



# Brodetsky Primary School Long Term Topic Planning

## Year 5 and 6

## **Year A**

Buckden (Railway Children) – Year 6  
Space (Cosmic) – Year 5  
Mayans (Middleworld)  
Anglo-Saxons and Vikings (Freedom For Bron)

## **Year B**

Buckden (Railway Children) – Year 6  
Space (Cosmic) – Year 5  
WW2 (Goodnight Mr Tom)  
Ancient Egypt (Scribes Of Alexandria)

Year A

Year 6 , Year A, Autumn Topic: Buckden

**Genre &  
Book Title**

**Fiction (*The Railway Children*)**

- Diary entries
- Story writing
- Character descriptions

**Non-Fiction**

- Newspaper report
- Instruction writing
- Before and after thoughts about Buckden: Recounts.

**Geography**

***Locational Knowledge***

- Name and locate countries and cities of the United Kingdom, geographical regions and their identifying humans 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.

***Geographical Skills and Fieldwork***

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use the 8 points of a compass, 4 and 6 figure grid references symbols and key (including the use of Ordnances Survey maps) to build their knowledge of the United Kingdom and the wider world
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Year 6 , Year A, Autumn Topic: Buckden

**\*Science**

***Living things and their habitats (Y6)***

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics.

***Animals, including humans***

- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- Recognize the impact of diet, exercises, drugs and lifestyle on the way our bodies function
- Describe the ways in which nutrients and water are transported within animals, including humans

**Art/DT**

***Hemed artwork***

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

Year 6 , Year A, Autumn Topic: Buckden

PSHCE

**Year 5**

***Physical health and wellbeing***

**In the media**

Pupils learn:

- that messages given on food adverts can be misleading
- about role models
- about how the media can manipulate images and that these images may not reflect reality

***Identity, society and equality:***

**Stereotypes, discrimination and prejudice (including tackling homophobia)**

Pupils learn:

- about stereotyping, including gender stereotyping
- workshop from Diversity Role Models or Equaliteach
- about prejudice and discrimination and how this can make people feel

**Year 6**

***Identity, society and equality:***

**Human rights**

Pupils learn:

- about people who have moved to Islington from other places, (including the experience of refugees)
- about human rights and the UN Convention on the Rights of the Child
- about homelessness

**Keeping safe - out and about**

Pupils learn:

- about feelings of being out and about in the local area with increasing independence
- about recognising and responding to peer pressure
- about the consequences of anti-social behaviour (including gangs and gang related behaviour)

Year 6 , Year A, Autumn Topic: Buckden

Computing

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Year 5 and 6, Year A, Spring, Topic: Mayans

Genre &  
Book Title

**Fiction (*Middleworld*)**

- Myth
- Write a dramatic ending/ cliffhanger

**Non-Fiction**

- Non-chronological reports
- Balanced argument
- Instruction writing
- Fact file
- Newspaper article

**Poetry**

- Performance Poetry
- Poetry by heart

Geography

***Locational Knowledge***

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- 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)

***Place Knowledge***

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or **South America**



**Year 5 and 6, Year A, Spring, Topic: Mayans**

<b>History</b>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <ul style="list-style-type: none"><li>• A non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</li></ul>
<b>*Science (Year 5)</b>	<p><b>Forces</b></p> <ul style="list-style-type: none"><li>• explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li><li>• identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li><li>• recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li></ul>
<b>*Science (Year 6)</b>	<p><b>Light</b></p> <ul style="list-style-type: none"><li>• recognise that light appears to travel in straight lines</li><li>• 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</li><li>• 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</li><li>• use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li></ul>

Year 5 and 6, Year A, Spring, Topic: Mayans

PSHCE

**Year 5**

***Keeping safe and managing risk:***

**When things go wrong**

Pupils learn:

- about keeping safe online
- that violence within relationships is not acceptable
- about problems that can occur when someone goes missing from home

(SEAL - GETTING ON AND FALLING OUT)

***Mental health and emotional wellbeing:***

**Dealing with feelings**

Pupils learn:

