



## Curriculum Map – Two Year Rolling Programme

Upper Key Stage 2 - Rolling Programme Year 1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Science</b>	<p>All year – SC1 skills</p> <ul style="list-style-type: none"> <li>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>using test results to make predictions to set up further comparative and fair tests</li> <li>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</li> <li>identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>					
<b>Science</b>	<p><b>Forces</b></p> <ul style="list-style-type: none"> <li>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</li> <li>Identify the effects of air resistance, water resistance and friction that act between moving surfaces.</li> <li>Recognise that some mechanisms,</li> </ul>	<p><b>Space</b></p> <p>Describe the movement of the Earth and other planets relative to the sun in the solar system. Describe the movement of the moon relative to the Earth. Describe the sun, Earth and moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</p> <p>(NASA link to topic?)</p>	<p><b>Electricity</b></p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</p>	<p><b>Materials</b></p> <p>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. Know that some materials will dissolve in liquid to form a solution, and describe how to</p>	<p><b>Evolution &amp; Inheritance</b></p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p>	<p><b>Animals including humans (Y5 unit) –</b></p> <p>change from babies Describe the changes as humans develop to old age</p>

	<p>including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p>Shake things up</p> <p>Learn about structures</p> <p>Explore how to strengthen and stabilise our structures</p>		<p>Use recognised symbols when representing a simple circuit in a diagram.</p> <p>(Silicon valley link - USA)</p>	<p>recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p>	<p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	
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Humanities	Local Cornish History Cornish Heroes (Sense of Place)	Earthquakes (CQ – Geography)	Maya (Connected History)	Mountains of North America (CQ – Geography)	World War 2- Battle of Britain / D-Day (Connected History)	Rivers (Connected Geography)
<p><b>Core Concepts &amp; Substantive Knowledge Concepts</b></p>	<p><b>Significance and diversity</b> Local History Who was An Gof? Look at sources to show how An Gof is on signs/statues and look at who he is.</p> <p><b>Cause and consequence</b> Why was An Gof angry and what did he do? Look at tax issues in Cornwall at time of uprising.</p> <p>What happened at Blackheath and what legacy did he leave behind? Discuss the march and events at Blackheath - how did the king's army triumph? What happened after the battle.</p> <p><b>Monarchy Conflict Society Rebellion</b></p>	<p><b>Place, Time and Scale</b> Recognise where earthquakes occur.</p> <p>Compare the after effects of an earthquake on Los Angeles and Gujarat.</p> <p><b>Human Geography</b> Understand the impact of earthquakes on different locations.</p> <p>Name famous buildings that can survive earthquakes.</p> <p><b>Physical Geography</b> Understand what an earthquake is and why they occur.</p> <p>Identify key features of an earthquake. Name different tectonic plates.</p> <p><b>Interconnections</b> Similarities and differences of the after effects of an earthquake on Los Angeles and Gujarat.</p>	<p><b>Chronological understanding &amp; Change, continuity &amp; development</b> Explain using historical language the changes that took place between 1800 BCE and 900CE in Maya civilisation.</p> <p><b>Interpretations</b> Compare and contrast two different Mesoamerican civilisations</p> <p><b>Significance and diversity</b> Explain what makes the Maya a significant Ancient civilisation</p> <p>Compare and contrast Mayan culture with Aztec culture.</p> <p>Why were scribes significant and well respected people?</p>	<p><b>Place, Time and Scale</b> Compare location, features and effects of mountain ranges in the United Kingdom (N/W vs S/E). Understand why Scotland is a water sports centre.</p> <p><b>Human Geography</b> Evaluate expedition successes and failures when climbing Mount Everest.</p> <p>Evaluate why reservoirs were constructed over 100yrs ago across regions.</p> <p><b>Physical Geography</b> Identify what a mountain is.</p> <p>Identify how the movement of plates of the Earth's crust can form or fold mountains.</p>	<p><b>Interpretations</b> Evaluate a range of primary and secondary sources to explain why Britain faced the risk of an invasion in June 1940 and reach a judgment about how serious that threat was;</p> <p>Interpret numerical and written evidence to explain and justify why Hitler needed to defeat the British Royal Air Force before launching an invasion of Britain in 1940;</p> <p>Identify, describe, explain and evaluate the relative importance of the factors that contributed to Britain winning the Battle of Britain in 1940 and make a judgment as to which of these</p>	<p><b>Place, Time and Scale</b> Identify and label the features of the River Thames.</p> <p>Name significant rivers in North America and recognise some well-known rivers from around the world.</p> <p><b>Human Geography</b> Explain the use of rivers and the impact on our lives.</p> <p>Discuss pollution of rivers.</p> <p><b>Physical Geography</b> Describe the water cycle.</p> <p>Identify key features of a river.</p> <p>Understand the impact of floods and droughts.</p> <p><b>Interconnections</b></p>

