



Freedom

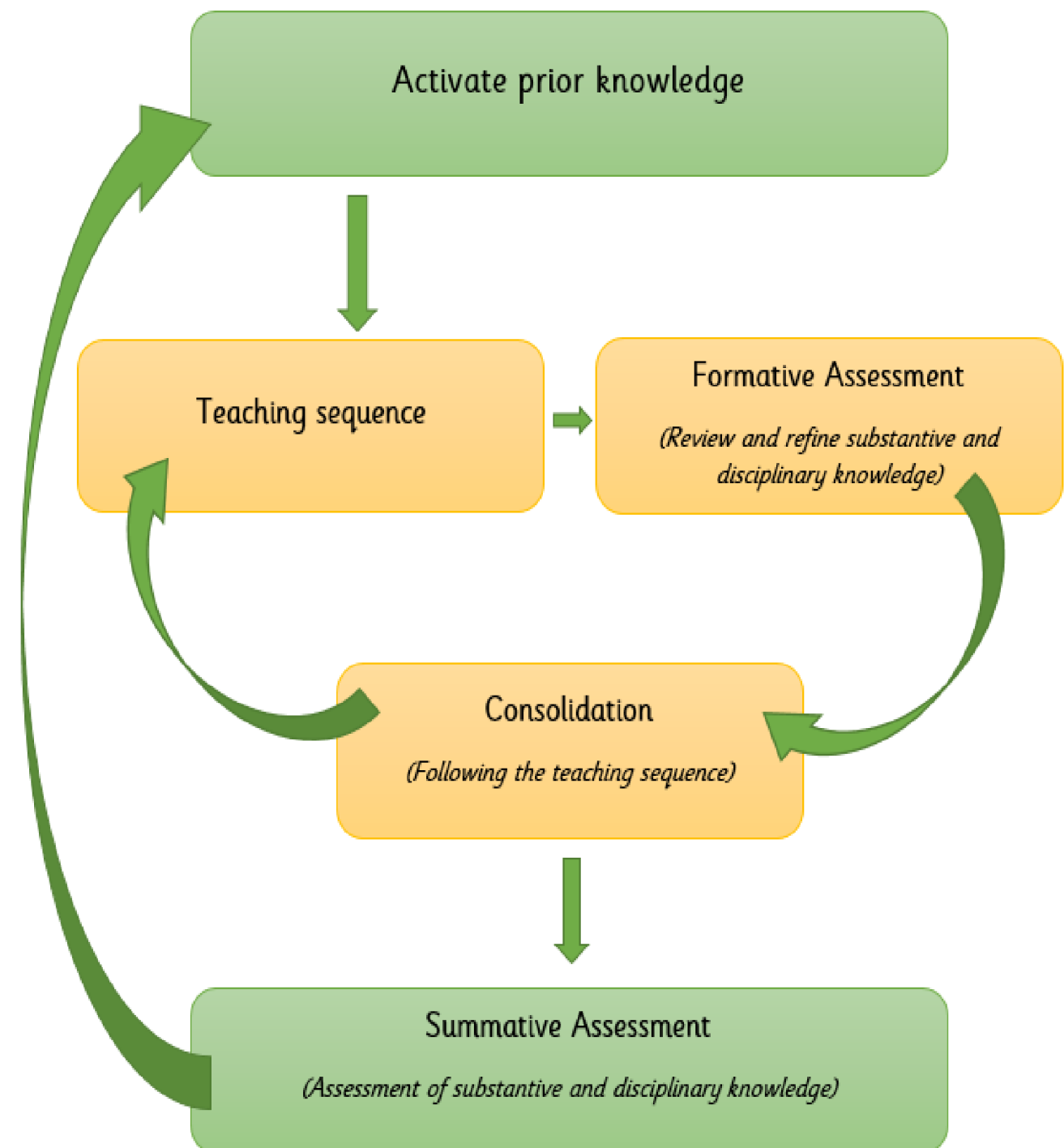


Slavery – William Wilberforce Year 6

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



Learning and Teaching Sequence



Science						
As scientists, pupils develop a detailed understanding of the human circulatory system and how it supports the body in this animals including humans unit. They will explore the structure and function of the heart, blood, and blood vessels, and investigate how lifestyle choices can affect overall health. Through practical investigations and discussions, pupils will build on their knowledge of human biology and learn how to care for their bodies.						
Curriculum Objective			Prior Knowledge		Disciplinary Knowledge	
NC1: identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood NC2: recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function NC3: describe the ways in which nutrients and water are transported within animals, including humans			(Year 3 and 4) Children will have learnt about keeping healthy in Y3 and Y4. In Y4, they will also have learnt about the digestive system which briefly introduces how nutrients are absorbed into the body.		- Working scientifically; Planning different scientific enquiries to answer questions Taking measurements using a range of scientific equipment. Record data using a range of scientific equipment. Report and present findings, showing conclusions, casual relationships. - Scientific Enquiries: To interpret data collected and analyse findings/patterns To independently choose and use a range of sources to research questions that arise from enquiries.	
Sequence of Learning						
<u>What is the circulatory system?</u> Overview: Pupils are introduced to the circulatory system, including the heart, blood vessels, and blood. They learn how these parts work together to transport substances around the body. Lesson: Review the working scientifically skill with children and keep referring back to it. Ask children- what do you think the circulatory is? Gather ideas together. Look at the circulatory system with the class and discuss the different parts of it. Children then label the diagram on the slide and then watch the video linked in the slides. Ask the chn: how do you think blood moves around the body? Make it clear to chn as they are looking at the circulatory system that it doesn't matter where they start, they will always end back where they started. Ask chn to create be the 'different' parts of the system and act it out. Activity: The children are to label the heart, lungs, and blood vessels (arteries and veins) on their activity worksheets, and explain the processes that occur at each stage. Use the example to model how to complete the activity.	<u>How does our heart work?</u> Overview: Children explore the structure and function of the heart, understanding how it pumps blood around the body and keeps oxygen and nutrients moving. Lesson: Introduce the main focus of the lesson: three main parts of the circulatory system: heart, blood and blood vessels. Show chn how big their heart is and where it is in their bodies. Look at the cross-section diagram of the human heart. Point out the 4 chambers: 2 atria (plural is atria) at the top and 2 ventricles at the bottom. Use the arrows on the diagram to explain how blood enters the right and left atria. When it contracts, it pushes the blood out of the two atria into the two ventricles, then around the body and lungs. Also, point out the structures between the atria and ventricles that prevent blood from flowing backwards. Go through with chn how to make a model heart. Activity: The children are to identify each part of the circulatory system on their activity worksheets and sort it in two ways: first by the type of structure it is (organ, vessel or liquid) and then by the job it does (for example, pumping, carrying, exchanging or transporting substances). Children name each part of the circulatory system, sort it by structure and function and then reflect on how the system works together.	<u>How does exercise affect my heart rate?