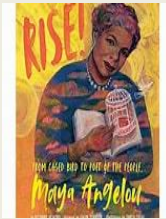
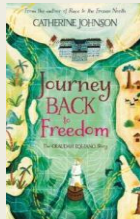
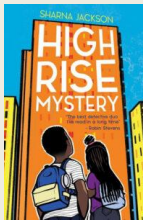
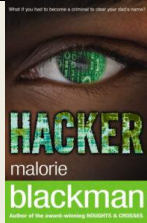
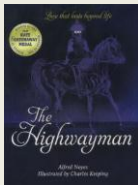
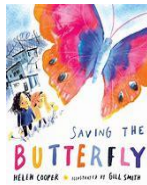


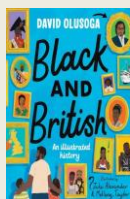
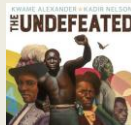
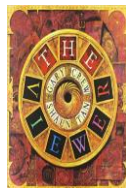
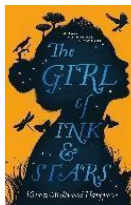
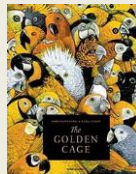
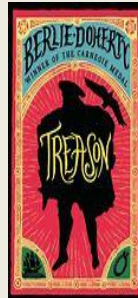
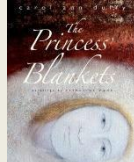
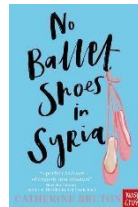
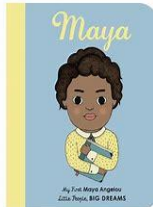
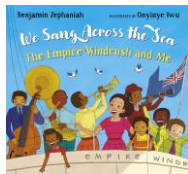
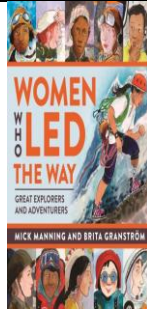
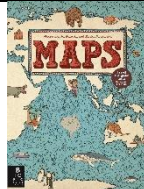
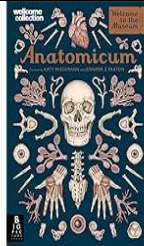
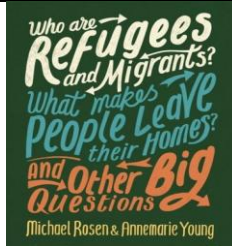
## Curriculum Overview 2024- 2025 Year 6

| Year 6                                  | Term 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Term 2/ 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Term 4/5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Term 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Theme                                   | Whole World in Our Hands                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Exploration                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Law and Order                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | People, Places and Me                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Intellectual Concept</b>             | <p>The actions individuals can take to make the world a better place in which to live is acting as a Global citizen</p> <p>Bristol has played a significant role in black history from its involvement in the slave trade through to influencing the UK's first Race Relations Act which sought to outlaw discrimination. The Bristol Boycott has helped change Bristol and Britain forever. It shows us the difference ordinary people can make when they come together to take action against social injustice.</p>                                                                                                                                                                                                                            | <p>To understand that exploration has led to the development and progression of civilisation - that it is more than the act of travel to a new place but instead is any form of exploration or investigation in order to learn or gain.</p> <p>To know that the world today is a direct result of choices made by individuals and cultures and the thirst for knowledge and explain the effects of some well-known explorations</p>                                            | <p>Grasping the concept of how we punish and prevent crime has always been a challenging issue and likely always will be. Each historical period faces its own unique problems, from simple theft in the Middle Ages to modern-day cybercrime. Some methods have been short-lived experiments, while others, like the jury system and sentencing, have endured much longer.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>Migration is the movement of people from one place to another for a short period of time or permanently.</p> <p>This can happen internationally when people move from one country to another, or it can happen internally as people move within the same country.</p> <p>There are many reasons why people migrate from one place to another. They might do so for financial, social or family reasons while some people are forced to move. The opportunity to move around the globe has shaped the world we know it today.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Question</b>                         | <b>How have changes in equality impacted on our lives today?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>How has exploration affected our understanding of the world today ?</b>                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Should the punishment always fit the crime?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Should we have the right to live anywhere?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Enquiry Questions Implementation</b> | <p><a href="https://drive.google.com/open?id=1-6MNIYqSKTs6Hqm8tXxKesy_-50jMfKV&amp;usp=drive_fs">https://drive.google.com/open?id=1-6MNIYqSKTs6Hqm8tXxKesy_-50jMfKV&amp;usp=drive_fs</a></p> <p><b>How did the slave trade impact Bristol?</b></p> <p><i>Financially/ merchants/ street names/ architecture and development etc..)</i></p> <p><b>How different was life for the Windrush generation than they thought it would be?</b></p> <p><b>How have people from the past had a positive impact on civil rights?</b><br/><i>History/art/Science- space ( link yr 5 Hidden figures), <b>bristol bus boycott/ Alabama bus boycott</b></i></p> <p><b>How far has life changed for Black people living in Britain in the last 60 years?</b></p> | <p><b>What does it mean to explore?</b><br/>Geog/Science/art</p> <p><b>What makes a successful explorer?</b><br/>Geog/Science</p> <p><b>How is exploration linked to science?</b><br/>Science - evolution and inheritance and History - Darwin</p> <p><b>How has exploration supported our understanding of the world today?</b><br/><i>Science living things and habitats</i></p> <p><b>How have living things adapted to their environment?</b><br/>Science - Adaptation</p> | <p><b><i>Before teaching this unit please consider the lived experience of children.</i></b></p> <p><b>How were criminals punished 800 years ago, and how do we know?</b><br/>Hlstory/ citizenship Maths - statistics/graphs<br/><a href="#">Crime and punishment planning from Primary Key stage history - Olympus All Staff - Google Drive</a></p> <p><b>What does the legend of Robin Hood tell us about mediaeval justice?</b></p> <p><b>How did crimes and punishments change between 1500 and 1750</b><br/>History- (linked to the question) societal change through the years</p> <p><b>Why did so much change happen in the 19th century?</b></p> <p><b>Has the way we catch and punish those who break the law changed in the last 100 years?</b><br/>Science - Electricity D.T (Burglar alarm/ operation game)</p> <p><b>How realistic are stories about crime and punishment in the past</b> Historical reliability of sources</p> | <p><b><i>Before teaching this unit please consider the lived experience of children.</i></b></p> <p><b>What is migration?</b><br/><a href="https://docs.google.com/presentation/d/100ducgDlcrRqK2DwwySsGVteUI8amwA?rtfpof=true&amp;usp=drive_fs">https://docs.google.com/presentation/d/100ducgDlcrRqK2DwwySsGVteUI8amwA?rtfpof=true&amp;usp=drive_fs</a></p> <p><b>Why did people come to Britain?</b><br/><a href="https://drive.google.com/open?id=1-3qoViLZceM2XHTORaOfEFJ17a9W1uFj&amp;usp=drive_fs">https://drive.google.com/open?id=1-3qoViLZceM2XHTORaOfEFJ17a9W1uFj&amp;usp=drive_fs</a></p> <p>History/Geography ( make link to term 1 windrush learning, push/pull factors )</p> <p><b>How has migration shaped modern Britain?</b><br/>Geography /Art/ <a href="#">3 stories of migrant artists and their amazing new art   The Arts Society</a> architecture</p> <p><b>How have patterns of migration changed overtime in different British locations?</b><br/>Geography/ history ( scientists/ careers/ asylum seekers</p> |
| <b>Lyfta links</b>                      | <a href="#">Building a united world</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <a href="#">Life in deserts</a><br><br><a href="#">The travelling circus family 1</a>                                                                                                                                                                                                                                                                                                                                                                                          | <a href="#">Design your own electrical toy</a><br><br><a href="#">Webs of hope</a> (note: traffic light warning)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <a href="#">Multicultural London</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