	<p>Uprising Taxation Peasantry</p> <p>Mining Heroes <b>Chronological understanding</b></p> <p>Select information from a variety of sources to create a Cornish Mining timeline</p> <p><b>Change, continuity &amp; development</b> What role has tin mining made in the development of mankind?</p> <p><b>Significance and Diversity</b></p> <p>Using a variety of Primary and secondary historical resources explain the roles of people involved the mining industry and differences depending on gender</p>	<p>Identify how different locations PPP against earthquakes.</p> <p><b>Geographical Skills and Fieldwork</b> Investigate how to measure earthquakes.</p> <p><b>Environment Sustainability Management Change Cultural Distance</b></p>	<p>Organise information about Mayan ceremonies</p> <p><b>Change, continuity &amp; development</b> Give an overview of the characteristic features of a city state and explain how they were able to expand.</p> <p>Do you agree? The sudden collapse of Maya's main cities was caused by lots of different factors. Prove you are correct using multiple sources of evidence.</p> <p><b>Cause and consequence</b> Investigate the impact of the arrival of the Spanish on the continuity of Maya culture and beliefs.</p> <p>Explain why many Maya artefacts have been lost</p> <p><b>Civilization Society Monarchy Agriculture Architecture</b></p>	<p>Understand how fossils are formed.</p> <p><b>Interconnections</b> Identify mountain ranges and the countries they cover.</p> <p>Compare and contrast mountain ranges (Cambrian in Wales, Himalaya).</p> <p>Regional links associated with water sources</p> <p>Evaluate the argument for and against renewable and green energy schemes.</p> <p><b>Geographical Skills and Fieldwork</b> Locate the largest mountain ranges and the countries they cover using maps or Digimap.</p> <p>Use OS maps to locate, identify and describe tourist attractions in the Cambrian mountains.</p>	<p>they feel were most significant;</p> <p><b>D-Day Significance</b> Describe and explain the significance of D-Day using a range of primary and secondary sources</p> <p><a href="https://www.bbc.co.uk/teach/class-clips-video/history-ks2-d-day/zf49rj6">https://www.bbc.co.uk/teach/class-clips-video/history-ks2-d-day/zf49rj6</a></p> <p><b>Cause and consequence</b> Explore the landing sites with maps and films to discuss the advantages and disadvantages of the D-Day landing sites. What do they think success would look like?</p> <p><b>Significance</b> Describe and explain the reasons why King John signed the Magna Carta in 1215, and evaluate and reach a judgment about why, like the Battle of</p>	<p>Impact of river pollution versus sustainability.</p> <p><b>Geographical Skills and Fieldwork</b> Use atlases to locate rivers in North America. Use digimap to locate rivers around the world. Use photographs and satellite imagery.</p> <p><b>Environment Sustainability Management Change Cultural Distance</b></p>
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	<p><b>Cause and consequence</b> Interpret a wide range of sources to explain why there was a Christian revival in mining communities led by preachers, John Wesley, Billy Bray, William Carvosso, William Haslam and Samuel Walker</p> <p><b>Revolution (Industrial / Spiritual)</b> <b>Society</b> Government Poverty</p>			<p><b>Environment</b> Sustainability <b>Management</b> <b>Change</b> Cultural Distance</p>	<p>Britain and D-Day, it can be considered an important turning point in British history.</p> <p><b>Conflict</b> <b>Society</b> <b>Monarchy</b> Transportation Justice</p>	
<b>Math Links</b>	<p>Calculate the passing of time</p> <ul style="list-style-type: none"> <li>Calculate using information about World War I</li> </ul>		<p>Calculate time by exploring journey times from the UK to different parts of the USA and by looking at time differences across the USA</p> <p>Use statistics by exploring data about cities, populations and other information we discover</p>		<p>Calculate the passing of time</p>	
<b>Disadvantaged Entitlement Experience</b>		Trip to Trebah gardens to link with learning about World War 2				
<p>RE Cornwall Agreed Syllabus 2020 Expectation is 1 hr each wk. 6 units per year following progression outlined in syllabus</p>	<p><b>U21.</b> What does it mean if Christians believe God is holy and loving?</p>	<p><b>U2.2</b> Creation and Science: Conflicting or complementary</p>	<p><b>U2.3</b> Why do Christians believe Jesus was the Messiah?</p>	<p><b>U2.4</b> How do Christians decide how to live? What would Jesus do?</p>	<p><b>U2.4</b> What do Christians believe Jesus did to save people?</p>	<p><b>U2.6</b> For Christians, what kind of king is Jesus?</p>