</u> Overview: Pupils carry out investigations to measure their heart rate before, during, and after exercise. They learn how physical activity strengthens the heart. Lesson: Explain what a pulse is and its role. Chn follow instructions on how to find their heart rate. Establish that the pulse they feel is blood being pumped through their blood vessels. Tell chn that they will be answering the question: How does exercise affect my heart rate? Go through how to complete the investigation and focus on creating a prediction paragraph with the class. Go through the controlled variables, and what they will be changing (decide in their partners). Chn can also decide on the question that they will be answering from multiple choice. Activity: Chn to complete their investigations, writing a short method, results and conclusion. Use scaffold sheets where necessary.	<u>What does the blood transport around the body?</u> Overview: This lesson focuses on the role of blood in carrying oxygen, nutrients, water, and waste products to and from different parts of the body. Lesson: Ask chn what a body needs to stay alive. Show chn the different organs and ask what their role is. Encourage chn and guide them into understanding that they need oxygen, nutrients, water and waste product, depending on the organ. Explain using simple diagrams or a slide. Blood carries: Oxygen – from lungs to cells (needed for energy) Nutrients – from digested food (e.g., glucose, vitamins) Water – helps cells function properly Waste products – e.g., carbon dioxide and urea (to be removed) Use a simple flow chart if necessary: Lungs → blood → body cells Digestive system → blood → body cells Cells → blood → lungs/kidneys Activity: “Blood Delivery Role Play” Resources: cards labeled: oxygen, nutrients, water, waste, lungs, heart, cells, kidneys Assign pupils roles: Blood (delivery person) Body parts (lungs, cells, kidneys, etc. Pupils physically pass “items” around the classroom: Oxygen from lungs → cells	<u>How can I live a healthy lifestyle?</u> Overview: Pupils explore how diet, exercise, sleep, and hygiene contribute to maintaining a healthy body and circulatory system. Lesson: Discuss w/chn what they think a healthy life style is and the meaning of ‘reliable’. Read through the information and discuss with chn that over time scientists have studied how the food we eat, how much exercise we do and our lifestyle affects our health. Go through each section and help chn to understand how all these things impact us. Activities: Task one- chn to use a paper plate a build a ‘healthy’ plate that could be eaten for any meal. Use a combination of drawings and writing to represent the balanced meal. Task two- (main) chn to create a ‘healthy me’ action plan. This could give them a plan for; exercise, meals, sleep and screen time. Chn can annotate round their plan to show why their choices support good health. OPTIONAL EXTRA: complete health surveys for data analysis of the class. Fill in information for sleep, exercise, fruit/vegetable intake and create a whole class graph. Could be completed over a couple of weeks or a month to show improvements.	<u>What can damage our health?</u> Overview: Children learn about factors that can negatively affect health, such as smoking, poor diet, lack of exercise, and substances harmful to the body. Lesson: Ask chn what they think a drug is. Collect ideas from chn and present on a spider diagram. Challenge misconceptions and give chn the scientific definition for drugs. Go through the difference between legal drug and illegal drugs. Watch video on ppt slides that introduce the chn to 3 legal but potentially harmful drugs. Go through alcohol, caffeine and smoking on ppt, explaining how they affect the body in different ways. Activities: Task one- read each clue again, decide whether it relates to alcohol, nicotine or caffeine, and place the cards on the sorting table on their activity 1 worksheets. Collect feedback from the class before displaying answers on the following slide. Task two- chn work in groups and work through one drug at a time and use the table on their activity 2 worksheets to classify the clues into five categories: short-term effects, long-term effects, body systems affected, behavioural impacts and other notes. Task three- create a case file for each drug on their activity 3 worksheets.	<u>Substantive Assessment</u> Hot task based on substantive knowledge <u>Disciplinary Assessment</u> Single page spread

