



Vicious Victorians



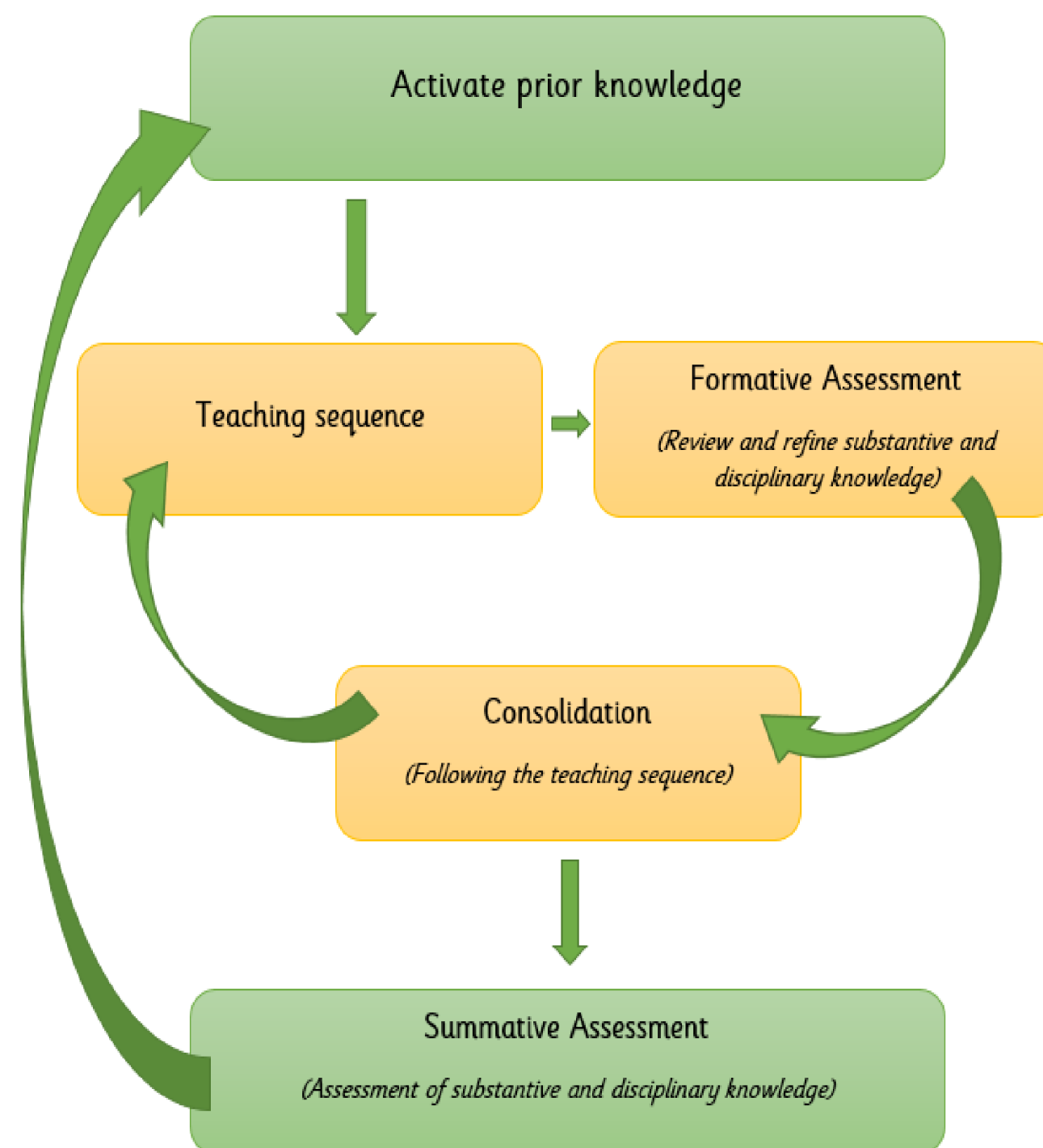
The Industrial Revolution Year 5

Autumn 2026

At Bellfield, we have a consistent approach to our teaching and learning sequence.



Learning and Teaching Sequence



Science

As **scientists**, pupils explore how humans grow and change throughout their lives, from conception to old age in this **animals including humans** unit. They will develop an understanding of the stages of human development and the key physical and emotional changes that occur over time. Through scientific discussion, observation, and age-appropriate learning, pupils will build knowledge of life cycles and human biology.

Curriculum Objective		Prior Knowledge		Disciplinary Knowledge	
NC1: describe the changes as humans develop to old age		· Identify, name, compare a variety of common animals and humans. · Understand the basic needs of animals and humans for survival. · Identify that humans and animals need bones for support, movement and protection. · Understand that all animals need the right type of nutrition. Name the basic parts of the digestive system and teeth		· Scientific enquiries: - P To interpret data collected and explain findings/patterns. - P To use appropriate sources to research to make conclusions based on enquiries. · Working scientifically: - P Make a prediction based on the investigation and explain their thinking using previous knowledge. - P Create their own tables and graphs. - P Discuss as a class and then create their conclusion using: point, evidence and explanation.	
Sequence of Learning					
<u>Ho do humans change throughout their life?</u> Overview: Pupils are introduced to the human life cycle, exploring the stages from infancy to old age. They will learn to describe key characteristics of each stage and understand that humans grow, develop, and age in predictable patterns. Lesson: Discuss with children what happens when we grow? Ask the children if they know any stages of the human life cycle. Think about different life cycles – butterfly etc. Work through each stage. (Baby, Toddler, Child, Teenager, Adult, Senior) Children to either have an image or draw an image of each stage and write a short explanation to explain what happens.	<u>How do we develop in the womb?</u> Overview: Children learn about early human development before birth. This includes an age-appropriate introduction to how a baby grows during pregnancy, focusing on stages such as embryo and foetus, and the importance of healthy development. Lesson: Recap the six stages of the human life cycle from last lesson? Describe what happens at each stage. Briefly discuss what happens during fertilisation that a sperm and egg meet and that starts the development of a foetus. Children will be provided with a table that shows the weight and length of the human foetus at different weeks throughout their development in the womb. Children to draw a graph showing the length at different points using the template provided. Challenge: Use the internet or non-fiction books, research the gestation period of two other animals.	<u>How do we change through puberty?</u> Overview: Pupils explore the changes that occur during puberty, including physical growth, hormonal changes, and emotional development. Lessons promote understanding, respect, and confidence by presenting this information in a sensitive and factual way. Lesson: Recap with partners the six stages of the human life cycle from last lesson. Introduce puberty – discuss that puberty is a time during your teenage years where your body changes. Children to write an information text about puberty. Children to use the template but to use their own subheadings for their paragraphs. Challenge: Children to look at the pre-made statements about what happens during puberty and categorise them into true and false. Children to then explain why they are false.	<u>How do humans change as we become senior?</u> Overview: This lesson focuses on later life, examining how the body changes as people age. Pupils consider physical changes, such as reduced mobility and sensory changes, as well as social and emotional aspects of ageing. Lesson: Divide pupils into small groups. Give each group a different scenario. Example 1 Margaret is 72. She enjoys gardening but sometimes uses a walking stick because her knees ache. Example 2 George is 80. He wears hearing aids and enjoys meeting friends at a local club. Example 3 Aisha is 68. She recently retired and has started learning to paint. Tasks For each person, pupils answer: What physical changes might they experience? What activities do they enjoy? What helps them stay healthy and happy? How can family and friends support them? Groups share their answers with the class and create an information poster.	<u>Substantive Assessment</u> Hot task based on substantive knowledge <u>Disciplinary Assessment</u> Single page spread	
toddler develop	womb fertilise	puberty sweat	senior difficulty		
Substantive Knowledge					
Humans develop through the stages of infancy to old age.	A baby develops inside the womb over about 9 months.	Puberty is the stage where a child’s body begins to develop into an adult body.	As people age, strength, flexibility, and senses like sight and hearing may decline.		

