



Banks Road Primary School

Yr 5 Long Term Planner: Progress Milestones

Learning Focus	Subject statement	Emerging (working towards)	Expected (at age related expectation)	Exceeding (above age related expectation)
History: Why Should we thank the Ancient Greeks?	Sequencing the Past Develop chronologically secure knowledge and understanding of British, local and world history.	I can sequence with some independence many of the significant events , societies and people within topics covered using appropriate dates, period labels and terms.	I can sequence with independence the key events , objects, themes , societies and people in UKS2 topics covered using dates, period labels and terms.	I can explain independently the sequence of key events , objects, themes , societies and people in topics covered using dates, period labels and terms accurately.
	Significance & Interpretation Address and devise historically valid questions about significance.	I can describe the significant issues in many of the topics covered.	I can explain reasons why particular aspects of a historical event , development, society or person were of particular significance.	I can compare the significance of events , developments and people across topics and time periods .
	Significance & Interpretation Understand how our knowledge of the past is constructed from a range of sources.	I can identify different interpretations for events , developments and people covered in a range of UKS2 topics.	I can explain how and why it is possible to have different interpretations of the same event or person.	I can understand and explain the nature and reasons for different interpretations in a range of topics.
Science: Let's get Moving! Big Idea: There are contact and non-contact forces: these affect the motion of objects.	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.	I can describe the effect of gravity on unsupported objects. I can recognise that motion may be resisted by forces. I can recognise that simple machines transfer force.	I can explain that gravity causes objects to fall towards Earth. I can describe how motion may be resisted by air resistance, water resistance or friction. I can describe how some devices may turn a smaller force into a larger one.	I recognise that gravity acts between all masses, e.g. the Sun and the Earth. I can identify ways in which forces that oppose motion may be useful or a nuisance.
	Working Scientifically Plan an enquiry. Identify and manage Variables. Use equipment to take measurements.	I can plan investigations using different types of scientific enquiry. I can set up comparative and fair tests. I can, following discussion, follow guidance to use equipment. I can recognise the importance of using standard measures accurately.	I can, with support, answer questions using evidence gathered from different types of scientific enquiry. I can, with prompting, identify and manage variables. I can, following discussion of alternatives, select appropriate equipment. I can take measurements that are precise as well as accurate.	I can answer questions using evidence gathered from different types of scientific enquiry. I can identify and manage variables. I can use appropriate equipment, such as a meter rule, to take measurements, such as distance travelled.
	Explore how to improve the quality of data. Understand the role of repeated	I can, with prompting, take repeated readings. I can, with prompting, show how	I know how to process repeat readings. I can show how evidence supports a	I can consider how by modifying instrument or technique, measurements can be improved.



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	readings Draw conclusions.	evidence supports a conclusion. I can, with prompting, suggest further relevant comparative or fair tests.	conclusion. I can suggest further relevant comparative or fair tests.	I can identify situations in which taking repeat readings will improve the quality of evidence. I can identify how an idea is supported or refuted by evidence. I can use evidence to suggest further comparative or fair tests that would develop the investigation.
Geography: Are We Damaging the World?	Human Themes 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.	I know and understand what life is like in cities and in villages. I know, in detail, the journey of how one product gets into my home. I can describe some renewable and non-renewable energy sources. I can describe different types of industry currently in the local area . I know where some of our main natural resources come from.	I know and understand what life is like in cities and in villages and in a range of settlement sizes. I understand that products we use are imported and well as locally produced. I can describe how the types of industry in the local area have changed over time. I understand where our energy and natural resources come from.	I know and understand what life is like in cities and in villages and in a range of settlement sizes in different parts of the world. I understand that our shopping choices have an effect on the lives of others. I can explain how, and offer reasons why, the types of industry in the local area have changed over time. I understand where our energy and natural resources come from, and the impacts of their use.
	Understanding Places & Connections Deepen an understanding of the interaction between physical and human processes.	I can explain some ways a biome (including the ocean) is valuable and under threat from human activity. I understand how human activity is influenced by climate and weather. I understand hazards from physical environments such as avalanches in mountain regions . I can identify an important environmental issue.	I can explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. I understand how human activity is influenced by climate and weather. I understand hazards from physical environments and their management, such as avalanches in mountain regions . I can explain several threats to wildlife / habitats.	I can explain some ways biomes (including the oceans) are valuable, why they are under threat and a range of ways they could be protected for the future. I understand how human activity is influenced by climate and weather. I understand the causes of hazards from physical environments and their management, such as avalanches in mountain regions . I understand that no one type of energy production will provide all our energy needs.
	Fieldwork and Investigation Use fieldwork to observe, measure, record and present the human and physical features in the local area.	I can carry out fieldwork in an urban area and/or a rural area using appropriate techniques.	I can plan and carry out fieldwork investigation in an urban area and/or a rural area using appropriate techniques.	I can design, plan and carry out a fieldwork investigation in an urban area and/or a rural area using appropriate techniques.