			Nutrients from digestive system → cells Waste from cells → kidneys/lungs			
circulatory blood vessel	arteries veins	pulse heart rate	oxygen vitamins	healthy medication	overweight alcohol	
Substantive Knowledge						
The circulatory system is made up of the heart, blood, and blood vessels. The circulatory system transports oxygen, nutrients, and other substances around the body.	The heart is a muscle that pumps blood around the body. It beats continuously to keep oxygen and nutrients moving.	Exercise makes your heart beat faster to supply more oxygen to muscles. Regular exercise helps make the heart stronger and more efficient.	Blood carries oxygen and nutrients to body cells. It also removes waste products like carbon dioxide.	A healthy lifestyle includes a balanced diet, regular exercise, and enough sleep. Keeping clean and active helps the body and circulatory system work well.	Smoking, poor diet, and lack of exercise can harm the body. Harmful substances can damage the heart and circulatory system.	

Science					
As Scientists , pupils develop their understanding of electricity by exploring how circuits work and how different components function within them. They will learn to draw and interpret scientific circuit diagrams using standard symbols and investigate how changing variables, such as voltage, affects circuit outputs like brightness. Pupils will also build their scientific enquiry skills by planning and carrying out fair tests, recording results, and writing clear conclusions. The unit concludes by linking electricity to real-world energy sources, including renewable and non-renewable energy.					
Curriculum Objective			Prior Knowledge	Disciplinary Knowledge	
NC1: associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit NC2: 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 NC3: use recognised symbols when representing a simple circuit in a diagram			(KS1) Electricity is not taught as a discrete topic in KS1 however some children may have looked at which items use electricity in other curriculum areas (e.g. Toys topic in history) (Year 4) During the unit on electricity, children may have learnt to sort common electrical appliances into battery and mains powered; construct simple series circuits containing a variety of components. They may be able to identify whether or not a bulb will light in a simple series circuit and put forward ideas to fix incomplete circuits. The children may have conducted investigations to discover which materials make good insulators and designed and tested their own switches.	Working scientifically: To interpret data collected and analyse findings/patterns To use test results from comparative and fair tests to recognise the scientific evidence that supports or refutes ideas to then lead into further questions and tests. Plan different types of scientific enquiries and control variables where necessary. To independently choose and use a range of sources to research questions that arise from enquiries. Scientific enquiries: Create their own conclusion using point, evidence and explanation. Ensure the children link to their prior knowledge. Independently understand what can be done to improve an investigation next time	
Sequence of Learning					
<u>How do I draw a scientific diagram of a circuit?</u> Overview: Pupils learn to represent circuits using standard scientific symbols and practise drawing clear, accurate circuit diagrams. Lesson: Pull together chns current knowledge of circuits. Clarify that they understand how to build a circuit and that all components must be linked, with an energy source, to work (review of Year 4 knowledge). Chn create circuit.	<u>How does voltage in a circuit affect the brightness of a bulb?</u> Overview: Children investigate how changing the number of cells (voltage) impacts the brightness of a bulb, recognising patterns in results. Lesson: Introduce the chn to voltage. Explain that it is described as the ‘push’ that makes the electrical current flow around the circuit. Images show different cells/batteries showing different voltages. We look at how voltage can	<u>How do I plan a fair test experiment to investigate variations in how components function?</u> Overview: Pupils plan their own investigations, identifying variables to change, measure, and keep the same to ensure a fair test. Lesson: Remind chn of the different components of the circuit, with written symbols and what they do. Explain to chn that they will be changing and testing one variable, but it is there choice with their	<u>How do I write a conclusion for my investigation?</u> Overview: Children learn how to interpret their results and write clear conclusions, linking findings to their original question. Lesson: Give chn a made-up experiment and ask what they can see. (Make sure that there are some anomalies to the results so we can reference this in our conclusion.) Model how to write a conclusion for the results, using scientific	<u>What is renewable and non-renewable energy?</u> Overview: Pupils explore different energy sources used to generate electricity, distinguishing between renewable and non-renewable types and considering their environmental impact. Lesson: Show chn different sources of energy. Ask them to sort them into categories by asking questions: Where does electricity come from? Which of these might run out one day? Which of these	<u>Substantive Assessment</u> Hot task based on substantive knowledge <u>Disciplinary Assessment</u> Single page spread

