

Year 5 and 6

Year B – 2022-2023

	Autumn 1 and 2 - Ancient Egypt		Spring 1 - Greece	Spring 2 – Wonders of the world	Summer 1 and 2 - Tudors	
I wonder...	What caused the end of the Pharaohs?		How did the Ancient Greeks influence us?	Why is it important to protect unique environments?	Who was more famous, Henry VII or his wives?	Should you believe all you're told?
Trips		British Museum				
Science	Chemistry	Physics	Biology	Physics	Biology	Chemistry
	Properties and Changes to Materials	Forces	Plants	Earth and Space	Animals including Humans	Reversible and Irreversible Changes
Science objectives (knowledge)	<ul style="list-style-type: none"> Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal), and response to magnets. 	<ul style="list-style-type: none"> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces. <i>Describe, in terms of drag forces, why moving objects that are not driven tend to slow down.</i> 	<ul style="list-style-type: none"> Identify differences, similarities or changes related to simple, scientific ideas and processes. Use straightforward, scientific evidence to answer questions or to support their findings. Describe the life process of reproduction in some plants and animals. Describe how living things are classified into broad groups according to common observable characteristics. Give reasons for classifying plants and animals based on specific characteristics. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Identify differences, similarities or changes related to simple, scientific ideas and processes. Use straightforward, scientific evidence to answer questions or to support their findings. Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe how living things are classified into broad groups according to common observable characteristics. Give reasons for classifying plants and animals based on specific characteristics. 	<ul style="list-style-type: none"> Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Demonstrate that dissolving, mixing and changes of state are reversible changes. 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

		<ul style="list-style-type: none"> • Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs. • Understand that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect. 				<p>burning, oxidisation and the action of acid on bicarbonate of soda.</p> <p>(Sex and Relationships Education</p> <ul style="list-style-type: none"> • Describe the life process of reproduction in some plants and animals.)
Science skills	<p>To raise questions about working scientifically</p> <p>To carry out scientific investigations</p> <p>To report and explain findings</p> <p>To use scientific vocabulary</p>	<p>To raise questions about working scientifically</p> <p>To report and explain findings</p> <p>To use scientific vocabulary</p>	<p>To raise questions about working scientifically</p> <p>To carry out scientific investigations</p> <p>To use scientific vocabulary</p>	<p>To raise questions about working scientifically</p> <p>To report and explain findings</p> <p>To find links between scientific technologies</p> <p>To use scientific vocabulary</p>	<p>To carry out scientific investigations</p> <p>To report and explain findings</p> <p>To use scientific vocabulary</p>	<p>To carry out scientific investigations</p> <p>To report and explain findings</p> <p>To find links between scientific technologies</p> <p>To use scientific vocabulary</p>
History	<p>Chronology</p> <p>The nature of ancient civilisations</p> <p>Cultural</p>	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>		<p>Chronology</p> <p>Sources and analysing validity</p> <p>British History</p> <p>Significant People – Elizabeth 1st (Armada)</p>		
	<p>Monarchy / empire</p>	<p>Invention (Civilisation and economy)</p>		<p>Religious and Social (Peasantry)</p>		
	<p>Chronology</p>	<p>Religious and Social (Peasantry)</p>		<p>Military and Political (parliament)</p>		

<p>History objectives (knowledge)</p>	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Understand that no single source of evidence gives the full answer to questions about the past. • Compare some of the times studied with those of the other areas of interest around the world. • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural) • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events. • Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy. • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas. 	<ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural) • Use sources of evidence to deduce information about the past. • Use dates and terms accurately in describing events. 		<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Understand that no single source of evidence gives the full answer to questions about the past. • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • Compare some of the times studied with those of the other areas of interest around the world. • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural) • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events. • Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy. • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas.
<p>History skills</p>	<p>To interpret and compare sources</p> <p>To question and explain events of the past</p> <p>To use chronology</p> <p>To use historical vocabulary</p> <p>To gather evidence</p> <p>To ask historical questions</p>	<p>To use chronology</p> <p>To use historical vocabulary</p> <p>To gather evidence</p>		<p>To interpret and compare sources</p> <p>To question and explain events of the past</p> <p>To use chronology</p> <p>To use historical vocabulary</p> <p>To gather evidence</p> <p>To ask historical questions</p>

