

<b>Year 5: Spring 1 Sow, Grow and Farm</b>	
<b>Previous learning:</b> Children build on learning from previous term, learning to understand that the climate and vegetation in an area determines its resident plants and animals. Children will expand on previous learning of biomes to be able to understand the importance of how climates can have positive and negative impacts on soil fertility and plant growth.	
<b>Sticky Knowledge</b>	
<ol style="list-style-type: none"> <li>1. Agricultural land use in the UK can be divided into three main types.</li> <li>2. The topography of an area intended for agricultural purposes is an important consideration.</li> <li>3. Soil fertility, drainage and climate influence the placement and success of agricultural land.</li> <li>4. The Earth has five climate zones: desert, Mediterranean, polar, temperate and tropical.</li> </ol>	
Lesson 1 Geography Driver	Allotment visit
	<ul style="list-style-type: none"> <li>● To know that an allotment is a small piece of land used to grow fruit, vegetables and flowers.</li> </ul>
Lesson 2 Geography Driver	Introductory knowledge
	<ul style="list-style-type: none"> <li>● To know that agricultural land use in the UK can be divided into three main types.</li> </ul>
Lesson 3 Geography Driver	Farming in the UK
	<ul style="list-style-type: none"> <li>● To know that a wide variety of crops are farmed and a wide variety of livestock are reared in the UK.</li> <li>● To understand that soil fertility, drainage and climate influence the placement and success of agricultural land.</li> <li>● To know that the topography of an area intended for agricultural purposes is an important consideration.</li> </ul>
Lesson 4 Geography Driver	Case study: Potato farming in Jersey
	<ul style="list-style-type: none"> <li>● To know that the warm climate, sloping topography, good transport links and seaweed fertiliser make Jersey an ideal place to grow Jersey Royal potatoes.</li> </ul>
Lesson 5 Geography Driver	Climate zones
	<ul style="list-style-type: none"> <li>● To be able to describe how changes to the weather and climate (temperature, weather patterns and precipitation) can affect land use.</li> <li>● To understand how farmers living in different countries adapt their farming practices to suit their local climate and landscape.</li> <li>● To understand how soil fertility, drainage and climate influence the placement and success of agricultural land.</li> </ul>
<b>Vocabulary</b>	
carpel climate fertiliser irrigation livestock pesticide stamen	
<b>Local Connection</b>	

Visit to a local farm

**Year 5:  
Spring 2  
Sow, Grow and Farm**

**Previous learning:** Children build on learning from the previous year group of being able to identify the position and significance of the Northern Hemisphere and Southern Hemisphere, whilst understanding and evaluating the importance of weather patterns around the world and relate these to climate zones and average temperature. Pupils of Alderman Cogan will understand how farmers living in different countries adapt their farming practices to suit their local climate and landscape.

**Sticky Knowledge**

1. Changes to the weather and climate (temperature, weather patterns and precipitation) can affect land use.
2. The soil and climate of California make it ideal for growing citrus fruits.
3. Coffee is grown in Peru because the warm climate, frequent rainfall and rich soil provide perfect growing conditions.
4. Transport networks are usually built where there is a high demand for the movement of people or goods.

Lesson 1 Geography Driver	<b>North and South America</b>
	<ul style="list-style-type: none"> <li>● To understand how changes to the weather and climate (temperature, weather patterns and precipitation) can affect land use.</li> <li>● To know that farmers living in different countries adapt their farming practices to suit their local climate and landscape.</li> </ul>
Lesson 2 Geography Driver	<b>Citrus farming in California</b>
	<ul style="list-style-type: none"> <li>● To understand how soil fertility, drainage and climate influence the placement and success of agricultural land.</li> </ul>
Lesson 3 Geography Driver	<b>Coffee growing in Peru</b>
	<ul style="list-style-type: none"> <li>● To be able to identify the farming challenges for developing countries - poor soil, disease, drought and lack of markets.</li> <li>● To understand how education, fair trade and technology are ways in which these challenges can be reduced.</li> </ul>
Lesson 4 Geography Driver	<b>How far has your food travelled?</b>
	<ul style="list-style-type: none"> <li>● To be able to explain how networks link places together and allow for the movement of people and goods.</li> <li>● To know that the journey that food travels from producer to consumer is measured in food miles.</li> </ul>
Lesson 5 Geography Driver	<b>Elmswell Farm visit</b>
	<ul style="list-style-type: none"> <li>● To know that a geographical enquiry can help us to understand the physical geography of an area and the impacts on the surrounding environment.</li> </ul>