Growth involves changes in body size, abilities, and independence.	A baby develops from a tiny embryo into a fully formed baby.	Puberty brings body changes, growth spurts, and new hormone-driven emotions.	Ageing affects not only the body but also lifestyle, roles, and experiences.	
--	--	--	--	--

Science

As **scientists**, pupils explore how **living things** reproduce and how their life cycles support survival. They will investigate reproduction in both animals and plants, comparing different methods and recognising patterns across species. Pupils will also learn about naturalists and how their observations help us understand the natural world.

Curriculum Objective				Prior Knowledge	Disciplinary Knowledge	
NC1: describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird NC2: describe the life process of reproduction in some plants and animals						
Sequence of Learning						
<u>What is a naturalist?</u> Overview: Pupils learn about naturalists—scientists who study plants and animals in their natural habitats. They explore how careful observation and recording help us learn about life cycles and behaviour. Lesson: Explain that a naturalist is a scientist who studies plants, animals and their habitats in the natural world. Discuss how naturalists use careful observation, notes, drawings and photographs to learn about behaviour, life cycles and environments. Investigation Activity: Take pupils outdoors or provide pictures/videos of plants and animals. Pupils observe one living thing carefully and complete a simple observation sheet including: What they can see A labelled sketch Questions they would like to investigate Any behaviours or features they notice	<u>How do mammals reproduce?</u> Overview: Children learn that mammals reproduce by giving birth to live young. They explore how offspring grow and are cared for, and how they inherit features from their parents. Lesson: Explain that most mammals give birth to live young and that mothers produce milk to feed their babies. Discuss how mammal offspring depend on their parents for care while they grow. Introduce the idea of inherited characteristics, such as eye colour, fur colour, or body shape. Pupils work in pairs to match adult mammals with their young and complete a table showing how each offspring is cared for and which features are inherited. Challenge pupils to identify an exception to the rule, such as the platypus or echidna, which are mammals that lay eggs. Ask pupils to explain what makes an animal a mammal and describe one way mammal offspring are similar to their parents. End with a class discussion on why parental care is important for survival.	<u>Do animals reproduce in the same way?</u> Overview: Pupils compare reproduction in different animals, including those that lay eggs and those that give birth to live young. They recognise similarities and differences between animal groups. Lesson: Explain that animals reproduce in different ways, introducing the terms egg-laying (oviparous) and live birth (viviparous). In pairs, pupils sort animal picture cards into "lays eggs" and "live young" categories. Pupils complete a comparison table, identifying the animal group (mammal, bird, reptile, amphibian, fish), how it reproduces, and any patterns they notice. Challenge: Identify any exceptions (e.g. egg-laying mammals such as the platypus).	<u>How do plants reproduce?</u> Overview: This lesson focuses on plant reproduction, including pollination, fertilisation, and seed dispersal. Pupils learn how plants rely on insects, animals, and the environment to reproduce. Lesson: Children are asked to create a poster, leaflet, presentation, or animation that demonstrates their understanding of plant reproduction. There are prompt cards that can be sequenced, which they could use as a starting point. A leaflet (prompt) has been provided as a scaffold for this activity if needed.	<u>What is a life cycle?</u> Overview: Pupils are introduced to life cycles as a sequence of stages that all living things go through, including growth, reproduction, and death. Lesson: Show images of different living things at various stages of life (e.g. butterfly, frog, chicken, human). Ask pupils to put the images into the order they think the stages occur. Introduce the term life cycle and explain that all living things go through stages of growth, reproduction, and death. Pupils work in pairs to sequence the life cycle of a chosen animal using picture cards before labelling each stage. They then compare their chosen life cycle with another and identify similarities and differences. Ask pupils to explain what a life cycle is and describe one stage they think is important and why. Review how all living things have life cycles, although the stages may differ.	<u>What are the stages in the life cycle of a plant?</u> Overview: Children explore the stages of a plant's life cycle, including germination, growth, flowering, pollination, and seed production, understanding how the cycle repeats. Lesson: Show pupils a seed, seedling, mature flowering plant, and fruit containing seeds (or images). Ask them to discuss how they think the plant changes over time and put the stages into a logical order. Main Activity (30 minutes): Introduce the stages of a flowering plant's life cycle: germination, growth, flowering, pollination, seed production, and seed dispersal. Explain each stage using diagrams or a presentation. Pupils work in pairs to sequence the life cycle using picture cards before creating and labelling a life cycle diagram. They then write a brief explanation of each stage and discuss how the cycle repeats. Plenary (10 minutes): Review the life cycle by asking pupils to explain each stage in order. Finish with the question, "Why is pollination important for a plant's life cycle?" to check understanding.	<u>Substantive Assessment</u> Hot task based on substantive knowledge <u>Disciplinary Assessment</u> Single page spread
naturalist natural science	gestation pregnant	foetus eggs	stigma anther	larvae chrysalis	germinate seed dispersal	
Substantive Knowledge						

A naturalist studies plants and animals in their natural environments. Observation and recording help scientists understand living things.	Mammals give birth to live young. Mammal offspring are usually cared for by their parents.	Not all animals reproduce in the same way. Some animals lay eggs, while others give birth to live young.	Plants reproduce through pollination and fertilisation. Seeds are formed after fertilisation and can grow into new plants.	A life cycle shows the stages a living thing goes through. All living things grow, reproduce, and eventually die.	Plants grow from seeds through germination. Mature plants produce seeds, continuing the cycle.	
---	---	---	---	--	---	--

History

As **historians** we will be studying the **Industrial Revolution**. Children will be answering the question, *‘How have our lives changed because of the Victorians?’* focussing on the substantive concepts of society and culture, power and democracy and inventions and the disciplinary concepts of chronology, constructing the past and interpreting the past.