Introduce chn to the different drawings for the components. Guide them on drawing the circuit they have created, modelling the use of a ruler and putting the symbols in the exact order that they have created their circuit with. The children are to spot the mistakes in the circuit diagrams on the slide. Activity – Chn are to use the electrical components on their component symbol worksheet to make the circuits listed on their activity worksheets and draw accurate circuit diagrams using the correct symbols.	be increased by combining cells together. Go through class ppt for a guided investigation. 1. Chn write a question to investigate and a prediction about what will happen to the brightness of a bulb if they increase the voltage in a circuit on their activity worksheets. 2. Chn write down what variables there might be in this investigation on their activity worksheets. 3. Chn complete the investigation and record their results on their activity worksheets. 4. Guide chn on writing a conclusion for the investigation (PEE). Use this teaching time to begin enforcing what chn will be doing more independently later through the term.	partner what they want to investigate. Show chn the different questions they have the option to investigate and ask them to choose, thinking about the equipment they will need. Reiterate w/chn what a fair test is and why this is needed. Activity: 1. Chn to write which variables they will be changing. 2. Chn to write their short prediction (modelling first) on what they think will happen when the variable is changed. 3. Chn complete investigation in partners, writing their results as they go. Reiterate the importance of this as they will be using the results of this to write their conclusions next week.	language, sentence starters and PEE throughout. Activity: chn to write their own conclusion for the investigation they completed last week. Model with chn how to use each sentence starter to build their conclusion, looking at their results. Pick up on the anomalies in their results and include those in their conclusions. Guide chn on whether or not it fulfilled their predictions and model how to explain why/why not it worked, referencing work they have previously completed or seen.	could be used again and again? Introduce and teach that: Renewable energy comes from sources that are naturally replaced. Non-renewable energy comes from sources that will eventually run out. Discuss the different renewable energy sources (solar, wind, hydroelectric, geothermal, biomass). Discuss the different non-renewable sources (coal, oil, gas). Activity: Fill in table. chn to be given lots of different energy sources to sort in to renewable and non-renewable. They also decide if each source has a low or high environmental impact. Then think of one advantage and one disadvantage for each source. Answer the questions: Which energy source is best for the environment? Which energy source provides the most reliable electricity? Should the UK use more renewable energy? Why?	
motor buzzer	voltage flow	brightness fair test	conclusion prediction	renewable non-renewable	
Substantive Knowledge					
Circuit diagrams use standard symbols to represent components. A complete circuit must form a closed loop for electricity to flow.	Increasing voltage makes a bulb brighter. More cells in a circuit provide more energy to the components.	A fair test changes only one variable at a time. Other variables must be kept the same to ensure accurate results.	A conclusion explains what the results show. Good conclusions use evidence from the investigation.	Renewable energy sources can be replaced naturally (e.g. wind, solar). Non-renewable energy sources will run out over time (e.g. coal, oil).	

History				
As historians we will be studying slavery and the influence of William Wilberforce. Children will be answering the question, ‘How did William Wilberforce change history?’ focussing on the substantive concepts of society and culture and power and democracy and the disciplinary concepts of chronology, constructing the past and interpreting the past.				
Curriculum Objective		Prior Knowledge	Disciplinary Knowledge	Sources of Evidence
NC5: a local history study NC6: a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066		Handle and use primary and secondary sources to find out about a period studied in order to make comparison and find out information about the past. Use a range of sources/evidence to build up a picture of the past, beginning to evaluate Describe different account of a historical event, explaining the reasons why the accounts may differ. Suggest causes and consequences of some of the main events and changes in history.	- Handle and use Primary and Secondary sources and start to compare accounts of events using different sources - Analysis and evaluate a wide range of evidence to justify claims about the past - Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children - Ask and answer questions to analyse and evaluate changes in history and the significance on Britain. - When studying a period of time, compare and contrast how this relates to modern day Britain - Describe changes over time, linked to the period being studied	<u>Primary Sources-</u> William Wilberforce house. Extracts from former enslaved people’s narratives (age-appropriate) Images of slave ship plans Historical maps of the triangular trade Plantation records or advertisements Olaudah Equiano’s autobiography (simplified extract) Abolition campaign poster or medallion image William Wilberforce speech extract (adapted) Extracts from slave narratives/testimonies <u>Secondary Sources</u> Textbook extracts Information sheets Educational videos (BBC Bitesize article) Historian-written summaries
Sequence of Learning				Assessment
<u>What Was the Transatlantic Slave Trade?</u> Overview: Children are introduced to the transatlantic slave trade, exploring what it was, how it worked, and its impact on enslaved people and society. Lesson: Display two images: A historical slave ship diagram and a page from a modern history textbook. Ask chn which source they think was created during the time of the slave trade? Which one was created later? Introduce the definitions of primary and secondary sources, and the different examples of each. Teach the Transatlantic Slave Trade. Explain that between the 1500s and 1800s millions of African people were forcibly taken from their homes and transported across the Atlantic Ocean. Use a map to explain the Triangular Trade: first journey (Europe to Africa), second journey (Africa to Americas), third journey (Americas to Europe). Discuss the separation of families, loss of freedom, harsh working conditions, long-term effects on societies and cultures and the importance of learning from previous history. Activity: Give chn different event cards to sequence and help them to understand the impact on enslaved people. Discuss: What happened first? What happened next? Answer in books- Who	<u>Who Was William Wilberforce and What Did He Do?</u> Overview: Children learn about William Wilberforce’s life, his role as an MP, and his campaign to abolish the slave trade. Lesson: <u>Use information gathered at William Wilberforce’s house if possible.</u> Explain to chn that they are investigating William Wilberforce and his campaign. Provide chn with some information cards but also questions to answer, QR codes and videos to gather information from. Ask chn to work as a team to create a timeline of his life and work. Once complete, discuss: what role did Wilberforce have? What challenges did he face? Why did his campaign take so long? Activity: Create a double page spread in books. Answer the enquiry question: Who was William Wilberforce and what did he do? Include- Who was William Wilberforce? His role as an MP. Why he wanted the slave trade to end. Actions he took to campaign against it. What he achieved. Give chn sentence	<u>What Was Life Like for Enslaved People and How Did They Resist?</u> Overview: Children explore the daily lives of enslaved people, their culture, and the ways they resisted oppression. Lesson: Clarify on key words of oppression and resist. Show a diary of what an enslaved person might be expected to do on a daily basis. Share photographs of the enslaved people working and how they would have been treated. Explain that although enslaved people were treated unfairly and denied their freedom, they showed great courage and resilience. They maintained their cultures, supported one another, and found ways to resist slavery. Give chn some examples of daily life cards and ask them what the resistance could have been. Then give chn the resistance cards and ask them to match the resistance to the daily life. Reiterate and discuss with chn that resistance does not always mean fighting and the resistance was shown in lots of different ways. Ask them which ones they thought were the most common/least common and why.	<u>How Do We Know About Slavery and Abolition?</u> Overview: Children explore how historians learn about slavery and abolition through sources such as testimonies, documents, and artefacts. Lesson: Display three images- photo of the Brookes slave ship diagram, a modern history textbook page, an abolition medal showing “Am I Not a Man and a Brother?”. Ask chn which sources they think are primary and which are secondary (review from previous learning). Explain that historians cannot talk to people who lived hundreds of years ago, so they must use evidence. Show examples and discuss: testimony, ship diagram, artefact, speech, textbooks. Discuss and ask- do all sources tell the whole story? Can sources be biased? Why do historians compare different sources? Explain that we always look at different sources because one source alone cannot tell us everything. Main task (in books): chn rotate round different stations looking at different sources of evidence.	<u>Substantive and Disciplinary Assessment</u> Timeline highlighting key dates and events to include where William Wilberforce and the Slave Trade fits in with British and world history.

