



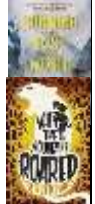



	Autumn 1 Britain in the Blitz <i>British History</i>	Autumn 2 Pole to Pole <i>World Geography</i>	Spring 1 Viking Invaders <i>British History</i>	Spring 2 Healthy Me <i>Science / PSHE</i>	Summer 1 On Top of the World <i>World Geography</i>	Summer 2 Eyam Plague <i>Local History</i>
Concepts	Britain's influence on the world Know main events & key dates Causes & effects of events Ask questions Dictatorship / democracy 	Key physical and human characteristics of Polar regions. Effect of climate change on polar regions and animals. Polar explorers - Shackleton 	Chronology Sources of evidence, Achievements of ancient civilisations Invasion Beliefs & behaviours 	mental well-being physical health healthy eating importance of exercise 	Key features of mountain environments How mountains are formed Human impact Locate world's most famous mountains. 	Know key events in local history Causes and effects of events Use a range of sources of evidence Health & hygiene Belief/faith 
Sticky Learning	WWII was the battle between the Allies and Axis countries Sept 1st 1939 Adolf Hitler lead German Nazi troops to invade Poland - Britain and France declared war on Germany. Millions of Germans were killed because they didn't fit into Hitler's 'perfect image', eg Jews, Gypsies and those with disabilities. Hitler ordered the mass execution of Jews known as the Holocaust. The US didn't join the war until 1941 when Japan attacked Pearl Harbour, a naval base in Hawaii. Some countries remained neutral June 6th 1944 is known as D-Day when an Allied army sailed to Normandy to reclaim Europe	Know about some of the main things that are in cold places, and the different clothes they would wear. Know how jobs may be different in other locations. Understand geographical similarities and differences between UK and Polar Regions. Identify hot and cold areas of the world in relation to the Equator and the North and South Poles. Use world maps, atlases and globes to identify countries, continents and oceans.	Invasions of Britain Conflict between Anglo Saxons and Vikings Show on a map where the Vikings invaded Britain Not many if any wore horns Vikings spoke Norse which had an alphabet of runes Long ships were designed to sail in deep and shallow water so could come ashore The most important Viking city was York or Jorvik The days of the week named after Gods Vikings were pagans, often looting gold from monasteries Not all Vikings were warriors. Many came in peace and were farmers The land they occupied was known as Danelaw	<i>Health and well-being</i> <i>PSHE Matters</i> Explore what affects physical and emotional health. Understand the concepts and benefits of a balanced healthy lifestyle. Explore how we make choices about the food we eat. Identify how to make informed choices. Develop skills to make own choices. Recognise how images in the media do not always reflect reality. Set simple but challenging goals. Explore habits and why they can be hard to change.	Know the main mountain ranges of the UK, Europe and the world. Use basic geographical vocabulary to refer to key physical features. Use simple compass directions (N,S,E&W) and locational and directional language to describe the location of features and routes on a map.	Explore a significant aspect of local history - The Eyam Plague 1665 Investigate the effects of the plague on the lives of people living in Eyam at that time. Learn about the outbreak of the plague and consider how it spread to Eyam Learn about 17th century life in Britain, in particular the treatment of disease. Investigate how the spread of the plague was controlled in Eyam and key figures William Mompesson and Thomas Stanley. Enhance learning through 'real life' experiences - visit Eyam Musuem, and key places such as the boundary stone, the Riley Graves and Mompesson's Well.