History Specific Key Knowledge	<p>Daily life – women, children, enslaved, men, tradesmen, scribe</p> <p>Compared sources – games, statues, Compare similar cultures in the same time period- Romans – linked to prior learning</p> <p>Vocabulary – ancient, civilisation, Egypt, hieroglyphs, irrigation, the Nile, pharaoh, tomb, empire, BC, BCE, Toth, Maat, Osiris, Anubis, Pyramid.</p> <p>Timelines- Ancient Egypt in relation to other cultures from prior knowledge e.g. Romans, world wars, modern day.</p> <p>Hierarchy of people- slaves, farmer, craftsman, scribe, vizier, pharaoh</p> <p>Tutankhamun- Howard Carter and the discovery, artefacts found in tomb</p>	<p>Greek vases/ paintings</p> <p>Daily life- women, children, men,</p> <p>Trojan horse- looking at a range of sources, how trustworthy</p> <p>Philosophers- Homer, Socrates, Aristotle, Plato, Hippocrates.</p> <p>Comparing Olympics modern day and ancient – similarities and differences</p> <p>Sparta and Athens – similarities and differences, what is a city state, battles between them.</p>		<p>Time lines- Tudors and Elizabethan Era in relation to prior learning. Sources to compare- paintings, Tapestries and letters.</p> <p>Comparing start of Tudors to end – daily life, religion, culture, leadership, Royal family.</p> <p>Daily life – religion, women, men, children, royal family, theatre (Elizabethan era).</p> <p>Vocab- monarch, sovereign, armada, reign, treason, heirs, monasteries, dissolution, reformation, dispensation, successor, catholic, protestant.</p> <p>Comparison of Elizabeth 1st and Henry 8th – as a ruler, as they are portrayed in paintings,</p> <p>Before Tudors- links with war of the roses</p> <p>Dissolution of monasteries- Catholics vs Protestants</p> <p>Priest holes Cross over of centuries Armada Politics – how this influence the culture and daily life of people.</p>		
Geography		Locational and Place Knowledge	Physical Knowledge	Geographical skills and fieldwork		Human Geography

		Human Geography		Physical Knowledge		Locational and Place Knowledge
Geography objectives (knowledge)		<p>Egypt (Africa)</p> <p><u>LOCATIONAL KNOWLEDGE</u> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 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><u>PLACE KNOWLEDGE</u></p>	<p>Greek Islands – Europe</p> <p>describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use the eight points of a compass, four and six-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</p> <p>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>describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts,</p>		<p>UK</p> <p>describe and understand key aspects of: 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>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>

		<p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p><u>HUMAN AND PHYSICAL GEOGRAPHY</u> describe and understand key aspects of: 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>rivers, mountains and the water cycle</p>		
Geography skills		<p>To ask and answer geographical questions</p> <p>To understand and explain physical features</p>		<p>To use geographical resources (including maps)</p> <p>To use fieldwork and observation skills</p>		<p>To ask and answer geographical questions</p> <p>To use geographical resources (including maps)</p>

		<p>To understand and explain human features</p> <p>To compare locations (including local)</p> <p>To use geographical language and vocabulary</p>		<p>To use geographical language and vocabulary</p> <p>To understand and explain physical features</p>		<p>To use fieldwork and observation skills</p> <p>To understand and explain human features</p> <p>To compare locations (including local)</p> <p>To use geographical language and vocabulary</p>
Geography Specific Key Knowledge		<p>River Nile, Giza Plateau, Nile Delta, Desert, Eastern and Western Desert, Sahara and Libyan</p>	<p>Mount Olympus</p> <p>Different seas surrounding islands – Ionian, Aegean, Mediterranean.</p> <p>Archipelago</p>	<p>Mount Snowdon, Scafell, Ben Nevis, River Thames, River Avon, River Severn, River Ouse, Chilterns, Cheviots, Pennines, Brecon Beacons</p> <p>Amazon Rainforest and Antarctica</p>		<p>Southminster</p> <p>Stonehenge</p> <p>Avebury</p>
Art and Design	Drawing		Collage		Digital Media	
	Still life – Portraits		Derek Gores – recycled materials		Tasia M. S. (Johannesburg, South Africa) - specializes in	

