Year: 5 Term: Summer 1 2025-6 Topic: Wetherby and Beyond (Local History & Victorians)

Planned Curriculum Content

Literacy - *See the Long and Medium Term Planning for specific planned content.*
Texts: Street Child, Grammarsaurus extracts
Writing Styles and Genres: diary entry, characters perspective, descriptive writing

Maths
White Rose Unit:
Statistics
Shape
Position & Direction
Decimals

Subject: Local History study/ Victorian link

The children will learn to: -
*Use sources of evidence to deduce information about the past. How was Queen Victoria welcomed on her visit to Leeds in 1858? What do drawings show? Did all sections of society take part and feel the same?
*Seek out and analyse a wide range of evidence in order to justify claims about the past.
*Identify continuity and change in the history of the locality of the school – housing and places of work.
*Place the Victorian era on a World timeline
*show key historical events or lives of significant people (Dr Barnardo and Lord Shaftesbury)
* Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).
* Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children – working children and schooling.

Specific Planned Content Across The Curriculum

In each of these subjects we follow schemes of work. Refer to the Long Term Plans for detailed information on the specific planned content:

P.E. – Spiral lesson 23-28
Music – Ukulele tuition – external provider
French– Unit: Friends & Family
PSHE - You, Me and PSHE - Unit: Drug, Alcohol & Tobacco Education: Different Influences
Computing – Purple Mash - 5.6 Modelling
5.7 Concept Maps
History- Local Study / Victorian focus

Subject: Design and Technology
The children will learn to:
Generate innovative ideas through research and discussion with peers and adults to develop an accompaniment to a seasonal soup (e.g. bread, savoury scone or muffin) • Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. • Write a step-by-step recipe, including a list of ingredients, equipment and utensils • Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. • Make, decorate and present the food product appropriately for the intended user and purpose. Carry out sensory evaluations of a range of relevant products and ingredients. • Evaluate the final product with reference back to the design brief and design specification. • Understand how key chefs have influenced eating habits to promote varied and healthy diets. • Understand about seasonality in relation to food products and the source of different food products. • Know and use relevant technical and sensory vocabulary.

Subject:

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Curriculum Drivers

Core Values	Knowledge and Long Term Learning	The Greats	Diversity and Community
Our school values are: **C**ompassion **A**mbition **R**esilience **E**quality	Our knowledge organiser will be focused on **History – Wetherby now and in the Victorian times.** This will be used to help the children to learn the essential knowledge and vocabulary that they need for the subject.	We will learn about the successful reign of Queen Victoria as Britain consolidated the British Empire and underwent industrialisation. We will study the impact of social reform led by Victorian philanthropists Dr Barnardo and Lord Shaftesbury.	Through our local history study of Wetherby and Leeds, we will learn about social, economic and legal differences and changes across time and areas.

Assessment of Threshold Concepts

Science: Threshold Concepts N/A

Scientific Concepts:	Working Scientifically:
*	

Computing: Threshold Concepts – Modelling & Concept Maps

Computer Science:	Information Technology:	Digital Literacy:
	• I can make appropriate improvements to the digital work I have created. • I can comment on how successful a digital solution is that I have created. • I can work collaboratively with others creating solutions to problems using appropriate software such as 2Code. • I can use collaborative modes such as within 2Connect to work with others and share it/	• I can use the most appropriate form of online communication according to the digital content. e.g 2Email, 2Blog and Display Boards • I have a clear knowledge of online safety rules taught at school • I can demonstrate the safe and respectful use of different online technologies and online services

		• I always relate appropriate online behaviour to my right to have personal privacy • I know how to not let my mental well-being or others be affected by the use of online technologies and services

Design and Technology: Threshold Concepts – Seasonal Cooking

Design, Make, Evaluate and Improve	Take Inspiration from Designs Throughout History	Master Practical Skills
•Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). • Make products through stages of prototypes, making continual refinements. • Ensure products have a high-quality finish • Use prototypes		Select appropriate units of measure of measure ingredients precisely • Demonstrate a range of baking and cooking techniques. • Create and refine recipes, including ingredients, methods, cooking times and temperatures

History: Threshold Concepts - local history study/ Victorian focus

Investigate and interpret the past	Build an overview of World History	Understand Chronology	Communicate historically
• Use sources of evidence to deduce information about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past.	• Identify continuity and change in the history of the locality of the school. • Describe the social and cultural diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events.	• Use appropriate historical vocabulary to communicate, including: • dates • time period • era • chronology • continuity • change • century • decade • legacy.

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Languages (French): Threshold Concepts – Friends & Family

Listening and speaking	Reading and writing	Stories, songs, poems and rhymes	Grammar
*To speak in sentences, using familiar vocabulary, phrases and basic language structures * To present ideas and information orally to a range of audiences in the context of talking about homes. * To describe people, places, things and actions orally* and in writing; * To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help in the context of describing pets and animals.	*To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary in the context of talking about objects in the home *To describe people, places, things and actions orally* and in writing	*To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words; *Appreciate stories, songs, poems and rhymes in the language in the context of farm animals (join in a French version of a familiar song) .	*To understand basic grammar appropriate to the language in the context of introducing family members

Music: Ukulele Tuition - Threshold Concepts

Singing	Playing Instruments	Improvising/Exploring	Composing	Listening	Appraising
	*To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression dimensions of music		*To improvise and compose music for a range of purposes using the inter-related memory		

	*To use and understand staff and other musical notations				

PE: Threshold Concepts (Highlight focus areas for Half Term)

KS1

Agility	Balance	Co-ordination
Body Awareness Dodging and Evading Flexibility and Movement Reaction Rotation Travelling	Balancing Equipment Dynamic Balance Generating Force Through Transfer of Weight Points of Contact Static Balance Understanding Base	Combination of Skills Differentiating Force Organising Limbs Receiving Sending Timing

KS2

Cognitive	Manipulation	Physical
Anticipation Evaluation Peer Mentoring Tactical Variation Team Work Understanding Rules	Accuracy Dribbling Fielding and Catching Passing Shooting Striking	Agility Control Physical Processing Power Speed Strength

PHSE: Threshold Concepts

Theme: Drug, Alcohol & Tobacco Education: different influences

Pupils learn:

- Different influences - the risks associated with smoking drugs.
- The different influences on drug use – alcohol, tobacco and nicotine products.
- Strategies to resist pressure from others about whether to use drugs and alcohol.

RE: Threshold Concepts: N/A

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Pupils working *towards* the age-related expectations for their year group will be able to:	Pupils working *at* the age-related expectations (ARE) for this year group will be able to:	Pupils who are *deepening and widening* their knowledge and understanding will be able to: