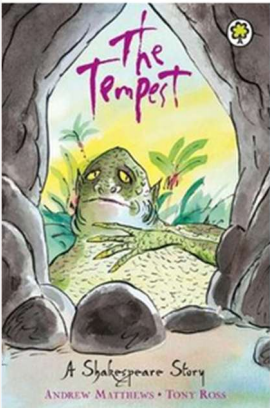

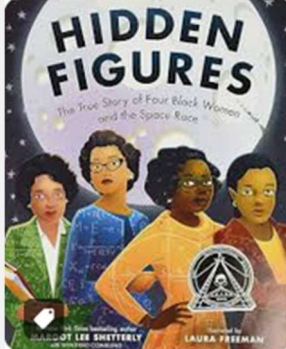
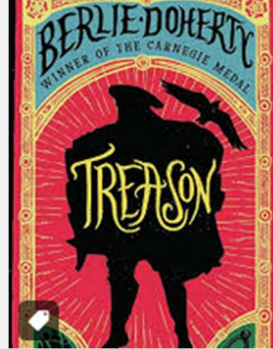




# Long Term Curriculum Map

## 2025-2026 Year 4/5

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic/theme of study:</b>	<b>What is life like in the Alps?</b> Locate the Alps on a world map and identify and label the eight countries they spread through. Locate three physical and three human characteristics in the Alps. Research and describe the physical and human features of Innsbruck. Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs. Compare the human and physical geography of their local area and Innsbruck. Describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question, 'What is life like in the Alps?'	<b>What was the impact of WWII on British people?</b> Identify the causes of World War 2. Identify the different phases in the Battle of Britain. Make inferences and deductions about a photograph. Describe how children may have felt when evacuated. Evaluate the accuracy and reliability of sources. Describe the impact WW2 had on women's lives.	<b>Would you like to live in the Desert?</b> Identify the lines of latitude where hot desert biomes are located. Describe the characteristics of a hot desert biome. Locate the largest deserts in each continent. Describe ways the Mojave Desert is used. Name and describe the physical features found in a desert. Identify how humans use the desert. Explain how human activity may contribute to the changing climate and landscape of a desert. Recognise that the Mojave Desert has a different time zone to the UK. Describe some of the threats to deserts. Give the benefits and drawbacks of living in a desert environment. Identify characteristics of two contrasting biomes and compare land use. Discussing if a desert environment is hospitable and why.	<b>What was life like in Tudor Britain?</b> Extract information about Henry VIII from sources and explain and justify their interpretation of Henry VIII using evidence from sources. Make deductions from sources about Anne Boleyn, interpret historical sources and supporting interpretations with evidence. Use sources to make deductions about Henry VIII's wives and use evidence to support deductions, evaluating which of his wives best met his requirements. Identify primary sources, highlighting evidence in a source and make historical deductions from evidence. Select the relevant evidence required from sources and recreate Elizabeth's entrance into Worcester. Make deductions using inventories and making judgements as to whether a person was rich or poor. Explain how inventories are useful to historians and create a realistic inventory.	<b>Where does our energy come from?</b> Describe the significance of energy. Give examples of sources of energy and their trading routes. Define renewable and non-renewable energy. Discuss the benefits and drawbacks of different energy sources. Describe the significance of the Prime Meridian. Identify human features on a digital map. Discuss how transport links have changed over time. Locate UK cities on a map. Use six-figure grid references to identify features on an OS map. Consider and justify the location of energy sources. Design and use interview questions. Plot points on a sketch map.	<b>Were the Vikings raiders, traders or settlers?</b> Identify the different reasons for migration to Britain. Sequence events according to their significance for groups of people. Explain where the Vikings came from and why they came to Britain. Make inferences from sources. Explain how sources can be biased. Find evidence within a source to support their reasoning. Describe the parts of a longboat. Design and creating a longboat. Describe what the Vikings traded. Identify Viking trading routes. Explain whether the Vikings were traders or raiders and providing supporting evidence. Identify important events in the Anglo-Saxon and Viking struggle for Britain. Explain the meaning of cause and consequence. Suggest the cause and consequences of events. Make observations and deductions about artefacts.
<b>VIPERS</b>	The Tempest, William Shakespeare  	Carrie's War, Nina Bawden  	Hidden Figures, Margot Lee Shetterly  	Treason, Berlie Doherty  	The Arrival, Shaun Tan  	The Viking Boy  