<p><b>PE</b></p>	<p><b>Athletics</b>          Develop sprinting techniques          Sustain exercise hurdle with control          throw greater distances          demonstrate appropriate body positions for throwing greater distances          Improve distance from take-off to landing in one jump  <b>End point: Year 5/6 tournament</b></p>	<p><b>Gymnastics-counter balance</b>          Describe and demonstrate counter balance          Show 3 quality balances with counter balance          Evaluate own performances          Show 3 different ways to travel in between balances          Create a detailed sequence  <b>End point: Record performance and show to partner classes</b></p>	<p><b>Tennis</b>          Compete in a 'one touch' tennis competition          Start the game with a serve          Complete a volley shot          Compete in a doubles match  <b>End point: Year 5/6 tournament</b></p>	<p><b>Netball</b>          Apply footwork rules          Accurately pass the ball in three different ways          Show tactical knowledge by moving into a space          Show defending skills          Be an effective team player, applying all the rules of the game          Evaluate own performances  <b>End point: Year 5/6 Netball tournament</b></p>	<p><b>Rugby</b>          Throw whilst travelling          Pass backwards          Select the best ways to attack          Select the best ways to attack and defend          Select the best ways to attack and defend  <b>Class matches</b></p>	<p><b>Striking and fielding</b>          Bat effectively          Vary how the ball is bowled          Restrict the runs of the opposition through accurate fielding          Play a competitive striking game          Hit a moving ball with a rounders bat          Play a competitive game  <b>End point: Parents vs pupils matches</b></p>
<p><b>Music</b>   <b>(charanga scheme)</b></p>		<p><b><u>Living on a Prayer (Rock)</u></b>          The Units of Work cover a range of styles and genres and musically draw together listening/appraising, composing/improvising and performing skills.  <b>Milestones:</b> describe music, transcript, compose and perform</p>		<p><b><u>The Fresh Prince of Bel Air - Will Smith (Hip Hop)</u></b>          A rich collection of resources and stimuli for experimenting with, and exploring the Hip Hop genre including sequencing, mixing and sampling.  <b>Milestones:</b> describe music, transcript, compose and perform</p>		<p><b><u>Celebrating Music and Yr 6 play</u></b>          The year 6 leavers revisit their favourite songs and prepare to perform a selection at their Leavers celebration.  <b>Milestones:</b> describe music, transcript, compose and perform</p>

<p><b>Art &amp; Design</b> <b>Design &amp; Technology</b> <b>Cooking &amp; Nutrition</b></p>	<p><b>D&amp;T - Structures</b> <b>Investigating arches with the sugar cube challenge.</b> Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. Use prototypes, cross-sectional diagrams. Make products through stages of prototypes, making continual refinements.</p> <p><b>Angry bird structures</b> <b>Paper chair challenge</b> <b>Paper &amp; tinfoil tower</b> <b>Bridge contest</b></p>		<p>Draw and paint images of the landscapes and cities we study Create Dream Catchers, inspired by our studies of Native American Chippewa Take inspiration from some of America's great artists.</p>		<p>Draw and paint images of some of the beliefs, symbols and places of worship we study.</p>	
<p><b>Computing</b></p>		<p>Use Audacity to make sounds during a war. (Air raid sirens, planes, bombing etc) Add and blend sounds. Using powerpoint draw a war image and import the sound into the image. Skills:</p> <ul style="list-style-type: none"> <li>● import sound</li> <li>● merge sounds</li> </ul>		<p>Esafety focus</p>		<p>Coding – using Scratch to link it to our history learning.</p>