- about a wide range of emotions and feelings and how these are experienced in the body
- about times of change and how this can make people feel
- about the feelings associated with loss, grief and bereavement

**Year 6**

***Mental health and emotional wellbeing:***

**Healthy minds**

Pupils learn:

- what mental health is
- about what can affect mental health and some ways of dealing with this
- about some everyday ways to look after mental health
- about the stigma and discrimination that can surround mental health

Keeping safe and managing risk:

***Drug, alcohol and tobacco education:***

**Weighing up risk**

Pupils learn:

- about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs

about assessing the level of risk in different situations involving drug use

Year 5 and 6, Year A, Spring, Topic: Mayans

Art/DT

- To develop skills in working with clay - making definite shapes/patterns to fit purpose.
- To understand the relevance of interesting arrangement.

Computing

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Year 5/6, Year A, Summer, Topic: Anglo Saxons and Vikings

<b>Genre &amp; Book Title</b>	<p><b>Fiction (<i>Freedom for Bron</i>)</b></p> <ul style="list-style-type: none"><li>• Narrative</li><li>• Playscript</li></ul> <p><b>Non-Fiction</b></p> <ul style="list-style-type: none"><li>• Non-chronological report</li><li>• Persuasive letter</li></ul>
<b>History</b>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p><b><i>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i></b></p> <ul style="list-style-type: none"><li>• Viking raids and invasion</li><li>• Anglo-Saxon laws and justice</li><li>• Anglo-Saxon art and culture</li></ul>

Year 5/6, Year A, Summer, Topic: Anglo Saxons and Vikings

**\*Science  
(Year 5)**

***Properties and Changes of Materials***

- 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.

**\*Science  
(Year 6)**

***Evolution and Inheritance - We're Evolving!***

- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
- Recognize 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.

PSHCE

**Year 5:**

***Drug, alcohol and tobacco education:***

**Different influences**

Pupils learn:

- about the risks associated with smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis
- about different influences on drug use - alcohol, tobacco and nicotine products
- strategies to resist pressure from others about whether to use drugs - smoking drugs and alcohol  
(SEAL: say no to bullying)

***Careers, financial capability and economic wellbeing:***

**Borrowing and earning money**

Pupils learn:

- that money can be borrowed but there are risks associated with this
- about enterprise
- what influences people's decisions about careers

**Year 6**

***Sex and relationship education:***

**Healthy relationships / How a baby is made**

Pupils learn:

- about the changes that occur during puberty
- to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact
- what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships
- about human reproduction in the context of the human lifecycle
- how a baby is made and grows (conception and pregnancy)
- about roles and responsibilities of carers and parents
- to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it.

Year 5/6, Year A, Summer, Topic: Anglo Saxons and Vikings

**Computing**

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
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**Art/DT**





Year B

**Year 5, Year B, Autumn, Topic: Space**

<b>Genre &amp; Book Title</b>	<b>Fiction (<i>Cosmic</i>)</b> <ul style="list-style-type: none"><li>• Story writing</li><li>• Diary entry</li></ul> <b>Non-Fiction</b> <ul style="list-style-type: none"><li>• Non - chronological reports</li><li>• Recount</li></ul>
<b>*Science</b>	<b><i>Earth and Space</i></b> <ul style="list-style-type: none"><li>• describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li><li>• describe the movement of the Moon relative to the Earth</li><li>• describe the Sun, Earth and Moon as approximately spherical bodies</li><li>• use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li></ul>
<b>Geography</b>	<b>Locational Knowledge</b> <ul style="list-style-type: none"><li>• 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</li><li>• 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)</li></ul>

**Year 5, Year B, Autumn, Topic: Space**

**PSHCE**

***Year 5***

***Physical health and wellbeing***

**In the media**

Pupils learn:

- that messages given on food adverts can be misleading
- about role models
- about how the media can manipulate images and that these images may not reflect reality

***Identity, society and equality:***

**Stereotypes, discrimination and prejudice (including tackling homophobia)**

Pupils learn:

