

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus	PSHE	History	History	History	Geography	Geography
Question	Is it ok to be different?	How can we solve conflict?		What is acceptance?		What is it like to live in Australasia?
High quality text	Wonder Skellig	War Horse Private Peaceful Boy in the Striped Pyjamas		The Arrival The Island Holes		Hobbit
Visit / Hook	Decorating tee shirts – Fashion show	World War play in a day/ Past productions		Artworks-Art project	Bordermoves	Recreational activity
Science	Inheritance, adaptation and evolution	Light		Electricity	Living things and their habitats	Animals including Humans
History	X	WW1 Cause and effect	WW2 Holocaust	X	Slavery	X
Geography	X	Ordnance survey mapping – 6 digit		Geographical features – S. Africa	X	Differences between Australia and our locality Ordnance Survey
Computing (Purple Mash Scheme)	Coding	Online Safety Spreadsheets	Blogging Text Adventures	Quizzing	Networks	Binary
RE	What does it mean to be a Muslim in Britain today?	What is incarnation?	What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community).	What do religions say when life gets hard?	What do some people think carries on after we have died? What is our soul?	It is better to express your beliefs in art and architecture or in charity and generosity?
French (Rising Stars Scheme)	Note ecole	Notre monde	Le passe et le present	Monter un cafe	Ici et la	Quoi de neuf?
Art	X	Drawing/ Sketching Scenes from War	X	Pop Art	African art	X
DT	Textiles T Shirts	X	Construction Materials Anderson Shelters	X	X	DT Project
PSHE	Peer Pressure	Internet Safety	Managing Money	Discrimination	Marriage	Sexual Education
Growth Mindset (Katherin Muncaster Book)	Don't say... Say...	Diamond Minds	Barriers to Learning	Mathematical Mistakes	Brain V Calculator	Learning Pathways
Music (Charanga)	I'll Be There	Classroom Jazz 2	A New Year Carol	You've Got A Friend	Happy	Reflect, Rewind, Replay
Links to wider community	Fashion Show for Parents	World War play in a day		Art Gallery for school	Leavers assembly	Leavers assembly

Autumn 1	Question: Is it okay to be different?	High quality text: Wonder The Last wild		Visit / Hook: Decorating t-shirts- Fashion Show	Links to wider community : Fashion Show for Parents	
Subject	Topic	Knowledge	Skills	National Curriculum Objectives	Vocab	Outcome
Science	Inheritance, adaptation and evolution	<p>I know how living things have changed over time.</p> <p>I know how offspring are similar to their parents.</p> <p>I know how animals and plants adapt and evolve.</p>	<p>Describe and evaluate their own and other people's scientific ideas related to topics in the national curriculum (including ideas that have changed over time), using evidence from a range of sources</p>	<p>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>offspring adapted evolution characteristics Homo Sapiens genetics DNA variation Palaeontologist Neanderthal</p>	<p>Make dog top trumps.</p> <p>Write a report about Darwin.</p> <p>Create an animal to suit a given environment.</p> <p>Create a cladogram.</p>
DT	Textiles T Shirts	<p>I know how a t-shirt is made.</p> <p>I know how to use an exploded diagram to design a t-shirt.</p> <p>I know what types of designs appeal to my peers.</p> <p>I know how to create a t-shirt.</p> <p>I know how to evaluate a product against my original design.</p>	<p>Pin, sew and stitch materials together create a product</p> <p>Achieve a quality product by applying a range of finishing techniques</p>	<p>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</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately</p> <p>select from and use a wider range of materials and</p>	<p>T shirt Crew neck V neck Seam Hem Specification client Original design Hazards Accuracy</p>	<p>Design and create a t-shirt with a keep safe message</p>

