







	Autumn 1 Africa World Geography	Autumn 2 Victorians British History	Spring 1 Anglo Saxons British History	Spring 2 Chocolate Fair Trade / World Geography	Summer 1 Ancient Greeks Non-European History	Summer 2 Spectacular Sculptures Art/Design & Technology
Concepts	<ul style="list-style-type: none"> Geographical differences between the UK and Africa Effect of proximity to equator on climate 	<ul style="list-style-type: none"> Daily life, lives of poor children (workhouses) chronology 	<ul style="list-style-type: none"> chronology. sources of evidence key events legacy of the Saxons, eg language 	<ul style="list-style-type: none"> Fair Trade Trade links Natural resources Eco links 	<ul style="list-style-type: none"> Chronology Sources of evidence, Achievements of ancient civilisations Legacy 	 <p>inspiration creativity nature</p>
History/ Geography/ Art Knowledge	<p>Compare rural and city life in UK and Africa, eg food</p> <p>Investigate effect of equator on climate and land use.</p> <p>Develop an understanding of the different countries in Africa, their similarities and differences.</p> <p>Analyse how the climate and proximity to the equator influences African life.</p>	<p>Explore what life was like for children in the Victorian era.</p> <p>Investigate how living conditions impacted on people's health.</p> <p>Understand the significance of the poor laws and analyse the impact they had on the lives on children and poor people.</p>	<p>Know about the invasion and settlement of Britain by Anglo Saxons</p> <p>Explore daily life of the Saxon settlers including homes, clothes and farming.</p> <p>Investigate the link between Anglo Saxons and Christianity.</p> <p>Explore the legacy of the Anglo-Saxons, including language.</p>	<p>Chocolate production and the effects of Fair Trade on the lives of the farmers.</p> <p>History of chocolate production from Mayans to now</p> <p>Identify areas of the world where chocolate is grown and exported</p> <p>Human Geography - trade links and natural resources - Eco links</p>	<p>Democracy</p> <p>Architecture</p> <p>Olympics</p> <p>Mythology / Greek Gods</p> <p>Philosophy</p> <p>Mathematics</p> <p>Athenians struggle with the Spartans</p> <p>Clothing - styles of chiton</p>	<p>Local artists</p> <p>Famous sculptors</p> <p>Chatsworth gardens</p> <p>sculpture exhibitions</p> <p>Yorkshire Sculpture park</p>
History/ Geography /Art Skills	<p>Locate Africa, and some of its countries, on a map. Use world maps, atlases and globes to identify countries, continents and oceans, the equator and the North and South Pole.</p>	<p>Interpret primary and secondary sources of evidence and draw conclusions. Eg what life was like in workhouses. Understand the chronology of the Victorian era in British history.</p>	<p>Interpret primary and secondary sources of evidence and draw conclusions, including visit to Tamworth Castle and investigation of Saxon place names.</p>	<p>Locate Africa and South American and some of their countries, on a map. Use world maps, atlases and globes to identify countries, continents and oceans, the equator.</p>	<p>Locate Greece on a map</p> <p>Understand the chronology of where the Ancient Greek period sits in World history.</p> <p>Compare and contrast the lives of Ancient Greeks with people today.</p>	

	Use correct geographical vocabulary to discuss human and physical characteristics of Africa.	Compare and contrast lives of children in Victorian era and children of today. Use historical vocabulary Present and communicate historical knowledge in a variety of ways, eg write a diary about a day in the life of a workhouse child.	Understand the chronology of where the Anglo-Saxon period sits in Great Britain's history. Compare and contrast the lives of Anglo-Saxons with people today. Use historical vocabulary Present and communicate historical knowledge in a variety of ways, eg write a non-chronological report about life in Saxon times.	Use correct geographical vocabulary to discuss human and physical characteristics of cocoa producing countries in Africa and South America.	Use historical vocabulary Present and communicate historical knowledge in a variety of ways, eg write a persuasive argument about Greek Gods				
History/ Geography /Art Vocabulary	Continent Equator Sub-Saharan Sahara Desertification Arid Hemisphere Meridian Tropic of Cancer Tropic of Capricorn Boundary	Abacus Cane Sweep Washboard Dolly Spinning top Workhouse Mangle Cholera Sewers Locomotive	Smokestacks Warehouse Reign Monach Poverty Scullery Shilling Empire Cobbles Dolly Mangle	Runes Bayeux Tapestry Thatched Cremation Lyre Empire Native Capital Legion Rebellion	Priory Hostile Pagan Raid Migration Scandinavian Tribe	continent country equator transport Fair Trade	Empire Pythagoras Hippocrates Column Parthenon Tunic Fibulas Hellenistic bowl Pyxis Plato	Homer Fibula Acropolis Chiton Lyre Myth Architecture Democracy Philosophy	Sculpture Composition Reflection Light Shade Materials Form Angular Geometric Scale Ornate
Science Knowledge	Life cycles of insects and birds: classification and reproduction Life cycles of an insect and birds. How offspring are produced, eg live eggs and how some young undergo a further change before becoming adults. Sexual reproduction in animals.	Circulation How the heart works and its different parts and their functions. Process of blood circulation around the body, including the different parts of the circulatory system. Functions of blood and blood vessels. Impact of exercise on heart rate. The impact on their bodies of drugs, alcohol, smoking, diet and exercise.	Properties of materials, properties, grouping, uses Compare and group everyday objects based on their properties (hardness, solubility, transparency, conductivity, response to magnets) Magnetic / non-magnetic materials Electro and thermal conductors/insulators. Transparent/opaque materials Uses of materials eg for a water bottle	Evolution and inheritance, fossil, adaptation Process of evolution by natural selection, Darwin. Inheritance of features from parents. Adaptations of animals to their environment and the importance of this for survival of species. Strategies animals adopt to survive winter & in polar regions.	Forces: resistance, friction and gravity Unsupported objects fall towards Earth because of the force of gravity acting between the Earth and the falling object. Effects of friction on different materials. Effects of air and water resistance. Weight and gravity are forces. Different strength forces can be measured with a force meter (newton meter) Unit of force is a newton - names after Sir Isaac Newton.	Space: earth, day / night, moon The shape and relative sizes of the Earth, Sun and Moon. Why our shadows change and why we have day and night. The Earth's orbit around the Sun. The Moon's phases and orbit around Earth.			