	Marie Lousie Elisabeth Vigee-Lebrun		Ancient Greek masks		creating empowering female figures. Anthony Gormley	
Art objectives (knowledge)	<ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement. 		<ul style="list-style-type: none"> • Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques. 		<ul style="list-style-type: none"> • Enhance digital media by editing (including sound, video, animation, still images and installations). 	
Art Skills	<p>To take inspiration and respond to art</p> <p>To use drawing skills</p>		<p>To take inspiration and respond to art</p> <p>To use cutting and fixing techniques</p>		<p>To take inspiration and respond to art</p> <p>To use digital media to create images (links with computing – KS2)</p>	
Art specific Key Knowledge	<p>Leonardo Da Vinci</p> <p>Marie Lousie Elisabeth Vigee-Lebrun</p> <p>Portraits</p> <p>Shape</p> <p>Tone</p> <p>Shading</p> <p>Materials – charcoal vs pencil.</p>		<p>Derek Gores – recycled materials</p> <p>Gary Drostle – mosaics</p> <p>Comparison of ancient and modern mosaics</p> <p>Colour</p> <p>Shape</p> <p>Technique</p> <p>Materials</p>		<p>Tasia M. S.</p> <p>Anthony Gormley</p> <p>Mondrian for the background.</p> <p>Colour</p> <p>Shape</p> <p>Animation</p> <p>Wire figures</p>	

					Nightmare before Christmas – how it was made video Aardman video	
Design & Technology		Electronics and Mechanics		Food and Nutrition – food from around the world – Latin America?		Textiles – making a cushion with a Tudor design on it
DT objectives (knowledge)		<p>Beulah Louise Henry – female</p> <ul style="list-style-type: none"> • Convert rotary motion to linear using cams. • Use innovative combinations of electronics (or computing) and mechanics in product designs. 		<ul style="list-style-type: none"> • Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). • Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. • Demonstrate a range of baking and cooking techniques. • Create and refine recipes, including ingredients, methods, cooking times and temperatures. 		<ul style="list-style-type: none"> • Create objects (such as a cushion) that employ a seam allowance. • Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). • Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).
DT skills		<p>To use mechanics (and apply coding KS2)</p> <p>To construct and assemble products</p>		<p>To prepare, assemble and cook food hygienically</p> <p>To construct and assemble products</p>		<p>To use modify and create textiles</p> <p>To design with a purpose</p>

		To design with a purpose To explore and compare product design		To evaluate, refine and improve		To evaluate, refine and improve To explore and compare product design
Computing	Online Safety for the Year	Data retrieving and organising. Databases	Communicating (and connecting)	Algorithms and Programs	Using the Internet Presentation	
Computing objectives (knowledge)	<ul style="list-style-type: none"> • Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. • Understand the effect of online comments and show responsibility and sensitivity when online. 	<ul style="list-style-type: none"> • Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner. 	<ul style="list-style-type: none"> • Collaborate with others online on sites approved and moderated by teachers. • Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder. • Understand how simple networks are set up and used. • Understand the effect of online comments and show responsibility and sensitivity when online. • Choose the most suitable applications and devices for the purposes of communication. • Use many of the advanced features in 	<ul style="list-style-type: none"> • Set IF conditions for movements. Specify types of rotation giving the number of degrees. • Set events to control other events by 'broadcasting' information as a trigger. • Change the position of objects between screen layers (send to back, bring to front). • Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation. • Use a range of sensing tools (including proximity, 	<p>Use a range of presentation applications Consider audience when preparing and editing a simple film Use ICT to record sounds and capture both still and video images Make a home page for a website that contains links to other pages Capture sounds, images and video Use the word count tool Use bullets and numbering tools</p> <p>Use complex searches using such as '+' 'OR' "Find the phrase in inverted commas" Create a sophisticated multimedia presentation Choose the correct page set up option when creating a document</p>	

			<p>order to create high quality, professional or efficient communications.</p> <ul style="list-style-type: none"> • Understand how simple networks are set up and used 	<p>user inputs, loudness and mouse position)</p> <ul style="list-style-type: none"> • Combine the use of pens with movement to create interesting effects. • Set events to control other events by 'broadcasting' information as a trigger. • Use IF THEN ELSE conditions to control events or objects. • Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions. • Use lists to create a set of variables. • Use the Reporter operators () + () () - () () * () () / () to perform calculations. <p>Pick Random () to () Join () () Letter () of () Length of () () Mod () This reports the remainder after a division calculation Round () () of (). to control events or actions.</p>	<p>Use text formatting tools, including heading and body text Use the 'hanging indent' tool to help format work where appropriate (e.g. a play script)</p> <p>Compare the results of different searches Save stored information following simple lines of enquiry Download a document and save it to the computer</p>	
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Computing skills	To use online platforms appropriately To be safe and responsible	To collect, organise and present data	To use online platforms appropriately To be safe and responsible To understand e-safety laws To communicate through APPs and devices	To understand and import instructions for controlling objects (coding) To use variables for calculations (KS2)		
Music	See Charanga					
PE	Get Set PE					
PSHE	Jigsaw					
RE	See RE LTP					