		<p>(quiet to loud etc)</p> <ul style="list-style-type: none"> <li>• order sounds</li> <li>• use a paint programme to draw an image- order it on the page.</li> <li>• snip images and place into powerpoint.</li> </ul>				
<b>MFL</b>		<p>LANGUAGE ANGELS: INTERMEDIATE LANGUAGE TEACHING: Mi Clase. In the classroom.</p> <p>_In this unit the children will learn how to:</p> <p>Recognise and repeat from memory simple classroom objects and use</p> <p>the correct gender.</p> <p>Say what they have and do not have in their pencil case.</p> <p>Recognise and respond to simple classroom commands and praise.</p>		<p>LANGUAGE ANGELS: INTERMEDIATE LANGUAGE TEACHING: ¿Tienes una mascot? Do you have a pet?</p> <p>_In this unit the children will learn how to:</p> <p>Repeat, recognise and attempt to spell the eight nouns (including the</p> <p>correct article for each) for pets in Spanish.</p> <p>Tell somebody in Spanish if they have or do not have a pet.</p> <p>Ask somebody else in Spanish if they have a pet.</p>		<p>LANGUAGE ANGELS: INTERMEDIATE LANGUAGE TEACHING: ¿Qué Fecha Es Hoy? (What Is The Date?)</p> <p>Introduce twelve months of the year</p> <p>Consolidation of twelve months of the year including some simple listening and reading activities and a matching pairs game</p> <p>How to say the date in Spanish plus a matching pairs game</p> <p>How to say your birthday in Spanish including class</p>



				<p>Tell somebody in Spanish the name of their pet.</p> <p>Attempt to create a longer phrase using the connectives Y ("and") or PERO ("but").</p> <p>.</p>		<p>birthday survey</p> <p>Create a Spanish calendar</p> <p>End of unit assessments</p>
<p><b>PSHE</b></p> <p><b>Go Givers</b></p> <p><b>Esafety</b></p>	<p>Health and Well being – Including 6 areas of nurture.</p> <ul style="list-style-type: none"> <li>• Our class</li> <li>• Respect</li> <li>• Identities</li> <li>• challenging stereotypes</li> <li>• cultural diversity in the UK</li> <li>• migration</li> <li>• strong society</li> <li>• times of need</li> </ul>			<p>Wider World and Esafety – Including 6 areas of nurture.</p> <ul style="list-style-type: none"> <li>• Human rights - what are human rights? Children's rights?</li> <li>• conflict resolution - Reacting to conflict and mediations.</li> </ul>	<p>Relationships including SRE – Including 6 areas of nurture.</p> <ul style="list-style-type: none"> <li>• digital citizenship - fake news/ using technology</li> <li>• democracy- Brexit, referendums, negotiations.</li> </ul>	
<p><b>SMSC</b></p> <p><b>Boxall</b></p> <p><b>Links</b></p>	<p>Gives Purpose Attention</p>	<p>Participates Constructively</p>	<p>Connects up Experiences</p>	<p>Shows insightful involvement</p>	<p>Engages Cognitively with peers</p>	<p>Manages Change</p>

**Upper KS2 - Rolling Programme Year 2**

<p><b>Science</b></p>	<p>All year – SC1 skills</p> <ul style="list-style-type: none"> <li>• planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>• taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>• recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>• using test results to make predictions to set up further comparative and fair tests</li> <li>• 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</li> <li>• identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>				
<p><b>All living things (Y5) Life-cycles</b></p> <ul style="list-style-type: none"> <li>• Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</li> <li>• Describe the life process of reproduction in some plants and animals.</li> <li>• Describe the changes as humans develop to old age. (PSHE Christopher Winters link)</li> </ul>	<p><b>Materials (Missed due to lockdown)</b></p> <p>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p>	<p><b>Light (Y6) (include y4 coverage for y6)</b></p> <ul style="list-style-type: none"> <li>• Recognise that light appears to travel in straight lines.</li> <li>• 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.</li> <li>• Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</li> <li>• Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul>	<p><b>Animals including human (Y6) Circulation</b></p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <ul style="list-style-type: none"> <li>• Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</li> <li>• Describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul>	<p><b>All living things (Y6) Classification</b></p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p>	<p><b>Animals including humans (Y5 unit) – change from babies to old age</b></p> <p>Describe the changes as humans develop to old age CWinters.</p>