English	Entertain: Narrative	Inform: Explanation	Inform: Newspaper Report / Recount	Entertain: Narrative	Persuade: Letters	Entertain: Poetry
	Persuade: Speech	Entertain: Narrative	Newspaper Report: Real-Life Mysteries	Poetry: Haiku	Inform: NCR	Entertain: Narrative
	Poetry: Free Verse		Recount: Coming to England			Entertain: Poetry
			Persuade: Travel Leaflets			Marshmallow Clouds
						Michael Rosen's A-Z
<a href="#">Maths</a> White Rose Maths Year 4	Place Value Addition & subtraction Area Multiplication & Division		Multiplication & Division Length & perimeter Fractions Decimals		Decimals Money Time Shape Statistics Position & Direction	
White Rose Maths Year 5	Place Value Addition & subtraction Multiplication & Division Fractions		Multiplication & Division Fractions Decimals & Percentages Perimeter & Area Statistics		Shape Position & Direction Decimals Negative numbers Converting units Volume	
Science Year 4 Focus	<u>Biology Plants</u> - Identify and describe the functions of different parts of flowering plants: roots, stem/trunk leaves and flowers. - Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. - Investigate the way in which water is transported within plants. - Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	<u>Biology Keeping Fit and Healthy</u> - Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. - Describe the simple functions of the basic parts of the digestive system in humans. - Identify the different types of teeth in humans and their simple functions.	<u>Chemistry Properties of Materials</u> - Compare and group together different kinds of rocks on the basis of their simple physical properties. - Recognise that soils are made from rocks and organic matter. - Compare and group materials together, according to whether they are solids, liquids or gases. - Describe in simple terms how fossils are formed when things that have lived are trapped within rock.	British Science Week March 6-15. The theme for 2026 will be "Curiosity: what's your question?", focusing on encouraging people to explore their curiosity about the world and how to find answers.  <u>Physics Forces</u> - Compare how things move on different surfaces. - Notice that some forces need contact between two objects but magnetic forces act at a distance. - Observe how magnets attract or repel each other and attract some materials and not others. - Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. - Describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing.	<u>Physics Electricity</u> - Identify common appliances that run on electricity. - Construct a simple series electrical circuit identifying and naming the basic parts of a simple electrical circuit, including cells, wires, bulbs, switches and buzzers. - Identify whether or not a lamp will light in a simple series circuit based on whether or not the lamp is part of a complete loop with a battery. - Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. - Recognise some common conductors and insulators, and associate metals with being good conductors.	Consolidation and opportunities for further scientific enquiry and embedding real life contexts.