Curriculum Objective		Prior Knowledge	Disciplinary Knowledge	Sources of Evidence
NC6: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066		The past can be organised into periods and placed on a timeline. Historical events happened before they were born and can be studied through evidence. Historians use sources such as photographs, artefacts, diaries and documents to learn about the past. Different periods in British history have different characteristics. Queen Victoria was a monarch from the past.	Place the Victorian era (1837–1901) on a timeline. Understand that the Industrial Revolution happened before and during Queen Victoria's reign. Sequence key Victorian events and inventions. Explain how life changed over time during the nineteenth century.	Primary Sources Victorian Letters Photographs Factory Reports School Reports and Timetables Newspaper Articles Secondary Sources History Books Documentaries Museum Exhibits Biographies History Websites
Sequence of Learning				Assessment
<u>What Was the Industrial Revolution?</u> Overview: Children are introduced to the Industrial Revolution and Queen Victoria's reign. They explore key inventions and how they transformed life in Britain. Lesson: Show pupils two images: A person making cloth by hand and a factory machine making cloth. Ask: What differences can you see? Which method would be faster? How might machines change people's jobs? Gather ideas and explain that today they will learn about a time when Britain changed dramatically because of new machines and inventions. Main teaching: How Did Inventions Change Britain? Provide pupils with invention cards showing: Name/ Picture/What it did In pairs or independently, pupils complete a worksheet with three columns: Invention/What it did/How it changed people's lives. Challenge: Write a short paragraph explaining: "How did machines change life during the Industrial Revolution?"	<u>How Did the Industrial Revolution Change Society?</u> Overview: Children explore how the Industrial Revolution affected people's lives, including work, housing, health, and education during the Victorian era. Lesson: Recap some key inventions from previous history lesson. Discuss and explain that the industrial revolution brought many changes to people's daily lives. Provide pupils with four information cards: Work /Housing/Health /Education In groups, pupils read the information cards and discuss: - What changed? - Was the change positive, negative or both? Pupils sort statements into: Positive Changes - More products available. - Faster travel. Negative Changes - More employment opportunities. - More schools developed. - Pollution increased. - Long working hours. - Overcrowded homes. - Spread of disease. Children to complete the sentence frame in books:	<u>Who Had Power in Victorian Britain?</u> Overview: Children investigate Queen Victoria's role, the rise of parliament, and how democratic reforms began to change society. Lesson: Ask pupils and discuss: Who makes the rules in our school? Who makes laws for our country today? Does one person have all the power? Record responses on the board. Display the lesson question: "Who had power in Victorian Britain?" Explain that during Queen Victoria's reign, power was shared between the monarch and Parliament, but over time more people began to gain a say in how the country was run. Role play activity: The government is discussing whether more working men should be allowed to vote. Assign children one of the following roles: Queen Victoria, MP's, Wealthy Victorian men, working-class men or women. Children to then use the role play activity to write a diary entry explaining: Who you are. How much power you have. Whether you think the voting system is fair. What changes you would like to see in Britain.	<u>How Do We Know About the Industrial Revolution and Queen Victoria?</u> Overview: Children explore how historians learn about the Industrial Revolution and Queen Victoria through sources such as photographs, diaries, and artefacts. Lesson: Display a Victorian artefact or image (e.g. a flat iron, factory whistle, railway ticket). Ask: - What do you think this object is? - Who might have used it? - What could it tell us about life in Victorian Britain? Explain: Historians often start with clues like these to find out about the past. Introduce the enquiry question: "How do we know about the Industrial Revolution and Queen Victoria today?" Arrange pupils in groups. Provide each group with 3–4 sources relating to: Queen Victoria, Victorian factories, Victorian children And railways during the Industrial Revolution For each source pupils answer: - What can you see? - What does this tell you about Victorian life? - What questions does this source leave unanswered? - How useful is this source to a	<u>Substantive and Disciplinary Assessment</u> Timeline highlighting key dates and events to include where The Industrial Revolution fits in with British and world history.

	"The Industrial Revolution changed society because..." Children should include at least two areas: Work, housing, health and education.		historian? Groups record ideas on an evidence sheet. Challenge Questions - Which source gives the most information? - Which source do you trust most? - Why might historians need more than one source?	
industrialisation revolution	monarch social class	reform parliament	interpretation reliability	
Substantive Knowledge				
The Industrial Revolution in Britain began around 1760. Machines started to be used instead of making things by hand.	Many people moved from the countryside to towns to work in factories. During the Victorian era, houses were crowded and health was poor.	Queen Victoria was the Queen, but Parliament helped make the laws. Over time, more people were allowed to vote in Victorian Britain.	Census records show population growth and where people lived. Factory records detail wages and conditions in mills.	