				Adaptations of plants to their environment. Fossils and how they were formed.	Forces can be represented by arrows which show the direction and the size.	
Scientific Skills	<i>asking questions, making predictions, setting up tests, planning a fair test, observing and measuring, recording data, interpreting and communicating results, evaluating</i>					
Scientific Vocabulary	metamorphosis, life cycle, reproduce, sexual, sperm, fertilises, egg, live young, classification,	heart, pulse, rate, pumps, blood vessels, arteries, veins, capillaries, transported, lungs, oxygen, carbon dioxide, nutrients, muscles, circulatory system, diet, exercise, drugs, lifestyle	thermal / electrical conductor, insulator,	offspring, sexual reproduction, vary, characteristics, suited, adapted, environment, inherited, species, fossils	force, gravity, Earth, air resistance, water resistance, friction, Newton, newton meter, mass, weight	Earth, Sun, Moon, spherical, solar system, rotates, star, orbit,
Maths	Y5 Place value, 4 functions, fractions Y6 Place value, four operations, fractions, converting units		Y5 Multiplication & division, fractions, decimals & percentages, perimeter & area, statistics Y6 Ratio, algebra, fractions, decimals & percentages, area, perimeter & volume, statistics		Y5 Shape, position & direction, decimals, negative numbers, converting units, volume Y6 Shape, position & direction, consolidation and SATs preparation	
Writing Genre	Letter - to Whitehall following residential Instructions - how to make Jollof rice Poetry - life cycle of an insect Setting description Burkina Faso	Diary - child in a workhouse Non-chronological report - Victorian mills News Paper Report - shutting down of workhouses	Recount - chronological retelling of settlement Discussion - do Vikings deserve their savage reputation? Character description - Beowulf	Write instructions for making chocolate from cocoa beans. Non-fiction report describing the history of chocolate production from Mayans to now. Layout, bullet points, sub-headings, formal tone. Persuasive writing/ advertisements - new chocolate bars. Include emotive language, adapt handwriting for effect. Write instructions for making own sweets / chocolates.	Playscript - retelling a Greek myth Setting description - the Greek underworld or Elysian fields Persuasive - Vote for God of the year	Narrative - a sculpture coming to life Character description for their / a character in the play Letter writing to a local sculptor
SPaG	Expanded noun phrases Formal / informal Conjunctions	Relative clauses and pronouns Adverbials	Past / present tense Subjunctive form Parenthesis	Modal verbs Dashes, colons and semi-colons	Recap all SPaG in preparation for SATs	Ensure solid understanding of basics

	Apostrophe for omission and possession	First / second / third person Commas for clarity				in preparation for Y6 / secondary school
Texts	The White Giraffe Africa is not a Country Anasi the Spider Africa: Amazing Africa	Street Child Sweep: The Story of a Girl and her Monster Vile Victorians You Wouldn't Want to be a Victorian Schoolchild	Anglo Saxon Boy Smashing Saxons Beowulf How to be an Anglo Saxon in 13 Easy Stages	Charlie and the Chocolate Factory? Roald Dahl The Extraordinary History of Chocolate by Hans Erikson	Who Let the Gods Out Greek Myths Greek Gods & Heroes So You Think You've Got It Bad: Ancient Greece Groovy Greeks	13 Sculptures Children Should Know Eyewitness: Sculptures
Community	Harvest festival	Bonfire Carols				End of year service End of year play
Curriculum Enrichment	Whitehall Visit from Stella	Mill visit		'Ministry of Chocolate' workshop day World Book Day Easter activities	Bikeability	Yorkshire sculpture park Sports Day
Art	Design a repeating pattern inspired by African wax fabrics using traditional dying techniques				Explore Ancient Greek art and modern art inspired by it. Design a mythical creature.	Study Barbara Hepworth and Henry Moore then create own sculpture.
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		Cams Design and make Victorian toys using cams	Textiles Design and make a coin purse/bag.		Food Make a selection of flavoured flatbreads	
Music	African drumming	Christmas carols				End of year play
Computing Y6 Teach	Communication and collaboration	Webpage creation designing and creating webpages, giving	Variables in games	Introduction to spreadsheets	3D modelling	Sensing Movement Designing and coding a project that captures

Computing curriculum	Exploring how data is transferred by working collaboratively online.	consideration to copyright, aesthetics and navigation.	Exploring variables when designing and coding a game.	Answering questions by using spreadsheets to organise and calculate.	Planning, developing and evaluating 3D computer models of physical objects .	inputs from a physical device.
RE	Why do some people believe God exists? What does it mean to have a God who is holy and loving?	Was Jesus the Messiah? If God is everywhere, why go to a place of worship?	What would Jesus do? Can we live by his values in the 21 st Century?	What does it mean to be a Muslim in Britain today?	What did Jesus do to save human beings? What matters most to Christians and Humanists?	Hinduism Why is pilgrimage important to some religious believers? What can be learned from the Hindu way of life?
PSHE Cycle A PSHE Matters	Being Me	Relationships Matter	Being Responsible	Bullying Matters	Diversity Matters	Drug Education
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