

# Term 1 Cycle A - Long, Long Ago: Conflict and Cooperation, Power and Downfall

Subject	Disciplinary Knowledge (Quigley/NC objective/milestone)	Substantive knowledge
<u>History</u>	<p><b>Investigate and interpret the past</b> Understand that our knowledge of the past comes from an interpretation of the available evidence.</p> <ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Select suitable sources of evidence, giving reasons for choices.</li> <li>• Use sources of information to form testable hypotheses about the past.</li> <li>• Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>• Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>• Refine lines of enquiry as appropriate.</li> </ul> <p><b>Build an overview of world history</b></p> <ul style="list-style-type: none"> <li>• Identify continuity and change in the history of the locality of the school.</li> <li>• Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.</li> <li>• Compare some of the times studied with those of the other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul> <p><b>Understand chronology</b></p> <ul style="list-style-type: none"> <li>• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>• Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>• Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.</li> <li>• Use dates and terms accurately in describing events.</li> </ul>	<p><u>KS1 events beyond living memory that are significant nationally or globally</u></p> <p><u>Possible previous learning - Cycle B height of Baghdad, same time as Viking invasion of England</u></p> <p><u>Chronology with Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty.</u></p> <p>What were the similarities and differences between the world's earliest civilisations?</p> <p><b>Early Islamic Civilisation</b></p> <p>Know the height of the civilisation was around 900CE in Baghdad but that it began around 600CE, ended around 1200CE and is often known as the Golden Age of Islam.</p> <p>Know that, at its peak, the early Islamic civilisation stretched from the Middle East, west to North Africa and Spain and east to India.</p> <p>Know the people of the early Islamic era were great thinkers and mathematicians and that Britain and Europe learned many advances from them</p> <p>Know Baghdad was a cleverly planned city at the heart of an advanced civilisation Understand the roles of men and women in society and how these were influenced by the Islamic religion.</p> <p>Know Al Kwarizmi lived circa c. 780 – c. 850 in Baghdad. He was a pioneer in maths, astronomy and geography and pioneered the use of algebra.</p> <p>Baghdad became the centre of the The Silk Road was a trade route (made of many routes) between Europe and China, spanning around</p>

	<p><b>Communicate historically</b></p> <ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.</li> <li>• Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</li> <li>• Use original ways to present information and ideas.</li> </ul>	<p>4000 miles, along which many things were traded. Disease was also spread through this route.</p>
<p><u>Science</u></p>	<p><b>Work scientifically:</b></p> <ul style="list-style-type: none"> <li>• Plan enquiries, including recognising and controlling variables where necessary.</li> <li>• Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work.</li> <li>• Take measurements, using a range of scientific equipment, with increasing accuracy and precision.</li> <li>• Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models.</li> <li>• Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.</li> <li>• Present findings in written form, displays and other presentations.</li> <li>• Use test results to make predictions to set up further comparative and fair tests.</li> <li>• Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul> <p><b>Biology</b></p> <p><b>Understand animals and humans</b> Become familiar with different types of animals, humans and the life processes they share.</p> <p><b>Understand evolution and inheritance</b> Understand that organisms come into existence, adapt, change and evolve and become extinct.</p>	<p><b>The circulatory system, water transportation through the body</b> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Know the ways in which nutrients and water are transported within animals, including humans.</p> <p>Know the impact of diet, exercise, drugs and lifestyle on the way bodies function.</p> <p><b>Changes as humans develop from birth to old age (PSHE tie-in)</b> Know the changes as humans develop to old age.</p> <p>Know the terms prenatal, baby, toddler, child, adolescent, adult, middle age, old age.</p> <p>Know that bodies, brains and independence change at each of these stages.</p>
<p><u>Geography</u></p>	<p><b>Investigate places</b> Understand the geographical location of places and their physical and human features.</p> <ul style="list-style-type: none"> <li>• Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> </ul>	<p><u>To be able to recall their 'mental map' to recall the location of countries pupils have studied.</u> <u>To use the 8 points of a compass to describe location and direction.</u></p>

	<ul style="list-style-type: none"> <li>• Identify and describe how the physical features affect the human activity within a location.</li> <li>• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> <li>• Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> </ul> <p><b>Investigate patterns</b> Understand the relationships between the physical features of places and the human activity within them, and appreciate how the world's natural resources are used and transported.</p> <ul style="list-style-type: none"> <li>• Describe geographical diversity across the world.</li> <li>• Describe how countries and geographical regions are interconnected and interdependent.</li> </ul> <p><b>Communicate geographically</b> Understand geographical representations, vocabulary and techniques.</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>• physical geography, including: climate zones, biomes and vegetation belts, rivers</li> <li>• human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> </ul> <ul style="list-style-type: none"> <li>• Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</li> <li>• Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</li> </ul>	<p>History link - locating the countries we are studying, considering key physical and locational features</p> <p>Know natural resources include minerals, oil and gas</p> <p>Know how countries can make money by trading and recall some trade links.</p> <p>Know why industrial areas and ports are important</p> <p>Know how the human features of a country have changed over time.</p> <p>Know how to use geographical software to look at maps in the past and present day.</p> <p>Know that the round city of Baghdad no longer exists</p> <p>Explain the significance of the River Tigris to the development of Baghdad in early Islamic civilisation.</p>
<u>Art</u>	<p><b>Develop ideas, understanding how ideas develop through an artistic process.</b> Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketchbook.</p>	<p><b>Textiles</b> Know how to show precision in techniques.</p> <p>Know how to choose from a range of stitching techniques.</p> <p>Know how to combine previously learned techniques to create pieces.</p>

	<p>Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language.</p> <p><b>Master techniques developing a skill set so that ideas may be communicated</b> in painting, collage, sculpture, drawing, print, textiles, digital media.</p> <p><b>Take inspiration from the greats learning from both the artistic process and techniques of great artists and artisans throughout history</b> Give details (including own sketches) about the style of some notable artists, artisans and designers. Show how the work of those studied was influential in both society and to other artists. Create original pieces that show a range of influences and styles.</p>	<p>Know which fabrics are cheapest and easiest to sew (eg cotton is a better/easier choice than silk)</p> <p><b>Printing</b> Know how to build up layers of colours.</p> <p>Know how to create an accurate pattern, showing fine detail.</p> <p>Know how to use a range of visual elements to reflect the purpose of the work.</p>
<u>DT</u>	<p><b>Master practical skills</b> Develop the skills needed to make high quality products.</p> <p><b>Design, make, evaluate and improve</b></p> <ul style="list-style-type: none"> <li>• Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).</li> <li>• Make products through stages of prototypes, making continual refinements.</li> <li>• Ensure products have a high quality finish, using art skills where appropriate.</li> <li>• Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.</li> </ul> <p><b>Take inspiration from design throughout history</b></p> <ul style="list-style-type: none"> <li>• Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.</li> <li>• Create innovative designs that improve upon existing products.</li> <li>• Evaluate the design of products so as to suggest improvements to the user experience.</li> </ul>	<p><b>Textiles</b> Know how to create objects (such as a cushion) that employ a seam allowance.</p> <p>Know how to join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration).</p> <p>Know how to use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).</p>
<u>PSHE</u>	<p><b>Y5 How can friends communicate safely?</b> <b>Relationships</b> Friendships; relationships; becoming independent; online safety</p>	<p>Know:</p> <ul style="list-style-type: none"> <li>• about the different types of relationships people have in their lives</li> <li>• how friends and family communicate together; how the internet and social media can be used positively</li> <li>• how knowing someone online differs from knowing someone</li> </ul>

		<p>face-to-face</p> <ul style="list-style-type: none"> <li>• how to recognise risk in relation to friendships and keeping safe</li> <li>• about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family</li> <li>• how to respond if a friendship is making them feel worried, unsafe or uncomfortable</li> <li>• how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety</li> </ul>
<p><u>RE</u></p>	<p><b>Understand beliefs and teachings</b></p> <ul style="list-style-type: none"> <li>• Explain how some teachings and beliefs are shared between religions.</li> <li>• Explain how religious beliefs shape the lives of individuals and communities.</li> </ul> <p><b>Understand practices and lifestyles</b></p> <ul style="list-style-type: none"> <li>• Explain the practices and lifestyles involved in belonging to a faith community.</li> <li>• Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.</li> <li>• Show an understanding of the role of a spiritual leader.</li> </ul> <p><b>Understand how beliefs are conveyed</b></p> <ul style="list-style-type: none"> <li>• Explain some of the different ways that individuals show their beliefs.</li> </ul> <p><b>Reflect</b></p> <ul style="list-style-type: none"> <li>• Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings.</li> <li>• Explain their own ideas about the answers to ultimate questions.</li> <li>• Explain why their own answers to ultimate questions may differ from those of others.</li> </ul> <p><b>Understand values</b></p> <ul style="list-style-type: none"> <li>• Explain why different religious communities or individuals may have a different view of what is right and wrong.</li> <li>• Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules).</li> <li>• Express their own values and remain respectful of those with different values.</li> </ul>	<p><b>What do Christians believe about God and Incarnation? - Christianity : God and Incarnation</b></p> <p><b>God</b> Know that:</p> <ul style="list-style-type: none"> <li>• Christians believe that “God is love”</li> <li>• That it matters what people do</li> <li>• Christians believe the Bible talks about what God is like and his relationship with people who believe in him.</li> <li>• Humans have a duty to care for God’s creation.</li> </ul> <p><b>Incarnation:</b> Know that</p> <ul style="list-style-type: none"> <li>• The nativity is found in two gospels and is told from two different viewpoints which support different beliefs..</li> <li>• Reflect on why there may be different accounts.</li> <li>• Incarnation is the belief that Jesus Christ is fully human and fully God.</li> <li>• Identify how the belief that Jesus is “God is with us” helps a Christian in daily life.</li> </ul> <p>Know how to raise and suggest answers to relevant questions in response to their enquiry into what Christians believe and do.</p>

<u>Music</u>	<p><b>Perform</b> Understanding that music is created to be performed.</p> <p><b>Compose</b> Appreciating that music is created through a process which has a number of techniques.</p> <p><b>Transcribe</b> Understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.</p> <p><b>Describe</b> Appreciating the features and effectiveness of musical elements.</p>	<ul style="list-style-type: none"> <li>• Sing or play expressively and in tune.</li> <li>• Create songs with verses and a chorus.</li> <li>• Create rhythmic patterns with an awareness of timbre and duration.</li> <li>• Use and understand simple time signatures.</li> </ul>
<u>Computing</u>	<ul style="list-style-type: none"> <li>- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>- Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information</li> </ul>	<p><b>Y5 flat file databases</b></p> <ul style="list-style-type: none"> <li>-To use a form to record information</li> <li>-To compare paper and computer-based databases</li> <li>-To outline how you can answer questions by grouping and then sorting data</li> <li>-To explain that tools can be used to select specific data</li> <li>-To explain that computer programs can be used to compare data visually</li> <li>-To use a real-world database to answer questions</li> </ul> <p><b>Y6 Introduction to spreadsheets</b></p> <ul style="list-style-type: none"> <li>-To create a data set in a spreadsheet</li> <li>-To build a data set in a spreadsheet</li> <li>-To explain that formulas can be used to produce calculated data</li> <li>-To apply formulas to data</li> <li>-To create a spreadsheet to plan an event</li> <li>-To choose suitable ways to present data</li> </ul>
<u>French</u>	<p><b>Read fluently</b></p> <ul style="list-style-type: none"> <li>• Read and understand the main points and some of the detail in short written texts.</li> <li>• Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words.</li> <li>• Read and understand the main points and opinions in written texts from various contexts, including present, past or future events.</li> <li>• Show confidence in reading aloud, and in using reference materials.</li> </ul>	<p><b>Phonics + the Date</b></p> <ul style="list-style-type: none"> <li>• phonics sounds / phonemes 'É', 'E', 'È', 'EAU' 'EUX' and 'QU', 'GNE', 'Ç', 'EN' 'AN'</li> <li>• recognise, recall and spell the seven days of the week</li> <li>• recognise, recall and spell the twelve months of the year</li> <li>• recognise, recall and spell numbers 1-31</li> <li>• learn the structure necessary to say the date</li> <li>• how to say when their birthday is</li> </ul> <p><b>My Home</b></p>