<b>Humanities</b>	<b>Ancient Greece</b> (CQ History)	<b>Volcanoes</b> (Connected Geography)	<b>Shang Dynasty connected History unit</b> (Connected History)	<b>Global Climate Change</b> (Connected Geography)	<b>British Empire</b> (Connected History)	<b>Britain's National Parks</b> (Connected Geography)
<b>Focus Subject</b>	<b>Chronological understanding</b> Provide a chronology of important events in Ancient Greek history. How do they compare to another civilisation you know about?	<b>Place, Time and Scale</b> Recognise where volcanoes occur.	<b>Significance</b> Describe and explain the historical significance of the bones bought by Wang Yirong in a market in Peking (now Beijing) in 1899;	<b>Place, Time and Scale</b> Recognise the changes in climate change are impacting planning decisions for the future.	<b>Significance &amp; diversity</b> Identify and describe the extent of the British Empire in 1921 and explain what it meant to be a colony;	<b>Place, Time and Scale</b> Identify the distribution of the 15 UK national parks.
<b>Key Skills</b>	Explain with the use of evidence that Ancient Greek city states fought each other regularly.	<b>Human Geography</b> Understand the impact of volcanoes on a community (Iceland).	Explain the significance of oracle bones to Shang rulers and reach a judgment regarding how they might have been used, justifying their decision;	Recognise local initiatives to support the global problem.	Describe and explain the main reasons why Britain wanted an empire and evaluate and justify their choice of those factors that they consider were most significant;	Compare regions and what proportion are protected.
<b>Key Questions</b>	Give an overview of the Trojan War and the Siege of Troy.	<b>Physical Geography</b> Understand what a volcano is.	<b>Interpretations &amp; Significance and diversity</b> Identify, describe and compare and contrast the lives of people in different sections of Shang society and explain why our understanding of the Shang people as a	<b>Human Geography</b> Explain how climate change is impacting the local people of regions around the world (Gambia, Victoria).	Explain Britain's and Cornwall's involvement in the slave trade and conditions slaves had to endure.	Identify why farming is important to National Parks.
	<b>Interpretations</b> Was the Trojan War a myth or an historical event?	Identify key features of a volcano. Draw and label diagram.		<b>Physical Geography</b> Identify why climate change is impacting on regions around the world (Gambia, Victoria).	Evaluate the impact of writing by Africans and people of African descent in	Understand the importance of people who work in National Parks.
	What can be learnt about Greek culture from observing pottery artefacts?	Compare and contrast volcanoes, recording the similarities and differences.		<b>Interconnections</b>		<b>Physical Geography</b>