				<p>components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>understand how key events and individuals in design and technology have helped shape the world</p>		
PSHE	Peer Pressure	<p>I know how to recognise and manage dares</p> <p>I know when it is appropriate to share a secret.</p> <p>LOVE ROCKS</p> <p>Additional Child Initiated: I know the difference between positive and negative peer pressure.</p>	R15. to recognise and manage 'dares.	R9. the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.	<p>Moral Dare</p> <p>Confidential</p> <p>Confidence</p> <p>Appropriate</p> <p>Inappropriate</p> <p>Role model</p> <p>Confront</p> <p>Example</p>	<p>Taught throughout half term (PPA Cover)</p> <p>Identifying dares.</p> <p>Lesson 1: Explore new vocabulary and create word mats.</p> <p>Discuss what dares are and read different scenarios.</p> <p>Outcome – use knowledge stickers to record learning.</p> <p>Lesson 2: Secrets</p> <p>Discuss the difference between secrets and surprises.</p> <p>Outcome: Create a table with secrets to be shared vs secrets to keep.</p> <p>Lesson 3:</p> <p>Peer Pressure: Discuss the difference between positive peer pressure and negative peer pressure and how to handle different situations.</p> <p>Outcome: Act out a scenario and the rest of the class discuss how to deal with it.</p> <p>Lesson 5: Independent sharing of knowledge for this topic.</p>
RE	What does it mean to be a Muslim in Britain today?	I can describe the key beliefs of Muslims and explain how it affects their lives.	Appreciate and appraise different understandings of religion and worldviews.		<p>Hajj</p> <p>Zakat</p> <p>Sawn</p> <p>Shahadah</p> <p>Salah</p>	

		<p>I understand the purpose of charity in Islam.</p> <p>I can describe how and why Muslims pray.</p> <p>I understand the importance of Ramadan for Muslims.</p>	<p>Express insight into questions, giving coherent accounts of beliefs and ideas.</p> <p>Enquire into and interpret ideas, sources and arguments related to R.E.</p>		<p>Adhan Pilgrimage Ramadan Quran Prophet Muhammad</p>	
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Autumn 2	Question: How can we solve conflict?	High quality text: War Horse Private Peaceful Boy in the Striped Pyjamas		Visit / Hook: World war play in a day	Links to wider community : World War play in a day	
Subject	Topic	Knowledge	Skills	National Curriculum Objectives	Vocab	Outcome
Science	Light	<p>I know how light travels.</p> <p>I know how objects are seen.</p> <p>I know why shadows have the same shape as the objects that cast them.</p>	<p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>Use test results to make predictions to set up further comparative and fair tests</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</p>	<p>recognise that light appears to travel in straight lines</p> <p>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</p> <p>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</p> <p>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	<p>refraction periscope translucent transparent precision deceptive concave convex</p>	<p>Lesson 1: Vocab, KWL grid and unlocking the skills.</p> <p>L2: Investigation (how does light travel and is light made up of colours) Carry out investigation and record results.</p> <p>L3: How light travels to our eyes summary and sources of light. Looking at light 'case study'.</p> <p>L4: Explain how a periscope works and link back to investigation. Difference between refraction and reflection.</p>