<p><b>Science</b> <b>Year 5 Focus</b></p>	<p><b><u>Chemistry</u></b> <b><u>Properties of Materials</u></b></p> <ul style="list-style-type: none"> <li>- Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</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>- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</li> </ul>	<p><b><u>Physics</u></b> <b><u>Forces</u></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 effect 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>	<p><b><u>Biology</u></b> <b><u>Keeping Fit and Healthy</u></b></p> <ul style="list-style-type: none"> <li>-Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood (including the pulse and clotting).</li> <li>- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</li> <li>- Describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul>	<p><b>British Science Week March 6-15.</b> <b>The theme for 2026 will be "Curiosity: what's your question?", focusing on encouraging people to explore their curiosity about the world and how to find answers.</b></p> <p><b><u>Physics</u></b> <b><u>Electricity</u></b></p> <ul style="list-style-type: none"> <li>- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</li> <li>- 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.</li> <li>- Use recognised symbols when representing a simple circuit in a diagram.</li> </ul>	<p><b><u>Biology</u></b> <b><u>Plants</u></b></p> <ul style="list-style-type: none"> <li>- Recognise that living things (plants) produce offspring of the same kind but normally offspring vary and are not identical to their parents.</li> <li>- Describe the life process of reproduction in some plants.</li> </ul>	<p><b>Consolidation and opportunities for further scientific enquiry and embedding real life contexts.</b></p> <p><b><u>Biology</u></b> <b><u>YEAR 6 ONLY</u></b> <b><u>Human Reproduction</u></b></p> <ul style="list-style-type: none"> <li>- Describe the life process of reproduction in humans.</li> <li>- Describe the changes as humans develop to old age.</li> </ul>
<p><b>Geography</b> <b>Kapow</b></p>	<p><b>What is life like in the Alps?</b></p> <p>Locate the Alps on a world map and identify and label the eight countries they spread through. Locate three physical and three human characteristics in the Alps. Research and describe the physical and human features of Innsbruck. Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs. Compare the human and physical geography of their local area and Innsbruck. Describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question, ‘What is life like in the Alps?’</p>			<p><b>Would you like to live in the Desert?</b></p> <p>Identify the lines of latitude where hot desert biomes are located. Describe the characteristics of a hot desert biome. Locate the largest deserts in each continent. Describe ways the Mojave Desert is used. Name and describe the physical features found in a desert. Identify how humans use the desert. Explain how human activity may contribute to the changing climate and landscape of a desert. Recognise that the Mojave Desert has a different time zone to the UK. Describe some of the threats to deserts. Give the benefits and drawbacks of living in a desert environment. Identify characteristics of two contrasting biomes and compare land use. Discussing if a desert environment is hospitable and why.</p>		<p><b>Where does our energy come from?</b></p> <p>Describe the significance of energy. Give examples of sources of energy and their trading routes. Define renewable and non-renewable energy. Discuss the benefits and drawbacks of different energy sources. Describe the significance of the Prime Meridian. Identify human features on a digital map. Discuss how transport links have changed over time. Locate UK cities on a map. Use six-figure grid references to identify features on an OS map. Consider and justify the location of energy sources. Design and use interview questions. Plot points on a sketch map.</p>
<p><b>History</b> <b>Kapow</b></p>	<p><b>What was the impact of WWII on British people?</b></p> <p>Identify the causes of World War 2. Identify the different phases in the Battle of Britain. Make inferences and deductions about a photograph. Describe how children may have felt when evacuated. Evaluate the accuracy and reliability of sources. Describe the impact WW2 had on women’s lives.</p>			<p><b>What was life like in Tudor Britain?</b></p> <p>Extract information about Henry VIII from sources and explain and justify their interpretation of Henry VIII using evidence from sources. Make deductions from sources about Anne Boleyn, interpret historical sources and supporting interpretations with evidence. Use sources to make deductions about Henry VIII’s wives and use evidence to support deductions, evaluating which of his wives best met his requirements. Identify primary sources, highlighting evidence in a source and make historical deductions from evidence. Select the relevant evidence required from sources and recreate Elizabeth’s entrance into Worcester. Make deductions using inventories and making judgements as to whether a person was rich or poor. Explain how inventories are useful to historians and create a realistic inventory.</p>		<p><b>Were the Vikings raiders, traders or settlers?</b></p> <p>Identify the different reasons for migration to Britain. Sequence events according to their significance for groups of people. Explain where the Vikings came from and why they came to Britain. Make inferences from sources. Explain how sources can be biased. Find evidence within a source to support their reasoning. Describe the parts of a longboat. Design and creating a longboat. Describe what the Vikings traded. Identify Viking trading routes. Explain whether the Vikings were traders or raiders and providing supporting evidence. Identify important events in the Anglo-Saxon and Viking struggle for Britain. Explain the meaning of cause and consequence. Suggest the cause and consequences of events. Make observations and deductions about artefacts.</p>