	<p><b>Write imaginatively</b></p> <ul style="list-style-type: none"> <li>• Write short texts on familiar topics.</li> <li>• Use knowledge of grammar (or pitch in Mandarin) to enhance or change the meaning of phrases.</li> <li>• Use dictionaries or glossaries to check words.</li> <li>• Refer to recent experiences or future plans, as well as to everyday activities.</li> <li>• Include imaginative and adventurous word choices.</li> <li>• Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty).</li> <li>• Use dictionaries or glossaries to check words.</li> </ul> <p><b>Speak confidently</b></p> <ul style="list-style-type: none"> <li>• Understand the main points and opinions in spoken passages.</li> <li>• Give a short prepared talk that includes opinions.</li> <li>• Take part in conversations to seek and give information.</li> <li>• Refer to recent experiences or future plans, everyday activities and interests.</li> <li>• Vary language and produce extended responses.</li> <li>• Be understood with little or no difficulty.</li> </ul> <p><b>Understand the culture of the countries in which the language is spoken</b></p> <ul style="list-style-type: none"> <li>• Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken.</li> <li>• Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.</li> </ul>	<ul style="list-style-type: none"> <li>• say whether they live in a house or an apartment and where they live (5 locations)</li> <li>• recognise, recall and spell ten different rooms in the house</li> <li>• revisit negative structures</li> <li>• integrating new language with previously learnt including personal details.</li> </ul>
PE	<p><b>Develop practical skills in order to participate, compete and lead a healthy lifestyle</b></p> <ul style="list-style-type: none"> <li>• acquire new knowledge and skills exceptionally well and develop an in-depth understanding of PE.</li> <li>• practise skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen activities to achieve exceptionally high levels of performance.</li> <li>• strive for high levels of physical fitness.</li> <li>• establish routines for a healthy lifestyle, achieved by eating sensibly, avoiding smoking, drugs and alcohol and exercising regularly.</li> </ul>	<p><b>Invasion and team games</b></p> <ul style="list-style-type: none"> <li>• Work alone, or with team mates in order to gain points or possession.</li> <li>• Field, defend and attack tactically by anticipating the direction of play.</li> <li>• Choose the most appropriate tactics for a game.</li> <li>• Uphold the spirit of fair play and respect in all competitive situations.</li> <li>• Lead others when called upon and act as a good role model within a team.</li> </ul> <p><b>Dance and gymnastics</b></p>

	<ul style="list-style-type: none"> <li>• remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being.</li> <li>• take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others.</li> <li>• develop exceptional levels of originality, imagination and creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others' performance and the ability to work independently for extended periods of time without the need of guidance or support.</li> <li>• develop a keen interest in PE. A willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extra-curricular sport.</li> <li>• swim at least 25 metres before the end of Year 6 and knowledge of how to remain safe in and around water.</li> </ul>	<ul style="list-style-type: none"> <li>• Compose and perform expressive, creative and imaginative dance sequences, holding a precise and strong body posture.</li> <li>• Perform and create complex sequences.</li> <li>• Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.</li> <li>• Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).</li> <li>• Create, practise and refine complex and well-executed sequences that include a full range of movements including: travelling, balances, inversions, rotations, bending, stretching and twisting, gestures, linking skills.</li> <li>• Hold shapes that are strong, fluent and expressive.</li> <li>• Include in a sequence set pieces, choosing the most appropriate linking elements.</li> <li>• Vary speed, direction, level and body rotation during floor performances.</li> <li>• Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).</li> </ul>
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## Term 2 Cycle A - Our Planet: Change and responsibility

Subject	Disciplinary Knowledge (Quigley/NC objective/milestone)	Substantive knowledge
<u>History</u>	<p><b>Investigate and interpret the past</b> This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</p> <ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Select suitable sources of evidence, giving reasons for choices.</li> <li>• Use sources of information to form testable hypotheses about the past.</li> <li>• Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>• Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>• Refine lines of enquiry as appropriate.</li> </ul>	<p>Know people endure challenging circumstances to escape persecution</p> <p>Know migrant means a person who moves from one place to another, especially in order to find work or better living conditions</p> <p>Know immigrant means a person who comes to live permanently in a foreign country</p> <p>Know immigrant/migrant populations experience different types of response from the people in their 'new' countries</p> <p>Know people experience different living conditions and environments all over the world and yet have many things in common</p>



	<p><b>Build an overview of world history</b></p> <ul style="list-style-type: none"> <li>• Compare some of the times studied with those of the other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul> <p><b>Understand chronology</b></p> <ul style="list-style-type: none"> <li>• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>• Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>• Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.</li> <li>• Use dates and terms accurately in describing events.</li> </ul> <p><b>Communicate historically</b></p> <ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.</li> <li>• Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</li> <li>• Use original ways to present information and ideas.</li> </ul>	<p>Know colonisation is widely agreed to have been damaging to the rights of the indigenous people of those countries</p> <p>Know we have learned to acknowledge the wrongs done by past generations and attitudes are changing but that there is still much to do to ensure there is global racial equality</p>
<p><u>Science</u></p>	<p><b>Work scientifically:</b></p> <ul style="list-style-type: none"> <li>• Plan enquiries, including recognising and controlling variables where necessary.</li> <li>• Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work.</li> <li>• Take measurements, using a range of scientific equipment, with increasing accuracy and precision.</li> <li>• Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models.</li> <li>• Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.</li> <li>• Present findings in written form, displays and other presentations.</li> <li>• Use test results to make predictions to set up further comparative and fair tests.</li> <li>• Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas</li> </ul>	<p><b>Physics - gravity and drag forces</b></p> <p>Know that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Know the effects of air resistance, water resistance and friction, that act between moving surfaces.</p> <p>Know that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>

	<p>or arguments.</p> <p><b>Physics</b>  <b>Understand movement, forces and magnets</b>  Understand what causes motion.</p>	
<p><u>Geography</u></p>	<p><b>Investigate places</b>  Understand the geographical location of places and their physical and human features.</p> <ul style="list-style-type: none"> <li>• Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> <li>• Identify and describe how the physical features affect the human activity within a location.</li> <li>• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> <li>• Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).</li> <li>• Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>• Name and locate the countries of North and South America and identify their main physical and human characteristics.</li> </ul> <p><b>Investigate patterns</b>  Understand the relationships between the physical features of places and the human activity within them, and appreciate how the world's natural resources are used and transported.</p> <ul style="list-style-type: none"> <li>• Understand some of the reasons for geographical similarities and differences between countries.</li> <li>• Describe how locations around the world are changing and explain some of the reasons for change.</li> <li>• Describe geographical diversity across the world.</li> <li>• Describe how countries and geographical regions are interconnected and interdependent.</li> </ul> <p><b>Communicate geographically</b>  Understand geographical representations, vocabulary and techniques.</p>	<p><b>Name and locate the countries of North and South America and identify their main physical and human characteristics</b></p> <p><b>Communicate geographically about North and South America, describing climate zones, biomes and times zones</b></p> <p>Know maps can be used to show a scaled version of reality and some can be simplify a complicated reality.</p> <p>Use geographical software including Google Earth to look at maps in the past and present day.</p> <p>Know some cities have expanded over time and others were planned and be able to identify these by looking at maps.</p> <p>Know how countries can make money by trading natural resources including minerals, oil and gas, recall some trade links and explain why industrial areas and ports are important.</p> <p>Describe how the human features of a country have changed over time.</p> <p>Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</p> <p>Understand and use accurately the words: flora, fauna, threat, biome, climate, location, continent, characteristics.</p> <p>Create maps showing geographical patterns.</p>

	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>• physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains.</li> <li>• human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> <li>• Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</li> </ul> <ul style="list-style-type: none"> <li>• Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</li> </ul>	
<u>Art</u>	<p><b>Develop ideas, understanding how ideas develop through an artistic process.</b>  Develop and imaginatively extend ideas from starting points throughout the curriculum.  Collect information, sketches and resources and present ideas imaginatively in a sketchbook.  Use the qualities of materials to enhance ideas.  Spot the potential in unexpected results as work progresses.  Comment on artworks with a fluent grasp of visual language.</p> <p><b>Master techniques developing a skill set so that ideas may be communicated</b> in painting, collage, sculpture, drawing, print, textiles, digital media.</p> <p><b>Take inspiration from the greats learning from both the artistic process and techniques of great artists and artisans throughout history</b>  Give details (including own sketches) about the style of some notable artists, artisans and designers.  Show how the work of those studied was influential in both society and to other artists.  Create original pieces that show a range of influences and styles.</p>	<p><b>Digital media</b>  Know how to enhance digital media by editing (including sound, video, animation, still images and installations).</p>
<u>DT</u>	<p><b>Master practical skills</b>  Develop the skills needed to make high quality products.</p> <p><b>Design, make, evaluate and improve</b></p> <ul style="list-style-type: none"> <li>• Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).</li> </ul>	<p><b>Computing</b>  Know how to write code to control and monitor models or products.</p>

	<ul style="list-style-type: none"> <li>• Make products through stages of prototypes, making continual refinements.</li> <li>• Ensure products have a high quality finish, using art skills where appropriate.</li> <li>• Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.</li> </ul> <p><b>Take inspiration from design throughout history</b></p> <ul style="list-style-type: none"> <li>• Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.</li> <li>• Create innovative designs that improve upon existing products.</li> <li>• Evaluate the design of products so as to suggest improvements to the user experience.</li> </ul>	
<u>PSHE</u>	<p><b>Y5 How can drugs, common to everyday life, affect health?</b>  <b>Health and wellbeing</b>  Drugs, alcohol and tobacco; healthy habits</p>	<p>Know:</p> <ul style="list-style-type: none"> <li>• how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing</li> <li>• that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal</li> <li>• how laws surrounding the use of drugs exist to protect them and others</li> <li>• why people choose to use or not use different drugs</li> <li>• how people can prevent or reduce the risks associated with them</li> <li>• that for some people, drug use can become a habit which is difficult to break</li> <li>• how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use</li> <li>• how to ask for help from a trusted adult if they have any worries or concerns about drugs</li> </ul>
<u>RE</u>	<p><b>Understand beliefs and teachings</b></p> <ul style="list-style-type: none"> <li>• Explain how some teachings and beliefs are shared between religions.</li> <li>• Explain how religious beliefs shape the lives of individuals and communities.</li> </ul> <p><b>Understand practices and lifestyles</b></p> <ul style="list-style-type: none"> <li>• Explain the practices and lifestyles involved in belonging to a faith community.</li> <li>• Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.</li> </ul>	<p><b>What do Christians believe about salvation? - Christianity: Salvation</b>  Identify the use of the word 'atonement' in Christianity</p> <p>Know that Christians emphasise that Jesus is the Saviour of the world and through his death the sins of humanity have been forgiven.</p> <p>Reflect on and appraise the view that Easter celebrates Jesus dying to take the punishment (atonement)</p> <p>Know that Christians believe that Jesus rose again and that faith</p>