History	WW1 Cause and effect	<p>I know how to sequence events in WW1</p> <p>I know how to use research to write a detailed Newspaper report in the past tense imagining they are reporting about the assassination of Archduke Ferdinand.</p> <p>I know how to understand the politics behind WW1 – create a map displaying the particular sides of WW1</p> <p>I know how to analyse some World War One propaganda posters. I know how to create your own propaganda poster. (The Outbreak of War)</p> <p>I know how to consider what the resources tell us about life in the trenches. I can create a vlog about life in the war. I know how to consider the arguments for and against closing school during the war. I know how to write a balanced argument. (the war at home)</p> <p>I know how to recognise the part local horses played during war. I know write a non-chronological report. (animals in war)</p>	<p>Order significant events, movements and dates on a timeline.</p> <p>identify and compare changes within and across different periods.</p> <p>Choose reliable sources of information to find out about the past.</p> <p>Give reasons why changes may have occurred, backed up by evidence.</p> <p>Describe similarities and differences between some people, events and artefacts studied.</p> <p>Evaluate evidence to choose the most reliable forms.</p> <p>Know that people both in the past have a point of view and that this can affect interpretation.</p> <p>Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</p> <p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</p> <p>Choose reliable sources of evidence to answer</p>	<p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>A significant turning point in British history</p>	<p>Ottoman Empire Treaty of Versailles U boat Zeppelin Bayonet Trench foot Oppression Armistice</p>	<p>Lesson 1: Vocab Lesson 2: unlocking the skills Lesson 3: Map of Europe with annotated Allied and central powers. Lesson 4: WWI timeline Lesson 5: newspaper report about the death of Archduke Franz Ferdinand. Lesson 5: Create own propaganda poster. Lesson 5: vlog about life in the trenches. Lesson 6: balanced argument: should school be closed during wartime? Lesson 7: WWI quiz.</p>
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			<p>questions, realising that there is often not a single answer to historical questions.</p> <p>Investigate own lines of enquiry by posing questions to answer.</p> <p>Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>			
Geography	Ordnance survey mapping – 6 digit	<p>I know what an ordnance survey map is and can explain its uses.</p> <p>I know how places, human and physical features are represented on OS maps?</p> <p>I know what the symbols on an ordnance survey map mean.</p> <p>I know how to accurately read six-figure grid references to locate key points of interest on a map.</p> <p>I know how to plan a route between two points us an OS map and compass.</p>	<p>Use maps, atlases, globes and digital/computer mapping mapping (Google Earth) to locate countries and describe features studied</p> <p>Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries.</p>	<p>Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance 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</p>	<p>Ordnance survey map Grid reference point Point of interest Map symbols Triangulation station Fieldwork Boundaries Public rights of way Vegetation General features</p>	
Art	Drawing/ Sketching Scenes from War	<p>I know about famous artists from WW1.</p> <p>I know how to rehearse sketching and shading techniques.</p> <p>I know how to build a sketchbook.</p> <p>I know how to recreate scenes from war using pencil and charcoal.</p>	<p>Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing. Develop close observation skills using a variety of view finders. Use a journal to collect and develop ideas. Identify artists who have worked in a similar way to their own work.</p>	<p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>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]</p> <p>about great artists, architects and designers in history.</p>	<p>Line weight Depth Overdrawing Re- evaluation Perspective Proportion Scale Vanishing point Width Length</p>	<p>L1: Shading using pencils and pastels and practicing cross-hatching L2: Researching war artist Paul Nash L3: Recreate part of a scene from war using pencils and pastels L4: Improving drawing and building on.</p>

		I know how to improve my drawings.	<p><u>Lines, Marks, Tone, Form & Texture</u> Use dry media to make different marks, lines, patterns and shapes within a drawing. Experiment with wet media to make different marks, lines, patterns, textures and shapes. Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media.</p> <p><u>Perspective and Composition</u> Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Show an awareness of how paintings are created ie. Composition.</p>			
PSHE Taught weekly – PPA cover	Internet Safety	<p>I can keep myself and other's safe when using technology and social media.</p> <p>I can make strong passwords.</p> <p>I can use online communities sensibly</p>	L18. to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to other.	H22. strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others H23. about people who are responsible for helping them stay healthy and safe; how they can help these people	<p>Limit Passcode Apps Concerns Report trolling Prevent Privacy settings Secure unsecure</p>	LOVE ROCKS Scheme.

				to keep them healthy and safe. H24. the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.) H25. how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request		
RE	What is incarnation?	I know why God came as a human. I understand why the idea of incarnation is important to Christianity. I understand the three forms of God in Christianity. I can make links to my own experiences.	Appreciate and appraise different understandings of religion and worldviews. Express insight into questions, giving coherent accounts of beliefs and ideas. Enquire into and interpret ideas, sources and arguments related to R.E.		Incarnation Faith Spiritual Belief Worship Self-expression Solidarity Creation	

Spring 1	Question: How can we solve conflict?	High quality text: War Horse Private Peaceful Boy in the Striped Pyjamas		Visit / Hook: World War Play in a day	Links to wider community : World War play in a day	
Subject	Topic	Knowledge	Skills	National Curriculum Objectives	Vocab	Outcome