Geography				
As geographers , pupils develop their understanding of the Earth’s structure and how geographers map and organise the planet. They will explore key geographical concepts such as lines of latitude and longitude, hemispheres, climate zones, and time zones. Through map work and practical activities, pupils will learn how the Earth is divided and how this helps us locate places and understand global patterns.				
Curriculum Objective		Prior Knowledge		Disciplinary Knowledge
NC3: identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)		Know that the Earth is a planet in space and is roughly spherical. Understand that the Earth rotates on its axis. Know that Earth's rotation causes day and night. Be familiar with using maps, globes and atlases to locate places. Be able to identify the Northern and Southern Hemispheres and understand that the Earth can be divided into sections. Have experience locating continents, oceans and major countries on a world map. Understand simple compass directions (north, south, east and west). Recognise that places around the world experience different climates and seasons. Have basic understanding of lines on maps, including that some are imaginary lines used to help locate places.		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).
Sequence of Learning				Assessment
<u>Mapping the Earth</u> Overview: Understand the concepts of latitude and longitude and how they help us locate places on Earth. Lesson: Show a world map on the board. Ask: “How can we describe where a place is?” “What clues could we give to help someone find a location?” Introduce the idea of a grid system for the Earth. Explain longitude and latitude. Use a globe to point these out clearly to the children. Main teaching – Children to have guided practice of finding locations together. Give children a map with latitude and longitude lines. Call out the co-ordinates and find them as a class. Independent activity: Children to find and label locations using coordinates. (Amazon Rainforest / Sahara Desert / UK / Australia.	<u>The Equator and Hemispheres</u> Overview: Identify the Equator and understand the division of the Earth into Northern and Southern Hemispheres. Lesson: Show a world map or globe. Point to familiar places (e.g. UK, Africa, Australia). Ask: “Is this at the top or bottom of the Earth?” “How could we describe its position more accurately?” Introduce the term Equator as an imaginary line around the middle of the Earth. Main teaching - Guided Practice: Colour the hemispheres: Provide children with a blank world map. Instructions: Draw or trace the Equator Colour: Northern Hemisphere = one colour Southern Hemisphere = another colour “Which hemisphere is the UK in?” “Which hemisphere is Brazil in?” Activity: Children to label and sort countries into hemispheres. Label whether countries are in Northern or Southern Hemispheres or Eastern or Western Hemispheres. (UK/USA/Kenya/Australia/Brazil etc)	<u>Tropics and Circles</u> Overview: Locate and understand the significance of the Tropics of Cancer and Capricorn, and the Arctic and Antarctic Circles. Lesson: Show images of different places: Desert (hot) Snow/ice (cold) Forest (moderate) Ask: “Why are some places hotter than others?” “Where do you think the hottest parts of Earth are?” Lead into the idea that where you are on Earth affects climate. Discuss The tropics of Cancer (north of the Equator) Tropic of Capricorn (South of the Equator) Explain simply that the sun shines most directly here during parts of the year. Discuss The Polar Circles, Arctic (north) Antarctic (South) Show on map, locate all four lines clearly. Compare their positions relative to the Equator. Children to match and explain climate zones. Tropics = hot and sunny. Polar regions = cold with extreme daylight. Answer questions: Is it near a tropic or polar circle? What climate would you expect there?	<u>Time Zones and the Prime Meridian</u> Overview: Understand the Prime/Greenwich Meridian and how time zones work, including the concept of day and night. Lesson: The Prime Meridian Show a world map and identify Greenwich in London. Explain: The Prime Meridian is an imaginary line running from the North Pole to the South Pole. It is located at 0° longitude. It divides the Earth into the Eastern and Western Hemispheres. It passes through Greenwich, London. Using a globe and torch and under the visualiser: Shine the torch on one side of the globe. Explain that the torch represents the Sun. Rotate the globe slowly. Discuss: The side facing the Sun experiences day. The side facing away experience’s night. Earth takes approximately 24 hours to complete one rotation. Explain: Because the Earth rotates, different parts of the world face the Sun at different times. The world is divided into approximately	<u>Substantive Assessment</u> Children to present a live travel show from Greenwich at 12:00 noon. You need to tell viewers around the world what time it is in different cities. Give pupils a world time zone map and a “Travel Presenter Card” with cities such as: New York (-5) Rio de Janeiro (-3) Cairo (+2) Dubai (+4) Beijing (+8) Sydney (+10) <u>Disciplinary Assessment</u> Using a world time zone map, locate Greenwich and identify two cities that are east of the Prime Meridian and two that are west. Explain the pattern you notice about the times in these places.

			24 time zones. As you move east from Greenwich, the time gets later. As you move west from Greenwich, the time gets earlier. Show examples: London = 12:00 noon/Paris = 1:00 pm /New York = 7:00 am. Pupils complete a worksheet matching cities to their correct time zones and calculating simple time differences.	
longitude, latitude	equator, hemisphere	tropics, polar circles	Prime Meridian, Greenwich Meridian	
Substantive Knowledge				
Latitude measures distance north or south of the Equator. longitude measures distance east or west of the Prime Meridian.	The Equator divides the Earth into the Northern and Southern Hemispheres. The Earth is also split into Eastern and Western Hemispheres to help describe location	The Tropic of Cancer and Tropic of Capricorn mark the regions where the Sun is strongest. The Arctic and Antarctic Circles mark the areas with the coldest climates and extreme daylight changes.	The Prime Meridian divides the Earth into the Eastern and Western Hemispheres and is used to measure longitude. Time zones are used to show different times around the world based on the Earth's rotation.	

Art

As **artists**, children will be studying the contemporary artist Antony Gormley and improving their sculpting skills. Throughout the unit, children will review their work and describe their art using artistic terms and language. They will understand how a piece of art has been made and begin to think about the ‘purpose’ of art and the cultural context of why his sculptures were created. Children will begin by creating a mood board of sculptures, focussing on Anthony Gormley. They will find common links and themes through the art and discuss which elements they might like to include in their own art. Children will work towards creating their own sculpture at the end of the unit.

Curriculum Objective		Prior Knowledge	Disciplinary Knowledge	Substantive Knowledge
- NC1: to create sketch books to record their observations and use them to review and revisit ideas - NC2: to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - NC3: about great artists, architects and designers in history.		- · Sketch books and mood boards. - · Understand different sculpting techniques - · Understand how the world around them can influence their artwork. - · Understanding of tone, tint and shape in painting.	- Use tools to carve and add shapes, texture and patterns	- Antony was born in England, in 1950, and grew up in West Yorkshire. - · He is a sculptor. - · Antony’s work is mainly based on the shapes of the human body. - · He uses concrete, iron and other hard materials in his sculptures. - · His most famous piece of art is the Angel of the North. - · Antony won the Turner Prize in 1994 - · He views the human body as a place, not an object, exploring the human body and it’s relationship to space. - · He places sculptures in unexpected places, for example emerging from the ocean and hanging over the edge of buildings.
Sequence of Learning				Assessment
Overview: Introduce children to their key artist Anthony Gormley, look at contemporary art on a timeline and explore art from this period together. Ideas/Examples: Introduce the cultural context of the artwork. Show the children artistic period on an art timeline. Show/sort art into pieces of art from that period/not in that period. Discuss common themes you can see running through art. Discuss and think about answering the questions: What is the purpose of this art? Why do you think it was created?	<u>What skills and techniques do I need to learn?</u> Overview: Refine techniques of pinching, slabbing and coiling salt dough. Practise creating basic armatures of figures. Ideas/Examples: Use salt dough to practice different clay work techniques. Understand how to use Modroc and practice building up layers over newspaper. Create faces and figures using different materials.	<u>Sketching, designing and planning.</u> Overview: Plan out their artwork, understanding the key themes and reoccurring patterns from Anthony Gormley’s artwork. Ideas/Examples: Look at artists such as Gormley, Hepworth and Henry Moore and their drawings that influence their sculptures. Annotate and label artwork (with specific vocabulary) with their own observations and others critique.	<u>Creation: my final piece.</u> Overview: Create their own sculptures that stands, using armatures and/or frames for their artwork. Ideas/Examples: Create their own sculptures using a choice of material (clay, Modroc or a combination of both). Discuss and review their work, both in progress and when completed, responding to feedback from others.	<u>Substantive Assessment</u> Fact file on Anthony Gormely <u>Disciplinary Assessment</u> Final sculpture