Year A – 2023-2024

	Autumn 1 and 2 - World Wars		Spring 1 - Volcanoes and Earthquakes	Spring 2 - Vikings	Summer 1 and 2 - Islands	
I wonder...	Why did Britain go to war?	How did Britain win the war?	What's below our feet?	Were the Vikings mad, bad or misunderstood?	Would you survive on a desert island?	Is it a bird or is it a plane?
Trips						
Science	Physics	Physics	Chemistry	Physics	Biology	Biology
	Electricity and Sound	Light	Properties and Changes to Materials	Magnets	Evolution and Inheritance	Animals including Humans
Science objectives (knowledge)	<ul style="list-style-type: none"> Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases. Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness 	<ul style="list-style-type: none"> Understand that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes. 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. 	<ul style="list-style-type: none"> Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers Understand how some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. 	<ul style="list-style-type: none"> Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing. 	<ul style="list-style-type: none"> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 	<ul style="list-style-type: none"> Describe the changes as humans develop to old age. Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functions. Describe the ways in which nutrients and water are transported within animals, including humans.

	of bulbs, the loudness of buzzers and the on/off position of switches. • Use recognised symbols when representing a simple circuit in a diagram.					Sex and Relationships Education • Describe the life process of reproduction in some plants and animals.
Science skills	To carry out scientific investigations To report and explain findings To solve challenging problems To find links between scientific technologies To use scientific vocabulary	To carry out scientific investigations To report and explain findings To solve challenging problems To find links between scientific technologies To use scientific vocabulary	To raise questions about working scientifically To carry out scientific investigations To report and explain findings To solve challenging problems To use scientific vocabulary	To carry out scientific investigations To report and explain findings To solve challenging problems To find links between scientific technologies To use scientific vocabulary	To raise questions about working scientifically To carry out scientific investigations To report and explain findings To find links between scientific technologies To use scientific vocabulary	To raise questions about working scientifically To carry out scientific investigations To report and explain findings To find links between scientific technologies To use scientific vocabulary
History	World History British History Comparing sources and analysing validity Significant people – William Churchill, Hedy Lamarr invention			The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: Transport – Planes Significant people - Wright brothers, Amelia Earhart	
	Military and Political (parliament)			Religious and Social (Peasantry)	Invention (Civilisation and economy)	
	Invention (Civilisation and economy)			Monarchy / empire	Chronology	
History objectives (knowledge)	World War I (A1) and II (A2) • Select suitable sources of evidence, giving reasons for choices.			• Seek out and analyse a wide range of evidence in order to justify claims	• Understand the concepts of continuity and change over	

	<ul style="list-style-type: none"> • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Identify continuity and change in the history of the locality of the school • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • <i>dates, time period, era, chronology, continuity, change, century, decade, legacy</i> • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. 		<p>about the past.</p> <ul style="list-style-type: none"> • Understand that no single source of evidence gives the full answer to questions about the past. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events. • Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy. • Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas. 		<p>time, representing them, along with evidence, on a time line.</p> <ul style="list-style-type: none"> • Use original ways to present information and ideas. • Use sources of information to form testable hypotheses about the past. • Refine lines of enquiry as appropriate. • Use dates and terms accurately in describing events.
<p>History skills</p>	<p>To interpret and compare sources</p> <p>To question and explain events of the past</p> <p>To use chronology</p>		<p>To interpret and compare sources</p> <p>To question and explain events of the past</p>		<p>To use chronology</p> <p>To use historical vocabulary</p> <p>To gather evidence</p>