Science	Light	<p>I know how a periscope works.</p> <p>I know how rainbows occur.</p> <p>I know about the relationship between light and water.</p>	<p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>Use test results to make predictions to set up further comparative and fair tests</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</p>	<p>recognise that light appears to travel in straight lines</p> <p>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</p> <p>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</p> <p>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	<p>refraction periscope translucent transparent precision deceptive concave convex</p>	<p>L1: Carry out an investigation into shadow size and position of a light source. L2: Create a line graph to show shadow size and position of a light source. L3: Relationship between light and water (focus on refraction) diagrams and investigation L4: Poster presentation (findings on light) L5: Rising stars test</p>
History	WW2 Holocaust	<p>I know what the Holocaust is and can define it.</p> <p>I know about Jewish history and how they were persecuted by the Nazis.</p> <p>I know what it was like to be a child in the Holocaust.</p> <p>I know about the events during the liberation of Auschwitz-Birkenau.</p>	<p>Order significant events, movements and dates on a timeline.</p> <p>identify and compare changes within and across different periods.</p> <p>Choose reliable sources of information to find out about the past.</p> <p>Give reasons why changes may have</p>	<p>A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066.</p>	<p>Bystander Perpetrator Concentration Extermination Death Camp Genocide Ghetto Antisemitism Persecution Stereotypes Holocaust Liberation</p>	<p>Lesson 1: Vocab Lesson 2: unlocking the skills Lesson 3: Definition Lesson 4: Timeline of major events in WWII inc. holocaust. Lesson 5: A diary entry from the perspective of a child hiding from the holocaust. (Anne Frank inspired) Lesson 6: Biography of Oscar Schindler. Lesson 7: Newspaper report about the liberation of Auschwitz. Lesson 8: Holocaust questions</p>

		<p>I know how to analyse historical events from the viewpoints of others.</p>	<p>occurred, backed up by evidence.</p> <p>Describe similarities and differences between some people, events and artefacts studied.</p> <p>Evaluate evidence to choose the most reliable forms.</p> <p>Know that people both in the past have a point of view and that this can affect interpretation.</p> <p>Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</p> <p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>Investigate own lines of enquiry by posing questions to answer.</p>			
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			Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.			
DT	Construction Materials Anderson Shelters – rigid 3D structure	<p>I know who designed the Anderson shelter.</p> <p>I know about modern emergency shelters and how they are made.</p> <p>I know how to design an Anderson shelter.</p> <p>I know how to make and reinforce an Anderson shelter.</p> <p>I know how to evaluate other Anderson Shelters to make improvements to my own.</p>	<p>Construct products using permanent joining techniques to a high standard</p> <p>Make modifications as they go along</p>	<p>apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>understand how key events and individuals in design and technology have helped shape the world</p> <p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>select from and use a wider range of materials and components, including construction</p> <p>materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>generate, develop, model and communicate their ideas through discussion, annotated</p> <p>sketches, cross-sectional and</p>	<p>Proposal Elements</p> <p>Joining techniques</p> <p>Test</p> <p>Adhesive</p> <p>Alternative methods</p> <p>Develop</p> <p>Form</p> <p>Layout</p> <p>Brief</p>	

				exploded diagrams, prototypes, pattern pieces and computer-aided design		
PSHE	Enterprise: managing money	<p>I know how money works in the UK.</p> <p>I know what the terms 'interest', 'loan' and 'debt' mean.</p> <p>I know important events in the news.</p>	<p>L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.</p>	<p>L13. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</p> <p>L14. to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)</p> <p>L16. what is meant by enterprise and begin to develop enterprise skills.</p>	<p>Interest</p> <p>Loan</p> <p>Debt</p> <p>Savings</p> <p>Investment</p> <p>Tender</p> <p>Currency</p> <p>Outgoings</p> <p>Income</p> <p>Expenditure</p>	<p>Enterprise project – linked to managing money.</p> <p>Lesson 1: Discuss how money is earned and how money is spent. Discuss VAT and taxes that are taken from wages – why is it important to pay tax?</p> <p>Outcome: Create household budget for a typical month. Use scenario cards to adapt budget e.g car has broken down, what do you change?</p> <p>Use the above learning to budget for enterprise project and work out profits.</p>
RE	<p>What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)?</p>	<p>I know what Hindus believe about ahimsa.</p> <p>I know what Christians believe about grace.</p> <p>I know why Ummah is important to Muslims.</p>	<p>Appreciate and appraise different understandings of religion and worldviews.</p> <p>Express insight into questions, giving coherent accounts of beliefs and ideas.</p> <p>Enquire into and interpret ideas, sources and arguments related to R.E.</p>		<p>Ahimsa</p> <p>Harmlessness</p> <p>Grace</p> <p>Ummah</p> <p>Gandhi</p> <p>Unconditionally</p> <p>Pilgrimage</p> <p>Zakat</p>	<p>Lesson 1 – Vocab and KWL. For the 'What we already know' use a Venn diagram to talk about what values each religion teaches (Hinduism, Christianity, and Islam). Make connections between beliefs and behaviour in different religions (A1).</p> <p>• Lesson 2 & 3 - Look at passages from each holy book that gives evidence of ahimsa (harmlessness), grace and/or Ummah (community). Find out about how Gandhi practised ahimsa in the liberation of India; if people believed in ahimsa, what difference would it make to farming, supermarkets, your meals, community relations, intern</p> <p>Learn that for Christians the idea of grace from God means that God loves people unconditionally and is willing to offer forgiveness to anyone for anything. Find out how this is illustrated by the story of the forgiving father/lost son (Luke 15: 11–32). Children to write a reflection of each, why it is important and how these values are similar (and different) in other religions, including their own. • Make connections between belief in ahimsa, grace</p>