Curriculum Overview 2024- 2025 Year 6

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|                                                                                 | <a href="#">Representation matters</a><br><br><a href="#">Equality at work</a><br><br>The Right to Protest<br><br><a href="#">Teacher - View lesson plan (id: 1265) (lyfta.com)</a>                |                                                                                                                         |                                                                                                         | <a href="#">The circus family 2</a><br><br><a href="#">Curious camels</a>                                                                                                                                                               |                                                                                                                                     |                                                                                                        |                                                                                                                             | <a href="#">Why are there refugees?</a><br><br><a href="#">Jasmine the fearless</a><br><br><a href="#">Teacher - View lesson plan (id: 3585) (lyfta.com)</a> |                                                                                                                                                                                                                                                                                                |                                                                                                                                      |                                                                                                                                                                                                                                                  |                                                                                                            |                                                                                                                         |                                                                                                                                                                                                                              |
| <div>Suggested literary canon</div> <div>English texts to support writing</div> | <br><div><a href="#">Caged Bird</a><br/>by <a href="#">Maya Angelou</a>   <a href="#">Poetry Foundation</a></div> | <br><div>Journey back to Freedom</div> | <br><div>Respect</div> | <br><div>Wonder Garden</div> <br><div>Shackleton's Journey</div> | <br><div>The Explorer by Katherine Rundell</div> | <br><div>Moth</div> | <br><div>The land of never believe</div> | <br><div>High Rise mystery</div>                                          | <br><div>Hacker by Malorie blackman</div> <br><div>The selfish Giant by Oscar Wilde illustrtead by Vitva Voutilla</div> | <br><div>The good thieves Katherine Rundell</div> | <br><div>The sleeper and the Spindle</div> <br><div>The highway-man</div> | <br><div>Migrants</div> | <br><div>Joining the butterfly</div> | <br><div>The journey</div> <br><div>refugee boy</div> |

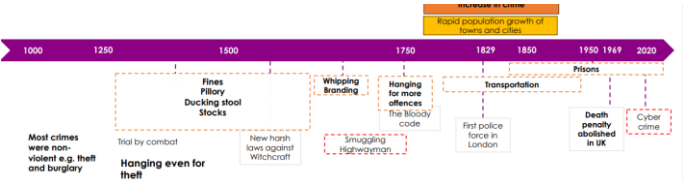
Curriculum Overview 2024- 2025 Year 6

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|                                                                   |  <p>The story of Windrush</p>  <p>Moses<br/>Carol Boston</p> |  <p>British and British<br/>David Olusoga</p> |  <p>Freedom on the menu<br/>Carol Boston</p>  <p>The undefeated<br/>Kwame Alexander</p> |  <p>Darwins Dragons</p>  <p>What Mr Darwin saw</p> |  <p>Tom's midnight garden<br/>Phillappa Pearce</p>  <p>Ice trap[<br/>M.P<br/>Robertson</p> |  <p>The viewer<br/>Gary Crew</p> |  <p>The girl of ink and stars<br/><br/>Kiran Millwood Hargrave</p> |  <p>The Golden Cage<br/>Anna Castagnoli and Carll Cneut</p>  <p>Macbeth<br/>William Shakespeare</p> |  <p>Holes<br/>Louis Sacher</p>  <p>The king who banned the dark<br/>Emily Haworth-Booth</p> |  <p>Treason<br/>Berlie Doherty</p> |  <p>Pig heart boy<br/>Malorie Blackman</p>  <p>The princess blankets<br/>Carol Ann Duffy</p> |  <p>King of the sky<br/>Nicola Davies</p>  <p>The journey<br/>Francesca Sanna</p> |  <p>Sea prayer<br/>Khaled Hosseini</p>  <p>Boy Giant<br/>Michael Morpurgo</p> |  <p>Teacup<br/>Rebecca Young</p>  <p>No Ballet shoes in Syria<br/>Catherine Bruton</p> |
| <b>Suggested end of unit writing genre outcome linked to text</b> | Free Verse Poem ( freedom V Captivity)<br>Persuasive Speech<br>Recount                                                                                                                                                         |                                                                                                                                |                                                                                                                                                                                                                                                           | Quest narrative<br>Biography<br>Diary<br>Explanatory text<br>persuasive leaflet<br>Voice over                                                                                                                            |                                                                                                                                                                                                                                                                  |                                                                                                                     | Narrative<br>Persuasive argument<br>Eye witness report/ journalist report<br>Non Chron<br>Monologue/ speech                                           |                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                   | Balanced argument<br>Narrative<br>poetry<br>Explanation analysis                                                      |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                              |
| <b>Non-fiction text/ Biography</b>                                |                                                          |                                             |                                                                                                                                                                        |                                                                                                                                     |                                                                                                                                                                             |                                |                                                                  |                                                                                                                                                                                      |                                                                                                                                                                                                                                                                   |                                  | <a href="#">About Me – Floella Benjamin</a>                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                              |

## Curriculum Overview 2024- 2025 Year 6

| MAJOR Subject                                           | History – Civil Rights movement<br>(Link to Nasa in year 5 )                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Science – Evolution & Inheritance.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | History – Crime and Punishment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Geography/ history – Migration.<br>Link to Historical Association.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <p><b>N.C Link</b><br/><i>Substantive Knowledge</i></p> | <p><a href="#">Vernon Samuels - The Bristol Bus Boycott of 1963 - BBC Teach</a></p> <p><a href="#">The Bristol Bus Boycott: A watershed moment for Black Britain - Bristol Museums Collections</a></p> <p><a href="#">Bristol Bus Boycott – Journey to Justice (itojhumanrights.org.uk)</a></p> <p><b><u>History – Local History</u></b></p> <p>Black Civil Rights/Slavery in Bristol</p> <p>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</p> <p>(Bristol Bus Boycott with comparisons to Alabama Bus Boycott)</p> | <p><b><u>Evolution and inheritance</u></b></p> <p><a href="https://www.developingexperts.com/s/unit-library/units/512">https://www.developingexperts.com/s/unit-library/units/512</a></p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary &amp; are not identical to their parents.</p> <p>Identify how animals &amp; plants are adapted to suit their environment in different ways &amp; that adaptation may lead to evolution.</p> <p>Recognise that living things have changed over time &amp; that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>Adaptation is changes or specific features of a living thing to help it live in a habitat.</p> <p>A characteristic describes how something looks or how it behaves. Characteristics can be passed on from parents to their offspring, meaning that they can be inherited.</p> <p>Charles Darwin was a famous naturalist who studied finches and tortoises on the Galapagos Islands. He suggested that some species may share a common ancestor and evolve to suit their habitats. He called this process natural selection.</p> <p><b><u>living things and their habitats</u></b></p> <p><a href="https://www.developingexperts.com/s/unit-library/units/509">https://www.developingexperts.com/s/unit-library/units/509</a></p> <p>Developing experts LESSON 1/2/3/4/5/6</p> <p>Describe how living things are classified into broad groups according to common observable characteristics &amp; based on similarities &amp; differences, including microorganisms, plants &amp; animals.</p> <p>Give reasons for classifying plants &amp; animals based on specific characteristics.</p> | <p><b><u>Extended Chronological Study: Crime and Punishment</u></b></p> <p>Pupils should be taught a study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066</p> <p>Changes in social history such as crime and punishment from the Anglo-Saxons to the present</p> <p><a href="https://drive.google.com/open?id=1xNtQAYB-HX7ByBBT-5tF453lxFlpZPAa&amp;usp=drive_fs">https://drive.google.com/open?id=1xNtQAYB-HX7ByBBT-5tF453lxFlpZPAa&amp;usp=drive_fs</a></p> | <p><b>Migration</b></p> <p><i>A focus on key push and pull factors with migration to the UK. This unit links to prior learning from Year 6 term 1.</i></p> <p><b>History:</b><a href="https://www.history.org.uk/primary/resource/9985/scheme-of-work-journeys-the-story-of-migration">https://www.history.org.uk/primary/resource/9985/scheme-of-work-journeys-the-story-of-migration</a></p> <p><b><u>Owen Henry and the Windrush Generation – Journey to Justice (itojhumanrights.org.uk)</u></b></p> <p>Significant historical events, people and places in their own locality</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><b>Geography</b></p> <p>Name and locate counties and cities of the UK, 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 have changed over time</p> <p><b><u>Human Knowledge</u></b></p> <p>Types of settlement and land use, economic activity, including trade links, and the distribution of natural resources including energy, food, minerals and water</p> |