Creation of a mood board for children to understand common themes and elements they might like to include. (include sentence starters for some children)				
Key Vocabulary				
Sculpture, cast	Figure	Space, material	Installation	

Design and Technology

As Designers, pupils develop their understanding of programmable technology through the use of **Micro:bits**. They will learn how to write and edit simple code to control inputs, outputs, and basic functions such as lights, buttons, and sensors. Throughout the unit, pupils will build confidence in designing, testing, and improving their ideas. They will apply their skills to create a simple final product, such as a game, stopwatch, or alert system, using a Micro:bit. By the end of the unit, pupils will understand how coding and physical computing can be used to solve problems and create functional, interactive products.

Curriculum Objective		Prior Knowledge	Disciplinary Knowledge	Substantive Knowledge
NC1: use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups NC2: generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design NC5: investigate and analyse a range of existing products NC6: evaluate their ideas and products against their own design criteria and consider the views of others to improve their work NC11: apply their understanding of computing to program, monitor and control their products.		Children have created code using algorithm on scratch and turtle academy.	Create circuits using electronic kits that employ a number of components (e.g. LEDs, resistors, transistors and chips)	· To know that a microbit is a tiny computer · To know that computers need to be given an algorithm (instructions) in code. · Know that sequence and timing is important when making an animation. · Know that animations create the illusion of movement through still images. · Explain that inputs are data sent to a computer · Explain that outputs are data sent from a computer. · Explain that sensors are inputs that sense things in the real world (light/movement) · Explain that logic is how computers make decisions in code
Sequence of Learning				Assessment
First lessons with MakeCode and the micro:bit micro:bit (microbit.org) - lesson links What is a micro:bit · Name badge Sync microbit to an ipad Explore coding software to create a screen with their name on.	<u>Beating Heart</u> Look at sequences and timing to create a heart animation through still images and loops	<u>Emotion Badge</u> Look at the different inputs— buttons/movements etc Create a different emoji output dependent on the input.	<u>Design and create a game</u> Using learnt coding knowledge, design and create a game to play with a friend	<u>Substantive Assessment</u> Create a labelled diagram and fact file about micro bits. <u>Disciplinary Assessment</u>
Key Vocabulary				
Algorithm, code	Animation, sequence	Output, selection	Logic, testing	To be able to independently code a micro bit to be used as a game.

PE						
Autumn 1: Netball – Invasion Autumn 2 – Athletics – Indoor						
Curriculum Objective				Prior Knowledge	Disciplinary Knowledge	Substantive Knowledge
Autumn A NC2: play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending				· Understanding of the different types of passes · Understanding of the three parts of a netball court · Understanding that you can not move with the ball	· Send and control on the move · Show accuracy · Use evasive strategies · Apply attacking/defensive strategies · Can use basic principles in attack and defence · Can evaluate own performance · Demonstrate teamwork · Know good technique and take off on preferred foot · Combine explosion with control · Demonstrate ability to change speed · Adapt pace to a race situation · Use good technique when throwing	· Chest pass, overhead pass and bounce pass are passes used in netball · The ball goes in the hoop/net to score a point · There are 5 different positions (GA, GD, GS, GK, C) · Attackers shoot and defenders defend the net/hoop
Autumn B NC3: develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics)						
Sequence of learning						
Passing and control	Accuracy	Evasion	Attacking	Attack and Defence	Attack and defence	Substantive knowledge Quiz Disciplinary Assessment Take part in a netball match in a given position and use the correct
Key Vocabulary						
Accurate, control	Steadiness, time	Space, agility	Patience, dummy	Attack, defence	Movement, tactics	
Jumping	Jumping	Sprinting	Running	Endurance running	Throwing	Substantive Assessment Quiz Disciplinary Assessment Use correct techniques to be able to demonstrate ability in various athletic activities
Key Vocabulary						
Explosion	Speed, elastic	Quickness, agility	Target, pace	Adapt, tactic	Pull, sling	