- about stereotyping, including gender stereotyping
- workshop from Diversity Role Models or Equaliteach
- about prejudice and discrimination and how this can make people feel
- about the stigma and discrimination that can surround mental health

***Year 6***

***Identity, society and equality:***

**Human rights**

Pupils learn:

- about people who have moved to Islington from other places, (including the experience of refugees)
- about human rights and the UN Convention on the Rights of the Child
- about homelessness

**Keeping safe - out and about**

Pupils learn:

- about feelings of being out and about in the local area with increasing independence
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**Art/DT**

Year 5/6, Year B, Spring, Topic: Ancient Egyptians

Genre &  
Book Title

Fiction (*Scribes of Alexandria*)

- Playscripts

Non-Fiction

- Newspaper articles

Poetry

History

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

- the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China

Year 5/6, Year B, Spring, Topic: Ancient Egyptians

**\*Science  
(Year 5)**

***Forces***

- 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.

***Living things and their habitats***

- 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

***Animals, including humans***

- Describe the changes as humans develop to old age

**Science  
(Year 6)**

***Light***

- 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.

PSHCE

**Year 5**

***Keeping safe and managing risk:***

**When things go wrong**

Pupils learn:

- about keeping safe online
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(SEAL - GETTING ON AND FALLING OUT)

***Mental health and emotional wellbeing:***

**Dealing with feelings**

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**Year 6**

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Keeping safe and managing risk:

***Drug, alcohol and tobacco education:***

**Weighing up risk**

Pupils learn:

about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs

about assessing the level of risk in different situations involving drug use

Year 5/6, Year B, Spring, Topic: Ancient Egyptians

Art/DT

Computing

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Year 5/6, Year B, Summer, Topic: World War II

<p><b>Genre &amp; Book Title</b></p>	<p><b>Fiction (<i>Goodnight Mr. Tom</i>)</b></p> <ul style="list-style-type: none"> <li>• Diary entry</li> </ul> <p><b>Non-Fiction</b></p> <ul style="list-style-type: none"> <li>• Recounts</li> <li>• Non-chronological reports</li> <li>• Letters</li> <li>• Persuasive argument</li> </ul>
<p><b>History</b></p>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p><b><i>A study of an aspect of theme in British history that extends pupils' chronological knowledge beyond 1066.</i></b></p> <ul style="list-style-type: none"> <li>• a significant turning point in British history, for example, the first railways or the Battle of Britain</li> </ul>
<p><b>*Science (Year 5)</b></p>	<p><b><i>Properties and Changes of Materials</i></b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.</li> <li>• Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</li> <li>• Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</li> <li>• Demonstrate that dissolving, mixing and changes of state are reversible changes.</li> </ul> <p>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.</p>

Year 5/6, Year B, Summer, Topic: World War II

\*Science  
(Year 6)

*Evolution and Inheritance - We're Evolving!*

- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
- Recognize 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.

PSHCE

**Year 5:**

***Drug, alcohol and tobacco education:***

**Different influences**

Pupils learn:

- about the risks associated with smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis
- about different influences on drug use - alcohol, tobacco and nicotine products
- strategies to resist pressure from others about whether to use drugs - smoking drugs and alcohol  
(SEAL: say no to bullying)

***Careers, financial capability and economic wellbeing:***

**Borrowing and earning money**

Pupils learn:

- that money can be borrowed but there are risks associated with this
- about enterprise
- what influences people's decisions about careers

**Year 6**

***Sex and relationship education:***

**Healthy relationships / How a baby is made**

Pupils learn:

- about the changes that occur during puberty
- to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact
- what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships
- about human reproduction in the context of the human lifecycle
- how a baby is made and grows (conception and pregnancy)
- about roles and responsibilities of carers and parents
- to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it.

Year 5/6, Year B, Summer, Topic: World War II

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| <b>Computing</b> | <ul style="list-style-type: none"><li>• design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li><li>• use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li><li>• use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li><li>• understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration</li><li>• use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</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> |
| <b>Art/DT</b>    |  |

\*All science topics will include elements of working scientifically.