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Science: Super Scientists Big Idea:	To describe what a scientist is and the different ways in which they work. To describe the discoveries of some famous scientists. To carry out some forensic tests. To use forensic tests to solve a crime. To identify and choose good ways of letting others know about science in the news. To plan and organise a science fair.	I can describe five ways in which scientists work. I can name five famous scientists and say what they are famous for. I can use search engines to find out information. I can name five different forensic tests. I can explain how forensic tests help provide evidence to solve a crime. I can explain why DNA analysis is such a good way of solving crimes. I can seek out and write a high quality news story. I can publish a scientific blog. I can help plan and organise a science fair.	I can describe five ways in which scientists work. I can name five famous scientists and say what they are famous for. I can use search engines to find out information. I can name five different forensic tests. I can explain how forensic tests help provide evidence to solve a crime. I can explain why DNA analysis is such a good way of solving crimes. I can seek out and write a high quality news story. I can publish a scientific blog. I can help plan and organise a science fair.	I can describe five ways in which scientists work. I can name five famous scientists and say what they are famous for. I can use search engines to find out information. I can name five different forensic tests. I can explain how forensic tests help provide evidence to solve a crime. I can explain why DNA analysis is such a good way of solving crimes. I can seek out and write a high quality news story. I can publish a scientific blog. I can help plan and organise a science fair.
	Working Scientifically None in this unit.	Working Scientifically None in this unit.	Working Scientifically None in this unit.	Working Scientifically None in this unit.
History: Why Should We Really Thank the Mayans?	Constructing the Past Establish clear narratives within and across the periods they study. Note connections, contrasts and trends over time. Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.	I can understand some features associated with themes , societies, people and events .	I can provide overviews of the most significant features of different themes , individuals, societies and events covered.	I can show a detailed awareness of the themes, events , societies and people covered across the UKS2 topics, e.g. explain different dimensions and characteristics.
Science: Material World Big Idea: Materials have physical properties which can be	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	I can compare and group together everyday materials on the basis of their appearance and feel. I know that some materials will dissolve in liquid to form a solution.	I can test and sort a range of materials based on their physical properties. I can describe how some materials will dissolve and can be retrieved.	I can suggest why those properties might influence the selection of those materials for certain uses. I can identify that some soluble materials are more soluble than others.



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investigated and compared.	<p>from a solution.</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <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>	<p>I can suggest how mixtures might be separated.</p> <p>Understand that some processes are reversible.</p> <p>Understand that burning is irreversible.</p>	<p>I can justify separation techniques proposed, with reference to materials being separated.</p> <p>I can show how the original materials can be retrieved from each of these changes.</p> <p>I can identify reactants and products of chemical changes and recognise these as being irreversible.</p>	<p>I can explain why a particular separation method might be more effective.</p> <p>I can classify various processes relating to materials as reversible or irreversible.</p> <p>I can provide examples of when changes being irreversible are a good thing, or not.</p>
	<p>Working scientifically</p> <p>Plan an enquiry.</p> <p>Identify and manage Variables.</p> <p>Use equipment to take measurements.</p> <p>Pupils use displays and presentations to report on findings.</p>	<p>Working scientifically</p> <p>I can plan investigations using different types of scientific enquiry.</p> <p>I can set up comparative and fair tests.</p> <p>I can, following discussion, follow guidance to use equipment.</p> <p>I can present findings either in writing or orally.</p>	<p>Working scientifically</p> <p>I can, with support, answer questions using evidence gathered from different types of scientific enquiry.</p> <p>I can, with prompting, identify and manage variables.</p> <p>I can, following discussion of alternatives, select appropriate equipment.</p> <p>I can take measurements that are precise as well as accurate.</p> <p>I can, with support, display and present key findings from enquiries orally and in writing.</p>	<p>Working scientifically</p> <p>I can answer questions using evidence gathered from different types of scientific enquiry.</p> <p>I can identify and manage variables.</p> <p>I can use appropriate equipment, such as a meter rule, to take measurements, such as distance travelled.</p> <p>I can display and present key findings from enquiries orally and in writing.</p>
Geography: What is it like in the Amazon?	<p>The World & Continents</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North & South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p>	<p>I can locate some major cities and countries of Europe and North and South America on physical and political maps. I can describe some key physical and human characteristics of Europe and North and South America.</p>	<p>I can locate cities, countries and regions of Europe and North and South America on physical and political maps. I can describe key physical and human characteristics and environmental regions of Europe and North and South America.</p>	<p>I can locate places and regions of Europe and North and South America, and can identify the distinct characteristics of some regions. I can describe, compare and contrast key physical and human characteristics and environmental regions of Europe and North and South America.</p>
	<p>Physical Themes</p>	<p>I understand that climate and</p>	<p>I understand how climate and</p>	<p>I understand how climate and vegetation</p>