						<p>and Ummah, teachings and sources of wisdom in the three religions (A1).</p> <p>Lesson 4 - • Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2). Explore the impact of the practice of zakat and hajj on Muslims, locally, in the UK and globally. • Ask good questions about these three key concepts and find out some answers to them. • Discuss and consider the impact of ahimsa, grace and Ummah: if we all followed these ideas, how would life change? How do the events of today (war, intolerance, racism go against these values? Does it make it hard to follow a faith today?). Ask some Christians about what they understand by grace from God, and find out what difference it makes to their lives. If they believe God forgives them for anything, does that mean that it doesn't matter if they do bad things?</p> <p>Lesson 5 – Present your learning of ahimsa (harmlessness), grace and/or Ummah (community) in your own way.</p>
Spring 2	Question: What is acceptance?	High quality text: The Arrival The Island		Visit / Hook: Artworks – Art Project	Links to wider community : Art Gallery	
Subject	Topic	Knowledge	Skills	National Curriculum Objectives	Vocab	Outcome
Science	Electricity	<p>I know how to describe the relationship between a buzzer or bulb and the voltage of cells.</p> <p>I know why variations in components occur.</p> <p>I know how to draw a circuit using scientific symbols.</p>	<p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</p>	<p>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>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</p> <p>use recognised symbols when representing a simple circuit in a diagram.</p>	<p>Voltage</p> <p>Components</p> <p>Amp</p> <p>Watt</p> <p>Ammeter</p> <p>Circuit diagram</p>	

Geography	Geographical features – South Africa	<p>I know that S. Africa is made up of deserts, beaches, grasslands and mountains. I can describe the location and features of these and know how they are similar and different to the UK.</p> <p>I know South Africa has four major climate zones. I can name these, locate them talk about their features.</p> <p>I know the main products produced, imported and exported by South Africa.</p> <p>I know South Africa is divided into 9 provinces and can make comparisons between their governance and that of the UK.</p>	<p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</p> <p>Describe and understand key aspects of : Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</p> <p>Distribution of natural resources focussing on energy.</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p>	<p>describe and understand key aspects of:</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>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</p>	<p>Ordnance survey map Grid reference point Point of interest Map symbols Triangulation station Fieldwork Boundaries Public rights of way Vegetation General features</p>	
Art	Digital Art (Pop art) and Collage	<p>I know what pop art is.</p> <p>I know how pop art is created.</p> <p>I know how to create my own pop art using different techniques (including computer software).</p>	<p>Use collage as a means of extending work from initial ideas</p> <p>Use different techniques, colours and textures etc when designing and making pieces of work</p>	<p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing,</p>	<p>Digital Pixel arbitrary colour asymmetrical boundary chiaroscuro edit erase filters graphic</p>	

		I know how to evaluate my own art work.	Use a graphics package to create and manipulate new images Be able to Import an image (scanned, retrieved, taken) into a graphics package Understand that a digital image is created by layering Create layered images from original ideas	painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.		
PSHE	Discrimination	I know the basic human rights. I know how to be tolerant of differences. I know the terms associated with sex, gender and sexual orientation. I know how to consider the lives of others.		L3. to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child L4. that these universal rights are there to protect everyone and have primacy both over national law and family and community practices. R13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) R14. to realise the nature and consequences of	Human rights Tolerant Tolerance Universal National Cultural Ethnicity Disability	Lesson 1- Vocab Lesson Lesson 2 – basic human rights Explore UN children's rights and envoy ideas and discussion. Sort wants and needs and add own ideas. Outcome: photos in floor book of envoying activity. Lesson 3 – Tolerance Discuss what tolerance means and the importance of being open-minded. Explain how intolerances grow and how we can fight them. Outcome – pupils share new knowledge learned in any written form of their choice. Lesson 4 – Sex, gender and sexual orientation Use symbols to explore the different protected characteristics. In pairs, children use the images to guess what the characteristic might be. Discuss why each characteristic are protected in this country. Outcome – pupils read different scenarios and explain what was wrong with the situation and how it could be improved. Lesson 5 – Consideration Use circle time prompt cards to discuss similarities and differences between us. Link to the word consideration and pupils take turns to explain what this word means to them.