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| <p>Key component knowledge</p> | <p>The American civil rights movement that came to prominence in the 1950s had its roots in the 19th century struggle to abolish slavery.</p> <p>Basic civil rights were granted to emancipate African Americans during the Reconstruction era (1865-77) that followed the Civil War. But almost as soon as Reconstruction ended, white supremacy was re-institutionalised in the South,</p> <p>Rosa Park's refusal to give up her seat to a white passenger on a bus in Montgomery, Alabama, in December 1955 sparked a sustained bus boycott that inspired mass protests including in Bristol:</p> <p>The Bristol Bus Boycott of 1963 arose from the refusal of the Bristol Omnibus Company to employ Black or Asian bus crews in the city of Bristol, England.</p> <p>This is also prevalent in the Hidden Figures of NASA - black, female mathematicians who played a significant role in space exploration but were kept separate and out of the public eye. <b>Windrush generation</b> refers to the immigrants who were invited to the UK between 1948 and 1971 from Caribbean countries such as Jamaica, Trinidad and Tobago and Barbados.</p> <p><b>History of Bristol:</b><br/>Bristol is famous for its significance as a historical British port. The city played a major role in the European discovery of and trade with North America, which included the transportation of slaves and plantation goods. This caused the city to welcome a lot of black slaves or settlers.<br/>Bristol was also at the frontline of advancements in air travel technology.</p> <p>Bristol's location on the west side of Great Britain gave its ships an advantage in sailing to and from the <b>New World</b>, and the city's merchants made the most of it. The 18th century saw an expansion of England's role in the Atlantic slave trade, by selling Africans taken for slavery to the Americas. Bristol and Liverpool became centres of the</p> | <p>A Fossil is a prehistoric animal or plant which has made an impression within rock.</p> <p>Adaptation is changes or specific features of a living thing to help it live in a habitat.</p> <p>A characteristic describes how something looks or how it behaves. Characteristics can be passed on from parents to their offspring, meaning that they can be inherited.</p> <p>Charles Darwin was a famous naturalist who studied finches and tortoises on the Galapagos Islands. He suggested that some species may share a common ancestor and evolve to suit their habitats. He called this process natural selection</p> <p>classification is the arrangement of animals and plants in groups according to their observed similarities. A living organism is something that can move, use energy and reproduce.</p> <p>The six kingdoms of life are Eubacteria, Archaea, Protista, Fungi, Plantae, and Animalia</p> <p>A microorganism is a tiny, microscopic organism such as bacteria, fungi or fungus.</p> | <p>Some punishments were introduced for a short time and then replaced with others e.g. the Bloody Code and Transportation</p> <p>Society's attitude to crime has changed over time and has become less harsh</p> <p>Some punishments that we think have been around for hundreds of years are actually relatively recent e.g. growth of prisons in Victorian times</p> <p>Changes in society often bring about an increase in crime e.g. the growth of towns and cities in the early 19th century.</p> <p>That new crimes are always appearing, such as cyber crime, causing the police to learn new methods of dealing with it</p> <p><b>Smuggling</b> Secretly importing good to avoid paying the customs men</p> <p><b>Stocks</b> wooden blocks used to hold offenders legs, often on public display</p> <p><b>Transportation</b> taking prison convicts to spend years away from home in a distant land such as Australia</p> <p><b>Treason</b> crime of plotting against the monarch or country</p> <p><b>Trial by combat</b> fight to see if someone guilty or not</p> <p><b>Vagrant</b> person who wandered from place to place in search of work</p> <p><a href="#">Crime and Punishment in Anglo-Saxon times - BBC Bitesize</a></p> <p><a href="#">Crime and punishment - KS2 History - BBC Bitesize</a></p>  <p>The diagram is a horizontal timeline from 1000 to 2020. It shows the evolution of crime and punishment. Key events include: 1000 (Most crimes were non-violent e.g. theft and burglary), 1250 (Trial by combat), 1500 (Fines, Pillory, Ducking stool, Stocks), 1750 (Whipping, Branding, Hanging for more offences, The Bloody Code), 1829 (Transportation), 1850 (First police force in London), 1950 (Prisons), 1949 (Death penalty abolished in UK), and 2020 (Cyber crime). A box above the timeline notes 'Rapid population growth of towns and cities' and 'Increase in crime'.</p> | <p><a href="https://migrationobservatory.ox.ac.uk/resources/briefings/migrants-in-the-uk-an-overview/#:~:text=London%20has%20the%20largest%20number,UK's%20total%20foreign%2Dborn%20population.">https://migrationobservatory.ox.ac.uk/resources/briefings/migrants-in-the-uk-an-overview/#:~:text=London%20has%20the%20largest%20number,UK's%20total%20foreign%2Dborn%20population.</a></p> <p>In the UK today, predominantly, the main reason for migration is for work.</p> <p>Professional occupations (such as doctors, nurses and teachers) was the most common broad occupational group for most migrant groups</p> <p><b>History:</b></p> <p>Issues that have pushed migrants to Britain</p> <p>Persecution: Huguenots / Palatines / Jewish migrants in the 19th century and Nazi Germany</p> <p>Famine: Irish migrants in the 19th century</p> <p>War: Afghan/Syrian refugees</p> <p>What has pulled Migrants to come to Britain?</p> <p>Job opportunities: Flemish weavers / Italian bankers / Caribbean / Asian migrants post war</p> <p>EU expansion: E Europeans after 2004</p> <p>Mother country: Commonwealth post WW2</p> <p>Apart from births and deaths, migration is the only other factor that affects population growth and decline.</p> |
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Curriculum Overview 2024- 2025 Year 6