benefited from the trade? Who suffered because of the trade? Chn create an information page in their books answering What was the Transatlantic Slave Trade? Must include: What is was, where it took place, the meaning of the middle passage, what happened to enslaved Africans and the impact on people's lives. Use the sentence starters: The transatlantic slave trade was... It connected... Enslaved Africans were... The Middle Passage was... This trade affected people because...	starters and suggested sections (Who was he? Why did he campaign? What did he do? What changed because of his work?)	In book activity: chn to record the daily life and then the resistance that might have taken place. Chn the rank the different forms of resistance from 'most courageous' to 'least courageous' and explain next to each one their reasoning. Discuss with chn: Why was preserving culture an important form of resistance? **cut and stick and then explain their most courageous reasoning.	Source station 1: diary extract from Olaudah Equiano. Questions- what does this source tell us? How might Equiano have felt? Source station 2: Brookes ship diagram. Questions- what can we learn about conditions onboard? Why might abolitionists have used this image? Source station 3: Wedgwood medallion. Questions- what message is it trying to share? Who might have seen it? How could it encourage people to oppose slavery? Source station 4: modern textbook extract. Questions- What information does it provide? Where did the author get their information from? For all sources, chn answer: primary or secondary source? What does it tell us? What doesn't it tell us? How useful is it? When chn back together, ask them which source helped them learn the most about slavery and abolition? Groups can nominate one piece of evidence and present their opinion.	
transatlantic effect	governance abolish	diversity tolerance	accomplishment determination	
Substantive Knowledge				
The transatlantic slave trade forced millions of African people across the Atlantic to work as enslaved labourers. The slave trade used a triangle route between Europe, Africa, and the Americas to trade goods and people.	William Wilberforce was a Member of Parliament who campaigned to end the slave trade. He played a key role in the law passed in 1807 that abolished the transatlantic slave trade in Britain.	Enslaved people faced very harsh conditions, working long hours with little freedom or rights. They resisted in different ways, such as keeping their culture, slowing work, and escaping or rebelling.	Slave ship records and logs – show how many people were transported and the conditions on board. Plantation records – reveal the work, treatment, and lives of enslaved people.	

Geography

As **geographers**, pupils deepen their understanding of global climate zones and explore how these influence biomes and vegetation belts, with a particular focus on South America. They will investigate how physical geography shapes environments, studying diverse regions such as rainforests, deserts, and grasslands. Pupils will also develop their map skills by identifying locations and comparing different regions across the continent.