	<ul style="list-style-type: none"> <li>• Show an understanding of the role of a spiritual leader.</li> </ul> <p><b>Understand how beliefs are conveyed</b></p> <ul style="list-style-type: none"> <li>• Explain some of the different ways that individuals show their beliefs.</li> </ul> <p><b>Reflect</b></p> <ul style="list-style-type: none"> <li>• Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings.</li> <li>• Explain their own ideas about the answers to ultimate questions.</li> <li>• Explain why their own answers to ultimate questions may differ from those of others.</li> </ul> <p><b>Understand values</b></p> <ul style="list-style-type: none"> <li>• Explain why different religious communities or individuals may have a different view of what is right and wrong.</li> <li>• Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules).</li> <li>• Express their own values and remain respectful of those with different values.</li> </ul>	<p>in him will give eternal life to the believer.</p> <p>Know how to raise and suggest answers to relevant questions in response to their enquiry into what Christians believe and do.</p>
<u>Music</u>	<p><b>Perform</b> Understanding that music is created to be performed.</p> <p><b>Compose</b> Appreciating that music is created through a process which has a number of techniques.</p> <p><b>Transcribe</b> Understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.</p> <p><b>Describe</b> Appreciating the features and effectiveness of musical elements.</p>	<ul style="list-style-type: none"> <li>• Sustain a drone or a melodic ostinato to accompany singing.</li> <li>• Use drones and melodic ostinati (based on the pentatonic scale).</li> <li>• Read and create notes on the musical stave</li> <li>• Understand and use the # (sharp) and b (flat) symbols.</li> <li>• Describe how lyrics often reflect the cultural context of music and have social meaning.</li> </ul>
<u>Computing</u>	<ul style="list-style-type: none"> <li>- Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information.</li> <li>- Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and</li> </ul>	<p><b>Y5 vector drawing</b></p> <ul style="list-style-type: none"> <li>-To identify that drawing tools can be used to produce different outcomes</li> <li>-To create a vector drawing by combining shapes</li> <li>-To use tools to achieve a desired effect</li> <li>-To recognise that vector drawings consist of layers</li> <li>-To group objects to make them easier to work with</li> <li>-To apply what I have learned about vector drawings</li> </ul>

	<p>contact</p> <p>-</p>	<p><b>Y6 3D modelling</b></p> <ul style="list-style-type: none"> <li>-To recognise that you can work in three dimensions on a computer</li> <li>-To identify that digital 3D objects can be modified</li> <li>-To recognise that objects can be combined in a 3D model</li> <li>-To create a 3D model for a given purpose</li> <li>-To plan my own 3D model</li> <li>-To create my own digital 3D model</li> </ul>
<p><u>French</u></p>	<p><b>Read fluently</b></p> <ul style="list-style-type: none"> <li>• Read and understand the main points and some of the detail in short written texts.</li> <li>• Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words.</li> <li>• Read and understand the main points and opinions in written texts from various contexts, including present, past or future events.</li> <li>• Show confidence in reading aloud, and in using reference materials.</li> </ul> <p><b>Write imaginatively</b></p> <ul style="list-style-type: none"> <li>• Write short texts on familiar topics.</li> <li>• Use knowledge of grammar (or pitch in Mandarin) to enhance or change the meaning of phrases.</li> <li>• Use dictionaries or glossaries to check words.</li> <li>• Refer to recent experiences or future plans, as well as to everyday activities.</li> <li>• Include imaginative and adventurous word choices.</li> <li>• Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty).</li> <li>• Use dictionaries or glossaries to check words.</li> </ul> <p><b>Speak confidently</b></p> <ul style="list-style-type: none"> <li>• Understand the main points and opinions in spoken passages.</li> <li>• Give a short prepared talk that includes opinions.</li> <li>• Take part in conversations to seek and give information.</li> <li>• Refer to recent experiences or future plans, everyday activities and interests.</li> <li>• Vary language and produce extended responses.</li> <li>• Be understood with little or no difficulty.</li> </ul>	<p><b>Habitats</b></p> <ul style="list-style-type: none"> <li>• express the essential elements all plants and animals need to survive</li> <li>• decode longer and more complex texts in the foreign language that explore some of the key habitats in our world</li> <li>• decoding longer and more complex texts in the foreign language that explore which plants grow in specific habitats</li> <li>• explore the different animals that live in the different habitats through listening and reading activities</li> <li>• presenting in oral and written form which animals and which plants live in different habitats</li> </ul> <p><b>Clothes</b></p> <ul style="list-style-type: none"> <li>• recognise, recall and spell 21 different items of clothing with their indefinite articles/determiners</li> <li>• introduced to the structure 'I wear'</li> <li>• how to describe their different items of clothing as they look at the rules of adjectival agreement</li> </ul>

	<p><b>Understand the culture of the countries in which the language is spoken</b></p> <ul style="list-style-type: none"> <li>• Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken.</li> <li>• Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.</li> </ul>	
PE	<p><b>Develop practical skills in order to participate, compete and lead a healthy lifestyle</b></p> <ul style="list-style-type: none"> <li>• acquire new knowledge and skills exceptionally well and develop an in-depth understanding of PE.</li> <li>• practise skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen activities to achieve exceptionally high levels of performance.</li> <li>• strive for high levels of physical fitness.</li> <li>• establish routines for a healthy lifestyle, achieved by eating sensibly, avoiding smoking, drugs and alcohol and exercising regularly.</li> <li>• remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being.</li> <li>• take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others.</li> <li>• develop exceptional levels of originality, imagination and creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others' performance and the ability to work independently for extended periods of time without the need of guidance or support.</li> <li>• develop a keen interest in PE. A willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extra-curricular sport.</li> <li>• swim at least 25 metres before the end of Year 6 and knowledge of how to remain safe in and around water.</li> </ul>	<p><b>Health and fitness</b></p> <ul style="list-style-type: none"> <li>• Recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functions. (Science)</li> <li>• how to make choices that support a healthy, balanced lifestyle including how to stay physically active (PSHE)</li> <li>• Design and perform routines on fitness equipment to improve stamina and develop muscle strength</li> <li>• Keep track of personal best performances, setting targets for improvement.</li> </ul> <p><b>Ball control</b></p> <ul style="list-style-type: none"> <li>• Strike a bowled or volleyed ball with accuracy.</li> <li>• Control the direction of movement of a ball using feet, hands, racquet, bat or stick</li> <li>• Control the speed of movement of a ball using feet, hands, racquet, bat or stick</li> <li>• Use forehand and backhand when playing racket games.</li> </ul>

Term 3 Cycle A - Let Us Grow: Individuality, care, transformation

Subject	Disciplinary Knowledge (Quigley/NC objective/milestone)	Substantive knowledge
<u>History</u>	<p><b>Investigate and interpret the past</b> This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</p> <ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Select suitable sources of evidence, giving reasons for choices.</li> <li>• Use sources of information to form testable hypotheses about the past.</li> <li>• Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>• Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>• Refine lines of enquiry as appropriate.</li> </ul> <p><b>Build an overview of world history</b></p> <ul style="list-style-type: none"> <li>• Identify continuity and change in the history of the locality of the school.</li> <li>• Compare some of the times studied with those of the other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul> <p><b>Understand chronology</b></p> <ul style="list-style-type: none"> <li>• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>• Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>• Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> <li>• Use dates and terms accurately in describing events.</li> </ul> <p><b>Communicate historically</b></p> <ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.</li> <li>• Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</li> </ul>	<p><u>KS1 People Who Shaped Us. Know who Mary Seole is, when she lived and what her legacy was.</u></p> <p><b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - equality and power</b></p> <p>Know women had to protest to get the right to vote in Britain (in 1928). Women were not allowed to vote in Saudi Arabia until 2015</p> <p>Know that discrimination took/takes place based on gender, race and religion.</p> <p>Know when WW1 and WW2 were and the outline reasons why they occurred.</p> <p>Know that 1945 (and was the end of WWII) is within living memory and that the world has changed rapidly in this time.</p> <p>Know how the world was divided and why.</p> <p>Know that, after WW2, the Cold War was a different kind of war but showed the differences were still there (refer to the Space Race - this will be covered later in the year).</p> <p>Know that these divisions still exist today but there is general global agreement that war should be avoided at all costs</p> <p>Know the role women played in both World Wars and the effect this had on society post-war.</p> <p>Know that WW2 stimulated changes in society including, equality movements, birth of the NHS, WHO and the UN developments in flight, nuclear weapons, oil pipelines and medicines such as penicillin.</p>



	<ul style="list-style-type: none"> <li>• Use original ways to present information and ideas.</li> </ul>	
<p><u>Science</u></p>	<p><b>Work scientifically:</b>  <ul style="list-style-type: none"> <li>• Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul> </p> <p><b>Biology</b>  <b>Understand animals and humans</b>          Become familiar with different types of animals, humans and the life processes they share.</p> <p><b>Investigate living things</b>          Become familiar with a wider range of living things, including insects and understanding life processes.</p> <p><b>Understand evolution and inheritance</b>          Understand that organisms come into existence, adapt, change and evolve and become extinct.</p>	<p><u>Prior learning on fossils in LKS2 - grouping rocks, fossil formation, soil make-up</u>  <u>Prior learning in LKS2 on plant life cycles and structure.</u></p> <p><b>Life cycles – plants and animals, Reproductive processes and famous naturalists.</b></p> <p>Know the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Know the life process of reproduction in some plants and animals.</p> <p><b>Classification of living things and the reasons for it.</b>          Know how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.</p> <p>Know why plants and animals are classified based on specific characteristics.</p> <p><b>Identical and non identical off-spring, fossil evidence, adaptation and evolution.</b>          Know that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>Know that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Know how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p>Know how plants and animals are interconnected in a balanced ecosystem</p> <p>Know that apex predators impact environments in a trophic cascade</p> <p>Know the effect humans have on the balance in an ecosystem</p>

<p><u>Geography</u></p>	<p><b>Investigate places</b> Understand the geographical location of places and their physical and human features.  <ul style="list-style-type: none"> <li>Identify and describe how the physical features affect the human activity within a location.</li> </ul> </p> <p><b>Investigate patterns</b> Understand the relationships between the physical features of places and the human activity within them, and appreciate how the world's natural resources are used and transported.  <ul style="list-style-type: none"> <li>Understand some of the reasons for geographical similarities and differences between countries.</li> <li>Describe how locations around the world are changing and explain some of the reasons for change.</li> <li>Describe geographical diversity across the world.</li> <li>Describe how countries and geographical regions are interconnected and interdependent.</li> </ul> </p> <p><b>Communicate geographically</b> Understand geographical representations, vocabulary and techniques.</p> <p>Describe and understand key aspects of:  <ul style="list-style-type: none"> <li>human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> </ul> <ul style="list-style-type: none"> <li>Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</li> </ul> </p>	<p><i>History link</i></p> <p>Know how to read maps to identify physical features</p> <p>Know the local landscape has changed over time</p> <p>Know how local land use has changed over time and why</p> <p>Know how some of the UK geographical regions and their characteristics have changed over time.</p> <p>Know the significance of latitude, longitude, Equator.</p> <p>Know how to use Google Earth to study countries.</p>
<p><u>Art</u></p>	<p><b>Develop ideas, understanding how ideas develop through an artistic process.</b> Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketchbook. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language.</p> <p><b>Master techniques developing a skill set so that ideas may be communicated</b> in painting, collage, sculpture, drawing, print,</p>	<p><b>Collage</b> Know how to mix textures (rough and smooth, plain and patterned). Know how to combine visual and tactile qualities. Know how to use ceramic mosaic materials and techniques.</p> <p><b>Paint</b> Know how to sketch (lightly) before painting to combine line and colour. Know how to create a colour palette based upon colours</p>