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| <b>Disciplinary Knowledge</b> | <b>Historical Enquiry</b><br><br>Recognise primary and secondary evidence<br>Use a range of sources to find out about an event<br>Use several sources to produce a fluent account | <b>Evolution and inheritance</b><br><br><b>Investigation:</b><br><br>Pupils work scientifically by: observing and raising questions about animals and how they are adapted to their environment; comparing how some living things are adapted to survive in extreme conditions, for example, cactuses, penguins and camels.<br><br><b>Skills focus: research</b><br><br>Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.<br><br><b>Living things and their habitats Investigation:</b><br><br>Investigation<br><br>What happens to bread in different conditions?<br>What causes mould?<br><br>Skills focus:<br><br>Using test results to make predictions to set up further comparative and fair tests. Reporting and presenting 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 | <b>Chronological Understanding</b><br><br>Place current study on timeline in relation to other studies<br>Use relevant dates and terms<br>Sequence up to ten events on a timeline<br><br><b>Historical Enquiry</b><br><br>Recognise primary and secondary evidence<br>Use a range of sources to find out about an event<br>Use several sources to produce a fluent account | <b>Geography:</b><br><br><b>Locational Knowledge</b><br><br>Locate local counties on a map along with at least 4 others from different parts of the U.K.<br>Locate 5 of the U.K.’s largest cities on a map. Recall some data (e.g. population size) about one or more.<br>Locate at least four countries in Europe using maps and at least two outside Europe.<br>Locate the key physical and human characteristics. Relate these features to the locality e.g. population sizes near tourist landmarks/rivers, transport links to mountains.<br>(Plan a full geographical enquiry e.g. survey the use of land in the immediate locality of the school e.g. local high street, walking distance area, using the following classifications:<br>Investigate what jobs people do within and beyond the school in the local area. Sort them into categories and investigate where and how far people travel to work<br><b>Atlas/globe skills</b><br>Understand how to describe the location of key places at local, national and global scales.<br><b>Application of map skills</b><br>Understand how to add layers of information to maps using GIS software such as Google Earth<br>Know how to use six figure grid references and Ordnance Survey map symbols to interpret information about the United Kingdom and the world<br><b>Problem solving</b><br>To suggest ways in which humans can live sustainably in places near and far.<br><br>Know how to explain how the UK’s location influences the weather patterns across the country.<br><br><b>Geographical change</b><br>Know how to describe how locations |
|                               |                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

Curriculum Overview 2024- 2025 Year 6

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|  |  |  |  | <p>around the world are changing and give reasons for this change.<br/>Rounded geographical understanding<br/>Understand ways in which some social issues can be improved in near and far places.<br/><b><i>(Plan a full geographical enquiry e.g. survey the use of land in the immediate locality of the school e.g. local high street, walking distance area, using the following classifications:<br/>Investigate what jobs people do within and beyond the school in the local area. Sort them into categories and investigate where and how far people travel to work</i></b></p> |
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## Curriculum Overview 2024- 2025 Year 6

| MINOR SUBJECT 1                                                 | Geography – Location Knowledge.<br>Science-LIGHT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Geography - Galapagos Islands                                                                                                                                                                                 | Science – Animals, including humans, Electricity.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <b>Substantive Knowledge</b><br><b>National Curriculum link</b> | <p>Locate the world's countries using the world maps to focus on countries located in the triangular trade route and North America (Alabama Bus Boycott).</p> <p style="text-align: center;"><b>Light</b></p> <p><a href="https://www.developingexperts.com/s/unit-library/units/511">https://www.developingexperts.com/s/unit-library/units/511</a></p> <p><u>Developing experts LESSON 1</u><br/>Recognise that light appears to travel in straight lines.</p> <p><u>Developing experts LESSON 3/4</u><br/>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><u>Developing experts LESSON 4/5</u><br/>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><u>Developing experts LESSON 6</u><br/>Explain that we see things because light travels from light sources to our eyes or from light sources to objects &amp; then to our eyes.</p> | <p>Locate the world's countries using the world maps to focus on countries linked with Darwin's travels studying evolution. (Galapagos Islands)</p>                                                           | <p style="text-align: center;"><b>Electricity - linked to theme</b></p> <p><a href="https://www.developingexperts.com/s/unit-library/units/508">https://www.developingexperts.com/s/unit-library/units/508</a></p> <p><u>Developing experts LESSON 1</u><br/>Use recognised symbols when representing a simple circuit in a diagram.</p> <p><u>Developing experts LESSON 2</u><br/>Associate the brightness of a lamp or the volume of a buzzer with the number &amp; voltage of cells used in the circuit.</p> <p><u>Developing experts LESSON 3/4</u><br/>Compare &amp; give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers &amp; the on/off position of switches.</p> | <p style="text-align: center;"><b>Animals including humans - blocked and therefore this is discreet</b></p> <p><a href="https://www.developingexperts.com/s/unit-library/units/510">https://www.developingexperts.com/s/unit-library/units/510</a></p> <p><u>LESSON 1:</u><br/>Developing experts lesson 6<br/>Recognise the impact of diet, exercise, drugs &amp; lifestyle on the way their bodies function.</p> <p><u>LESSON 2</u><br/>Developing experts lesson 5-pulse rate investigation</p> <p><u>LESSON 3/4/5</u><br/>Developing experts lessons 1/2 (investigation)/3<br/>Identify &amp; name the main parts of the human circulatory system, &amp; describe the functions of the heart, blood vessels &amp; blood.</p> <p><u>LESSON 6</u><br/>Developing experts lesson 4<br/>Describe the ways in which nutrients &amp; water are transported within animals, including humans.</p> |
| <b>Key component Knowledge</b>                                  | <p>North America is the third largest of the world's continents, lying for the most part between the Arctic Circle and the Tropic of Cancer.</p> <p>Key cities in North America include Mexico City (in Mexico), New York (in the USA), Toronto (in Canada) and Havana (Cuba). New York is popular with tourists who visit landmarks like the Statue of Liberty and Central Park. The largest country in North America by land area is Canada, although the United States of America (USA) has the largest population.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>The Galapagos Islands are volcanic and are in the Pacific Ocean.</p> <p>It is a province of Ecuador</p> <p>It's isolated terrain shelters a diversity of plant and animal species found no-where else.</p> | <p><b>Electricity ( link with D.T)</b></p> <p>A circuit is a complete path which allows electricity to flow. A conductor allows electricity to flow through them easily.</p> <p>An insulator is a material that does not let electricity flow through them easily. The current flows from negative to positive. There are no gaps - it is a complete circuit and the bulb lights up. Switches can be placed in a parallel circuit, so that 1 light can be turned on while another is off (just like in a house).</p>                                                                                                                                                                                                                    | <p style="text-align: center;"><b>Animals, including humans</b></p> <p>The heart pumps blood, carrying nutrients and oxygen, around every part of the body.</p> <p>The red vessels are arteries and the blue vessels are veins. Arteries have thick, muscular walls and carry oxygenated blood from the heart to the rest of the body. Veins carry deoxygenated blood back to the heart and have thinner walls. Capillaries are microscopic vessels which link the veins and arteries together.</p> <p>To keep our heart and body healthy, we need to: eat a balanced diet, exercise regularly, drink approximately</p>                                                                                                                                                                                                                                                                        |