<p>Using historical resources compare similarities and differences between Ancient Greek religion with Ancient Roman religion.</p> <p><b>Significance</b></p> <p>Give an overview of significant Greek myths and legends. Why were they significant? How have ancient Greek thinkers influenced the development of humanity?</p> <p>Explain the significant influence of Ancient Greeks on modern political systems.</p> <p>How has Greek architecture influenced the development of building design across the centuries</p> <p><b>Civilization Conflict Society Monarchy</b></p>	<p>Identify the ring of fire in relation to volcano location.</p> <p>Research famous eruptions around the world and consider their impact.</p> <p><b>Geographical Skills and Fieldwork</b></p> <p>Locate volcanoes using maps or Digimap.</p> <p>Present research project.</p> <p><b>Environment Sustainability Management Change Cultural Distance</b></p>	<p>whole is a very limited one;</p> <p>Recognise, describe and justify the qualities they feel are required in a great ruler and compare and contrast these with those exhibited during the reigns of King Cheng Tang and Di Xin of the Shang Dynasty;</p> <p>Make a reasoned judgment from the evidence of tomb artefacts about the identity of the occupant of a Shang burial chamber discovered in 1976, and explain why many similar tombs quickly became the target of grave robbers;</p> <p>Describe and explain the achievements of Queen Elizabeth I as queen of England to evaluate the leadership qualities she possessed and reach a judgment about why she was such an effective leader.</p>	<p>Evaluate different viewpoints of climate change.</p> <p>Understand the complexity of reducing greenhouse gas emissions.</p> <p>Evaluate renewable sources of energy on a global scale, including the poorest countries in the world.</p> <p><b>Geographical Skills and Fieldwork</b></p> <p>Research project - impact of global warming and the actions being taken.</p> <p><b>Environment Sustainability Management Change Cultural Distance</b></p>	<p>the abolition of the slave trade. <a href="https://www.bl.uk/romantics-and-victorians/articles/british-slave-narratives">https://www.bl.uk/romantics-and-victorians/articles/british-slave-narratives</a></p> <p><b>Interpretation</b></p> <p>Interpret a range of evidence to reach a conclusion and make a judgment as to why the British Empire has all but disappeared;</p> <p><b>Cause and consequence</b></p> <p>Interpret a wide range of sources to evaluate the causes and effects of the Falkland Islands war with Argentina in 1982 and reach a judgment about the actions taken by Britain, justifying their views;</p> <p><b>Change, continuity &amp; development</b></p> <p>Identify and describe the countries that currently belong to the Commonwealth and explain the</p>	<p>Record the key natural features of the National Parks.</p> <p>Explore why particular landscapes attract visitors.</p> <p><b>Interconnections</b></p> <p>Explain how National Parks encourage people to enjoy and learn about what makes them special.</p> <p>Similarities and differences between National Parks including UK and USA</p> <p><b>Geographical Skills and Fieldwork</b></p> <p>Locate national parks in UK and USA</p> <p><b>Environment Sustainability Management Change Cultural Distance</b></p>
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	Architecture		Civilization Society Monarchy / Leadership		<p>purposes and benefits of being part of this organisation.</p> <p><b>Significance and Diversity</b></p> <p>Show how Britain has been influenced by the wider world and led to a more diverse and culturally rich society.</p> <p><b>Empire Conflict</b> Trade Transportation Exploitation Slavery Industry</p>	
<b>Disadvantaged Entitlement Experience</b>			Light and Life Visit – Bible Explorers yr5	Geevor Mine/Heartlands trip	Use all of our knowledge of structures to build a suspension bridge that is at least half a metre in length – Bridge competition.	
<b>RE</b>	<b>U2.7</b> Why do Hindus want to be good?	<b>U2.8</b> What does it mean to be a Muslim in Britain today?	<b>U2.9</b> Why is the Torah so important to Jewish people?	<b>U2.10</b> What matters most to Humanists and Christians?	<b>U2.11</b> Why do some people believe in God and some people not?	<b>U2.12</b> How does faith help when life gets hard?
<b>PE</b>	<b>Gymnastics – partner sequences</b> Work with a partner to present	<b>Hockey</b> Dribble the ball at speed Pass and receive the ball	<b>Dance</b> Develop a dance motif	<b>Netball</b> Apply footwork rules	<b>Football</b> Use dribbling in a game situation	<b>Striking and fielding</b> Bat effectively Vary how the ball is bowled

	<p>sequences including mirroring and matching</p> <p>Link balances with a partner</p> <p>Jump and roll in unison</p> <p>Show contrasting actions and include different levels</p> <p>Create own sequences</p> <p>Evaluate own performances</p> <p><b>End point: Record and show performances to other classes</b></p>	<p>Pass and receive accurately whilst moving</p> <p>Select the best ways to defend</p> <p>Select the best ways to attack and defend</p> <p><b>End point: Year 5/6 tournament</b></p>	<p>Develop a dance motif using a visual stimulus</p> <p>Develop a narrative dance including emotions</p> <p>Develop a dance through body shapes</p> <p>Practise and refine a performance</p> <p>Practise and perform a dance based on a variety of communication</p> <p><b>End point: Perform to parents</b></p>	<p>Accurately pass the ball in three different ways</p> <p>Show tactical knowledge by moving into a space</p> <p>Show defending skills</p> <p>Be an effective team player, applying all the rules of the game</p> <p>Evaluate own performances</p> <p><b>End point: Year 5/6 Netball tournament</b></p>	<p>Keep possession of the ball while using available space</p> <p>Pass the ball towards attacking players</p> <p>Use long range passing</p> <p>Use good decision making to attack</p> <p>Use formation to attack and defend</p> <p><b>End point: Year 5/6 football tournament</b></p>	<p>Restrict the runs of the opposition through accurate fielding</p> <p>Play a competitive striking game</p> <p>Hit a moving ball with a rounders bat</p> <p>Play a competitive game</p> <p><b>End point: Parents vs pupils matches</b></p>
<p><b>Music (Charanga scheme)</b></p>		<p><b><u>Happy (Pharrell Williams)</u></b></p> <p>a. Warm-up Games</p> <p>b. Flexible Games (optional)</p> <p>c. Vocal warm ups. Sing the song Happy</p> <p>Options:</p> <p>d. Include some instrumental and/or</p> <p>e. Vocal improvisation within the song</p> <p>f. Play your composition(s) within the song</p> <p><b>Milestones:</b> describe music, transcript, compose and perform</p>		<p><b><u>You've Got A Friend</u></b> by Carole King.</p> <p>Warm-up Games</p> <p>b. Option: Flexible Games</p> <p>c. Vocal warm ups. Sing the song You've Got A Friend</p> <p>Options: d. Include some instrumental and/or</p> <p>e. Vocal improvisation within the song</p> <p>f. Play your composition(s) within the song.</p>		<p><b><u>Celebrating Music and yr 6 play</u></b></p> <p>The year 6 leavers revisit their favourite songs and prepare to perform a selection at their Leavers celebration.</p> <p><b>Milestones:</b> describe music, transcript, compose and perform</p>