	<p>textiles, digital media.</p> <p><b>Take inspiration from the greats learning from both the artistic process and techniques of great artists and artisans throughout history</b>  Give details (including own sketches) about the style of some notable artists, artisans and designers.  Show how the work of those studied was influential in both society and to other artists.  Create original pieces that show a range of influences and styles.</p>	<p>observed in the natural or built world.</p> <p>Know how to use the qualities of watercolour and acrylic paints to create visually interesting pieces.</p> <p>Know how to combine colours, tones and tints to enhance the mood of a piece.</p> <p>Know how to use brush techniques and the qualities of paint to create texture.</p> <p>Know how to develop a personal style of painting, drawing upon ideas from other artists.</p>
<u>DT</u>	<p><b>Master practical skills</b>  Develop the skills needed to make high quality products.</p> <p><b>Design, make, evaluate and improve</b></p> <ul style="list-style-type: none"> <li>• Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).</li> <li>• Make products through stages of prototypes, making continual refinements.</li> <li>• Ensure products have a high quality finish, using art skills where appropriate.</li> <li>• Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.</li> </ul> <p><b>Take inspiration from design throughout history</b></p> <ul style="list-style-type: none"> <li>• Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.</li> <li>• Create innovative designs that improve upon existing products.</li> <li>• Evaluate the design of products so as to suggest improvements to the user experience.</li> </ul>	<p><b>Food</b>  Know the importance of correct storage and handling of ingredients (using knowledge of microorganisms).</p> <p>Know how to measure accurately and calculate ratios of ingredients to scale up or down from a recipe.</p> <p>Know a range of baking and cooking techniques.</p> <p>Know how to create and refine recipes, including ingredients, methods, cooking times and temperatures.</p> <p>Know how to write a menu to provide a balanced meal that caters for all dietary needs/preferences</p>
<u>PSHE</u>	<p><b>Y5 What decisions can people make with money?</b>  <b>Living in the wider world</b>  Money; making decisions; spending and saving</p>	<p>Know:</p> <ul style="list-style-type: none"> <li>• how people make decisions about spending and saving money</li> <li>• how to keep track of money</li> <li>• how people make choices about ways of paying for things they want and need</li> <li>• how to recognise what makes something 'value for money' and what this means to them</li> <li>• that there are risks associated with money and how money can affect people's feelings and emotions</li> </ul>

	<p>Y6 ONLY RSHE unit (4 lessons) What will change as we become more independent? How do friendships change as we grow? Relationships Different relationships, changing and growing, adulthood, independence, moving to secondary school</p>	<p>Know:</p> <ul style="list-style-type: none"><li>• that people have different kinds of relationships in their lives, including romantic or intimate relationships</li><li>• that people who are attracted to and love each other can be of any gender, ethnicity or faith</li><li>• the way couples care for one another</li><li>• that adults can choose to be part of a committed relationship or not, including marriage or civil partnership</li><li>• that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime</li><li>• how puberty relates to growing from childhood to adulthood</li><li>• about the reproductive organs and process - how babies are conceived and born and how they need to be cared for</li><li>• how growing up and becoming more independent comes with increased opportunities and responsibilities</li><li>• how friendships may change as they grow, how to manage this</li><li>• how to manage change, including moving to secondary school</li><li>• how to ask for support or where to seek further information and advice regarding growing up and changing</li></ul>
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<p><u>RE</u></p>	<p><b>Understand beliefs and teachings</b></p> <ul style="list-style-type: none"> <li>• Explain how some teachings and beliefs are shared between religions.</li> <li>• Explain how religious beliefs shape the lives of individuals and communities.</li> </ul> <p><b>Understand practices and lifestyles</b></p> <ul style="list-style-type: none"> <li>• Explain the practices and lifestyles involved in belonging to a faith community.</li> <li>• Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.</li> <li>• Show an understanding of the role of a spiritual leader.</li> </ul> <p><b>Understand how beliefs are conveyed</b></p> <ul style="list-style-type: none"> <li>• Explain some of the different ways that individuals show their beliefs.</li> </ul> <p><b>Reflect</b></p> <ul style="list-style-type: none"> <li>• Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings.</li> <li>• Explain their own ideas about the answers to ultimate questions.</li> <li>• Explain why their own answers to ultimate questions may differ from those of others.</li> </ul> <p><b>Understand values</b></p> <ul style="list-style-type: none"> <li>• Explain why different religious communities or individuals may have a different view of what is right and wrong.</li> <li>• Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules).</li> <li>• Express their own values and remain respectful of those with different values.</li> </ul>	<p><b>What do Hindu people believe about Dharma, Deity and Atman?</b></p> <p><b>Hinduism</b></p> <p><b>Dhana</b></p> <ul style="list-style-type: none"> <li>• Know that the term “Hinduism” is a Western term and that followers prefer the term “Sanatan Dharma”, which means ‘eternal truths’</li> <li>• Know the Holi festival celebrates Spring, community and equality</li> <li>• Recall the Holika story and how this reminds Hindus to use their gifts to help not hurt others</li> <li>• Know the Hindu word for ‘action’ is ‘karma which means everything we do will have consequences.</li> </ul> <p><b>Deity</b></p> <ul style="list-style-type: none"> <li>• Understand what Hindu books called the Vedas were</li> <li>• Recall the story of Shiva and the Ganges.</li> <li>• Understand that Hindus believe that whilst the natural world is all from within God and so is to be treated as special, the Ganges is a holy river to visit and Shiva is a special and particularly powerful form of God to worship.</li> <li>• Hinduism teaches that there is one Supreme Being/Person, Brahman. Brahman is everywhere and everything that exists lives in Brahman all the time.</li> <li>• Recognise the symbol often associated with Hinduism: Aum.</li> </ul> <p><b>Atman</b></p> <ul style="list-style-type: none"> <li>• Recall the Hindu greeting Namaste and its meaning: ‘I respect you’,</li> <li>• Know Hindus believe in Reincarnation: the belief that when a body dies their atman (“soul”) may move onto another being.</li> <li>• Know Hindus believe the Atman persists and is reborn many times. This continual cycle is called Samsara.</li> <li>• The type of life an Atman moves onto depends on its previous one. This is determined by the Law of Karma.</li> <li>• Raise and suggest answers to relevant questions in response to the Hindu belief in Dharma, deity and Atman.</li> </ul> <p>Know how to raise and suggest answers to relevant questions in response to their enquiry into what Hindus believe and do.</p>
<p><u>Music</u></p>	<p><b>Perform</b> Understanding that music is created to be performed.</p> <p><b>Compose</b> Appreciating that music is created through a process which has a number of techniques.</p>	<ul style="list-style-type: none"> <li>• Sing a harmony part confidently and accurately.</li> <li>• Sing or play from memory with confidence. (<i>play</i>)</li> <li>• Perform with controlled breathing (voice - <i>play</i>) and skillful playing</li> </ul>

	<p><b>Transcribe</b> Understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.</p> <p><b>Describe</b> Appreciating the features and effectiveness of musical elements.</p>	<p>(instrument).</p> <ul style="list-style-type: none"> <li>• Convey the relationship between the lyrics and the melody.</li> <li>• Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</li> </ul>
<p><u>Computing</u></p>	<ul style="list-style-type: none"> <li>- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>- use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> </ul>	<p><b>Y5 Selection in quizzes</b></p> <ul style="list-style-type: none"> <li>-To explain how selection is used in computer programs</li> <li>-To relate that a conditional statement connects a condition to an outcome</li> <li>-To explain how selection directs the flow of a program</li> <li>-To design a program which uses selection</li> <li>-To create a program which uses selection</li> <li>-To evaluate my program</li> </ul> <p><b>Y6 Sensing</b></p> <ul style="list-style-type: none"> <li>-To create a program to run on a controllable device</li> <li>-To explain that selection can control the flow of a program</li> <li>-To update a variable with a user input</li> <li>-To use a conditional statement to compare a variable to a value</li> <li>-To design a project that uses inputs and outputs on a controllable device</li> <li>-To develop a program to use inputs and outputs on a controllable device</li> </ul>
<p><u>French</u></p>	<p><b>Read fluently</b></p> <ul style="list-style-type: none"> <li>• Read and understand the main points and some of the detail in short written texts.</li> <li>• Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words.</li> <li>• Read and understand the main points and opinions in written texts from various contexts, including present, past or future events.</li> <li>• Show confidence in reading aloud, and in using reference materials.</li> </ul> <p><b>Write imaginatively</b></p> <ul style="list-style-type: none"> <li>• Write short texts on familiar topics.</li> </ul>	<p><b>At School</b></p> <ul style="list-style-type: none"> <li>• recognise, recall and spell 12 different classroom items with their indefinite articles/determiners</li> <li>• how to ask and answer the question: 'what is in your pencil case?'</li> <li>• revisit possessive adjectives and apply this to their knowledge of the twelve classroom items</li> <li>• revisit negative structures, say what they do not have in their pencil cases.</li> </ul> <p><b>Vikings</b></p> <ul style="list-style-type: none"> <li>• learn how to decode and break down longer texts,</li> <li>• learn to use strategies to decipher meaning.</li> </ul>

	<ul style="list-style-type: none"> <li>• Use knowledge of grammar (or pitch in Mandarin) to enhance or change the meaning of phrases.</li> <li>• Use dictionaries or glossaries to check words.</li> <li>• Refer to recent experiences or future plans, as well as to everyday activities.</li> <li>• Include imaginative and adventurous word choices.</li> <li>• Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty).</li> <li>• Use dictionaries or glossaries to check words.</li> </ul> <p><b>Speak confidently</b></p> <ul style="list-style-type: none"> <li>• Understand the main points and opinions in spoken passages.</li> <li>• Give a short prepared talk that includes opinions.</li> <li>• Take part in conversations to seek and give information.</li> <li>• Refer to recent experiences or future plans, everyday activities and interests.</li> <li>• Vary language and produce extended responses.</li> <li>• Be understood with little or no difficulty.</li> </ul> <p><b>Understand the culture of the countries in which the language is spoken</b></p> <ul style="list-style-type: none"> <li>• Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken.</li> <li>• Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.</li> </ul>	<ul style="list-style-type: none"> <li>• learn how to describe themselves physically in terms of height and character using the first-person conjugation of the high frequency irregular verb 'to be'</li> <li>• learn to describe their hair colour, length and type using the first-person conjugation of the high frequency irregular verb 'to have'.</li> <li>• learn to describe eye colour</li> <li>• develop decoding skills through exploring the daily routine of two typical Vikings, Erik and Edda.</li> </ul>
PE	<p><b>Develop practical skills in order to participate, compete and lead a healthy lifestyle</b></p> <ul style="list-style-type: none"> <li>• acquire new knowledge and skills exceptionally well and develop an in-depth understanding of PE.</li> <li>• practise skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen activities to achieve exceptionally high levels of performance.</li> <li>• strive for high levels of physical fitness.</li> <li>• establish routines for a healthy lifestyle, achieved by eating sensibly, avoiding smoking, drugs and alcohol and exercising regularly.</li> <li>• remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being.</li> </ul>	<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>• Combine sprinting with low hurdles over 60 metres.</li> <li>• Choose the best place for running over a variety of distances.</li> <li>• Throw accurately and refine performance by analysing technique and body shape.</li> <li>• Show control in take off and landings when jumping.</li> <li>• Compete with others and keep track of personal best performances, setting targets for improvement.</li> </ul> <p><b>Hitting/Fielding games</b></p> <ul style="list-style-type: none"> <li>• Choose and combine techniques in game situations (running, throwing, catching, passing).</li> <li>• Throw accurately and refine performance by analysing technique and body shape.</li> <li>• Learn strategy and rules through playing cricket and rounders</li> </ul>

	<ul style="list-style-type: none"> <li>• take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others.</li> <li>• develop exceptional levels of originality, imagination and creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others' performance and the ability to work independently for extended periods of time without the need of guidance or support.</li> <li>• develop a keen interest in PE. A willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extra-curricular sport.</li> <li>• swim at least 25 metres before the end of Year 6 and knowledge of how to remain safe in and around water.</li> </ul>	
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## Term 1 Cycle B - People who shaped us: Equality and legacy

Subject	Disciplinary Knowledge (Quigley/NC objective/milestone)	Substantive knowledge
<u>History</u>	<p><b>Investigate and interpret the past</b> This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</p> <ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Select suitable sources of evidence, giving reasons for choices.</li> <li>• Use sources of information to form testable hypotheses about the past.</li> <li>• Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>• Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>• Refine lines of enquiry as appropriate.</li> </ul> <p><b>Build an overview of world history</b></p> <ul style="list-style-type: none"> <li>• Identify continuity and change in the history of the locality of the school.</li> </ul>	<p><u>Previous learning - the influence of the Romans on Britain (Y3/4).</u></p> <p><u>Possible previous learning - Cycle A height of Baghdad, same time as Viking invasion of England</u></p> <p><b>Anglo Saxons and Vikings to Normans</b></p> <p><b>Britain's settlement by Anglo-Saxons and Scots</b></p> <p><b>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b></p> <p>Know the Romans withdrew from Britain in c. AD 410</p> <p>Know Britain was attacked by the Picts and Scots from the north.</p> <p>Know that Saxon warriors were invited to Britain in around AD380 to help the Romans fight the Picts.</p> <p>Know that around 450CE, Angles, Jutes and Saxons - who came</p>