	<p>To use historical vocabulary</p> <p>To gather evidence</p> <p>To ask historical questions</p>		<p>To use chronology</p> <p>To use historical vocabulary</p> <p>To gather evidence</p> <p>To ask historical questions</p>		<p>To ask historical questions</p>
<p>History Specific Key Knowledge</p>	<p>Propaganda – Lord Kitchener</p> <p>Prime ministers- Chamberlain, Attlee and Churchill vs Hitler, Goebbels, Himmler – comparison between leadership skills and techniques</p> <p>Links with Queen – what was her influence/ how did she respond</p> <p>Battle of Britain – why it happened, who was involved, the outcome, techniques used, how this effected life afterwards</p> <p>Rationing – the effect on daily life, how it worked, why this happened.</p> <p>High street in Southminster – Manor house was destroyed – links with local history (RAF Bradwell)</p> <p>Compare aeroplanes – painting techniques for camouflage, their role in the war.</p> <p>Painting of ships to look like more- cardboard tanks and planes. – techniques used during the war when resources were low.</p> <p>Evacuation – affect on daily life, time period for children, how it worked, why it happened.</p>		<p>Viking and Anglo-Saxon struggle for the Kingdom of England</p> <p>Edward the Confessor</p> <p>Vikings in Maldon- links to local history</p> <p>Locations of their origins and where they invaded – why they left, where they invaded (Iceland, Faroes and Orkney, Scotland, Northumbria, East Anglia, York and parts of Mercia)</p> <p>Weapons and technology – what materials they had, Axes, War ships, armour, swords, metal.</p> <p>Rollo: The First ruler of Normandy- Viking leader conducted raids on France, his descendent led a successful invasion of England</p>		<p>Steam trains and how they have developed – George Stevenson Steam train, Fuel powered, electric train, magnetic train, bullet trains</p> <p>Train links over time – how this has developed over time and how this affects us- a lot more established so trade and people could move across country – work further afield- class systems on trains, suburbs grew due to train network, postal networks grew</p> <p>Key people: Wright brothers and Amelia Earhart – how their inventions/ journey inspired others.</p>

	<p>Anti-semitic views – their affect on society, its power in the war</p> <p>Bletchley Park – enigma machine- their work and its power in the war.</p>		<p>Did they actually wear helmets? – are sources correct. – 1800s artists included the head gear in paintings (Scandinavia). Written sources</p>		<p>Modern transport vs old transport – compare similarities and differences.</p> <p>First forms of transport – videos of wright brothers testing planes</p>
Geography	Locational and Place Knowledge	Human Geography – brief	Physical Knowledge		Human Geography
	Geographical skills and fieldwork		Locational and Place Knowledge		Physical Knowledge
Geography objectives (knowledge)	<p>UK</p> <p>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key</p>	<p>describe and understand key aspects of: 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>California – North America</p> <p>describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and</p>		<p>Iceland - Europe Galapagos Islands, Ecuador – South America</p> <p>describe and understand key aspects of: 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>describe and understand key aspects of: physical</p>

	<p>topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use the eight points of a compass, four and six-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</p> <p>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>Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p>		<p>geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	
Geography skills	To ask and answer geographical questions		To ask and answer geographical questions		To ask and answer geographical questions	

	<p>To use geographical resources (including maps)</p> <p>To use fieldwork and observation skills</p> <p>To compare locations (including local)</p> <p>To use geographical language and vocabulary</p>		<p>To understand and explain physical features</p> <p>To compare locations (including local)</p> <p>To use geographical language and vocabulary</p>		<p>To understand and explain physical features</p> <p>To understand and explain human features</p> <p>To compare locations (including local)</p> <p>To use geographical language and vocabulary</p>	
Geography specific key knowledge	<p>England, Germany, Stalingrad – Russia</p> <p>D-day and English Channel</p> <p>Battle of Britain – destroying pipe lines, bridges etc to stop trade and infrastructure.</p>	<p>Farming – dig for Britain land use making bombs and sending over</p> <p>Women in factories</p>	<p>San Andres fault</p> <p>Mount St Helens</p> <p>Yellow Stone National Park</p> <p>Yellowstone River</p> <p>Missouri River</p>		<p>Comparing vegetation belts - forest, grassland, tundra, desert, and ice sheet.</p>	
Art and Design	Printing		Painting		Sculpture (Model of an island)	
	Banksy		Frida Kahlo – Mexican female artist		Augusta Savage Yayoi Kusama	
Art objectives (knowledge)	<ul style="list-style-type: none"> Build up layers of colours. 		<ul style="list-style-type: none"> Sketch (lightly) before painting to combine line and colour. 		<ul style="list-style-type: none"> Show life-like qualities and real-life proportions or, if more abstract, 	

	<ul style="list-style-type: none"> • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work. 		<ul style="list-style-type: none"> • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists. 		<p>provoke different interpretations.</p> <ul style="list-style-type: none"> • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form. 	
Art skills	<p>To take inspiration and respond to art</p> <p>To use printing techniques</p>		<p>To take inspiration and respond to art</p> <p>To develop colour and patterns using brush techniques</p>		<p>To take inspiration and respond to art</p> <p>To sculpt with a range of resources</p>	
Art Key Specific knowledge	<p>Banksy- printing</p> <p>Political voice</p> <p>Flower thrower</p> <p>Courtesy of pest control</p>		<p>Frida Kahlo – Mexican female artist – painting</p>		<p>Augusta Savage Sculpture and Peace Memorial in Dr MLK park Indiana. – model of an island</p>	