				<p>discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)</p> <p>R17. about the difference between, and the terms associated with, sex, gender identity and sexual orientation.</p> <p>L5. to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM).</p> <p>L12. to consider the lives of people living in other places, and people with different values and customs.</p>		
RE	<p>What do religions say to us when life gets hard?</p>	<p>I can explore how different religions help people to live when times are hard.</p> <p>I can make links between Christian and Islamic beliefs about how people live when times are hard.</p>	<p>Appreciate and appraise different understandings of religion and worldviews.</p> <p>Express insight into questions, giving coherent accounts of beliefs and ideas.</p> <p>Enquire into and interpret ideas, sources and arguments related to R.E.</p>		<p>Purpose</p> <p>Membership</p> <p>Hardship</p> <p>Community</p> <p>Belonging</p> <p>Generosity</p>	

Summer 1	Question: What is acceptance?	High quality text: Journey to Jo Burg The Arrival The Island		Visit / Hook: Border Moves	Links to wider community : Leaver's Assembly/Performance	
Subject	Topic	Knowledge	Skills	National Curriculum Objectives	Vocab	Outcome
Science	Living things and their habitats	<p>I know how living things are classified into broad groups.</p> <p>I know how to classify living things using their characteristics.</p> <p>To learn about Linnaeus and his classification system.</p> <p>I can write a description of an unusual living thing.</p> <p>I can design and describe a new creature to fit into the classification system.</p>	<p>I can create a classification key.</p> <p>I can design and test out a classification key.</p> <p>I can design and test classification keys to classify leaves found in my local environment.</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>Group and classify things and recognise patterns</p>	<p>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</p> <p>give reasons for classifying plants and animals based on specific characteristics.</p>	<p>Linnaeus</p> <p>Genus</p> <p>Species</p> <p>Classified</p> <p>Phylum</p> <p>Kingdom</p> <p>Animalia</p> <p>Refute</p>	<p>L1: To summarise Linnaeus' findings and information about him.</p> <p>L2: To summarise Linnaeus' findings and information about him.</p> <p>L3: Create a classification key</p> <p>L4: Design and test out a classification key for birds, bees or butterflies</p> <p>L5: Paragraph around features and names of leaves found in their local environment. Design and test classification keys to classify leaves found in their local environment.</p> <p>Write scientific descriptions of unusual living things from around the world</p> <p>L6: Design, describe, name and sketch a new creature that sits within a known classification route</p> <p>Sort 'new' creatures within the Animalia classification system</p> <p>L7: Rising stars test</p>
History	Slavery	<p>I know that ancient civilisations used slaves.</p> <p>I know what modern day slavery is and can make comparisons between slavery in the past and modern day slavery.</p> <p>I know what a supply chain is</p> <p>I know that slavery is part of the supply chain for some familiar</p>	<p>Identify and compare changes within and across different periods.</p> <p>Choose reliable sources of information to find out about the past.</p> <p>Give reasons why changes may have occurred, backed up by evidence.</p> <p>Describe similarities and differences between</p>	<p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>changes in an aspect of social history</p>	<p>Exploitation</p> <p>Labour</p> <p>Slavery</p> <p>Captive</p> <p>Repressed</p> <p>Torture</p> <p>Rights</p> <p>Abolition</p> <p>Anti-slavery</p> <p>Branded</p>	