	<ul style="list-style-type: none"> <li>• Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.</li> <li>• Compare some of the times studied with those of the other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul> <p><b>Understand chronology</b></p> <ul style="list-style-type: none"> <li>• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>• Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>• Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> <li>• Use dates and terms accurately in describing events.</li> </ul> <p><b>Communicate historically</b></p> <ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.</li> <li>• Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</li> <li>• Use original ways to present information and ideas.</li> </ul>	<p>from Germany and Denmark - invaded and settled in England.</p> <p>Recognise the etymology of the name 'England', deriving from land of the Angles, Anglo-Saxon.</p> <p><b>Local history: a depth study linked to one of the British areas of study listed above</b></p> <p><i>Know that Alfred the Great, then Athelstan resisted Viking invasions in around 900CE.</i></p> <p><i>Know Athelstan was considered the first King of England.</i></p> <p><i>Know that King Alfred ruled and lived in our local area.</i></p> <p><i>Know that Anglo-Saxon invasions led to settlements in the West Country, impacting place names and village life.</i></p> <p><i>Know the historical context of the Arthurian legends they have read. Know that, in the late 5<sup>th</sup> and early 6<sup>th</sup> centuries, there may have been a British leader called Arthur who fought against the invading Anglo-Saxons.</i></p> <p><i>Know King Arthur appears in historical records from the 10<sup>th</sup> and 11<sup>th</sup> centuries, although there is disagreement between historians about whether he really existed.</i></p>
<p><u>Science</u></p>	<p><b>Work scientifically:</b></p> <ul style="list-style-type: none"> <li>• Plan enquiries, including recognising and controlling variables where necessary.</li> <li>• Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work.</li> <li>• Take measurements, using a range of scientific equipment, with increasing accuracy and precision.</li> <li>• Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models.</li> <li>• Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.</li> <li>• Present findings in written form, displays and other presentations.</li> <li>• Use test results to make predictions to set up further comparative and fair tests.</li> </ul>	<p><u><i>Electrical components, simple circuits, fuses and voltage.</i></u></p> <p><b>Physics - electrical circuits; effect of number of cells; symbols</b></p> <p>Know the brightness of a lamp or the volume of a buzzer increases with the number and voltage of cells used in the circuit.</p> <p>Know how to 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>Know what the recognised symbols are when representing a simple circuit in a diagram.</p> <p><b>Physics - gears, levers, pulleys.</b></p> <p>Know that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>

	<ul style="list-style-type: none"> <li>• Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul> <p><b>Physics</b> Understand movement, forces and magnets Understand what causes motion.</p> <p><b>Understand electrical circuits</b> Understand circuits and their role in electrical applications.</p>	
<p><u>Geography</u></p>	<p><b>Investigate places</b> Understand the geographical location of places and their physical and human features.</p> <ul style="list-style-type: none"> <li>• Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> <li>• Identify and describe how the physical features affect the human activity within a location.</li> <li>• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> <li>• Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</li> <li>• Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).</li> <li>• Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>• Name and locate the countries of North and South America and identify their main physical and human characteristics.</li> </ul> <p><b>Investigate patterns</b> Understand the relationships between the physical features of places and the human activity within them, and appreciate how the world's natural resources are used and transported.</p> <ul style="list-style-type: none"> <li>• Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere,</li> </ul>	<p>History link</p> <p><i>Know where Glastonbury, Wedmore, Hadrian's Wall, Denmark, Battle and Normandy are.</i></p> <p><i>Know why settlement and invasion occurred in these areas.</i></p> <p><i>Know why certain locations were chosen/used as battlegrounds/places of safety.</i></p>

	<p>the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</p> <ul style="list-style-type: none"> <li>• Understand some of the reasons for geographical similarities and differences between countries.</li> <li>• Describe how locations around the world are changing and explain some of the reasons for change.</li> <li>• Describe geographical diversity across the world.</li> <li>• Describe how countries and geographical regions are interconnected and interdependent.</li> </ul> <p><b>Communicate geographically</b> Understand geographical representations, vocabulary and techniques.</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>• physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>• human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> </ul> <ul style="list-style-type: none"> <li>• Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</li> <li>• Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</li> </ul>	
<p><u>Art</u></p>	<p><b>Develop ideas, understanding how ideas develop through an artistic process.</b> Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketchbook. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language.</p> <p><b>Master techniques developing a skill set so that ideas may be communicated</b> in painting, collage, sculpture, drawing, print, textiles, digital media.</p>	<p><b>Sculpture</b> Know how to show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</p> <p>Know how to use tools to carve and add shapes, texture and pattern.</p> <p>Know how to combine visual and tactile qualities.</p> <p>Know how to use frameworks (such as wire or moulds) to provide stability and form.</p>

	<p><b>Take inspiration from the greats learning from both the artistic process and techniques of great artists and artisans throughout history</b>  Give details (including own sketches) about the style of some notable artists, artisans and designers.  Show how the work of those studied was influential in both society and to other artists.  Create original pieces that show a range of influences and styles.</p>	
<u>DT</u>	<p><b>Master practical skills</b>  Develop the skills needed to make high quality products.</p> <p><b>Design, make, evaluate and improve</b></p> <ul style="list-style-type: none"> <li>• Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).</li> <li>• Make products through stages of prototypes, making continual refinements.</li> <li>• Ensure products have a high quality finish, using art skills where appropriate.</li> <li>• Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.</li> </ul> <p><b>Take inspiration from design throughout history</b></p> <ul style="list-style-type: none"> <li>• Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.</li> <li>• Create innovative designs that improve upon existing products.</li> <li>• Evaluate the design of products so as to suggest improvements to the user experience.</li> </ul>	<p><b>Electronics</b>  Know how to create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips).</p> <p><b>Mechanics</b>  Know how to convert rotary motion to linear using cams.</p> <p>Know how to use innovative combinations of electronics (or computing) and mechanics in product designs.</p> <p><b>Construction</b>  Learn practical skills to create products (such as cutting, drilling and screwing, nailing, glueing, filing and sanding).</p> <p><b>Materials</b>  Know how to cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).</p> <p>Know the different qualities of materials and choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper).</p>
<u>PSHE</u>	<p><b>Y5 How can we help in an accident or emergency?</b>  <b>Health and wellbeing</b>  Basic first aid, accidents, dealing with emergencies</p>	<p>Know:</p> <ul style="list-style-type: none"> <li>• how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions</li> <li>• that if someone has experienced a head injury, they should not be moved</li> <li>• when it is appropriate to use first aid and the importance of seeking adult help</li> <li>• the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services</li> </ul>

	<p><b>Y5 What makes up our identity?</b>  <b>Health and wellbeing</b>  Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes</p>	<p>Know:</p> <ul style="list-style-type: none"> <li>• how to recognise and respect similarities and differences between people and what they have in common with others</li> <li>• that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)</li> <li>• how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex)</li> <li>• about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others</li> <li>• how to challenge stereotypes and assumptions about others</li> </ul>
<p><u>RE</u></p>	<p><b>Understand beliefs and teachings</b></p> <ul style="list-style-type: none"> <li>• Explain how some teachings and beliefs are shared between religions.</li> <li>• Explain how religious beliefs shape the lives of individuals and communities.</li> </ul> <p><b>Understand practices and lifestyles</b></p> <ul style="list-style-type: none"> <li>• Explain the practices and lifestyles involved in belonging to a faith community.</li> <li>• Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.</li> <li>• Show an understanding of the role of a spiritual leader.</li> </ul> <p><b>Understand how beliefs are conveyed</b></p> <ul style="list-style-type: none"> <li>• Explain some of the different ways that individuals show their beliefs.</li> </ul> <p><b>Reflect</b></p> <ul style="list-style-type: none"> <li>• Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings.</li> <li>• Explain their own ideas about the answers to ultimate questions.</li> <li>• Explain why their own answers to ultimate questions may differ from those of others.</li> </ul> <p><b>Understand values</b></p>	<p>What do Muslim people believe about Islam and Iman?</p> <p><b>Islam</b></p> <p>Understand that Muslims believe:</p> <ul style="list-style-type: none"> <li>• the Qur'an is the original and most basic source of God's Law</li> <li>• Hadith provide Muslims with the practical interpretations of how to apply the Qur'an to everyday life.</li> <li>• Muhammad received instructions from Gabriel and so these are as valid as those in the Qur'an.</li> <li>• humans have the role of Khalifah, trustees of Allah's creation.</li> <li>• Muslims have always studied nature for signs and wonders of Allah</li> <li>• Understand that the practices of Zakat (giving) and Saum (fasting during Ramadan)</li> <li>• illustrate the concept of Khalifah.</li> <li>• Saum (fasting during Ramadan) is an act of learning to appreciate all that God has provided.</li> <li>• Understand why the story of Bila is important to Muslims:</li> </ul> <p><b>Iman</b></p> <ul style="list-style-type: none"> <li>• Know the Muslim belief that Muhammad is the final Prophet.</li> <li>• Know the names of Prophets that lived before Muhammad who are named in the Qur'an</li> <li>• Know that, according to the Qur'an these prophets taught essentially the same religion and were given the same message.</li> <li>• Know the Muslim belief that humans have a tendency to forget,</li> </ul>

	<ul style="list-style-type: none"> <li>• Explain why different religious communities or individuals may have a different view of what is right and wrong.</li> <li>• Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules).</li> <li>• Express their own values and remain respectful of those with different values.</li> </ul>	<p>ignore or tamper with, God's clear message.</p> <ul style="list-style-type: none"> <li>• Understand that Muslims believe the Qur'an is (a) the word of God not a human creation, (b) is the authentic version of the revelations to Muhammad in word, rhythm (it is poetic) and so must be read in Arabic, (c) the most comprehensive and final book of knowledge and instruction to believers.</li> <li>• Know that Islam means "Submission (to the will of Allah)" and the word Muslims means someone who has willingly submitted themselves to Allah.</li> <li>• Understand the Muslim belief that humans have not followed God's message in the past because of over self-confidence (hubris) and so they forgot it/ignore it/tamper with it.</li> </ul> <p>Raise and suggest answers to relevant questions in response to what they have learnt about the Islamic belief.</p>
<u>Music</u>	<p><b>Perform</b> Understanding that music is created to be performed.</p> <p><b>Compose</b> Appreciating that music is created through a process which has a number of techniques.</p> <p><b>Transcribe</b> Understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.</p> <p><b>Describe</b> Appreciating the features and effectiveness of musical elements.</p>	<ul style="list-style-type: none"> <li>• Perform solos or as part of an ensemble.</li> <li>• Combine a variety of musical devices, including melody, rhythm and chords.</li> <li>• Choose from a wide range of musical vocabulary to accurately describe and appraise music. <i>Seesaw activity on the History of Music with a timeline.</i></li> </ul>
<u>Computing</u>		<p><b>Y5 Sharing information</b></p> <ul style="list-style-type: none"> <li>-To explain that computers can be connected together to form systems</li> <li>-To recognise the role of computer systems in our lives</li> <li>-To experiment with search engines</li> <li>-To describe how search engines select results</li> <li>-To explain how search results are ranked</li> <li>-To recognise why the order of results is important, and to whom</li> </ul> <p><b>Y6 Internet Communication</b></p> <ul style="list-style-type: none"> <li>-To explain the importance of internet addresses</li> <li>-To recognise how data is transferred across the internet</li> </ul>