	Using a range of materials to print – creating own printing roll / mono printing		Looking at herself portraits – highlighting shape and colour use. Primary and secondary colours.		Yayoi Kusama's famous and whimsical Pumpkin sculpture on Naoshima Island, Japan Look at scale Model people out of wire and then create an island in scale with their people.	
Design & Technology	Food and Nutrition – war time rations	Computing (coding link)		Materials		Construction
DT objectives (knowledge)	<ul style="list-style-type: none"> • Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). • Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. • Demonstrate a range of baking and cooking techniques. • Create and refine recipes, including ingredients, methods, cooking times and temperatures. 	<ul style="list-style-type: none"> • Write code to control and monitor models or products. 		<p>Dana Cohen – recycled fabric</p> <ul style="list-style-type: none"> • Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). • Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper). 		<p>Zaha Hadid Jeanne Gang</p> <ul style="list-style-type: none"> • Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding).

DT skills		<p>To use mechanics (and apply coding KS2)</p> <p>To construct and assemble products</p> <p>To design with a purpose</p> <p>To evaluate, refine and improve</p>		<p>To construct and assemble products</p> <p>To design with a purpose</p> <p>To evaluate, refine and improve</p> <p>To explore and compare product design</p>		<p>To construct and assemble products</p> <p>To design with a purpose</p> <p>To evaluate, refine and improve</p> <p>To explore and compare product design</p>
Computing	Online Safety for the Year 2-3 lessons	Communicating (and connecting)	Using the Internet Presentation		Algorithms and Programs	Data retrieving and organising. Databases
Computing objectives (knowledge)	<ul style="list-style-type: none"> Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. Understand the effect of online comments and show responsibility and sensitivity when online. 	<ul style="list-style-type: none"> Collaborate with others online on sites approved and moderated by teachers. Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder. Understand how simple networks are set up and used. Understand the effect of online comments and 	<p>Use a range of presentation applications</p> <p>Consider audience when preparing and editing a simple film</p> <p>Use ICT to record sounds and capture both still and video images</p> <p>Make a home page for a website that contains links to other pages</p> <p>Capture sounds, images and video</p> <p>Use the word count tool</p>		<ul style="list-style-type: none"> Set IF conditions for movements. Specify types of rotation giving the number of degrees. Set events to control other events by 'broadcasting' information as a trigger. Change the position of objects between screen layers (send to back, bring to front). Upload sounds from a file and edit 	<ul style="list-style-type: none"> Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner.

		<p>show responsibility and sensitivity when online.</p> <ul style="list-style-type: none"> • Choose the most suitable applications and devices for the purposes of communication. • Use many of the advanced features in order to create high quality, professional or efficient communications. • Understand how simple networks are set up and used 	<p>Use bullets and numbering tools</p> <p>Use complex searches using such as '+' 'OR' "Find the phrase in inverted commas"</p> <p>Create a sophisticated multimedia presentation</p> <p>Choose the correct page set up option when creating a document</p> <p>Use text formatting tools, including heading and body text</p> <p>Use the 'hanging indent' tool to help format work where appropriate (e.g. a play script)</p> <p>Compare the results of different searches</p> <p>Save stored information following simple lines of enquiry</p> <p>Download a document and save it to the computer</p>		<p>them. Add effects such as fade in and out and control their implementation.</p> <ul style="list-style-type: none"> • Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) • Combine the use of pens with movement to create interesting effects. • Set events to control other events by 'broadcasting' information as a trigger. • Use IF THEN ELSE conditions to control events or objects. • Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions. • Use lists to create a set of variables. • Use the Reporter operators () + () - () * () / () to perform calculations. <p>Pick Random () to () Join () () Letter () of ()</p>	
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					Length of () () Mod () This reports the remainder after a division calculation Round () () of (). to control events or actions.	
Computing skills	To use online platforms appropriately To be safe and responsible	To use online platforms appropriately To be safe and responsible To understand e-safety laws To communicate through APPs and devices			To understand and import instructions for controlling objects (coding) To use variables for calculations (KS2)	To collect, organise and present data
Music	See Charanga					
PE	Get Set PE					
PSHE	Jigsaw					
RE	See RE LTP					