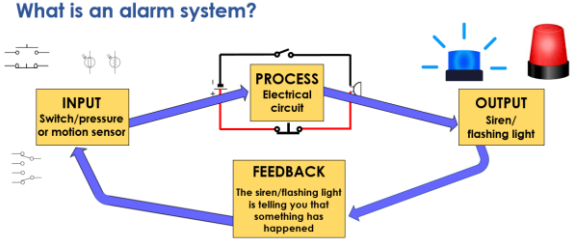
Curriculum Overview 2024- 2025 Year 6

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|                                                 | <div></div> <div></div> <div><p><b>Light</b></p><p>Light travels in straight lines. The light rays from a light source reflect off the object we are looking at. The light travels in a straight line and enters the eye through our pupil.</p><p>Opaque objects block the light rays so they can only travel around the edges of the object in straight lines. That is why a shadow is the same shape as the object.</p></div> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                      | <p>2 litres of water a day, limit alcohol, get 8 hours sleep a day.</p> <p>Drugs, including alcohol, can cause liver damage, poor sleep, high blood pressure, and different types of cancer.</p> <p>Red blood cells carry oxygen. White blood cells fight infection as part of the immune system. Platelets help to clot (thicken) the blood and form a scab. Plasma is the fluid part of the blood, which transports.</p>                      |
| <div><p><b>Disciplinary Knowledge</b></p></div> | <div><p><b>Geography</b></p><p><b>Locational Knowledge</b><br/>Locate at least two regions of North or South America.<br/>Study maps of the regions in North or South America to identify environmental regions.<br/><b>Compare and contrast these regions.</b><br/>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied<br/>use the eight points of a compass, four and six figure grid references, symbols and key (including Ordnance Survey maps) to build their knowledge of the wider world.</p></div>                                  | <div><p><b>Geography</b></p><p><b>Locational Knowledge</b><br/>Locate at least two regions of North or South America.<br/>Study maps of the regions in North or South America to identify environmental regions.<br/>Compare and contrast these regions.<br/>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied<br/>Study maps of the regions in North or South America (GALAPAGOS ISLANDS) to identify geographical regions</p></div> | <div><p><b>Investigation (Electricity):</b></p><p>Pupils will work scientifically by: systematically identifying the effect of changing one component at a time in a circuit;</p><p>Associate the brightness of a lamp or volume of a buzzer with the number and voltage of cells in a circuit</p><p>Compare and give reasons for the variations in how components function, including the</p></div> | <div><p><b>Animals, including humans Investigation-</b></p><p>Research how to keep your heart healthy and what damages your heart. Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.</p><p><b>Skills focus: research</b><br/>Identifying scientific evidence that has been used to support or refute ideas or</p></div> |

## Curriculum Overview 2024- 2025 Year 6

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| <p>To use longitude and latitude to accurately locate places</p> <p><b>Place study</b><br/>Understand how to use knowledge and understanding to suggest relevant geographical questions specific to particular, key environments.<br/>Compare key regions around the world using research to justify findings.</p> <p><b>Using different forms of data</b><br/>Understand how to select and use appropriate skills and ways of presenting information to help investigate places and environments.</p> <p><b>Problem solving</b><br/>Understand geographical diversity by describing how physical and human processes can lead to similarities and differences in environments and in the lives of people who live there.</p> <p><b>Applying Numeracy and Literacy</b><br/>Know how to and why it is important to present findings both graphically and in writing using appropriate geographical vocabulary.</p> <p><b>Geographical observations</b><br/>Understand how to explain geographical interactions between humans and the environment and begin to discuss the consequences.<br/>Identify personal bias in primary observations and explain to what degree both primary and secondary evidence can be.</p> <p><b>Atlas/globe skills</b><br/>Understand how to describe the location of key places at local, national and global scales.</p> <p><b>Application of map skills</b><br/>Understand how to add layers of information to maps using GIS software such as Google Earth<br/>Know how to use six figure grid references and Ordnance Survey map symbols to interpret information about the United Kingdom and the world</p> <p><b>LIGHT:</b></p> <p><b>sunbed investigation Skills focus:</b><br/>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables.<br/>Taking measurements, using a range of scientific equipment, with increasing</p> | <p>Compare and contrast these regions.<br/>Use four and six figure grid references, symbols and key</p> <p><b>Place study</b><br/>Understand how to use knowledge and understanding to suggest relevant geographical questions specific to particular, key environments.<br/>Compare key regions around the world using research to justify findings.</p> <p><b>Using different forms of data</b><br/>Understand how to select and use appropriate skills and ways of presenting information to help investigate places and environments.</p> <p><b>Applying Numeracy and Literacy</b><br/>Know how to and why it is important to present findings both graphically and in writing using appropriate geographical vocabulary.</p> <p><b>Weather patterns</b><br/>Understand how to show an awareness of the link between climate zones, biomes and vegetation belts</p> <p><b>Atlas/globe skills</b><br/>Understand how to describe the location of key places at local, national and global scales.</p> <p><b>Application of map skills</b><br/>Understand how to plan and describe a route using some of the key map skills such as compass direction, map symbols</p> <p><b>Geographical change</b><br/>Understand how to construct a geographical investigation and be able to explain why this is an important skill.<br/>(Locate, question, data collection, data presentation, conclusions, evaluation).</p> | <p>brightness of bulbs, the loudness of buzzers, and the position of on/off switches</p> <p>Use recognised symbols when representing a simple circuit in a diagram</p> <p><b>Skills focus:</b><br/>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Using test results to make predictions to set up further comparative and fair tests</p> <p><b>Traffic light investigation Skills focus:</b><br/>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p><b>Create an electrical game/ Burglar alarm (link to DT)</b><br/>Skills focus: recording results<br/>Record data &amp; results of increasing complexity using scientific diagrams &amp; labels, classification keys, tables, scatter graphs, bar &amp; line graphs.</p> | <p>arguments.<br/>investigation into blood flow. (extra)</p> <p><b>Skills focus:</b><br/>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision,</p> <p><b>pulse rate investigation.Skills focus:</b><br/>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables.</p> |
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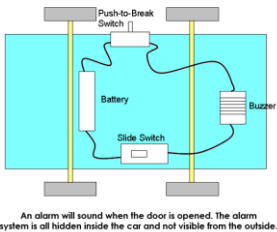
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|                                             | accuracy and precision, taking repeat readings when appropriate                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                           |
| <b>Minor Subject 2</b>                      | <p><b>ART - DRAWING &amp; SKETCHING</b></p> <p><b>Sketch Books</b></p> <p>Create a piece of art to convey a message; find your voice</p> <p><a href="https://www.accessart.org.uk/activism/">https://www.accessart.org.uk/activism/</a></p> <p><b>Contextual: BANKSY</b></p> <p><b>Possible Ed Visit - Banksy Walking Tour</b></p>                                                                    | <b>ART - Drawing &amp; Watercolour Painting (Darwin)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><b>DT - Construction/electronics (linked with electricity in science)</b></p> <p>Create a structure that includes an electrical system. Some ideas below, these links can be used for the electronic element</p> <p><a href="#">Alarming vehicles YR 4/5/6 - D&amp;T Association (designtechnology.org.uk)</a></p> <p><a href="#">Developing handmade switches - D&amp;T Association (designtechnology.org.uk)</a></p> <p><a href="#">Designing and making alarm circuits using inputs with computer control - D&amp;T Association (designtechnology.org.uk)</a></p>                                                                                                            | <p><b>ART - DRAWING</b></p> <p><a href="https://www.accessart.org.uk/identity/">Exploring Identity (Access Art) https://www.accessart.org.uk/identity/</a></p> <p><b>Nijdeka Akunyili Crosby</b></p>                                                                                                                      |
| <b>Substantive National Curriculum Link</b> | <p>Use specific vocabulary (hatching, cross hatching, contour hatching)</p> <p>Identify the difference between hatching, cross hatching and stippling and discuss when it is suitable to choose a particular technique.</p> <p>Identify the differences between pencil grades.</p> <p>Know how to draw 3D forms using pencil and what perspective drawing means.</p> <p><b>Contextual: BANKSY</b></p> | <p>Use specific vocabulary (hatching, cross-hatching, contour hatching)</p> <p>Identify the differences between hatching, cross-hatching ,contour hatching and stippling and discuss when it is suitable to choose a particular technique</p> <p>Identify the differences between pencil grades</p> <p>Use more specific colour language. Name different types of paint and their properties (watercolour, poster paint, oil paint ) Be able to identify work with complementary and harmonious colours</p> <p>Know how to create tints and shades of all colours mixed</p> <p>Know how to create different effects and textures with paint</p> | <p><b>You must teach the science electricity unit (lessons 1-5) prior to this.</b></p> <p><b>Lesson 1 - Explore and evaluate</b></p> <p>KLI: How to test if a product is fit for purpose.</p> <p>Evaluate products and their purpose which contain electrical components (alarm and buzzer) for example operation game and buzz wire. Make links to science (electricity and circuits).</p> <p><b>Lesson 2 &amp; 3 - Design</b></p> <p>KLI: How to show cross-sectional and exploded diagrams. <a href="#">I STEM</a></p> <p>Design a house/car alarm using scientific knowledge of circuits (use Tinkercad software or drawing)</p> <p>KLI: How to make a prototype and test.</p> | <p><b>Drawing</b></p> <p>Use specific vocabulary (hatching, cross-hatching, contour hatching)</p> <p>Identify the differences between hatching, cross-hatching ,contour hatching and stippling and discuss when it is suitable to choose a particular technique</p> <p>Identify the differences between pencil grades</p> |
| <b>Key components</b>                       | <p>Banksy is and England-based street artist, political activist, and film director whose real name and identity remain unconfirmed.</p> <p>His work grew out of the Bristol underground scene, which involved collaborations between artists and musicians.</p> <p>Banksy displays his art on publicly visible surfaces such as walls and self-built physical prop pieces.</p>                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p><b>Alarm systems</b></p> <p>What is an alarm system?</p>  <p><b>Alarm system example</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>Artists embrace the things which make them who they are: their culture, background, experiences, passions – and use these in their work to help them create work which others can relate to.</p> <p style="text-align: center;">•</p>                                                                                  |