Curriculum Objective		Prior Knowledge		Disciplinary Knowledge	
NC1: locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 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) NC4: understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America NC5a: describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle NC6: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		NC5b: describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. NC6: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied NC7: use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world		Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps) Use the eight points of a compass, four-figure grid references, symbols and a key to communicate knowledge of the United Kingdom and the world Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).	
Sequence of Learning					Assessment
<u>Climate Zones</u> Overview: Identify and describe the main climate zones of the world and locate them in South America Lesson: Which Climate Am I? Display clues one at a time: "I am very hot and wet all year." "I am freezing for most of the year." "I receive very little rainfall." "I have warm summers and cool winters." Chn discuss with partners and guess the climate zone. Assess chns current understanding by asking these qus: What is the difference between weather and climate? Where might we find very hot climates? Why are some places colder than others? Introduce the main climate zones and explain that climate is the average weather of a place over a long period. (Tropical = hot and wet all year, Arid = very dry with little rainfall, Temperate = mild temps with four seasons, Mediterranean = hot, dry summers, mild wet winters and Polar = extremely cold with ice and snow. Look on a world map showing different climate zones and then focus on South America. Amazon Rainforest → Tropical Atacama Desert (Chile) → Arid Southern Chile → Temperate	<u>Exploring South American Biomes</u> Overview: Understand what a biome is and identify key biomes in South America. Lesson: Ask chn, where would it live? Show pics of: jaguar, camel, penguin, llama, sloth. Ask which environment each animal might live in, what clues tell us this and how the environments are different. Introduce the term biome and explain a biome is a large area of the world with similar climate, plants and animals. Discuss with chn how different climates create different biomes. Explain that biomes are regions with similar: Climate, Vegetation, Animal life. Climate largely determines which biome develops. Using a map, locate each biome and discuss why it occurs there. Key question: Why does the Amazon Rainforest look different from the Atacama Desert? (link climate and rainfall to vegetation). Main activity: Put chn into groups. Give each group a different biome card. Each group then needs to find: Climate, plants, animals, location in South America. Groups then become experts on their biome to present	<u>Vegetation Belts and the Amazon</u> Overview: Explore vegetation belts and focus on the Amazon Basin as a case study. Lesson: Show images of: desert cactus, tropical rainforest, grassland, coniferous forest and tundra. Ask chn: What plants can you see? Which places might be hot or cold? Why do different places have different plants? Introduce vegetation belt and explain that a vegetation belt is an area where similar types of plants grow because they share similar climate conditions. Discuss how rainfall and temperature affect what plants can survive. Explain that vegetation belts are regions (areas) grouped by the type of plant life that grows there. Give examples of Tropical rainforest, grassland, desert, temperate forest and tundra. Focus on the Amazon Basin. Locate the Amazon Basin on a map of South America. Discuss:Found mainly in Brazil but stretches across several countries, Lies close to the Equator, Hot and wet throughout the year, Contains the world's largest tropical rainforest, Home to an incredible variety of plants and animals. Introduce the different layers and show a diagram of the different layers, showing the plants and animals that live	<u>Mapping and Comparing</u> Overview: Use maps, atlases, and digital tools to compare climate zones and biomes across South America. Lesson: Display a map of South America. Ask chn: Which countries can you identify? Where is the Amazon Rainforest? Which areas might be hot and wet? Which areas look dry? Show climate and biome maps side by side. Ask chn: What do you notice about the places where rainforests are found? Use this opp to recap previous lessons on climate zones, biomes and vegetation belts. Explain that geographers use: Maps, Atlases, Digital mapping tools, Satellite images to identify patterns and relationships. Model and guide: Amazon Basin- Tropical climate zone, Tropical rainforest biome, High temperatures and rainfall Atacama Desert- Arid climate zone, Desert biome, Very little rainfall Southern Chile- Temperate climate zone, Temperate forest biome, Cooler and wetter conditions Discuss: What links can you see between climate and biome? (Different climates create different biomes because plants and animals adapt to the conditions available.)	<u>Substantive Assessment</u> EOU quiz and assessment in books <u>Disciplinary Assessment</u> Give chn: Climate zone map, Biome map, Atlas , Digital maps (Google Earth/Google Maps), Blank comparison grid and ask them to answer key question: How does climate affect the biomes found across South America? Choose two contrasting biomes and investigate biomes, climate zones, rainfall, temperature and vegetation. Chn to then interpret patterns and answer: What is similar about these regions? What is different? Which region receives more rainfall?	