Music						
As musicians we will be Developing skills in pulse, rhythm, ostinato and improvisation, inspired by African drumming (Babatunde Olatunji), alongside learning to sing in a 4-part round. In the second half of the term, we will be exploring how chords (C major & A minor) are used in popular music, understanding musical phrases, and composing short question-and-answer melodies with note values.						
Curriculum Objective			Prior Knowledge		Disciplinary Knowledge	Substantive Knowledge
Pupils should be taught to: - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - improvise and compose music for a range of purposes using the inter-related dimensions of music - listen with attention to detail and recall sounds with increasing aural memory - use and understand staff and other musical notations - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - develop an understanding of the history of music.			Experience of singing as a whole class, including maintaining a simple melody and following a leader. An understanding of basic musical vocabulary such as pulse, rhythm, tempo, pitch, beat and dynamics . Experience of using percussion instruments and body percussion to keep a steady beat. Opportunities to perform simple rhythmic patterns and listen to music from different cultures and genres. Some experience of composing short rhythmic or melodic patterns. Basic knowledge of note values such as crotchets and quavers and simple notation from previous learning. Experience of working collaboratively in musical performances and giving feedback to others.		Listen critically to music and identify musical features such as pulse, rhythm, texture and instrumentation. Maintain a steady pulse while others perform contrasting rhythms. Sing confidently in unison and as part of two-, three- and four-part rounds. Perform and maintain an ostinato independently within a group performance. Improvise rhythmic patterns over a steady beat. Rehearse, refine and evaluate musical performances. Perform as part of an ensemble, adjusting their part to fit with others. Create and develop rhythmic ideas collaboratively. Use musical vocabulary accurately when discussing and evaluating music.	African drumming is an important musical tradition used for communication, celebrations, storytelling and dance. Babatunde Olatunji was a Nigerian drummer and composer known for introducing African drumming to wider audiences. A pulse is the regular steady beat that runs through music. A rhythm is a pattern of long and short sounds played over a pulse. Unison means everyone performing the same musical part together. A round is a song where groups sing the same melody but begin at different times. An ostinato is a repeated musical pattern. Improvisation is music created spontaneously. Layering combines different musical parts to create texture. An ensemble is a group of musicians performing together. Different musical parts can be performed simultaneously while maintaining a steady pulse. Musical performances require listening carefully to others and keeping in time.
Sequence of Learning						
Lesson 1 – Introduction to African Drumming & Unison Singing Singing: Begin learning Dynamite (round version). Practise singing in unison. Listening: Listen to Jin-Go-Lo-Ba (Babatunde Olatunji – Nigerian drumming). Discuss: Instruments heard (drums) Mood and purpose (dance music) Learn about the composer and create a fact file/poster.	Lesson 2 – Pulse & Steady Beat Singing: Continue Dynamite in unison. Listen to full round version (preparation for next week). Listening & Musicianship: Listen to another drumming piece. Practise keeping a steady pulse using: Clapping Body percussion Instruments Emphasise that pulse must stay steady while rhythms change.	Lesson 3 – 2-Part Round & Ostinato Singing: Begin singing in a 2-part round. Experience starting at different times. Listening & Musicianship: Maintain steady beat while listening. Introduce ostinato (repeating rhythm). Perform a model 4-beat ostinato over the music. Composition: Create simple 4-beat ostinatos in pairs/groups. Perform over the music and reflect on effect.	Lesson 4 – 3-Part Round & Improvisation Singing: Progress to a 3-part round. Musicianship: Revisit ostinatos and perform together. Introduce improvisation (making up rhythms on the spot). Use a metronome to keep steady beat. Copy and create improvised rhythms.	Lesson 5 – 4-Part Round & Group Improvisation Singing: Sing in a 4-part round, ensuring groups stay in time. Improvisation: Work in 3 roles: Pulse group – steady beat Ostinato group – repeating rhythm Improvisers – create rhythms freely Rotate roles to develop all skills. Explore layering rhythms together.	Lesson 6 – Final Performance & Improvisation Singing: Perform Dynamite as a 4-part round. Record final performance. Improvisation & Composition: Perform group improvisations over African drumming track. Combine: Steady pulse/ Ostinato/ Improvised rhythms Rotate roles and perform as a class. Record final improvisations.	<u>Substantive knowledge</u> Quiz <u>Disciplinary Assessment</u> Pupils will take part in a final recorded performance consisting of: Dynamite performed as a 4-part round, demonstrating accurate pitch, timing and independent part singing.
Key Vocabulary						

Unison – singing together/ Round – same song sung at different start times/ Part singing – different groups singing different parts/ Ensemble – performing together/ Improvisation – making music up on the spot/ Layering – combining different sounds together/ Pattern – repeated musical idea/ Percussion – instruments you hit, shake or strike					
Lesson 1 – Introduction to Chords (Let It Be) Listening: Listen to Let It Be (The Beatles). Identify the use of C major and A minor chords. Discuss how chords create a calm and emotional mood. Musicianship: Introduce triads (root, third, fifth). Explore playing chords using three notes (C–E–G / A–C–E). Play along to the song using chords.	Lesson 2 – Melody & Phrase Creation Listening: Listen to Don't Stop Believing (Journey). Identify chord changes and overall feel. Musicianship: Explore creating melodies using notes from C major/A minor. Copy short 4-beat phrases played by the teacher. Composition: Create a 4-beat melodic phrase: Use only allowed notes (no F or B) Start on C or E Decide if the phrase sounds finished or unfinished.	Lesson 3 – Question & Answer Phrases Listening: Listen to Don't Look Back in Anger (Oasis). Discuss mood, structure, and chord use. Musicianship: Learn about paired musical phrases: Phrase A = question (unfinished) Phrase B = answer (resolved) Composition: Create: Phrase A (4 beats) Phrase B (4 beats) Ensure Phrase B sounds complete (ending on C or A). Combine phrases with a partner.	Lesson 4 – Adding Note Values Listening: Listen to Wrecking Ball (Miley Cyrus). Discuss tempo, dynamics, and emotional impact. Composition: Add note values (e.g., crotchets, quavers) to phrases. Expand rhythms beyond one note per beat. Begin writing on stave paper. Practise performing phrases smoothly.	Lesson 5 – Final Composition & Performance Listening: Listen to Complicated (Avril Lavigne). Discuss chords, mood, and musical features. Composition: Work in pairs to finalise two-phrase compositions: Include pitch (notes) Include rhythm (note values) Write clearly on stave paper. Performance: Perform compositions to the class. Give peer feedback (what went well, what could improve). Record performances and share.	Substantive Assessment <u>Quiz</u> Disciplinary Assessment Working in pairs, pupils will: 1. Compose a two-phrase melody consisting of: Phrase A (Question) Phrase B (Answer) Include: Appropriate pitches Varied note values and rhythms Clear notation on stave paper Perform their composition to the class.
Key Vocabulary					
Chord – notes played together/ Triad – 3-note chord (root, third, fifth)/ C major (C–E–G) – bright, happy/ A minor (A–C–E) – sad, calm/Crotchet – 1 beat Quaver – ½ beat/ Note values – how long a note lasts/ Stave – lines where music is written					

Religion and Worldviews

In Autumn A, children will take an in depth look at the **Sikh Faith**. They will discover who the founder was, their place of worship, their sacred text, who they worship, their special symbol and will read and understand the story of Guru Nanak and the Boulder.

In Autumn B, children will look at the **Christian faith**. Children will talk about the old testament, and the rites of passage of a Christian life. Towards the end of the term, children will show knowledge and understanding of the special message of peace at Christmas, exploring its significance.

Faith Concept	Prior Knowledge		Substantive Knowledge A		Substantive Knowledge B	
<u>Sikhism</u> reincarnation, sangat, Supreme Truth <u>Christianity</u> Kingdom of God, People of God			· Guru Nanak is the founder of Sikhism and was born in India. · Sikhs worship by praying, meditating and reading from a sacred text. · Sikhs believe in equality, honesty and serving others. · The Khanda is the main symbol of Sikhism. · Sikhs only worship one god.		· The Rites of passage in a Christians life including birth, choice of religion (initiation into the religion), marriage and death · The Old Testament is a significant text in the Christian religion	
Sequence of Learning						
Guru Nanak Who is Guru Nanak and what are the key events in his life. How has he affected people today?	Why does worship matter to Sikhs and where do they worship?	Sikhs worship one god— What do Sikhs believe about Waheguru?	What does it mean to be a Sikh? Why is performing sewa important to Sikhs?	Artefacts and symbols that are important to Sikhs. How do these affect worship, rituals and ceremonies. The Khanda		<u>Substantive Knowledge</u> Quiz <u>Disciplinary Knowledge</u> Create a poster
Key Vocabulary						
Guru Nanak, equality	Gurdwara, worship	Faith, Waheguru	values, community	Khanda, Kara		
What are the rites of passage of a Christian life? (birth, choice, marriage and death)	What are the rites of passage of a Christian life? (birth, choice, marriage and death)	What is the significance of the old Testament?	Start to understand the special message of peace at Christmas	Explore the significance of the special message of peace at Christmas		<u>Substantive Knowledge</u> Quiz <u>Disciplinary Knowledge</u> Create a leaflet
Key Vocabulary						
Rite of passage, baptism	Vows, heaven	Scripture, creation	Saviour	Significance, harmony		

PSHE

Being Me in My World –We will think about what we value most, we will discuss other people who are live different lives within our country and show empathy. I will be able to verbalise how my actions affect both myself and others and will recognise that we can contribute to a group and how to function as a team.