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Banksy's stencils feature striking and humorous images occasionally combined with slogans

Open door example

- An alarm to warn if a door is not closed correctly, or to warn if a thief tries to steal the car by opening the door.



Switches and sensors

Switches and sensors

- Simple on-off (toggle) switch
- Micro-switch
- Push-to-make switch
- Light-dependent resistor (LDR)
- Push-to-break switch

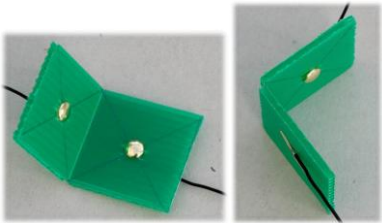
Motion sensor switches

Motion sensor switches

- Tilt Switch
- Pendulum Switch
- Reed Switch

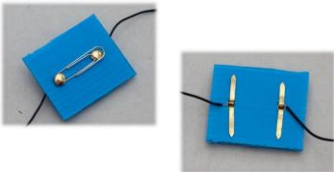
Push switch

Used to complete a circuit as long as the switch is pressed



Toggle switch

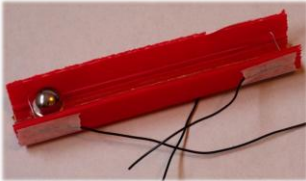
A simple switch for turning a product on so that it stays on



Tilt switch

Ideal for alarms and games

## Curriculum Overview 2024- 2025 Year 6

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| <b>Disciplinary Knowledge</b>                                                | <p>Use different techniques for different purposes Use specific vocabulary (hatching, cross-hatching, contour hatching, stippling, shading)</p> <p>Draw from observation/imagination for a length of time</p> <p>Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</p> <p>Use stencils within art</p> | <p>Use different techniques for different purposes Use specific vocabulary (hatching, cross-hatching, contour hatching, stippling, shading)</p> <p>Draw from observation/imagination for a length of time</p> <p>Manipulate and experiment with the elements of art: line, tone, pattern texture, form, space, colour and shape.</p> <p>Experiment with the effects different paints have on a painting. (water colours) Blending with watercolours Mix and use tints, shades and tones Choose correct sized paintbrushes to use in tasks</p> <p>Use appropriate materials and techniques to create atmosphere and light effects</p> | <p><b>Lesson 1: Evaluate</b></p> <p>Critique, test and evaluate existing products. Test against design criteria and consider the views of others to improve their work.</p> <p>Test and evaluate designs, models and their final products.</p> <p>Decide if products are fit for purpose.</p> <p><b>Lesson 2 &amp; 3 - Design</b></p> <p>Use innovative combinations of electronics and mechanics in product designs (electronics only).</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>Understand and use electrical systems in their product, for example, series circuits, incorporating switches, bulbs, buzzers and motors.</p> <p>Communicate design ideas through discussion, annotated sketches and prototypes.</p> <p>Use different kinds of circuits in their product, including kits such as LEDs, resistors, transistors and chips.</p> |                                                                                                                   |
| <b>Possible End composites</b>                                               | <p>Printing posters - Activist art</p> <p>Narrative or poetry linked to text</p> <p>Campaign speech</p> <p>Maps of trade links and/or Bristol</p> <p>Create a web page (biography linked to significant figures Rosa Parks,</p>                                                                                                                                      | <p>Art - drawing/painting animals and species that Darwin discovered</p> <p>Map of Darwin's journey with annotations</p> <p>Analysis of historical sources</p> <p>Observations and hypothesis from science experiment</p> <p>Non-chronological report linked to science</p> <p>Top trump cards linked to the different species</p> <p>Narrative linked to key text</p> <p>Classification model through computing spreadsheets</p>                                                                                                                                                                                                    | <p>DT: Burglar or car alarm (cross section or exploded diagram of design and possible prototypes) - this could involve lego, cardboard models, plasticine or micro bits)</p> <p>Graph and analysis</p> <p>Non-chronological report of Crime and Punishment over time</p> <p>Perspective drawing linked to key text illustration</p> <p>Oral debate linked to enquiry questions</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>Geographical enquiry linked to local area (reasons for migration)</p> <p>Art - painting linked to identity</p> |
| <b>Other subjects – some will link to the theme others taught discreetly</b> |                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                   |
| <b>ART</b>                                                                   | <b>N/A SEE ABOVE</b>                                                                                                                                                                                                                                                                                                                                                 | <b>N/A SEE ABOVE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>ART</b><br><b>Perspective drawing Link to English text</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Design and Technology</b><br><b>Food and Nutrition</b>                                                         |