<b>Computing</b>	Networks – Systems & searching	Programming – Repetition in games	Creating Media – Photo editing	Data logging	Creating Media – Video production	Programming – Selection
<b>Art &amp; Design</b> <b>Kapow</b> <b>RJ new lead</b>	<b>Autumn 2</b> <a href="#">Drawing – I need space</a> TBA		<b>Spring 2</b> <a href="#">Painting and mixed media - Portraits</a> TBA		<b>Summer 2</b> <a href="#">Drawing – Make my voice heard</a> TBA	
<b>Design &amp; Technology</b> <b>Kapow</b>	<a href="#">Making a pop-up book- Mechanical systems</a>		<a href="#">Developing a recipe- Cooking and nutrition</a>		<a href="#">Fastenings- Textiles</a>	
<b>Music</b>	<b>Music reading and transcription.</b> - To understand how to read treble clef notation. -To understand how to recognise the length of a note (quaver, crotchet, minim and semi breve). -To recognise the length of a rest (quaver, crotchet, minim and semi breve).	<b>KS2 Carol performance</b>	<b>Composition around a theme</b> - listen and appraise different songs in the Rap and R&B genre. -Explore cultural and social influences behind the Rap & R&B genres. -Learn a popular rap song. -Compose lyrics to their own verse within a set rap song. -Notate using standard and non-standard notation for others to be able to perform their composition.	<b>History of classical music</b> - Explore the 6 eras of classical music. -Identify historically significant events that happened at this time. -Listen and appraise music from the different eras. - Note similarities and differences between the different eras.	<b>Outreach</b> -Performance skills and ensemble singing. -Singing in some harmony.	
<b>PSHE/RSE</b> <a href="#">Pol-Ed</a>						
<b>RE</b> <b>Combined</b> <b>Questful and</b> <b>Carlisle Dioceses</b> <b>Units</b>	<b>4.1 David and the Psalms:</b> What values do you consider to be important? Explore the Story of David and his strengths and qualities. To read the Psalms and use them to discover more about the nature of God. To identify the values that the pupils consider to be particularly important. <b>Look at key figures/ texts from Worldwide Faiths-</b>  <b>4.2 Christmas. Exploring the symbolism of light.</b> Give pupils an understanding of the Christian belief that Jesus is the, ‘Light of the World’. explore the multi-faceted metaphor of bringing light into people’s lives. <b>WWF Link- Why is light an important symbol in World Faiths?</b> <b>Inc. Hinduism (Diwali) Judaism (Hanukkah)</b>		<b>4.3 Jesus: Why do Christians believe Jesus us the Son of God?</b> Why do Jewish people believe that the Sabbath/Shabbat is so important? Deepen the children’s understanding of Jesus, who he was, his teaching and behaviour. Use the events covered in the stories in this unit to illustrate and emphasise the Christian belief that Jesus is the Son of God; that he was God and man, both human and divine. Deepen pupil’s knowledge and understanding of why the sabbath , Shabbat, is so important to Jews. Introduce pupil’s to the celebrations and traditions of Jewish Shabbat. <b>WWF Link- Why do Jewish people believe that the Sabbath/Shabbat is so important?</b>  <b>4.4 Easter: A story of betrayal or trust?</b> <b>What do World Faiths say about forgiveness?</b> Give children the opportunity to reflect upon the importance of power and the effect of betrayal, trust and forgiveness. Deepen pupil’s understanding of the concept of salvation. Focus on the significance of the incidents of betrayal and trust in the Easter story. Increase pupil’s knowledge and understanding that forgiveness is a key teaching of all World Faiths and impacts on the lives of believers. <b>WWF Link- Why should we forgive one another?</b> <b>What do World Faiths say about forgiveness?</b>		<b>5.9 St Paul: How did the news of Jesus’ resurrection spread around the world?</b> Provide children with an opportunity to gain greater understanding of the lives and resilience of the early Christians. To realise the significance of the life of St Paul and the concept of mission. To learn basic facts about how Christianity spread throughout Britain.  <b>4.6 Prayer: What is prayer?</b> Ensure that the children know that prayer is a way of communicating with God. Ensure that pupils know that believers across all World Faiths pray in many similar and different ways. Introduce pupils to the religious artefacts and actions associated with the practice of prayer. Ensure that pupils to know that Christians believe that God listens and responds. <b>WWF Link- How do people of World Faiths Pray?</b> <b>Hinduism Islam Judaism Buddhism</b>	
<b>PE</b> <b><a href="#">PE Planning</a></b>	Hockey  Tag Rugby	Gymnastics 1  Fitness	Dance  Golf	Gymnastics 2  Orienteering	Basketball  Athletics	Volleyball  Cricket



<b>MFL</b> <b>French</b> <u>Language</u> <u>Angels</u>	<a href="#">Phonics 3</a>  <a href="#">My Family</a>	<a href="#">At the Tea Room?</a>	<a href="#">Traditions &amp; Celebrations</a>	<a href="#">In Class</a>	<a href="#">Habitats</a>	<a href="#">What is the weather?</a>
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CYCLE B	Possible visits	Possible visitors	Topic hook
Autumn 1 <i>Alps</i>	Local Area Study tba		<i>Range of topic books</i>
Autumn 2 <i>WWII</i>	Tullie House		<i>Range of topic books</i> TH Box – booked.
Spring 1 <i>Desert</i>			<i>Range of topic books</i>
Spring 2 <i>Tudors</i>			<i>Range of topic books</i> TH Box – booked.
Summer 1 <i>Energy</i>			<i>Range of topic books</i>
Summer 2 <i>Vikings</i>	Jorvik Viking Museum, York		<i>Range of topic books</i> TH Box – booked.