Celebrating Differences - We will be able to show an awareness of our own culture and be aware of our own attitudes towards pope of different races. We will discuss a range of strategies to help us all deal with our own feelings and will make informed decisions about what works for each individual.

Curriculum Objective									Prior Knowledge		Substantive Knowledge A		Substantive Knowledge B		
	R1	R2	R3	R4	R5	R6	R7	R8	<u>Being Me in My World</u> · Know attitudes make a difference to a team · Know what a school community is · Know how groups make decisions and this can be done democratically <u>Celebrating Differences</u> · Know that we can make assumptions about people · Know how to spot bullying and what to do when witnessing it · View can change of people overtime	· A citizen is to be a participating member of a political community · I am responsible for my actions · A reward is given in recognition service, effort or achievement	· Name-calling and rumours can hurt people · There are different types of bullying: verbally, emotionally, physically				
	R9	R10	R11	R12	R13	R14	R15	R16							
	R17	R18	R19	R20	R21	R22	R23	R24							
	R25	R26	R27	R28	R29	R30	R31	R32							
	H1	H2	H3	H4	H5	H6	H7	H8							
	H9	H10	H11	H12	H13	H14	H15	H16							
	H17	H18	H19	H20	H21	H22	H23	H24							
	H25	H26	H27	H28	H29	H30	H31	H32							
	H33	H34	H35												
Sequence of Learning															
<u>Being Me in My World</u>				<u>Being Me in My World</u>			<u>Being Me in My World</u>		<u>Being Me in My World</u>		<u>Being Me in My World</u>		<u>Being Me in My World</u>	<u>Substantive Knowledge</u> <u>Disciplinary Knowledge</u>	
My Year Ahead				Being a Citizen of my Country			Responsibilities		Rewards and Consequences		Our Learning Charter		Owning our Learning Charter		
Key Vocabulary															
Vison				Citizen			Rights		Choices		Collaboration		Motivation		
<u>Celebrating Difference</u> - - Different Cultures				<u>Celebrating Difference</u> - - Racism			<u>Celebrating Difference</u> - - Rumours and Name-Calling		<u>Celebrating Difference</u> - - Types of Bullying		<u>Celebrating Difference</u> - - Does Money Matter?		<u>Celebrating Difference</u> - - Celebrating Difference Around the world		
Key Vocabulary															
Compare				Race			Bullying		Variety		Happiness		Culture		

Computing

In Autumn A, children will be developing their understanding of systems and searching. Learners develop their understanding of computer systems and how information is transferred between systems and devices. Learners consider small-scale systems as well as large-scale systems. They explain the input, output, and process aspects of a variety of different real-world systems. Learners discover how information is found on the World Wide Web, through learning how search engines work (including how they select and rank results) and what influences searching, and through comparing different search engines.

In Autumn B, children will learn about video production,. Learners will learn how to create short videos by working in pairs or groups. As they progress through this unit, they will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video. Learners are guided with step-by-step support to take their idea from conception to completion. At the conclusion of the unit, learners have the opportunity to reflect on and assess their progress in creating a video.

Curriculum Objective		Prior Knowledge		Disciplinary Knowledge		Substantive Knowledge
<u>Autumn A</u> NC4: Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration NC5: Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content <u>Autumn B</u> NC5: Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content NC6: Select, use, and combine a variety of software (including internet services) on arange 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 NC7: Use technology safely, respectfully, and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact		Use appropriate strategies to improve the quality of a search Demonstrate an understanding of how to search for copyright free content.		Demonstrate an awareness of how search results are ranked – e.g. adverts first. Understand that search engines identify key words within websites to draw results. Link understanding of antivirus software to how this protects search results.		· Know that computers can be connected together to form systems. · Understand that computer systems have an impact on human life. · Know that there are numerous search engines that may deliver different results. · Know that a search engine follows rule to rank results. · Recognise that offline advertising is similar to online advertising and how this can bring income to search engines. · Explain that video is a visual media format · To know that a high angle is used to make a subject look smaller and a close up technique is used to focus on one person and captures their expressions. · To know that zooming is good for filming wildlife. · Editing is used to create interesting footage that has numerous filming techniques used. · Unwanted filming can be removed through editing.
Sequence of Learning						
<u>Systems</u> To explain that computers can be connected to form systems	<u>2.Computer Systems and Us</u> To recognise the role of computer systems in our lives	<u>Searching the Web</u> To identify how to use a search engine	<u>Selecting Search Results</u> To describe how search engines select results	<u>How Search Results are Ranked</u> To explain how search results are ranked	<u>How Searches are Influenced?</u> To recognise why the order of results is important, and to whom	<u>Substantive knowledge</u> Kahoot Quiz <u>Disciplinary knowledge</u>
Key Vocabulary						Create a “how to guide” on understanding search engines and what influences these.
Systems	Sensors	Search engine	Refine	Index	Selection	
<u>.What is Video?</u> To explain what makes a video effective	<u>2. Filming Techniques</u> To use a digital device to record video	<u>. Using a storyboard</u> To capture video using a range of techniques	<u>4. Planning a video</u> To create a storyboard	<u>5.Importing and editing videos</u> To identify that video can be improved through reshooting and editing. Complete filming	<u>6.Video Evaluation</u> To consider the impact of the choices made when making and sharing a video	<u>Substantive knowledge</u> Hot task

Introductions to video and different editing techniques. Children will explain/analyse and compare different video examples.	Discuss and explore different filming techniques such as, close up, mid range, high angle, low angle etc.	Create a story board video using, static, zoom and pan and tilt, evaluate which of these methods is best suited for different types of footage.	Children to plan a theme, script and filming techniques for their video. (Inspired by Dan TDM) Begin filming, editing and evaluating quality throughout.	and use editing software (imovie/capcut) to edit final product.	Edit video, cutting, deleting and trimming and reordering videos as necessary. Share these videos with the class for self and peer evaluation.	<u>Disciplinary knowledge</u> Peer and self-evaluation when watching everyone's videos as a class.
Key Vocabulary						
Panning	Static	Storyboard	Edit	Trim	Review	

Languages

During the Autumn term, Year 5 pupils will continue developing their British Sign Language (BSL) skills through engaging, practical activities. In Autumn 1, children will learn signs related to months and seasons, enabling them to talk about the time of year, weather changes, and seasonal events. In Autumn 2, they will build on this knowledge by exploring seasonal topics, using BSL to describe activities, celebrations, weather, and traditions associated with different times of the year. Throughout both units, pupils will develop their confidence in signing, improve their communication skills, and expand their BSL vocabulary.