Southern Argentina → Cool temperate Andes Mountains → Varied mountain climates Ask chn why they think there are so many different climate zones? Activity 1: Give chn climate zone description cards. Chn to identify the climate zone, match it to a picture and then place it on a world map. Activity 2: Chn receive a blank map of South America. Create a colour-code for climate zones and a map key, identifying these areas: Amazon Rainforest, Andes Mountains, Atacama Desert, Argentina, Brazil. Annotate maps with climate characteristics. **pre-labelled map, use of sentence starters. Finishing questions: Which climate zone is found around the Equator? Which South American region is a desert? Which climate zone is the coldest? Which climate zone does the Amazon Rainforest belong to? Why might South America have different climates?	to the rest of the class. As each group presents, the class completes a comparison table. **Key vocab word bank, sentence stems. Finishing: Chn to be given clues and be able to correctly identify each biome. Biome Mystery Read clues aloud: Mystery 1: Hot all year, Heavy rainfall, Home to jaguars and sloths Answer: Tropical Rainforest Mystery 2, Very little rainfall, One of the driest places on Earth Answer: Atacama Desert Mystery 3: Found high in the Andes, Cooler because of altitude Answer: Mountain Biome	there. Ask chn: Why can so many plants grow in the Amazon Basin? (high temperatures, heavy rainfall and year-round growing conditions.) Main activity: 1. Using information sheets, pupils complete a fact file including: location, climate, types of vegetation, interesting plant species, why vegetation grows well there. 2. Chn label the four different rainforest layers, and detail the plants and animals that may live there with annotations. 3. Chn answer the question: Why would it be difficult for plants to survive in a desert but easy to survive in the Amazon Basin? ** simplified fact sheet, key vocab mat, sentence starters Finishing: play true or false for each statement: 1. A vegetation belt is an area with similar plant life. 2. The Amazon Basin is a desert. 3. The Amazon lies close to the Equator. 4. Rainforests receive very little rainfall. 5. Climate affects what vegetation can grow. Ask chn to finish the sentence: “The Amazon Basin is an important vegetation belt because...”	Main activity: Chn to investigate two contrasting regions of South America using atlases and digital maps. They can choose from: Amazon Basin and Atacama Desert, Amazon Basin and Southern Chile, Brazilian Savanna and Andes Mountains. Using maps and digital tools, pupils find: Climate zone, Biome, Temperature characteristics, Rainfall characteristics, Vegetation present. Give grids to fill in as comparisons if necessary. Chn then answer: How does climate affect the biome found in each region? ** pre-selected maps with key features more easily identifiable or labelled, simplified comparison sheet, vocab banks with definitions and sentence stems. Finishing: Chn display their books and comparisons. Chn go on walk rounds and identify: one similarity between regions, one difference between regions, one example showing how climate affects a biome. Potential class discussion: which climate zone and biome combination did you find the most interesting and why?	How has climate influenced the vegetation? What evidence supports your conclusion?
altitude, arid	biome, ecosystem	vegetation belt, deforestation	digital mapping, interpret	
Substantive Knowledge				
Climate zones are areas of the Earth with similar temperature and weather patterns. Climate is strongly influenced by location, especially distance from the Equator.	A biome is a large region with similar climate, plants, and animals. South America includes biomes such as rainforest, savanna, and desert.	Vegetation belts are regions where certain plants grow due to climate conditions. The Amazon rainforest is a tropical biome with high rainfall and rich biodiversity.	Maps help us locate and compare different regions of the world. Places can be compared based on climate, physical features, and vegetation.	

Art

As **artists**, children will be studying the artist David Wojnarowicz, from the Contemporary period. They will begin by understanding where the art period lies on an artistic timeline, to help them understand cultural context of their work. Children will discuss common themes they can see through the art work and create a mood board of his work, thinking carefully about the purpose and why the art has been created. Children will then move on to refining their skills in hatching and cross hatching, focusing on create tone using different pencils. They will then plan their own work, thinking about a narrative they would like to use and linking their work to this. Finally, children will create their own piece of work, combining both a narrative they have written in school and their portraits, either of themselves or someone else. They will display their art work in a 'gallery' style format and critically evaluate both their own and others art work.

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.	• Use hard and soft lines to highlight fine detail • Use shading, hatching and crosshatching to create tone and texture through different light and shadow effects • Draw in proportion.	• Experiment and create different effects with pencils, chalks, pastels, charcoal and inks. • Use hard and soft lines to reflect attention to background and foreground • Select from a variety of shading and tonal techniques to show mood and atmosphere • Develop composition by using techniques to show foreground, middle ground and background. • Use B, 2B, 3B, 4B, 5B and 6B pencils to show line, tone and texture. • Draw face and figures in proportion. • Understand when to use different pencils depending on the circumstance.	• David Wojnarowicz was a contemporary artist who died in 1992. • David's art was a combination of painting, drawing and narratives. • David liked to tell personal stories with his art. • Wojnarowicz's art often protested against injustice and discrimination. • His artworks often included bold, sometimes shocking imagery. • Wojnarowicz is remembered as an important voice in art and activism.
Sequence of Learning			
<u>Taking inspiration and understanding my artist.</u> Overview: Introduce children to their key artist David Wojnarowicz, the art period contemporary on a timeline and explore art from this period together. Lesson: -Introduce the cultural context of the art work. - Show artistic period on an art timeline. - Show/sort art into pieces of art from that period/not in that period (could include multiple art periods covered to sort, ¾ groups). - 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 cross hatching, hatching and creating tone using different pencils. Lesson: -Refine and practise the use of pencils and other mediums to experiment with cross hatching, hatching and stippling. - Understand the effect of using different pencils to create tone and shade. Main activity: Practise adding tone to a given portrait/object.	<u>Sketching, designing and planning.</u> Overview: Plan out their art work, understanding the key themes and reoccurring patterns from David Wojnarowicz's art work. Lesson: - Chn will plan their own art work, taking inspiration from David Wojnarowicz. They will think about their narrative and then create a portrait linked to that. -Experiment with basic drawings and planning of art. -Annotate and label artwork with key ideas. -Discuss and critically review their work, both in progress and when completed, identifying	<u>Creation: my final piece.</u> Overview: Creation of their work, taking inspiration from their key artist David Wojnarowicz. Use a narrative (personal or English work) as the background. Create a portrait of themselves or someone relevant to the narrative in the foreground. - Use sketching, hatching/cross hatching to create tone and texture in art work. - Discuss and critically review their work, both in progress and when completed, identifying where feedback would be helpful to them to develop further. - Host an 'art gallery' in the classroom and hall for final pieces.
Assessment			
<u>Substantive Assessment</u> Create a single page information page on David Wojnarowicz. <u>Disciplinary Assessment</u> Final piece of work, their own narrative and portrait to			