		<p>everyday goods and to understand how this occurs</p>	<p>some people, events and artefacts studied.</p> <p>Describe how some of the things studied from the past affect/influence life today.</p> <p>Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)</p> <p>Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</p> <p>Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p> <p>Plan and present a self-directed project or research about the studied period.</p>			
Art	African Art – Printing	<p>I know what characteristics are significant to African art.</p> <p>I know how African art is created.</p> <p>I know how to create my own African art using different printing techniques.</p>	<p>Create printing blocks by simplifying an initial journal idea</p> <p>Use relief or impressed method</p> <p>Create prints with three overlays</p> <p>Work into prints with a range of media e.g. pens, colour pens and paints</p>	<p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>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]</p>	<p>Relief</p> <p>Impressed</p> <p>Overlay</p> <p>Embossing</p> <p>Intaglio</p> <p>Stencil</p> <p>Stipple</p> <p>Brayer</p> <p>Burin</p> <p>Gouge</p>	

		I know how to evaluate my own art work.		about great artists, architects and designers in history.		
PSHE	Marriage	<p>I know how to identify different types of relationship.</p> <p>I know the law in the UK around marriage.</p> <p>I know that forced marriages are illegal.</p>		<p>R19. that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership</p> <p>R20. that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others</p> <p>R5. that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment</p> <p>R6. that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves</p> <p>R7. that their actions affect themselves and others</p>	<p>Marriage</p> <p>Civil Partnership</p> <p>Forced Commitment</p> <p>Homosexual</p> <p>Heterosexual</p> <p>Bisexual</p> <p>Lesbian</p> <p>Gay</p> <p>Sexuality</p>	<p>Weekly</p> <p>Session 1: Vocabulary</p> <p>Stimulus – introduce the topic with an age appropriate clip depicting different relationships</p> <p>Use this to draw out the key vocabulary for the topic.</p> <p>Chn. to explore key vocabulary through discussion and then create sentences using the words learnt.</p> <p>Session 2: Exploring arrange of relationships: Define the term relationships. What does a relationship mean to you?</p> <p>Show images of different couples – couples or friends? Chn sort and explain their choices.</p> <p>What makes people compatible? What makes a good relationship?</p> <p>People in healthy relationships negotiate differences and do things that they have both agreed to, and respect one another's opinions if they don't agree • It is wrong to make someone agree to do something by using intimidation or threats, physical or emotional • Pressurising or coercing someone to do something that makes them feel uncomfortable, or that they don't want to do, is never acceptable • Hurting someone is never ok – blaming emotions, or the other person's behaviour, is not acceptable • Bullying is abusive behaviour</p> <p>Task: Chn to draw an outline of a person – what would the person they want to have a relationship with be like? What characteristics will they have?</p> <p>Session 3: Introduce the term civil partnership marriage and partnership. Discuss meaning.</p>

						<p>Have a range of things that can be found at each celebration. Which one does it belong to and why? What is the purpose of all of these celebrations?</p> <p>Introduce British law</p> <p>Explore a news article ie- the wedding cake for the civil partnership being refused to be made – is this okay? Why? (min-debate)</p> <p>Session 4: exploring the difference between arranged marriage and forced marriage</p> <p>Looking back at what makes us compatible and exploring the law around these issues.</p> <p>https://www.freedomcharity.org.uk</p> <p>Explore resources from the freedom charity website.</p>
RE	<p>What do some people think carries on after we have died? What is our soul?</p>	<p>I can describe the impact that the belief that we have a soul might have on the way someone might live their life.</p> <p>I can outline Christian beliefs about life after death.</p> <p>I know the Hindu beliefs about life after death and can make links with Christian beliefs.</p> <p>I know the Muslim beliefs about life after death and can make links with Christian and Hindu beliefs.</p>	<p>Appreciate and appraise different understandings of religion and worldviews.</p> <p>Express insight into questions, giving coherent accounts of beliefs and ideas.</p> <p>Enquire into and interpret ideas, sources and arguments related to R.E.</p>		<p>Reincarnation Judgement Salvation Heaven Soul Karma Afterlife Paradise</p>	