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	Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts.	vegetation are connected in a simple biome . I understand that animals and plants are adapted to the climate. I understand that our food is grown in many different countries because of their climate.	vegetation are connected in biomes . I understand what the climate of a region is like and how animals and plants are adapted to it. I understand how food production is influenced by climate.	are connected in a range of biomes . I can explain climate patterns of a region , describe the characteristics if a biome , what its climate is like and how animals and plants are adapted to it. I can relate food production to climate.
	Human Themes 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.	I know and understand what life is like in cities and in villages. I know, in detail, the journey of how one product gets into my home. I can describe some renewable and non-renewable energy sources. I can describe different types of industry currently in the local area . I know where some of our main natural resources come from.	I know and understand what life is like in cities and in villages and in a range of settlement sizes. I understand that products we use are imported and well as locally produced. I can describe how the types of industry in the local area have changed over time. I understand where our energy and natural resources come from.	I know and understand what life is like in cities and in villages and in a range of settlement sizes in different parts of the world. I understand that our shopping choices have an effect on the lives of others. I can explain how, and offer reasons why, the types of industry in the local area have changed over time. I understand where our energy and natural resources come from, and the impacts of their use.
	Understanding Places & Connections Deepen an understanding of the interaction between physical and human processes.	I can explain some ways a biome (including the ocean) is valuable and under threat from human activity. I understand how human activity is influenced by climate and weather. I understand hazards from physical environments such as avalanches in mountain regions . I can identify an important environmental issue.	I can explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. I understand how human activity is influenced by climate and weather. I understand hazards from physical environments and their management, such as avalanches in mountain regions . I can explain several threats to wildlife / habitats.	I can explain some ways biomes (including the oceans) are valuable, why they are under threat and a range of ways they could be protected for the future. I understand how human activity is influenced by climate and weather. I understand the causes of hazards from physical environments and their management, such as avalanches in mountain regions . I understand that no one type of energy production will provide all our energy needs.
Science: Circle of Life	Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.	I can explain what a life cycle is.	I can identify similarities and differences in two different life cycles, with reference to eggs and intermediate stages.	I can suggest similarities in the life cycles of a number of vertebrates.
Big Idea: Life exists in a variety of	Describe the life processes of reproduction in some plants & animals.	I can describe the life processes of reproduction in humans.	I can describe in sequence the stages of reproduction in some plants and animals.	I can compare the process of reproduction in animals and plants.



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forms and goes through cycles - Animals	<p>Working Scientifically Use equipment to take measurements.</p> <p>Pupils use displays and presentations to report on findings.</p>	<p>Working Scientifically I can, following discussion, follow guidance to use equipment.</p> <p>I can present findings either in writing or orally.</p>	<p>Working Scientifically I can, following discussion of alternatives, select appropriate equipment. I can take measurements that are precise as well as accurate. I can, with support, display and present key findings from enquiries orally and in writing.</p>	<p>Working Scientifically I can use appropriate equipment, such as a meter rule, to take measurements, such as distance travelled.</p> <p>I can display and present key findings from enquiries orally and in writing.</p>
Geography: Where Should we go on Holiday?	<p>The World & Continents Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North & South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p>	I can locate some major cities and countries of Europe and North and South America on physical and political maps. I can describe some key physical and human characteristics of Europe and North and South America.	I can locate cities, countries and regions of Europe and North and South America on physical and political maps. I can describe key physical and human characteristics and environmental regions of Europe and North and South America.	I can locate places and regions of Europe and North and South America, and can identify the distinct characteristics of some regions. I can describe, compare and contrast key physical and human characteristics and environmental regions of Europe and North and South America.
	<p>The World and Continents Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Capricorn and Cancer, Arctic and Antarctic Circles, the Prime / Greenwich Meridian and time zones (including day and night).</p>	I can locate places studied in relation to the Equator, Tropics, and their latitude and longitude.	I can locate places studied in relation to the Equator, Tropics, and their latitude and longitude and relate this to my time zone, climate, seasons and vegetation.	I can locate places studied in relation to the Equator and their latitude and longitude and relate this to my time zone, climate, seasons and vegetation.
	<p>Physical Themes Describe and understand the key aspects of physical geography, including: rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>	I can describe some key physical processes and the resulting landscape features, e.g. understand the characteristics of a mountain region and how it was formed.	I can describe and understand a range of key physical processes and the resulting landscape features, I understand how a mountain region was formed.	I can describe and understand some key physical processes and the resulting landscape features. I understand how fold mountain regions are formed.
	<p>Understanding Places & Connections Understand geographical similarities and differences through the study of human and physical geography of the UK, a region in a European country and a region within North or South America.</p>	I know and can share information about a European region and a region within North or South America and understand that a region such as the Alps is unique.	I know information about a European region and a region within North or South America, its physical environment and climate, and economic activity.	I understand the importance of a European region and a region within North or South America, its human and physical environment and how they are connected.
	Understanding Places & Connections	I can explain some ways a biome	I can explain some ways biomes	I can explain some ways biomes