		<p>-To explain how sharing information online can help people to work together</p> <p>-To evaluate different ways of working together online</p> <p>-To recognise how we communicate using technology</p> <p>-To evaluate different methods of online communication</p>
<p><u>French</u></p>	<p><b>Read fluently</b></p> <ul style="list-style-type: none"> <li>• Read and understand the main points and some of the detail in short written texts.</li> <li>• Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words.</li> <li>• Read and understand the main points and opinions in written texts from various contexts, including present, past or future events.</li> <li>• Show confidence in reading aloud, and in using reference materials.</li> </ul> <p><b>Write imaginatively</b></p> <ul style="list-style-type: none"> <li>• Write short texts on familiar topics.</li> <li>• Use knowledge of grammar (or pitch in Mandarin) to enhance or change the meaning of phrases.</li> <li>• Use dictionaries or glossaries to check words.</li> <li>• Refer to recent experiences or future plans, as well as to everyday activities.</li> <li>• Include imaginative and adventurous word choices.</li> <li>• Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty).</li> <li>• Use dictionaries or glossaries to check words.</li> </ul> <p><b>Speak confidently</b></p> <ul style="list-style-type: none"> <li>• Understand the main points and opinions in spoken passages.</li> <li>• Give a short prepared talk that includes opinions.</li> <li>• Take part in conversations to seek and give information.</li> <li>• Refer to recent experiences or future plans, everyday activities and interests.</li> <li>• Vary language and produce extended responses.</li> <li>• Be understood with little or no difficulty.</li> </ul> <p><b>Understand the culture of the countries in which the language is spoken</b></p> <ul style="list-style-type: none"> <li>• Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken.</li> </ul>	<p><b>Phonics + Family</b></p> <ul style="list-style-type: none"> <li>• phonics sounds / phonemes 'É', 'E', 'È', 'EAU' 'EUX' and 'QU', 'GNE', 'Ç', 'EN' 'AN'</li> <li>• recognise, recall and spell different family members with the correct definite article/determiner</li> <li>• nouns and definite articles/ determiners for family members</li> <li>• how to use the possessive adjective 'my' with increasing accuracy.</li> <li>• how to ask and answer the question 'do you have any siblings?'</li> <li>• introduce their own/ fictitious family members</li> <li>• move from 1st person singular 'I am called' to 3rd person singular 'he/she is called'.</li> <li>• Introduction to numbers 1-70</li> <li>• say how old their own/ fictitious family members are</li> </ul> <p><b>At the Tea Room</b></p> <ul style="list-style-type: none"> <li>• recognise, recall and spell the eleven masculine nouns with the indefinite article/determiner for popular food and drink typically offered in a French tea room.</li> <li>• learn a further nine feminine nouns with the indefinite article/determiner for popular French food and drink typically be offered in a salon de thé.</li> <li>• transactional language to order food and drink in the salon de thé.learn how to ask for the bill and how to say 'goodbye' and 'thank you'.</li> <li>• French currency and will consolidate their knowledge of numbers to calculate the bill in the salon de thé</li> </ul>

	<ul style="list-style-type: none"> <li>• Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.</li> </ul>	
PE	<p><b>Develop practical skills in order to participate, compete and lead a healthy lifestyle</b></p> <ul style="list-style-type: none"> <li>• acquire new knowledge and skills exceptionally well and develop an in-depth understanding of PE.</li> <li>• practise skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen activities to achieve exceptionally high levels of performance.</li> <li>• strive for high levels of physical fitness.</li> <li>• establish routines for a healthy lifestyle, achieved by eating sensibly, avoiding smoking, drugs and alcohol and exercising regularly.</li> <li>• remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being.</li> <li>• take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others.</li> <li>• develop exceptional levels of originality, imagination and creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others' performance and the ability to work independently for extended periods of time without the need of guidance or support.</li> <li>• develop a keen interest in PE. A willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extra-curricular sport.</li> <li>• swim at least 25 metres before the end of Year 6 and knowledge of how to remain safe in and around water.</li> </ul>	<p><b>Invasion and team games</b></p> <ul style="list-style-type: none"> <li>• Work alone, or with team mates in order to gain points or possession.</li> <li>• Field, defend and attack tactically by anticipating the direction of play.</li> <li>• Choose the most appropriate tactics for a game.</li> <li>• Uphold the spirit of fair play and respect in all competitive situations.</li> <li>• Lead others when called upon and act as a good role model within a team.</li> </ul> <p><b>Dance and gymnastics</b></p> <ul style="list-style-type: none"> <li>• Compose and perform expressive, creative and imaginative dance sequences, holding a precise and strong body posture.</li> <li>• Perform and create complex sequences.</li> <li>• Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.</li> <li>• Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).</li> <li>• Create, practise and refine complex and well-executed sequences that include a full range of movements including: travelling, balances, inversions, rotations, bending, stretching and twisting, gestures, linking skills.</li> <li>• Hold shapes that are strong, fluent and expressive.</li> <li>• Include in a sequence set pieces, choosing the most appropriate linking elements.</li> <li>• Vary speed, direction, level and body rotation during floor performances.</li> <li>• Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).</li> </ul>

## Term 2 Cycle B - Location, Location, Location: Navigation and Interconnection



Subject	Disciplinary Knowledge (Quigley/NC objective/milestone)	Substantive knowledge
<u>History</u>	<p><b>Investigate and interpret the past</b> This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</p> <ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Select suitable sources of evidence, giving reasons for choices.</li> <li>• Use sources of information to form testable hypotheses about the past.</li> <li>• Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>• Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>• Refine lines of enquiry as appropriate.</li> </ul> <p><b>Build an overview of world history</b></p> <ul style="list-style-type: none"> <li>• Identify continuity and change in the history of the locality of the school.</li> <li>• Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.</li> <li>• Compare some of the times studied with those of the other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul> <p><b>Understand chronology</b></p> <ul style="list-style-type: none"> <li>• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>• Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>• Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> <li>• Use dates and terms accurately in describing events.</li> </ul> <p><b>Communicate historically</b></p> <ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.</li> </ul>	<p><b>A local history - tie in with geography focus</b></p> <p><b>School/village:</b> Know that the school has been in the village since 1844. Know that the headteachers used to keep a written account of the running of the school. Know that many local families can be traced back to the early years of the school Know that children were sent home for being unclean and that children often did not come to school due to work on their family farm. Know that children did not have to stay in formal schooling as long as they do today.</p> <p><b>Wells:</b> Visit Wells and the Bishop's Palace - the local area is rich in Iron Age, Anglo-Saxon, Mediaeval and Stuart history. Talks and experiences available in all areas as well as tours and exhibitions which can be tailored to the interests of the children. Also related to the slave trade.</p>

	<ul style="list-style-type: none"> <li>• Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</li> <li>• Use original ways to present information and ideas.</li> </ul>	
<u>Science</u>	<p><b>Work scientifically:</b></p> <ul style="list-style-type: none"> <li>• Plan enquiries, including recognising and controlling variables where necessary.</li> <li>• Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work.</li> <li>• Take measurements, using a range of scientific equipment, with increasing accuracy and precision.</li> <li>• Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models.</li> <li>• Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.</li> <li>• Present findings in written form, displays and other presentations.</li> <li>• Use test results to make predictions to set up further comparative and fair tests.</li> <li>• Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul> <p><b>Chemistry</b>  <b>Investigate materials</b>  Become familiar with a range of materials, their properties, uses and how they may be altered or changed.</p>	<p><u>Previous states of matter knowledge (Yr4) needed for properties and changes in materials.</u></p> <p><b>Chemistry - properties of materials, dissolving, separation, reversible changes, new substances</b></p> <p>Know how to 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.</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>Know how mixtures might be separated, including through filtering, sieving and evaporating based on knowledge of solids, liquids and gases.</p> <p>Know the reason for particular uses of everyday materials, including metals, wood and plastic, based on evidence from comparative and fair tests.</p> <p>Know and demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>Know 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>
<u>Geography</u>	<p><b>Investigate places</b>  Understand the geographical location of places and their physical and human features.</p> <ul style="list-style-type: none"> <li>• Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> <li>• Identify and describe how the physical features affect the human activity within a location.</li> </ul>	<p>Local geography study with detailed investigation of and discussion about OS maps, looking at keys, symbols and contour lines.</p> <p>Know that the village developed around the church and was populated mainly by farming families.</p> <p>Know that the village has changed due to changing land use, jobs and transport.</p>

- Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.
- Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.
- Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).
- Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.
- Name and locate the countries of North and South America and identify their main physical and human characteristics.

#### **Investigate patterns**

Understand the relationships between the physical features of places and the human activity within them, and appreciate how the world's natural resources are used and transported.

- Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).
- Understand some of the reasons for geographical similarities and differences between countries.
- Describe how locations around the world are changing and explain some of the reasons for change.
- Describe geographical diversity across the world.
- Describe how countries and geographical regions are interconnected and interdependent.

#### **Communicate geographically**

Understand geographical representations, vocabulary and techniques.

Describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.

Know how to use fieldwork (questionnaires, data collection, mapping) to describe what it is like to live in Wookey now.

Know the impact of house building in the locality on the way people view the village and local area.

	<ul style="list-style-type: none"> <li>• human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> <li>• Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</li> <li>• Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</li> </ul>	
<u>Art</u>	<p><b>Develop ideas, understanding how ideas develop through an artistic process.</b>  Develop and imaginatively extend ideas from starting points throughout the curriculum.  Collect information, sketches and resources and present ideas imaginatively in a sketchbook.  Use the qualities of materials to enhance ideas.  Spot the potential in unexpected results as work progresses.  Comment on artworks with a fluent grasp of visual language.</p> <p><b>Master techniques developing a skill set so that ideas may be communicated</b> in painting, collage, sculpture, drawing, print, textiles, digital media.</p> <p><b>Take inspiration from the greats learning from both the artistic process and techniques of great artists and artisans throughout history</b>  Give details (including own sketches) about the style of some notable artists, artisans and designers.  Show how the work of those studied was influential in both society and to other artists.  Create original pieces that show a range of influences and styles.</p>	<p><b>Paint</b></p> <p>Know how to sketch (lightly) before painting to combine line and colour.</p> <p>Know how to create a colour palette based upon colours observed in the natural or built world.</p> <p>Know how to use the qualities of watercolour and acrylic paints to create visually interesting pieces.</p> <p>Know how to combine colours, tones and tints to enhance the mood of a piece.</p> <p>Know how to use brush techniques and the qualities of paint to create texture.</p> <p>Know how to develop a personal style of painting, drawing upon ideas from other artists.</p>
<u>DT</u>		
<u>PSHE</u>	<p><b>Y6 How can the media influence people?</b>  <b>Living the wider world</b>  Media literacy and digital resilience; influences and decision-making; online safety</p>	<p>Know:</p> <ul style="list-style-type: none"> <li>• how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions</li> <li>• that not everything should be shared online or social media and that there are rules about this, including the distribution of images</li> <li>• that mixed messages in the media exist (including about health,</li> </ul>

**Y6 How can we keep healthy as we grow?  
Health and wellbeing**

Looking after ourselves; growing up; becoming independent; taking more responsibility

the news and different groups of people) and that these can influence opinions and decisions

- how text and images can be manipulated or invented; strategies to recognise this
- to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts
- to recognise unsafe or suspicious content online and what to do about it
- how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them
- how to make decisions about the content they view online or in the media and know if it is appropriate for their age range
- how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue
- to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have
- to discuss and debate what influences people's decisions, taking into consideration different viewpoints