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| <i>Substantive knowledge</i>                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>Know how to draw 3D forms using pencil and what perspective drawing means</p> <p>Context - Street Drawing linked to English text or illustrator</p>                                                                                                                                                                                                                                                                                                                                                     | <p>(linked to Sports Week)</p> <p>Suggested Outcome: Design and make a meal for a sports person/athlete (including individual dietary requirements)</p>                                                                                                                                                                                                                                                                                                                                                                |
| <b>COMPONENT</b>                                 | <b>N/A</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>N/A</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>One point perspective is a drawing method that shows how things appear to get smaller as they get further away converging to a single 'vanishing point' on the horizon</p>                                                                                                                                                                                                                                                                                                                              | <p>Know how a variety of ingredients are grown, reared, caught and processed.</p> <p>To develop a deeper understanding of basic hygiene and how bacteria develops.</p> <p>Fine grating (e.g. parmesan cheese)</p> <p>Peeling</p> <p>Fine chopping of herbs</p> <p>Cutting using the claw technique</p>                                                                                                                                                                                                                 |
| <b>Disciplinary Knowledge</b>                    | <b>N/A</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>N/A</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>Begin to use simple perspective in their work using a single focal point and horizon. Have an awareness of how drawings are created – composition, scale and proportion</p>                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Computing</b><br><i>Substantive knowledge</i> | <p><b>Creating Media: Webpage design</b></p> <p><a href="#">Creating media – Web page creation (teachcomputing.org)</a></p>                                                                                                                                                                                                                                                                                                                                                                | <p><b>Data and Information: Introduction to spreadsheets</b></p> <p>(Link to evolution)</p> <p><a href="#">Data and information - Introduction to Spreadsheets (teachcomputing.org)</a></p>                                                                                                                                                                                                                                                                   | <p><b>Programming A: Variables in Games</b></p> <p><a href="#">Programming A – Variables in games (teachcomputing.org)</a></p>                                                                                                                                                                                                                                                                                                                                                                             | <p><b>Systems and Networks: Communication and Collaboration</b></p> <p><a href="#">Computing systems and networks - Communication and collaboration (teachcomputing.org)</a></p>                                                                                                                                                                                                                                                                                                                                       |
|                                                  | <p>HTML is linked to visual display.</p> <p>Web pages can contain different media types.</p> <p>Web pages are written by people</p> <p>Website is a set of hyperlinked web pages. Images on a website could be owned and we need to consider the use of them (copyright)</p> <p>There is a need to preview pages on different screens and devices.</p> <p>A navigation path is needed to link web pages together.</p> <p>There are implications of linking to content owned by others.</p> | <p>Questions can be answered using data from a spreadsheet.</p> <p>Items of data can be found in spreadsheet.</p> <p>Data type determines how a spreadsheet can process the data.</p> <p>There are different software tools to work with data.</p> <p>Formulas can be used to produce calculated data.</p> <p>Cells can be linked</p> <p>Give reasons why data should be organised in a spreadsheet.</p> <p>A cell's value automatically updates when the</p> | <p>A variable is something that is changeable.</p> <p>Example of information that is a variable, for example, a football score during a match.</p> <p>A variable can be used in a program e.g. score.</p> <p>A program variable is a placeholder in a memory for a single value.</p> <p>A variable has a name and a value.</p> <p>The value of a variable can be used by a program.</p> <p>The value of the variable can be updated.</p> <p>Variables can hold numbers (integers) or letters (strings)</p> | <p>Data is transferred across networks using agreed protocols (methods)</p> <p>Connections between computers allow access to shared stored files.</p> <p>Data is transferred in packets.</p> <p>Computers different places to work together.</p> <p>This technology allows for opportunities for communication and collaboration.</p> <p>Different types of media can be shared though the internet.</p> <p>Communicating and collaboration using the internet can be public or private. connected to the internet</p> |

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|                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | value in a linked cell is changed.<br><br>Results can be compared to answer questions.                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                            | Variables can be changed.<br><br>Variables can set as a constant (fixed value)<br><br>A variable needs to be set up at the start of a program (initialisation)<br><br>There is only one value for a variable at any one time.                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                            | allow people in                                                                                                                                                                                                                                                                                                    |
| <b>French</b><br><i>Substantive knowledge</i>                | <b>Everyday life</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Homes and Houses</b>                                                                                                                                                                                                                                                                                                                                            | <b>Playing and enjoying sport</b>                                                                                                                                                                          | <b>Funfair and Favourites</b>                                                                                                                                                                                                                                                                                                 | <b>Café, culture and restaurants</b>                                                                                                                                                                                                                                                                                                                                       | <b>Performance time</b>                                                                                                                                                                                                                                                                                            |
|                                                              | 1a - Revisiting me<br>- recall extended feelings from Stage 3 of language learning<br>-recall key questions and answers about themselves<br>-recall nouns for school subjects and extended opinions including reasons<br><br>1b - Time<br>-Revisit and recall numbers to 60<br>-Learn the structure for 'o'clock' time phrases and practise speaking and writing<br><br>1c - Daily routine<br>-Learn key daily routine phrases<br>-Write a daily routine sequence for a superhero<br>-Ask and answer questions about daily routine | 2a - Spooky House/Space House<br>-Learn nouns for rooms in a house<br>-Learn nouns for furniture in the house<br>-Read, say and write descriptive sentences<br>-Follow a story about a haunted house then write own spooky house story<br>-Explore French castles and new nouns associated with castles<br>-Play game using new language<br>2b - The Christmas Elf | -Look at nouns for sports<br>-Look at the verb 'to play'<br>-create extended opinions about sports (including reasons)<br>-Read and understand information about sports<br>-Write a description of a sport | -Learn the nouns for rides in French<br>-Learn descriptions of rides and apply these appropriately<br>-Express opinions of rides and funfairs<br>-Plan and describe own theme park creation<br>-Express favourite things opinions<br>-Find out about the tradition of 'Poisson d'avril' in France                             | -Learn about the culture of going to Cafes in France<br>-Learn key vocabulary for food and phrases for ordering food in a cafe<br>-Play games to familiarise with cafe roleplay language and phrases<br>-Write and perform cafe roleplays<br>-Read and familiarise with comedy sketch set in a cafe<br>-Follow a story in a restaurant setting<br>-Create own themed menus | -Explore the language of the sketch<br>-Practise reading the script<br>-Add own language and stage directions<br>-Rehearse and perform<br>-Read and understand a mocktail recipe<br>-Write own mocktail recipe instructions<br>-Take part in a scavenger hunt<br>-Experience a lesson in another language: Spanish |
| <b>Music</b><br><b>KAPOW</b><br><i>Substantive knowledge</i> | <b>Dynamics, pitch and texture (Theme: Coast - Fingal's Cave by Medelssohn)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Songs of World War 2</b>                                                                                                                                                                                                                                                                                                                                        | <b>Film Music</b>                                                                                                                                                                                          | <b>Theme and Variations (Theme: Pop Art)</b>                                                                                                                                                                                                                                                                                  | <b>Composing and performing a Leavers' song</b>                                                                                                                                                                                                                                                                                                                            | <b>Baroque</b>                                                                                                                                                                                                                                                                                                     |
|                                                              | Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.<br><br>Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.<br><br>Using musical vocabulary correctly when describing and evaluating the features of a piece of music.                                                                                           | Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.<br><br>Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts.                                                            | Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts.<br><br>Representing changes in pitch, dynamics and texture using                      | Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts.<br><br>Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.<br><br>Identifying the way that features of a song can | Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts.<br><br>Identifying the way that features of a song can complement one another to create a                                                                                                                                                             | Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.<br><br>Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts.            |