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	Deepen an understanding of the interaction between physical and human processes.	(including the ocean) is valuable and under threat from human activity. I understand how human activity is influenced by climate and weather. I understand hazards from physical environments such as avalanches in mountain regions . I can identify an important environmental issue.	(including the oceans) are valuable, why they are under threat and how they can be protected. I understand how human activity is influenced by climate and weather. I understand hazards from physical environments and their management, such as avalanches in mountain regions . I can explain several threats to wildlife / habitats.	(including the oceans) are valuable, why they are under threat and a range of ways they could be protected for the future. I understand how human activity is influenced by climate and weather. I understand the causes of hazards from physical environments and their management, such as avalanches in mountain regions . I understand that no one type of energy production will provide all our energy needs.
	Map and Atlas Work Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	I can use physical and political maps, atlases, globes and digital/computer mapping to describe some key Physical and human characteristics of Europe or North and South America. I can use globes and atlases to locate places studied in relation to the Equator, the Tropics and their longitude and latitude.	I can use physical and political maps describe key Physical and human characteristics of regions of Europe or North and South America. I can use globes and atlases to locate places studied in relation to the Equator, their longitude and latitude and time zones. I can use thematic maps for specific purposes	I can use atlases to identify distinct characteristics of some regions of Europe or North and South America. I can use globes and atlases to accurately locate places by their longitude and latitude
Science: Out of This World Big Idea: Day, night, month, seasonal change and year are caused by the position and movement of the Earth	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.	Recognise that the planets move, relative to the sun. Recognise that the Moon moves relative to the Earth. I can sketch the outlines of the Sun, Earth and Moon. I can relate day and night to the apparent position of the Sun.	I can draw a diagram or use a model to describe planetary orbits. I can draw a diagram or use a model to describe the Moon's orbit around the Earth. I can describe the Sun, earth & Moon as spheres. I can use a diagram or model to explain why the Sun seems to travel across the sky, and what causes day and night.	I can identify that the further out a planet is, the longer its orbit is around the Sun. I can relate the Moon's orbit of the Earth to the Earth's orbit of the Sun. I recognise that many heavenly bodies are approximately spherical. Explain the effect of a planet in the solar system rotating at a different rate to the Earth.
	Working scientifically Suggest how evidence can support conclusions.	Working scientifically I can, with prompting, show how evidence supports a conclusion.	Working scientifically I can show how evidence supports a conclusion.	Working scientifically I can identify how an idea is supported or refuted by evidence.
History: What Impact did the Anglo	Planning & Carrying Out an Historical Enquiry Construct informed responses that	I can reach a valid conclusion based on devising and answering questions relating to an historical enquiry.	I can reach a valid and substantiated conclusion to an independently planned and investigated enquiry	I can plan and produce quality responses to a wide range of historical enquiries requiring the use of some complex



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Saxons Have?	involve thoughtful selection and organisation. Develop appropriate use of historical terms.		with suggestions for development or improvement.	sources and different forms of communication with detailed ideas on ways to develop or improve responses.
Science: Growing Up and Old Big Idea: Describe the changes as humans develop to old age.	Describe the changes as humans develop to old age.	Identify that people change as they age.	I can describe the trends in changes as humans develop to old age.	I can suggest why some of the changes that take place in humans happen.
	Working Scientifically Pupils record work with diagrams and label them. Pupils can display data using labelled diagrams, keys, tables and bar charts. Pupils can display data using line graphs. Pupils process findings to develop conclusions and identify causal relationships. Pupils use displays and presentations to report on findings. Pupils explain confidence in findings.	Working Scientifically I can use words and diagrams to record findings. I can use various ways to record evidence. I can, with prompting, use line graphs. I can write a conclusion based on evidence. I can present findings either in writing or orally. I can indicate individual results that might be suspect.	Working Scientifically I can start to use labelled diagrams to show more complex outcomes. I can, with prompting, use various ways to record complex evidence. I can use a line graph to record basic data. I can, with prompting, write a conclusion using evidence and identifying causal links. I can, with support, display and present key findings from enquiries orally and in writing. I can, with support, indicate why some results may not be entirely trustworthy.	Working Scientifically I can use labelled diagrams to show complex outcomes. I can use various ways, as appropriate, to record complex evidence. I can use line graphs to display complex data. I can write a conclusion using evidence and identifying causal links. I can display and present key findings from enquiries orally and in writing. I can, in conclusions, indicate how trustworthy they are.