- how mental and physical health are linked
- how positive friendships and being involved in activities such as clubs and community groups support wellbeing
- how to make choices that support a healthy, balanced lifestyle including: » how to plan a healthy meal » how to stay physically active » how to maintain good dental health, including oral hygiene, food and drink choices » how to benefit from and stay safe in the sun » how and why to balance time spent online with other activities » how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep » how to manage the influence of friends and family on health choices
- that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one
- how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them
- how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school
- that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on
- that anyone can experience mental ill-health and to discuss concerns with a trusted adult
- that mental health difficulties can usually be resolved or managed

		with the right strategies and support
<u>RE</u>	<p><b>Understand beliefs and teachings</b></p> <ul style="list-style-type: none"> <li>• Explain how some teachings and beliefs are shared between religions.</li> <li>• Explain how religious beliefs shape the lives of individuals and communities.</li> </ul> <p><b>Understand practices and lifestyles</b></p> <ul style="list-style-type: none"> <li>• Explain the practices and lifestyles involved in belonging to a faith community.</li> <li>• Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.</li> <li>• Show an understanding of the role of a spiritual leader.</li> </ul> <p><b>Understand how beliefs are conveyed</b></p> <ul style="list-style-type: none"> <li>• Explain some of the different ways that individuals show their beliefs.</li> </ul> <p><b>Reflect</b></p> <ul style="list-style-type: none"> <li>• Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings.</li> <li>• Explain their own ideas about the answers to ultimate questions.</li> <li>• Explain why their own answers to ultimate questions may differ from those of others.</li> </ul> <p><b>Understand values</b></p> <ul style="list-style-type: none"> <li>• Explain why different religious communities or individuals may have a different view of what is right and wrong.</li> <li>• Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules).</li> <li>• Express their own values and remain respectful of those with different values.</li> </ul>	<p><b>Unit 7: What do Jewish people believe about God and the Covenant and Torah?</b></p> <p><b>Judaism:</b> <b>G-d and the Covenant</b></p> <ul style="list-style-type: none"> <li>• Know that Jews have coming of age ceremonies and why these are important.</li> <li>• Know the story of Abraham who Jews believe was the first person to believe in one God</li> <li>• Understand that, for Jews, the covenant that began with Abraham is an important belief of a two-way relationship between God and Abraham and his descendants.</li> <li>• Know that Yom Kippur is the holiest day in the Jewish calendar, marking the end of a ten day period that starts with Rosh Hashannah and ends ten days later with Yom Kippur and know what happens during this period and why.</li> <li>• Understand how Jews celebrate the Shabbat and why it is considered the most important festival</li> </ul> <p><b>Torah</b></p> <ul style="list-style-type: none"> <li>• Recall that Jewish scriptures are called the Tenakh, which are made up of 3 sections: Torah, Nevi'im and Ketuvim. The word Tenakh, is made up of these 3 types of writing.</li> <li>• Know that the Torah is the most important because it tells Jews what God is like and how they should live.</li> <li>• Know that the teachings in the Torah are summed up in the Shema, which is kept on the doorpost of Jewish homes.</li> <li>• Understand that there is also a collection of writings called the Talmud which contain the teaching of rabbis over many years.</li> <li>• Understand the meaning of Simchat Torah</li> </ul> <p>Know how to raise and suggest answers to relevant questions in response to their enquiry into what Jewish people believe and do.</p>
<u>Music</u>	<p><b>Perform</b> Understanding that music is created to be performed.</p> <p><b>Compose</b> Appreciating that music is created through a process which has a number of techniques.</p> <p><b>Transcribe</b> Understanding that compositions need to be understood by others</p>	<ul style="list-style-type: none"> <li>• Hold a part within a round.</li> <li>• Thoughtfully select elements for a piece in order to gain a defined effect.</li> <li>• Understand the purpose of the treble and bass clefs and use</li> </ul>

	<p>and that there are techniques and a language for communicating them.  <b>Describe</b>  Appreciating the features and effectiveness of musical elements.</p>	<p>them in transcribing compositions.</p>
<p><u>Computing</u></p>		<p><b>Y5 Video editing</b>  -To explain what makes a video effective  -To identify digital devices that can record video  -To capture video using a range of techniques  -To create a storyboard  -To identify that video can be improved through reshooting and editing  -To consider the impact of the choices made when making and sharing a video</p> <p><b>Y6 Website creation</b>  -To review an existing website and consider its structure  -To plan the features of a web page  -To consider the ownership and use of images (copyright)  -To recognise the need to preview pages  -To outline the need for a navigation path  -To recognise the implications of linking to content owned by other people</p>
<p><u>French</u></p>	<p><b>Read fluently</b>  • Read and understand the main points and some of the detail in short written texts.  • Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words.  • Read and understand the main points and opinions in written texts from various contexts, including present, past or future events.  • Show confidence in reading aloud, and in using reference materials.</p> <p><b>Write imaginatively</b>  • Write short texts on familiar topics.  • Use knowledge of grammar (or pitch in Mandarin) to enhance or change the meaning of phrases.  • Use dictionaries or glossaries to check words.</p>	<p><b>What's the Weather?</b></p> <ul style="list-style-type: none"> <li>• recognise and recall nine different phrases for describing weather in the foreign language.</li> <li>• completing an extended reading and listening task.</li> <li>• how to read a weather map</li> <li>• describe the weather in different parts of the country</li> </ul> <p><b>Healthy Lifestyles</b></p> <ul style="list-style-type: none"> <li>• recognise, recall and spell ten healthy foods with their partitive article/determiner in French.</li> <li>• recognise, recall and spell nine unhealthy foods with their partitive article/determiner.</li> <li>• how to form more complex sentences about healthy and unhealthy foods.</li> <li>• learn key language for activities they do and do not do to keep fit.</li> </ul>

	<ul style="list-style-type: none"> <li>• Refer to recent experiences or future plans, as well as to everyday activities.</li> <li>• Include imaginative and adventurous word choices.</li> <li>• Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty).</li> <li>• Use dictionaries or glossaries to check words.</li> </ul> <p><b>Speak confidently</b></p> <ul style="list-style-type: none"> <li>• Understand the main points and opinions in spoken passages.</li> <li>• Give a short prepared talk that includes opinions.</li> <li>• Take part in conversations to seek and give information.</li> <li>• Refer to recent experiences or future plans, everyday activities and interests.</li> <li>• Vary language and produce extended responses.</li> <li>• Be understood with little or no difficulty.</li> </ul> <p><b>Understand the culture of the countries in which the language is spoken</b></p> <ul style="list-style-type: none"> <li>• Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken.</li> <li>• Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.</li> </ul>	<ul style="list-style-type: none"> <li>• learn some instructions on how to follow a simple healthy recipe</li> </ul>
PE	<p><b>Develop practical skills in order to participate, compete and lead a healthy lifestyle</b></p> <ul style="list-style-type: none"> <li>• acquire new knowledge and skills exceptionally well and develop an in-depth understanding of PE.</li> <li>• practise skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen activities to achieve exceptionally high levels of performance.</li> <li>• strive for high levels of physical fitness.</li> <li>• establish routines for a healthy lifestyle, achieved by eating sensibly, avoiding smoking, drugs and alcohol and exercising regularly.</li> <li>• remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being.</li> <li>• take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others.</li> </ul>	<p><b>Health and fitness</b></p> <ul style="list-style-type: none"> <li>• Recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functions. (Science)</li> <li>• how to make choices that support a healthy, balanced lifestyle including how to stay physically active (PSHE)</li> <li>• Design and perform routines on fitness equipment to improve stamina and develop muscle strength</li> <li>• Keep track of personal best performances, setting targets for improvement.</li> </ul> <p><b>Ball control</b></p> <ul style="list-style-type: none"> <li>• Strike a bowled or volleyed ball with accuracy.</li> <li>• Control the direction of movement of a ball using feet, hands, racquet, bat or stick</li> <li>• Control the speed of movement of a ball using feet, hands, racquet, bat or stick</li> <li>• Use forehand and backhand when playing racket games.</li> </ul>



	<ul style="list-style-type: none"> <li>• develop exceptional levels of originality, imagination and creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others' performance and the ability to work independently for extended periods of time without the need of guidance or support.</li> <li>• develop a keen interest in PE. A willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extra-curricular sport.</li> <li>• swim at least 25 metres before the end of Year 6 and knowledge of how to remain safe in and around water.</li> </ul>	
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## Term 3 Cycle B - A World of Discovery: Curiosity and Innovation

Subject	Disciplinary Knowledge (Quigley/NC objective/milestone)	Substantive knowledge
<u>History</u>	<p><b>Investigate and interpret the past</b> This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</p> <ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Select suitable sources of evidence, giving reasons for choices.</li> <li>• Use sources of information to form testable hypotheses about the past.</li> <li>• Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>• Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>• Refine lines of enquiry as appropriate.</li> </ul> <p><b>Build an overview of world history</b></p> <ul style="list-style-type: none"> <li>• Identify continuity and change in the history of the locality of the school.</li> <li>• Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.</li> <li>• Compare some of the times studied with those of the other areas of interest around the world.</li> </ul>	<p><b>Changes in Britain from the Stone Age to Iron Age</b></p> <p>Know that the Stone Age began roughly 3.4 million years ago and ended around 2000BCE.</p> <p>Know that the British Iron Age lasted from roughly 800BCE to 100CE.</p> <p>Know that the Stone Age was characterised by tools made from stone and lasted 3.4 million years</p> <p>Explain the changes in life from Paleolithic to Neolithic Britain.</p> <p>Know the significance of the spread of farming.</p> <p>Understand the difficulty Ancient British engineers would have had building sites such as Stonehenge</p> <p>Know that we do not know why Stonehenge was built, or how exactly, but that we can make assumptions and guesses based on evidence and other similar constructions.</p> <p>Know how sunlight and the solstices relate to mystery and ritual surrounding Stonehenge</p>

	<ul style="list-style-type: none"> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul> <p><b>Understand chronology</b></p> <ul style="list-style-type: none"> <li>• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>• Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>• Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> <li>• Use dates and terms accurately in describing events.</li> </ul> <p><b>Communicate historically</b></p> <ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.</li> <li>• Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</li> <li>• Use original ways to present information and ideas</li> </ul>	<p>Know that the Stone Age ended when people worked out how to work metal, and the Bronze Age began</p> <p>Know how settlements and everyday life changed in the Bronze and Iron Ages in Britain,</p>
<p><u>Science</u></p>	<p><b>Work scientifically:</b></p> <ul style="list-style-type: none"> <li>• Plan enquiries, including recognising and controlling variables where necessary.</li> <li>• Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work.</li> <li>• Take measurements, using a range of scientific equipment, with increasing accuracy and precision.</li> <li>• Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models.</li> <li>• Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.</li> <li>• Present findings in written form, displays and other presentations.</li> <li>• Use test results to make predictions to set up further comparative and fair tests.</li> <li>• Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>	<p><b>Physics - light</b></p> <p>Know that light appears to travel in straight lines.</p> <p>Know that objects are seen because they give out or reflect light into the eye, using understanding that light travels in straight lines.</p> <p>Know that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</p> <p>Know why shadows have the same shape as the objects that cast them, using understanding that light travels in straight lines.</p> <p><b>Physics - movement of the Earth, Sun, Moon, explore day/night (space)</b></p> <p>Know the Earth rotates once a day and orbits the Sun (once a year) in an elliptical orbit, along with the other planets (whose rotations and orbit lengths are different from the Earth's).</p>

	<p><b>Physics</b>  <b>Understand light and seeing</b>  Understand how light and reflection affect sight.</p> <p><b>Understand the Earth's movement in space</b>  Understand what causes seasonal changes, day and night.</p>	<p>Know the Moon orbits the Earth roughly once every 28 days but does not rotate.</p> <p>Know the Sun, Earth and Moon are approximately spherical bodies.</p> <p>Know that Earth's rotation explains day and night and the apparent movement of the sun across the sky.</p> <p>Learn about the ISS (who is in it, why it is there, how they live there), why we explore space and the Space Race which led to these scientific advances and experiments.</p>
<u>Geography</u>	<p><b>Investigate places</b>  Understand the geographical location of places and their physical and human features.</p> <ul style="list-style-type: none"> <li>• Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> <li>• Identify and describe how the physical features affect the human activity within a location.</li> <li>• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> <li>• Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).</li> </ul> <p><b>Investigate patterns</b>  Understand the relationships between the physical features of places and the human activity within them, and appreciate how the world's natural resources are used and transported.</p> <ul style="list-style-type: none"> <li>• Understand some of the reasons for geographical similarities and differences between countries.</li> </ul> <p><b>Communicate geographically</b>  Understand geographical representations, vocabulary and techniques.  Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>• human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> </ul>	<p>Locational knowledge related to Stone Age and Iron Age</p> <p>Know where the stones for Stonehenge were mined and use maps to identify the possible route and method of transportation, considering the challenges of physical features identified.</p> <p>Name and locate significant sites in the UK where evidence of the activities of people living in the Stone Age-Iron Age have been found.</p> <p>Suggest possible reasons for evidence being found, linking ideas to the physical geography of a location.</p> <p>Identify the effectiveness of aerial images in helping to locate sites of historical interest.</p>