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|  | <p>Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</p> <p>Improvising coherently and creatively within a given style, incorporating given features.</p> <p>Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments.</p> <p>Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</p> <p>Recording own composition using appropriate forms of notation and/or technology.</p> <p>Constructively critiquing their own and others' work, using musical vocabulary.</p> <p>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.</p> <p>Performing a solo or taking a leadership role within a performance.</p> <p>Performing with accuracy and fluency from graphic and staff notation and from their own notation.</p> <p>Performing by following a conductor's cues and directions.</p> | <p>Representing changes in pitch, dynamics, and texture using graphic notation, justifying their choices with reference to musical vocabulary.</p> <p>Identifying the way that features of a song can complement one another to create a coherent overall effect.</p> <p>Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</p> <p>Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</p> <p>Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</p> <p>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.</p> <p>Performing with accuracy and fluency from graphic and staff notation and from their own notation.</p> <p>Performing by following a conductor's cues and directions.</p> | <p>graphic notation, justifying their choices with reference to musical vocabulary.</p> <p>Identifying the way that features of a song can complement one another to create a coherent overall effect.</p> <p>Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</p> <p>Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</p> <p>Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</p> <p>Improvising coherently and creatively within a given style, incorporating given features.</p> <p>Recording own composition using appropriate forms of notation and/or technology.</p> <p>Constructively critique their own and others' work, using musical vocabulary.</p> <p>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group</p> <p>Performing with accuracy and fluency from graphic and staff notation and from their own notation.</p> <p>Improvising coherently and creatively within a given style, incorporating given features.</p> <p>Recording own composition using appropriate forms of notation and/or technology.</p> <p>Constructively critique their own</p> | <p>complement one another to create a coherent overall effect.</p> <p>Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</p> <p>Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</p> <p>Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</p> <p>Improvising coherently and creatively within a given style, incorporating given features.</p> <p>Recording own composition using appropriate forms of notation and/or technology.</p> <p>Constructively critique their own and others' work, using musical vocabulary.</p> <p>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group</p> <p>Performing with accuracy and fluency from graphic and staff notation and from their own notation.</p> | <p>coherent overall effect.</p> <p>Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</p> <p>Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</p> <p>Improvising coherently and creatively within a given style, incorporating given features.</p> <p>Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments.</p> <p>Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.</p> <p>Recording own composition using appropriate forms of notation and/or technology and incorporating.</p> <p>Constructively critique their own and others' work, using musical vocabulary.</p> <p>Singing songs in two or more secure parts</p> | <p>Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</p> <p>Identifying the way that features of a song can complement one another to create a coherent overall effect.</p> <p>Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</p> <p>Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</p> <p>Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</p> <p>Improvising coherently and creatively within a given style, incorporating given features.</p> <p>Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments.</p> <p>Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</p> <p>Recording own composition using appropriate forms of notation and/or technology and incorporating.</p> <p>Constructively critique their own and others' work, using musical vocabulary.</p> <p>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.</p> <p>Performing with accuracy and fluency from graphic and staff notation and from their own notation.</p> |
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|                            |                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>and others' work, using musical vocabulary.</p> <p>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.</p> <p>Performing with accuracy and fluency from graphic and staff notation and from their own notation.</p>                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>from memory, with accuracy, fluency, control and expression.</p> <p>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.</p> <p>Performing a solo or taking a leadership role within a performance.</p> <p>Performing with accuracy and fluency from graphic and staff notation and from their own notation.</p> | <p>Performing a solo or taking a leadership role within a performance (some children)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Component Knowledge</b> | <p>Know that the conductor beats time to help the performers work well together</p> <p>Understand that improvisation means making up music 'on the spot'</p> <p>Understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change</p> <p>Know that timbre can also be thought of as 'tone colour' and can be described in many ways e.g. warm or cold, rich or bright.</p> | <p>Know that 'pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2</p> <p>Know that the Solfa syllables represent the pitches in an octave</p> <p>A 'counter-subject' or 'counter-melody' provides contrast to the main melody</p> <p>Know that counter-melody is different harmony because it uses a different rhythm as well as complementary notes</p> | <p>Know that a film soundtrack includes the background music and any songs in a film</p> <p>Understand that 'major' key signatures use note pitches that sound cheerful and upbeat</p> <p>Understand that 'minor' key signatures use note pitches that can suggest sadness and tension</p> <p>Know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'</p> | <p>Know that a 'theme' is a main melody is a piece of music</p> <p>Know that 'variations' in music are when a main melody is changed in some way throughout a piece</p> <p>Know that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten</p> <p>Understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly</p> | <p>Know that a chord progression is a sequence of chords that repeats throughout a song</p> <p>Know that melody can be adapted by changing its dynamics, pitch or tempo</p> <p>Know that chord progressions are represented in music by Roman numerals</p>                                                                                                                                                                   | <p>Know that music in which very similar parts are introduced one by one to overlap is called a canon</p> <p>Know that a canon is a musical structure or form in which an opening melody is imitated by one or more parts coming in one by one</p> <p>Know that a polyphonic texture means lots of individual melodies layered together, like a canon</p> <p>Know that a counter-subject or counter-melody provides contrast to the main melody</p> <p>Know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes</p> <p>Know that ground bass is a repeating melody played on a bass instrument in Baroque music</p> |
| <b>PSHE</b>                | <b>Exercise</b>                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Self care</b>                                                                                                                                                                                                                                                                                                                                                                                                | <b>Give to others</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Connect with others</b>                                                                                                                                                                                                                                                                                                                                                                                       | <b>Challenge yourself</b>                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Embrace the moment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

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|                                                                       | Children discover exercising in a new way by creating their own 'circuit', and explore their personal Values related to exercise. Children check how 'on-track' they are with their chosen Values, and set themselves a goal to move closer to this Value and be the fittest, healthiest person they can be. | Children explore the 7 Principles of Self-Care, with a particular focus on meeting their own self-care needs, taking risks in a safe way, developing more self-care independence in their daily routines, and reaching out for support when needed. | Children appreciate the importance of giving to, sharing, and co-operating with others. Children practise co-operating during a group task to build a tower, and challenge stereotypes to support co-operation with others. Lessons also explore using Values to guide conflict resolution. | Children discuss cultural diversity, and write a letter to an imaginary pen pal to find out more about another culture. Children learn the importance of social inclusion and feeling valued, and practise responding skilfully to their Advisors - that they can choose which thoughts they should listen to. | Children reflect on their proudest achievement and 'tracking' what works for them to cope with challenges. Children learn how even unpleasant Advisor thoughts can be helpful sometimes (and pleasant thoughts can be unhelpful!), and how to use their Values to guide them after a setback. | Children learn about being enterprising, and set themselves a Values-based enterprising goal. Lessons explore more ways to distance from tricky Advisor thoughts, and that we can choose which thoughts we listen to. Children discuss how to embrace the moment in uncomfortable situations.<br><br><b>Changing Me (RSE) (Jigsaw)</b><br><b>ADD</b> |
| <b>R.E</b><br><i>Disciplinary Knowledge</i>                           | <b>How are sacred teachings and stories interpreted by Sikhs today?</b><br><b>(Sikhism)</b>                                                                                                                                                                                                                  | <b>How significant is it that Mary was Jesus' mother?</b><br><b>(Christianity)</b>                                                                                                                                                                  | <b>Is anything ever eternal?</b><br><b>(Christianity)</b>                                                                                                                                                                                                                                   | <b>Is Christianity still a strong religion 2000 years after Jesus was on Earth?</b><br><b>(Christianity)</b>                                                                                                                                                                                                   | <b>Does belief in Akhirah (life after death) help Muslims lead good lives?</b><br><b>(Islam)</b>                                                                                                                                                                                              | <b>What is the best way for a Jew to show commitment to God?</b><br><b>(Judaism)</b>                                                                                                                                                                                                                                                                 |
|                                                                       | I can explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs.<br><br>I can explain why Sikh stories could be considered important today                                                                                                                       | I can start to consider my own response to the Christian belief in the Virgin birth, showing respect to Christian views. I can explain my own response to the Christian belief in the Virgin birth.                                                 | I can reflect on my own beliefs about whether anything is eternal. I can give my own answer to whether anything is eternal and give my reasons.                                                                                                                                             | I can give my opinion as to whether Christianity is a strong religion now and say why I think this. I can express my opinion as to whether Christianity is a strong religion now giving reasoned arguments.                                                                                                    | I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims. I can ask questions about life after death and explore how what I believe about this might influence my life.                                                  | I can express an opinion on which ways I think might be the best ways for Jews to show their commitment to God and start to give reasons<br><br>I can start to explain which ways might be the best ways for Jews to show their commitment to God and offer a reason.                                                                                |
| <b>Cultural Capital</b><br><b>/ possible Enrichment opportunities</b> | <b>UN Sustainable Development Goals:</b><br>SDG 10 Reduce inequalities.<br>SDG 16 Peace, Justice and strong institutions.                                                                                                                                                                                    | <b>UN Sustainable Development Goals:</b><br>SDG 15 Life on Land.                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                             | <b>UN Sustainable Development Goals:</b><br>SDG 16 Peace, Justice and strong institutions.<br>SDG 3 Good health and wellbeing.                                                                                                                                                                                 | <b>UN Sustainable Development Goals:</b><br>SDG 8 Decent work and economic growth.<br>SDG 9 Industry, innovation and infrastructure.<br>SDG 11 Sustainable cities.                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                      |