour and beliefs of the Flagellants.		Check out a range of historical pictures of people from different social classes, making observations and judgements about their role and place in society. Make notes about their observations and share them with others. Ask children 'Which social class would you like to belong to and why?'	Create a royal timeline for sequencing the reign of kings between 1300–1400. Create a chronological family tree for Edward II, Edward III and Richard II including, where possible, their children and wives. Work in pairs to find out as much as possible about each royal including dates of their reign and lifespan, how they died, what people thought of them and significant events in which they were involved.	Chronicle other instances of the Black Death occurring throughout history on a 'plague timeline'. Look into the future.	
Extension	How did plague symptoms change between infection and death?	Why did the Flagellants behave as they did?				Will this disease ever occur again?	
L.Q.				What was the purpose of a knight?	What caused the peasants to revolt in the 14 th Century?		
Lesson Title History				Knights in Battle	Recreating Past Events		
Lesson Detail History				Find out about a knight's role in battle including the importance of armoury, weaponry, tactics and chivalry. Make detailed drawings of a knight's armour and headwear, creating a design for a knight's helmet.	Work outdoors to recreate the Peasants' Revolt and the invasion of London. Allocate roles of peasants and nobles, choreographing the ferocious incident with care! Meet with an imaginary Tyler and King Richard at Smithfield to debate the arguments for and against the introduction of the poll tax.		
Extension				Would you have liked to have lived the life of knight?			