	<ul style="list-style-type: none"> <li>• Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</li> <li>• Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</li> </ul>	
<u>Art</u>	<p><b>Develop ideas, understanding how ideas develop through an artistic process.</b>  Develop and imaginatively extend ideas from starting points throughout the curriculum.  Collect information, sketches and resources and present ideas imaginatively in a sketchbook.  Use the qualities of materials to enhance ideas.  Spot the potential in unexpected results as work progresses.  Comment on artworks with a fluent grasp of visual language.</p> <p><b>Master techniques developing a skill set so that ideas may be communicated</b> in painting, collage, sculpture, drawing, print, textiles, digital media.</p> <p><b>Take inspiration from the greats learning from both the artistic process and techniques of great artists and artisans throughout history</b>  Give details (including own sketches) about the style of some notable artists, artisans and designers.  Show how the work of those studied was influential in both society and to other artists.  Create original pieces that show a range of influences and styles.</p>	<p><b>Drawing</b>  Know how to use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</p> <p>Know how to use a choice of techniques to depict movement, perspective, shadows and reflection.</p> <p>Know how to choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</p> <p>Know how to use lines to represent movement.</p> <p><b>Printing</b>  Know how to build up layers of colours.</p> <p>Know how to create an accurate pattern, showing fine detail.</p> <p>Know how to use a range of visual elements to reflect the purpose of the work.</p>
<u>DT</u>	<p><b>Master practical skills</b>  Develop the skills needed to make high quality products.</p> <p><b>Design, make, evaluate and improve</b></p> <ul style="list-style-type: none"> <li>• Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).</li> <li>• Make products through stages of prototypes, making continual refinements.</li> <li>• Ensure products have a high quality finish, using art skills where appropriate.</li> <li>• Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.</li> </ul>	<p><b>Food</b>  Know the importance of correct storage and handling of ingredients (using knowledge of microorganisms).</p> <p>Know how to measure accurately and calculate ratios of ingredients to scale up or down from a recipe.</p> <p>Know a range of baking and cooking techniques.</p> <p>Know how to create and refine recipes, including ingredients, methods, cooking times and temperatures.</p>

	<p><b>Take inspiration from design throughout history</b></p> <ul style="list-style-type: none"><li>• Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.</li><li>• Create innovative designs that improve upon existing products.</li><li>• Evaluate the design of products so as to suggest improvements to the user experience.</li></ul>	
<p><u>PSHE</u></p>	<p><b>Y5 What jobs would we like?</b> <b>Living in the wider world</b> Careers; aspirations; role models; the future</p> <p><b>Y6 ONLY RSHE unit (4 lessons)</b> <b>What will change as we become more independent? How do friendships change as we grow?</b> <b>Relationships</b> Different relationships, changing and growing, adulthood, independence, moving to secondary school</p>	<p>Know:</p> <ul style="list-style-type: none"><li>• that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime</li><li>• that some jobs are paid more than others and some may be voluntary (unpaid)</li><li>• about the skills, attributes, qualifications and training needed for different jobs</li><li>• that there are different ways into jobs and careers, including college, apprenticeships and university</li><li>• how people choose a career/job and what influences their decision, including skills, interests and pay</li><li>• how to question and challenge stereotypes about the types of jobs people can do</li><li>• how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions</li></ul> <p>Know:</p> <ul style="list-style-type: none"><li>• that people have different kinds of relationships in their lives, including romantic or intimate relationships</li><li>• that people who are attracted to and love each other can be of any gender, ethnicity or faith</li><li>• the way couples care for one another</li><li>• that adults can choose to be part of a committed relationship or not, including marriage or civil partnership</li><li>• that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime</li><li>• how puberty relates to growing from childhood to adulthood</li><li>• about the reproductive organs and process - how babies are conceived and born and how they need to be cared for</li><li>• how growing up and becoming more independent comes with increased opportunities and responsibilities</li><li>• how friendships may change as they grow, how to manage this</li><li>• how to manage change, including moving to secondary school</li><li>• how to ask for support or where to seek further information and advice regarding growing up and changing</li></ul>

<p><u>RE</u></p>	<p><b>Understand beliefs and teachings</b></p> <ul style="list-style-type: none"> <li>• Explain how some teachings and beliefs are shared between religions.</li> <li>• Explain how religious beliefs shape the lives of individuals and communities.</li> </ul> <p><b>Understand practices and lifestyles</b></p> <ul style="list-style-type: none"> <li>• Explain the practices and lifestyles involved in belonging to a faith community.</li> <li>• Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.</li> <li>• Show an understanding of the role of a spiritual leader.</li> </ul> <p><b>Understand how beliefs are conveyed</b></p> <ul style="list-style-type: none"> <li>• Explain some of the different ways that individuals show their beliefs.</li> </ul> <p><b>Reflect</b></p> <ul style="list-style-type: none"> <li>• Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings.</li> <li>• Explain their own ideas about the answers to ultimate questions.</li> <li>• Explain why their own answers to ultimate questions may differ from those of others.</li> </ul> <p><b>Understand values</b></p> <ul style="list-style-type: none"> <li>• Explain why different religious communities or individuals may have a different view of what is right and wrong.</li> <li>• Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules).</li> <li>• Express their own values and remain respectful of those with different values.</li> </ul>	<p><b>Unit 12: What do Christians believe about Agape?</b></p> <p><b>Christianity</b></p> <p><b>Agape</b></p> <ul style="list-style-type: none"> <li>• Recall what Jesus said about selfless, unconditional love in the Beatitudes</li> <li>• Give examples of what Christians are doing today to live out these beliefs.</li> <li>• Give examples of the ways that the Christian Church shows the love of God both to its members and across society, in the UK and wider world today.</li> </ul> <p>Raise and suggest answers to relevant questions in response to their enquiry into how Christians put the commandment to love into practice.</p> <p><b>Humanism</b></p> <ul style="list-style-type: none"> <li>• Be familiar with the term 'agnostic' and its two related meanings – know that some Humanists are agnostic.</li> <li>• Be able to say why Humanism is a life stance but not a religion.</li> <li>• Know how secular Humanists regard life and death.</li> <li>• Know how Humanists might celebrate marriage or conduct an event to mark the death of someone close to them. Be able to say how these differ from a religious ceremony and why.</li> <li>• Be able to name two prominent Humanist scientists of the modern period and say something about their lives and contribution to our understanding of the world, e.g. Marie Curie, Albert Einstein, Helen Caldicott.</li> <li>• Know that the Humanist perspective informs music, song, poetry, literature and the visual arts and be able to refer to at least one example, e.g. John Lennon's Imagine.</li> <li>• Be aware of the work of the British Humanist Association (BHA) in promoting understanding of Humanism.</li> </ul>
<p><u>Music</u></p>	<p><b>Perform</b> Understanding that music is created to be performed.</p> <p><b>Compose</b> Appreciating that music is created through a process which has a number of techniques.</p> <p><b>Transcribe</b> Understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.</p>	<ul style="list-style-type: none"> <li>• Sing a harmony part confidently and accurately.</li> <li>• Sing or play from memory with confidence. (<i>play</i>)</li> <li>• Perform with controlled breathing (<i>voice - play</i>)</li> <li>• Use digital technologies to compose, edit and refine pieces of</li> </ul>

	<p><b>Describe</b> Appreciating the features and effectiveness of musical elements.</p>	<p>music.</p>
<p><u>Computing</u></p>		<p><b>Y5 selection in physical computing</b>          -To control a simple circuit connected to a computer          -To write a program that includes count-controlled loops          -To explain that a loop can stop when a condition is met          -To explain that a loop can be used to repeatedly check whether a condition has been met          -To design a physical project that includes selection          -To create a program that controls a physical computing project</p> <p><b>Y6 variables in games</b>          -To define a 'variable' as something that is changeable          -To explain why a variable is used in a program          -To choose how to improve a game by using variables          -To design a project that builds on a given example          -To use my design to create a project          -To evaluate my project</p>
<p><u>French</u></p>	<p><b>Read fluently</b></p> <ul style="list-style-type: none"> <li>• Read and understand the main points and some of the detail in short written texts.</li> <li>• Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words.</li> <li>• Read and understand the main points and opinions in written texts from various contexts, including present, past or future events.</li> <li>• Show confidence in reading aloud, and in using reference materials.</li> </ul> <p><b>Write imaginatively</b></p> <ul style="list-style-type: none"> <li>• Write short texts on familiar topics.</li> <li>• Use knowledge of grammar (or pitch in Mandarin) to enhance or change the meaning of phrases.</li> <li>• Use dictionaries or glossaries to check words.</li> <li>• Refer to recent experiences or future plans, as well as to everyday activities.</li> <li>• Include imaginative and adventurous word choices.</li> <li>• Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty).</li> </ul>	<p><b>Planets</b></p> <ul style="list-style-type: none"> <li>• learn 10 key elements of the Solar System, along with their spellings and genders</li> <li>• learn a set of 9 adjectives that will be used to describe each element in sentence form applying adjectival agreement rules.</li> <li>• more detailed and extended sentences using a conjunction and intensifiers.</li> <li>• learn and answer 6 key questions in French</li> </ul> <p><b>Weekend</b></p> <ul style="list-style-type: none"> <li>• learn how to tell the time in increments of five.</li> <li>• learn phrases to describe the activities that the children may do at the weekend.</li> <li>• learn to integrate a time phrase and connectives with the phrases for weekend activities and give their opinions on these activities</li> </ul>

	<ul style="list-style-type: none"> <li>• Use dictionaries or glossaries to check words.</li> </ul> <p><b>Speak confidently</b></p> <ul style="list-style-type: none"> <li>• Understand the main points and opinions in spoken passages.</li> <li>• Give a short prepared talk that includes opinions.</li> <li>• Take part in conversations to seek and give information.</li> <li>• Refer to recent experiences or future plans, everyday activities and interests.</li> <li>• Vary language and produce extended responses.</li> <li>• Be understood with little or no difficulty.</li> </ul> <p><b>Understand the culture of the countries in which the language is spoken</b></p> <ul style="list-style-type: none"> <li>• Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken.</li> <li>• Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.</li> </ul>	
PE	<p><b>Develop practical skills in order to participate, compete and lead a healthy lifestyle</b></p> <ul style="list-style-type: none"> <li>• acquire new knowledge and skills exceptionally well and develop an in-depth understanding of PE.</li> <li>• practise skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen activities to achieve exceptionally high levels of performance.</li> <li>• strive for high levels of physical fitness.</li> <li>• establish routines for a healthy lifestyle, achieved by eating sensibly, avoiding smoking, drugs and alcohol and exercising regularly.</li> <li>• remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being.</li> <li>• take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others.</li> <li>• develop exceptional levels of originality, imagination and creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others' performance and the ability to work independently for extended periods of time without the need of guidance or support.</li> </ul>	<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>• Combine sprinting with low hurdles over 60 metres.</li> <li>• Choose the best place for running over a variety of distances.</li> <li>• Throw accurately and refine performance by analysing technique and body shape.</li> <li>• Show control in take off and landings when jumping.</li> <li>• Compete with others and keep track of personal best performances, setting targets for improvement.</li> </ul> <p><b>Hitting/Fielding games</b></p> <ul style="list-style-type: none"> <li>• Choose and combine techniques in game situations (running, throwing, catching, passing).</li> <li>• Throw accurately and refine performance by analysing technique and body shape.</li> <li>• Learn strategy and rules through playing cricket and rounders</li> </ul>



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|  | <ul style="list-style-type: none"><li>• develop a keen interest in PE. A willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extra-curricular sport.</li><li>• swim at least 25 metres before the end of Year 6 and knowledge of how to remain safe in and around water.</li></ul> |  |
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