

Appleton Wiske Community Primary School

Year 5/6 Wider Curriculum Long Term Plan

2025-2026	Autumn		Spring		Summer		
	Themes	Is there life beyond our planet?		Who was Archimedes and what did he invent?		How did Ancient Greek life influence the western world?	
	FBV SEAL	Democracy	The rule of law	Individual liberty	Mutual respect	Tolerance of faiths and beliefs	Tolerance of faiths and beliefs
		New Beginnings	Getting on/falling out	Going for goals	Good to be me	Relationships	Changes
	Experiences	Yorkshire Planetarium visitor		Local village walk		'Ancient Greek' visitor / Residential	
	Texts	Cosmic Frank / The Jamie Drake Equation		Why Water's Worth It / Journey to the River Sea		Who Let the Gods Out / A Visitor's Guide to Ancient Greece	
	NC Objectives						
	Science	Animals including humans (Y6) Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans.	Earth and Space (Y5) Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	Properties and changes of materials (Y5) Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.		Living things in their habitats (Y5) Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals.	Evolution and inheritance (Y6) Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
		Working scientifically Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Using test results to make predictions to set up further comparative and fair tests. Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. Identifying scientific evidence that has been used to support or refute ideas or arguments.					
	History	Changes in Britain from the Stone Age to the Iron Age				Ancient Greece – a study of Greek life and achievements and their influence on the western world	
	Geography	Locational Knowledge Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.	Human and Physical Geography Describe and understand key aspects of: Human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Human and Physical Geography Describe and understand key aspects of: Physical geography, including: volcanoes and earthquakes, mountains, the water cycle, climate zones, biomes and vegetation belts.		Locational Knowledge Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).		
		Geographical Skills and Fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, compass bearings, six figure grid references, symbols and key (including Ordnance Survey maps) when completing fieldwork and to build knowledge of the UK and the wider world. Understand and use a widening range of geographical terms e.g. specific topic vocabulary. Observe, measure, record and present the human and physical and features in the local area using a range of methods. Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.					
	Art and Design	Cave drawings/paintings Create sketch books to record observations and use them to review and revisit ideas. Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (pencil, paint, print). Learn about great artists, architects and designers in history.				Greek pottery Create sketch books to record observations and use them to review and revisit ideas. Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (pencil, clay, paint). Learn about great artists, architects and designers in history.	
Design and Technology			Design, make and evaluate a device for transferring or transporting water (Archimedes Screw) Design Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Make Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Evaluate				

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2026-2027	Themes	How has technology advanced the gaming world?		What lives in our local area?		What was life like during World War 2?	
	FBV PSHE & C SEAL	Democracy	The rule of law	Individual liberty	Mutual respect	Tolerance of faiths and beliefs	Tolerance of faiths and beliefs
		Becoming an active citizen	Keeping myself safe	Me and my future	My healthy lifestyle	Me and my relationships	Staying safe and moving on
		New Beginnings	Getting on/falling out	Going for goals	Good to be me	Relationships	Changes
	Experiences	'Mayan' visitor / Scientist visitor			Fountains Abbey (textiles)		Eden Camp
	Texts	100 Things to Know About Numbers, Computers and Coding / Ant Clancy: Games Detective			The Owl Tree / Bloom		When Hitler Stole Pink Rabbit / Letters from the Lighthouse
	NC Objectives						
	Science	Electricity (Y6) Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram.	Animals including humans (Y5) Describe the changes as humans develop to old age. Link to Relationships and Sex Education.	Living things in their habitats (Y6) Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.	Light (Y6) Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	Forces (Y5) Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	
							Working scientifically Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Using test results to make predictions to set up further comparative and fair tests. Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. Identifying scientific evidence that has been used to support or refute ideas or arguments.
	History	A non-European society that provides contrasts with British history – Mayan civilization c. AD 900			A local history study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality (World War 2)		
	Geography	Locational Knowledge Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Extend locational knowledge beyond Europe and the Americas.		Place Knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country and a region within North/South America.		Locational Knowledge Recap – Locate the world's countries, using maps to focus on Europe (including location of Russia). Link to World War 2.	
		Geographical Skills and Fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, compass bearings, six figure grid references, symbols and key (including Ordnance Survey maps) when completing fieldwork and to build knowledge of the UK and the wider world. Understand and use a widening range of geographical terms e.g. specific topic vocabulary. Observe, measure, record and present the human and physical and features in the local area using a range of methods. Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.					
Art and Design				Textiles project Create sketch books to record observations and use them to review and revisit ideas. Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (pencil, textiles). Learn about great artists, architects and designers in history.			
Design and Technology	Design, make and evaluate an electronic board game Design Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Make Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Evaluate Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and					Food linked to World War 2 (rationing) Cooking and Nutrition Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	

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