Curriculum Objective		Prior Knowledge		Disciplinary Knowledge		Substantive Knowledge
NC1: listen attentively to spoken language and show understanding by joining in and responding NC3: engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* NC12: understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.				Understand and follow the conventions of BSL, including the importance of eye contact, facial expressions, body language and clear signing. Communicate information using appropriate BSL vocabulary related to months, seasons and seasonal events. Ask and answer simple questions in BSL, such as <i>"When is your birthday?"</i> and <i>"When is Christmas?"</i> Recall and accurately perform signs from memory. Use BSL to engage in short conversations with partners and within groups. Recognise that BSL has its own grammar and structure which may differ from spoken English. Interpret and respond to signs used by others. Develop fluency, confidence and accuracy when signing. Show respect for Deaf culture and understand BSL as an important language used within the Deaf community. Evaluate and improve their own signing through practice, feedback and assessment activities.		British Sign Language (BSL) is a language used by many Deaf people in the UK. BSL uses handshapes, movements, facial expressions and body language to communicate meaning.
Sequence of Learning						
<u>Introduction to BSL</u> Pupils will learn the conventions of BSL and the importance of looking at people whilst speaking, signing slowly and clearly. Ideas/Examples: Unit ‘What is British Sign Language?’ Introduction lesson	<u>Months of the Year</u> Pupils will learn how to sign the months of the year. Ideas/Examples: Video – Months and Seasons part 1 – Children to watch and repeat signs for months of the year. Mini quiz - ask children different questions such as when their birth month is, when Christmas is etc. Children to respond	<u>Months of the Year practice</u> Begin with a quick recap of the month signs learned previously using flashcards or a teacher-led signing activity. Play "What's the Month?" where the teacher signs a month and pupils identify it. Introduce question and answer practice using prompts such as: - When is your birthday? - What month is Christmas? - What month is Halloween? - What month do we celebrate Easter? Partner Interview Activity: Children work in pairs asking and answering questions about birthdays and favourite months using BSL.	<u>Months and Seasons</u> Pupils will learn how to sign the seasons. Ideas/Examples: Video – Months and Seasons part 1 - recap–signs for months of the year. Children to sign “when is your birthday” to a partner and respond. Children to sign the seasons of the year – say what months are in each season. Flashcard activity.	<u>Months and Seasons – practice</u> Begin with a warm-up activity recapping the signs for the 12 months of the year. Recap the sign for "When is your birthday?" and allow children to ask and answer in pairs. Introduce and practise the signs for: - Spring - Summer - Autumn - Winter Watch a video demonstrating the season signs and encourage children to copy with accurate handshape and facial expression. Season Sorting Activity: Give children month cards and ask them to place them under the correct season heading.	<u>Assessment</u> Pupils will be given a range of Months of the year and seasons to understand and say to each other. Ideas/Examples: Use the ‘games’ as whole class assessment. All pupils to use Ipad to complete ‘Homework Quiz’ as an end of unit assessment	<u>Substantive knowledge</u> Kahoot quiz <u>Disciplinary knowledge</u> Practice signing with a partner
Key Vocabulary						

BSL – British Sign Language	September, October	Autumn, Winter	December, July	Spring, Summer	Assessment	
<u>Introduction to holidays...</u> Learn signs for popular holidays including Birthday, Christmas, Easter, New Years, Bonfire Night etc. Ideas/Examples: Video – seasonal part 1 – Watch and repeat signs. Teacher to ask children questions such as “when do we set off fireworks ... when do we eat chocolate eggs” etc. Children to sign answer	<u>Seasonal events</u> Be able to ask other children when a seasonal event is. Ideas/Examples: Video – seasonal part 1 recap. Recap signs from last week and be able to ask another child when something is – Have an events calendar to support. Flash card match up activity.	<u>Seasonal events Practice</u> Begin with a recap of signs from previous lessons (months, seasons and seasonal events). Display a large classroom calendar with months labelled. Give children picture cards of seasonal events (Christmas, Easter, New Year, Bonfire Night, Valentine’s Day, Mother’s Day, Halloween, birthdays). Children work in pairs to place events in the correct month on the calendar. Once completed, pupils use BSL to ask and answer questions, for example: • “When is Christmas?” • “When is Bonfire Night?” • “When is your birthday?”	<u>Seasonal greetings</u> Children to know phrases for different seasons – be able to say ‘Happy Birthday, Happy Mother’s Day etc’ Ideas/Examples: Put all together – Teacher to say a month- children to sign an event from that month, teacher to repeat that event and children to then reply with “Happy....”.	<u>Seasonal greetings practice</u> Begin with a recap of months, seasons and seasonal event signs from previous lessons. Introduce and practise seasonal greetings such as: • Happy Birthday • Happy Mother’s Day • Happy Father’s Day • Happy Easter • Happy Christmas • Happy New Year Watch a video demonstration and encourage children to copy the signs accurately, paying attention to facial expressions and clarity. Greeting Match-Up: Children match event cards to the correct greeting cards (e.g., Birthday → Happy Birthday). Event and Greeting Circle Game: Teacher signs an event and pupils respond with the appropriate greeting sign.	<u>Assessment</u> Pupils will be given a range of seasonal holidays to understand and say to each other Ideas/Examples: Use the ‘games’ as whole class assessment. All pupils to use Ipad to complete ‘Homework Quiz’ as an end of unit assessment	<u>Substantive knowledge</u> Kahoot Quiz <u>Disciplinary knowledge</u> Practice signing a conversation with a partner
Key Vocabulary						
Holidays	Birthdays	Events	Greetings	Seasonal	Assessment	