				<b>Milestones:</b> describe music, transcript, compose and perform		
<b>Art &amp; Design Design &amp; Technology Cooking &amp; Nutrition</b>	<ul style="list-style-type: none"> <li>•Draw and paint and create images of some of the achievements and legacies we study</li> </ul> <p>Greek vase designs. Clay sculpture. Mod roc statues. Collage with texture. Chalk and pastel shading.</p>		<p>Draw and paint images of volcanoes, earthquakes and zones we study</p> <p>Create sculptures of a volcano to make erupt. Take inspiration from some of the world's greatest artists in each of the zones we visit</p>		Design, make and evaluate their own CAM mechanism as a toy. Use household recycled materials to make an environmentally friendly and economic toy.	
<b>Computing</b>	Keyboard skills, making a booklet to remind all children how to login with their password, print and save their work.			<p>Importing sound (using Audacity to merge sounds) into an image drawn on an ict package – Revelation art, paint etc.</p> <p>Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation.</p>	Produce a brochure using all the ICT they have learnt over the two years. Import pictures, green screen, variety of texts, ordering images and text on the page, save and print work.	
<b>MFL</b>		LANGUAGE ANGELS: INTERMEDIATE LANGUAGE TEACHING: Me Presento. Presenting myself.		LANGUAGE ANGELS: INTERMEDIATE LANGUAGE TEACHING: La familia. The family.		LANGUAGE ANGELS: INTERMEDIATE LANGUAGE TEACHING: Desayuno en el

		<p>Revising Spain &amp; Spanish speaking countries, numbers 1-10 and 'how are you?'</p> <p>Saying your name &amp; asking someone their name. Numbers 11 to 20.</p> <p>Numbers 10 to 20 listening exercise and 'how old are you?'</p> <p>'Where do you live?' and further number work</p> <p>Nationality, soy..., individual presentations, Class Spanish ID cards activity</p> <p>End of unit assessments</p>		<p>Introduce nouns for family members with their article &amp; matching pair snap card game</p> <p>What are family members called?</p> <p>Do you have a brother or sister?' and listening activity</p> <p>Numbers 10 to 100 presented in units of 10</p> <p>Concept of possessives (my brother, my sister, my parents etc.) in relation to family members</p> <p>Describing a family and end of unit assessments</p>		<p>cafe. At the cafe In this unit the children will learn how to:</p> <p>Order from a selection of foods from a Spanish menu.</p> <p>Order from a selection of drinks from a Spanish menu.</p> <p>Order a Spanish breakfast.</p> <p>Order typical Spanish snacks.</p> <p>Ask for the bill.</p> <p>Remember how to say hello, goodbye, please and thank you</p>
<p><b>PSHE</b></p>	<p>Heath and Well being – Including 6 areas of nurture.</p> <ul style="list-style-type: none"> <li>● Our class</li> <li>● Rules</li> <li>● Rights and Resonsibility</li> </ul>		<p>Wider World and Esafety – Including 6 areas of nurture.</p>		<p>Relationships including SRE – Including 6 areas of nurture.</p>	



	<ul style="list-style-type: none"> <li>• Rule of Law</li> <li>• Democracy (Topic link)</li> </ul>					
<b>SMSC Boxall Links</b>	Gives Purpose Attention	Participates Constructively	Connects up Experiences	Shows insightful involvement	Engages Cognitively with peers	Manages Change