	The Germans surrendered on May 8th 1945, known as VE day Dropping of atomic bombs by US on Hiroshima and Nagasaki in 1945 before Japan surrendered and the war finally ended.					
History / Geography Skills	<ul style="list-style-type: none"> - Sequence key events into a timeline understand the impact of the battle for Britain. - Understand where WWII sits within English history (chronology) - Understand impact on world as a whole - Compare and contrast different experiences of people in WWII - Analyse primary and secondary resources and justify their reliability 	<ul style="list-style-type: none"> - Observe and record geographical qualities of the poles - Analyse the impact of the distance from the equator has to living to these regions - Understand the type of biome the poles are in - Understand why the Arctic isn't a continent - Interpret a range of sources including maps, atlases and globes 	<ul style="list-style-type: none"> - Sequence key events into a timeline - Understand where the Viking invasion and settlement sits within British history - Analyse the conflict between the Vikings and Anglo-Saxons - Analyse primary and secondary resources and justify their reliability (and why there may not be as many primary) 	<ul style="list-style-type: none"> - Observe how healthy choices can impact physical and emotional health - Analyse how media portrayals can have a positive / negative impact - Record and analyse data linked to habits and health 	<ul style="list-style-type: none"> - Understand how to use a compass and why it is important - Observe geographical qualities of mountainous areas - Record names, locations and details of main mountain ranges - Interpret a range of sources including maps, atlases and globes 	<ul style="list-style-type: none"> - Understand where the plague outbreak sits within English history - Investigate how it travelled to Eyam and the impact on local people - Analyse how disease was treated in 17th Century - Compare and contrast how Eyam dealt with the outbreak against other regions - Analyse primary and secondary sources (and the importance of local sources to hand)
Vocabulary	blitz prejudice evacuee forces evacuate shelter Jewish naval holocaust neutral dictatorship D-Day allies air raid atomic ration surrender sired axis warden invade blackout Nazi swastika concentration camp Adolf Hitler Winston Churchill strategy revolution	North hide South extreme pole blubber Arctic habitat Antarctic iceberg continent global warming inuit polar equator glacier biome ozone igloo greenhouse gas glacier ice sheet northern lights ocean parka ice shelves mittens territory caribou seal	Danelaw pillage Dane raid Anglo-Saxon shield Danegeld spear exile Thor horn cup Freyja invade trade jarl Valhalla Norse thatched kingdom freeman longhouse Jorvik longship runes monastery rebellion Odin outlaw pagan	health carbohydrates habit dairy balanced alternatives diet fresh physical positive emotional negative media impact energy vitamins minerals portion calcium protein fruit vegetables	mountain fissure peak fold summit foot incline foothills expedition range landscape landslide region outcrop altitude plateau ascend ridge descend slope avalanche snowline base valley clime sea level contour crevice face	plague quarantine flea survive fever merchants red cross disinfect remedy boundary contagious rats bubonic London vinegar outbreak isolate contained population immune infested
Scientific skills	<i>asking questions, making predictions, setting up tests, plan fair tests, observing and measuring, recording data, interpreting and communicating results, evaluating</i>					

<p align="center">Science Knowledge</p>	<p>Physics - Light and sight How the shape and size of shadows are determined. How moving an object changes the size of its shadow. How we see light sources and non-light sources. How a periscope works. That light travels in a straight line. Label the main parts of a human eye and explain their functions. Understand reflection and place mirrors to make light follow a path. White light is made up of a spectrum of colours.</p>	<p>Changes of materials: reversible / irreversible, solutions Changes of state: solids, liquids, gases How materials can be recovered by evaporation. Solutions, mixtures. The difference between soluble and insoluble. What dissolving is and give examples. What filtering and sieving are and give examples. How materials can be recovered from solutions or mixtures through evaporation, filtering and sieving. Reversible and non-reversible changes including examples, eg burning, rusting, mixing vinegar & bicarbonate of soda.</p>	<p>Electricity Brightness of a lamp or volume of buzzer is associated with voltage of cells in a circuit Compare and give reasons for variations in components Use recognised symbols in diagrams</p>	<p>Food, healthy lifestyles, puberty, reproduction The impact of diet, exercise, drugs and lifestyle on the way our bodies function. how nutrients and water are transported within our bodies. The main food groups and the benefits of eating a balanced diet.</p>	<p>Life cycles / habitats of plants, classification and reproduction Two main groups of plants: flowering and non-flowering and give examples of each. Create classification keys for plants. Sexual and asexual reproduction of plants and the difference between them. Examples of plants which reproduce in both ways.</p>	<p>Life cycles and habitats of mammals or amphibians, reproduction How offspring are produced and how some young undergo a further change before becoming adults</p>
<p align="center">Scientific Vocabulary</p>	<p>straight lines, light source, reflection, periscope, shadow</p>	<p>reversible, irreversible, change, state, solution, soluble, insoluble, filter, sieve, new material,</p>	<p>circuit, voltage, switch, buzzer, diagram, symbol, cell, bulb, buzzer, motor, switch</p>	<p>nutrients, water, muscles, diet, exercise, drugs, lifestyle, protein, fat carbohydrate, vitamins, minerals, fibre</p>	<p>life cycle, reproduce, sexual, fertilises, asexual, plantlets, runners, bulbs, cuttings</p>	<p>metamorphosis, life cycle, reproduce, sexual, sperm, fertilises, egg, live young, classification,</p>
<p align="center">Maths</p>	<p>Y5 - place value, four functions, fractions (mixed number / improper, comparing and ordering) Y6 - place value, four operations, fractions, converting units</p>		<p>Y5 - multiplication and division, fractions, decimals and percentages, perimeter / area, statistics Y6 - ratio, algebra, decimals, fractions / decimals / percentages, area / perimeter / volume, statistics</p>		<p>Y5 - shape, position and direction, decimals, negative numbers, converting units, volume Y6 - Shape, position and direction, consolidation</p>	
<p align="center">Writing Genre</p>	<p>Letter - evacuee Diary - surviving blitz Newspaper Report - outbreak of war</p>	<p>Instruction - surviving polar weather Narrative - adventure story</p>	<p>Discussion - do Vikings deserve their savage reputation? Descriptive - Valhalla</p>	<p>Instruction - how to make a healthy meal Persuasive - advert for healthy meal</p>	<p>Non-chronological report - mountain ranges Poetry - influenced by famous examples</p>	<p>Explanation - why the plague was contained in Eyam Discussion - based on novel</p>

