



# The Holt Primary School

Headteacher: Mrs Julie Leach B.Ed(Hons) NPQH

Do your BEST, Be our BEST

Belief  
Expectation  
Support  
Triumph

## Long Term Planning Overview 2025/2026

Please insert the NC or framework objectives which you plan to teach for the term. Please blank out any aspects not part of the topic.

Year: 5

Term: 1 and 2

Teacher: Mark Ames

Topic title: Passport to the World / Rumble in the Jungle

<b>MAIN DRIVER:</b> Geography	<b>TOPIC DESCRIPTION:</b> A journey through our local area, exploring the human and physical geography of the area and comparing our locality with a European neighbour. Main Driver: Geography.
<b>SUBJECT</b> Geography NC	<b>NATIONAL CURRICULUM/Framework OBJECTIVES</b> 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 in North or South America describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.  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
<b>History NC</b>	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; <b>Mayan civilization</b> c. AD 900; Benin (West Africa) c. AD 900-1300
<b>Science NC</b>	<b>Living things and their habitats</b> Pupils should be taught to: □ 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.
<b>DT NC</b>	Mayan mask making: use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups □ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design investigate and analyse a range of existing products □ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work □ understand how key events and individuals in design and technology have helped shape the world apply their understanding of how to strengthen, stiffen and reinforce more complex structures
<b>Art NC</b>	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] <b>Typography unit 1 – Access Art</b>
<b>PE NC</b>	Synergy:
<b>RE Agreed syllabus</b>	Year 5: <b>LAS Compulsory</b> Being Human – Hinduism <i>Believing</i> Unit 1: 'Being Human' (Hinduism) <i>How do Hindus reflect their faith in the way they live? What is karma and how does it drive the cycle of samsara? How might a Hindu seek to achieve moksha? The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals.</i> Year 6: Unit 1: Additional Unit – Any other unit designed by the school – 'Do You Have to Believe in God to be Good?' [Opportunity to study Humanism/atheism and explore e.g. issues of social justice; opportunity to explore how valid various religious truth claims are, e.g. that you have to be good because God exists and he wants you to be good] Plus: Additional Unit – Any other unit designed by the school – 'How Valuable is Religion Today?' (Could be placed in the Summer Term) B1, B2a, B2b L1, L2, L3, L4a, L4b

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<b>PSHE One decision</b>	Year 5: Peer Pressure - KS2 Expectations: Caring friendships (R) That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. Being responsible – Looking out for others
<b>Computing NC</b>	
<b>Enrichment Computer science NC</b>	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
<b>Music NC</b>	
<b>MFL NC</b>	Term 1: Pleased to meet you Term 2: All about ourselves
<b>Enrichment Outdoor learning/well being</b>	
<b>OTHER ASPECTS</b>	<b>ADDITIONAL INFORMATION</b>
<b>Writing Genres</b>	Poetry – The Magic Box NCR Narrative – The Promise Biography
<b>Mathematical links</b>	Compass directions Angles Latitude/Longitude
<b>Quality Texts</b>	The Book of Mythical Beasts and Magical Creatures The Explorer Cloud Tea Monkeys The Promise Fantastically Great Women who Changed the World; Women in Science
<b>Key experiences</b>	Village walk using maps of the local area to explore key characteristics of Skellingthorpe and compare this area with another in Italy. Orienteering as part of a PE enrichment session to develop the use of compass skills.
<b>Discreet Subjects</b>	PSHE RE
<b>Linked Subjects</b>	Reading, writing, geography, art, DT.
<b>Enrichment arrangements</b>	MA teaching Year 5 Computer Science