**Vocabulary**

carpel climate fertiliser irrigation livestock pesticide stamen

**Local Connection**

<b>Year 5: Summer 1 Groundbreaking Greeks</b>	
<b>Previous learning:</b> Pupils will have explored earliest civilisations such as Ancient Egyptians in Year 4 and Shang Dynasty in Year 5. Pupils will be able to identify and describe the achievements of the earliest civilisations.	
Sticky Knowledge	Disciplinary knowledge
<ol style="list-style-type: none"> <li>1. Childrens will understand that there were six periods in ancient Greek history.</li> <li>2. The Minoans were peaceful farmers, fishermen and traders who developed a written language, became skilled artists and craftsmen and built stone palaces.</li> <li>3. The Mycenaeans ruled a large area of Greece from c1600 BC.</li> <li>4. The Minoans influenced the Mycenaeans.</li> </ol>	<p>Sequence and make connections between periods of world history on a timeline.</p> <p>Use a range of historical sources or artefacts to build a picture of a historical event or person. Find evidence from different sources, identify bias and form balanced argument</p> <p>Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.</p> <p>Articulate and organise important information and detailed historical accounts using topic related vocabulary.</p> <p>Frame historically valid questions about continuity and change and construct informed responses.</p> <p>Explain how everyday life in an ancient civilisation changed or continued during different periods.</p> <p>Compare and contrast an aspect of history across two or more periods studied.</p> <p>Study a feature of a past civilisation or society.</p>
Lesson 1 History Driver	Introductory knowledge
	<ul style="list-style-type: none"> <li>• To know that different world history civilisations existed before, after and alongside others. For example, the ancient Sumer existed from c4500 BC to c1900 BC and the ancient Egyptians from c3100 BC to 30 BC.</li> </ul>
Lesson 2 History Driver	Sources of evidence
	<ul style="list-style-type: none"> <li>• To be able to use a range of historical sources and artefacts to reveal a clearer and more accurate picture about a historical event or person.</li> <li>• To know that bias is the act of supporting or opposing a person or thing in an unfair way. A balanced argument is a response to a question or statement where you consider both viewpoints about a historical event or person.</li> <li>• To understand how sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer.</li> </ul>
Lesson 3 History Driver	Minoan civilisation
	<ul style="list-style-type: none"> <li>• To understand that continuity is the concept that aspects of life, such as rule and government, everyday life, settlements and beliefs, stay the same over time.</li> <li>• To understand that change is the concept that these aspects either progress and become bigger, better or more important, or decline and become smaller, worse or less important.</li> <li>• To be able to frame historically valid questions about continuity and change and construct informed responses. 'Did the Minoans live a settled life for a long period of time, or was life constantly changing?' or 'How did natural disasters change life for the Minoans?'</li> </ul>

Lesson 4 History Driver	<b>Comparing the Minoans and Mycenaean</b>
Lesson 5 History Driver	<ul style="list-style-type: none"> <li>• To know that everyday life, including culture, language, settlements, trade and belief systems could change during different periods however, some aspects of everyday life could continue.</li> <li>• To know that aspects of history can be compared and contrasted - rulers and monarchs, everyday life, homes and work, technology and innovation.</li> </ul>
<b>City states</b>	
	<ul style="list-style-type: none"> <li>• To be able to identify characteristics of past civilisations - cities, rule and government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and set social structures.</li> </ul>
<b>Vocabulary</b>	
Acropolis architect Athenian citadel city state civilisation democracy empire mythology Parthenon philosopher warrior	
<b>Local Connection</b>	
Children will have the opportunity to visit the Yorkshire Museum - which has exciting and vibrant exhibitions about the Romans, Saxons and Vikings as well as the ancient Egyptians and Greeks.	

**Year 5:  
Summer 2  
Groundbreaking Greeks**

**Previous learning:** Pupils have explored the Ancient Greeks in the previous term and will expand their knowledge to be able to understand social hierarchy, the significance of the Ancient Greeks influencing the modern day. Pupils will have learnt about the art and architecture of ancient civilizations.

**Sticky Knowledge**

1. Women, children and slaves were second class citizens.
2. Ancient Greeks influenced the wider world with the English alphabet and language.
3. The Olympic Games began in 776 BC and were the greatest sporting events of their time, as well as a religious festival for Zeus.
4. Many of these aspects of Greek arts and culture have influenced people around the world for thousands of years and are still seen today.

**Disciplinary knowledge**

Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.  
Describe the achievements and influence of the ancient Greeks on the wider world.  
Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).  
Describe the achievements and influence of the ancient Greeks on the wider world  
Use a range of historical sources or artefacts to build a picture of a historical event or person.

Lesson 1  
History Driver

**Democracy in Athens**

- To understand that sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer.

Lesson 2  
History Driver

**Significant Athenians**

- To know that the achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games.

Lesson 3  
History Driver

**Ancient and modern Olympic Games**

- To know that the achievements and influences of the ancient Greeks on the wider world include sport and the Olympic Games.

Lesson 4  
History Driver

**Greek arts and culture**

- To understand that the artistic and cultural legacy of ancient Greece includes theatre, sculpting techniques, rules of architecture and forms of literature. Many of these aspects of Greek arts and culture have influenced people around the world for thousands of years and are still seen today.

Lesson 5  
History Driver

**Achievements of Alexander the Great**

- To be able to use a range of historical sources and artefacts to reveal a clearer and more accurate picture about a historical event or person.

<b>Vocabulary</b>
Acropolis architect Athenian citadel city state civilisation democracy empire mythology Parthenon philosopher warrior
<b>Local Connection</b>
Children will have the opportunity to visit the Yorkshire Museum - which has exciting and vibrant exhibitions about the Romans, Saxons and Vikings as well as the ancient Egyptians and Greeks.