		Persuasive - speech to recruit		Letter - formal about healthy meals at schools	Narrative	
SPaG	Conjunctions Relative clauses and pronouns Apostrophes	Commas for clarity Modal verbs Inverted commas	Semi-colons, colons Parentheses Adverbs	Subjunctive form Dashes Tenses	Hyphens Sentence types Linking and detail	Consolidate
Texts	The War That Saved My Life - Kimberly Brubaker Once - Morris Gleitzman When Hitler Stole Pink Rabbit - Judith Kerr	Shakleton's Journey - William Grill The Last Bear - Hannah Gold	The 1,000 Year Old Boy - Ross Welford Viking Boy - Tony Bradman	I will Never Not Eat A Tomato - Lauren Child	King of the Cloud Forests - Michael Morpurgo	Children of Winter - Berlie Doherty
Computing Y5 Teach Computing curriculum	Systems and searching Recognising IT systems in the world and how some can enable searching on the internet.	Video production Planning, capturing and editing video to produce a short film.	Selection in physical computing Exploring conditions and selection using a programmable microcontroller.	Flat-file databases Using a database to order data and create charts to answer questions.	Introduction to vector graphics Creating images in a drawing program by using layers and groups of objects.	Selection in quizzes Exploring selection in programming to design and code and interactive quiz.
DT Skills Please refer to Design and Technology - Skills progression document	<ul style="list-style-type: none"> • Investigate, disassemble and evaluate existing products • Understand contexts, users and purposes, carrying out research and develop a simple design specification. • Generate, develop, model and communicate innovative ideas, drawing on research • Make design decisions, taking account of constraints such as time, resources and cost. • Make a product: select from and accurately use a range of tools, equipment, materials and components, produce appropriate lists of tools, equipment and materials, formulate step-by-step plans as a guide to making. • Critically evaluate the quality of the design, manufacture, and fitness for purpose of their products as they design and make, evaluate their ideas and products against their original design specification (at the start, during and at the end of a project) • Learn about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products. • Develop technical knowledge, eg reinforce and strengthen a 3D framework, explore and use mechanical systems, use more complex electrical circuits and components • Work with food-learn about: where food comes from, seasonal availability, processing of food into ingredients, adapting recipes, the different components of food 					
DT	Make a periscope (link to both topic and science)		Viking longship Design and make a functional Viking longship	Food Healthy eating/eat well plate. Make soup. Design carton		
Art	Propaganda poster	Winter landscape Create a winter landscape scene after looking at some famous examples			Himalayan textile Use applique and sewing to create motifs to tell a story	Stained Glass Story Create a class story of the plague using stained glass designs
PSHE Cycle B PSHE Matters	Exploring Emotions	Money Matters	Being Safe	Changes	Being healthy	Growing Up

Music c2	Beetles Pop - Blackbird (y4)	Global music - Dragon song (y3)	Gospel New year Carol (y6)	Female artists (y6) You've got a Friend	Classical (y4) reflections	End of year play/show/singing and drama
PE LTP 22-23 (Liz)	HRF / Cross Country Invasion Games (tag rugby)	Sports Hall Athletics Invasion Games (hockey & basketball)	Sports Hall Athletics Games (basketball) Gymnastics	Adapted Invasion Games (Hi Fives & netball & Hockey) Dance	Striking/Fielding Games (Kwik Cricket, rounders) Athletic Activities	Athletic/sports day activities. Net/wall games. (Tennis, badminton, Volleyball) swimming
RE	Creation and Science What do religions tell us about the natural world	How can following God bring justice and freedom? What difference does it make to believe is Ahimsa, grace and ummah	Is it better to express your beliefs in arts and architecture or in charity and generosity?	Why do some people believe in God and others not?	What kind of king is Jesus? What do religions say when life gets hard?	Sikhism What does it mean to belong to a Sikh community? What can be learned from the Sikh way of life?
Community	Harvest Festival	Bonfire Carols				End of year service End of year play
Curriculum Enrichment	White Hall WWII day visit					