Summer 2	Question: What is it like to live in Australia?	High quality text: The Hobbit		Visit / Hook: Recreational visit	Links to wider community : Leavers assembly	
Subject	Topic	Knowledge	Skills	National Curriculum Objectives	Vocab	Outcome
Science	Animals including Humans	<p>I know the main parts of the human circulatory system.</p> <p>I know the impacts of diet, exercise and lifestyle on the body.</p> <p>I know how water and nutrients are transported within animals.</p>	<p>Group and classify things and recognise patterns</p> <p>Plan different types of scientific enquiries to answer their own or others' questions, including recognising and controlling variables where necessary</p>	<p>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>Circulatory Structure Function</p> <p>Nutrients</p> <p>Carbon dioxide</p> <p>Stimulant</p> <p>depressant</p> <p>analgesic</p> <p>hallucinogen</p>	<p>L1: To create a doctors surgery leaflet describing the functions of the heart, blood vessels and blood.</p> <p>L2: To explore the structure and function of the human heart.</p> <p>L3: To explore how nutrients and water are transported throughout your body in your blood.</p> <p>L4: To explore and demonstrate how the circulatory system works including the role of the heart.</p> <p>L5: To discover the true impact of diet, exercise and lifestyle on the human body.</p> <p>L6: To understand the impact of alcohol and drugs on your body.</p>
Geography	Geographical features – Australasia	<p>I know that Australia's climate is generally arid to semiarid; temperate in south and east; tropical in north. I know how this is different to the UK.</p> <p>I know how to locate Australia and the UK using geographical terminology such as: longitude, latitude, equator, northern/southern hemisphere, tropics of cancer and Capricorn and make comparisons between their locations.</p>	<p>Compare a region in UK with a region in Australia</p> <p>Understand some of the reasons for similarities and differences.</p> <p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers.</p> <p>Understand how these features have changed over time.</p> <p>Describe and understand key aspects of : Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</p>	<p>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)</p>	<p>Recap of vocabulary from previous year groups – see geography progression doc.</p>	

			<p>Distribution of natural resources focussing on energy.</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p>			
DT	<p>DT Project –</p> <p>Technical Knowledge: construction materials with a focus on:</p> <ul style="list-style-type: none"> • how mechanical systems such as cams or pulleys or gears create movement • how more complex electrical circuits and components can be used to create functional products • that mechanical and electrical systems have an input, process and output 	<p>I know how to create a design brief.</p> <p>I know how to design a product based on a brief.</p> <p>I know how to create a product.</p> <p>I know how to use an electrical circuit in my product.</p> <p>I know how to evaluate against a design criteria.</p>	<p>Construct products using permanent joining techniques to a high standard</p> <p>Make modifications as they go along</p>	<p>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p>	<p>Reared</p> <p>Seasoned</p> <p>Contamination</p> <p>Allergies</p> <p>Fibre</p> <p>Spice</p> <p>Appliance</p> <p>Consistency</p> <p>Calories</p> <p>Organic</p>	

	<ul style="list-style-type: none"> how mechanical systems such as levers and linkages or pneumatic systems create movement 					
PSHE	Sexual Education	<p>I know how my body will change during puberty.</p> <p>I know the process of human reproduction.</p> <p>I know how to take care of my body.</p> <p>I know that my body is private and know that unwanted contact is not acceptable.</p>	R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond	H18. how their body will, and their emotions may, change as they approach and move through puberty H19. about human reproduction H20. about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers.	<p>See Yr 5 Puberty topic:</p> <p>Adolescence Menstruation Period Acne Erection Hormones Nocturnal emissions Oestrogen Testosterone Breasts</p> <p>Also see Yr 5 Science Topic: Sperm Egg Testes Pregnancy Birth Fallopian tube Reproduction</p>	<p>Lesson 1: vocab</p> <p>Lesson 2: Puberty lesson (see PSHE resources/RSE) Separate boys and girls.</p> <p>Lesson 3: Reproduction lesson Read what makes a baby and discuss key vocabulary. Recap learning from science sessions.</p> <p>Lesson 4 and 5: Demonstrate learning from this topic. Independent.</p> <p>Outcomes not expected for lessons 2 and 3.</p> <p>Question/ worry box MUST be available in classroom for this topic.</p>
RE	It is better to express your beliefs in art and architecture or in charity and generosity?	<p>I know the different reasons why some buildings are sacred.</p> <p>I can make links between Muslim and Christian art.</p> <p>I can make links between Christian and Muslim sacred buildings.</p>	<p>Appreciate and appraise different understandings of religion and worldviews.</p> <p>Express insight into questions, giving coherent accounts of beliefs and ideas.</p> <p>Enquire into and interpret ideas, sources and arguments related to R.E.</p>		<p>Architecture Sacred Calligraphy Generosity Philosophical</p>	