Main activity: Creation of a mood board for children to understand common themes and elements they might like to include.		where feedback would be helpful to them to develop further.		
Key Vocabulary				
Activism, Identity	Discrimination	Symbolism	Collage, Awareness	

Design and Technology				
As designers we will broaden our understanding of mechanical and electrical systems We will research and develop our knowledge and understanding of gears and pulleys and will use them in our electrical system design. We will test and evaluate the use of our gears and pulleys and make any adjustments which are needed.				
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 NC3: select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 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 NC9: understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] NC10: understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]	• Measure and mark out to the nearest centimetre • Cut materials accurately and safely by selecting appropriate tools • Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). • Use materials to drill, screw, nail and glue materials to make and strengthen • Choose suitable techniques to construct and repair items	• Develop a range of practical skills and knowledge of how to create products – cutting, drilling and screwing, nailing, gluing, filing and sanding • Choose suitable materials and techniques to construct an intended product	• Wooden structures are reinforced with triangular structures. • Pulleys and motors can be attached with a drive belt. • Pulleys change the direction of force to make it easier to move objects. • A mechanical system is a set of related parts or components used to create movement.	
Sequence of Learning				Assessment
1. Research. Children will create a research board on different gears and pulleys they see in real life contexts. Children will then label the different elements that they can see.	2. Techniques and skills. Children will explore the different ways that a pulley can be created. They will create simple pulley systems and evaluate which ones they think are the most effective.	3. Designing and creation 1. Children will design a motorised pulley system with a partner. They will evaluate their own and others pulleys and write what they will change for their second attempt. Children will design a car that their motorised pulley will push.	4. Designing and creation 2. Children will create a motorised pulley with a partner, thinking carefully about the what they wrote in their evaluation and acting upon this. Children will create a final pulley and evaluate. Children will design a car that their motorised pulley will push.	Substantive knowledge Evaluate effectively against a success criteria that has been pre-agreed. Disciplinary knowledge Test their pulleys in groups.
Key Vocabulary				

Motor, pulley	Rotate, axle	Chassis, gear	Component, evaluation	
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PE						
Autumn 1: Games – 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				- To know how to send and control a move - To be able to use correct technique to show accuracy - To be able to use evasive strategies - To apply attacking and defensive strategies. - To be able to react to an attack - To participate in a game	- To be able to execute basic skills consistently. - To be able to have some creative inout into a creation of a game. - To be able to demonstrate leadership and evaluation skills. - To be able to evaluate own performance in a game. - To be able to participate effectively in a game situation.	- To kick you use your legs - To control a ball you use your feet and eye coordination. - To attack and defend you need two teams - For jumping your legs are the main body part to do this. - To land your feet will be spread out - For running your legs and arms are the main body part for this - To throw you will use your arms and throw over your head.
Autumn B NC3: develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics)						
To refine basic skills	To develop a new invasion game	To develop a new invasion game	To develop a new invasion game	To perform skills in a game situation.	To refine basic skills	Substantive knowledge To play a game of football with year 5. Disciplinary knowledge To explain their new invasion game to year 5.
Key Vocabulary						
Communication	Enthusiasm	Cooperation	Input	Teamwork	Communication	
To select appropriate skills for events.	To develop jumping technique.	To select and apply appropriate technique.	To improve on a performance. To show determination.	To run for an extended period of time.	To select appropriate skills for events.	Substantive knowledge To have small competitions within the class. Disciplinary knowledge To explain and perform to another year group the techniques they have learnt.
Key Vocabulary						
Competitiveness	Agility	Speed	Precision	Technique	Competitiveness	

Music						
As musicians we will be exploring the history and cultural origins of Gospel music, understanding its key musical features (e.g. call and response, harmony, rhythm), and composing and performing an original Gospel-inspired song. In the second half of the term, we will be						
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.					• Identify and describe musical features of music, such as harmony, rhythm, choir singing, and call and response. • Compare traditional and modern songs using appropriate musical vocabulary. • Gather information about the history and development of music. • Use musical terminology accurately when creating presentations, videos, and discussions about music. • Plan and create original songs using conventions of the genre, including verses, choruses, meaningful lyrics, and call-and-response structures. • Develop musical ideas that communicate emotions, experiences, and messages. • Sing and perform music with expression, rhythmic accuracy, and confidence. • Use features such as clapping, foot-stomping, steady pulse, and group participation to enhance performance.	Autumn A: • Gospel music originated from African American spirituals and Christian church traditions. • Call and response is a key musical feature of gospel music. • Gospel music has evolved over time while keeping its core messages. • Rhythm, harmony, and group participation are essential elements of gospel performance. Autumn B: • Rock music developed from Blues music and has changed over time. • Rock and Metal share some musical features but have distinct characteristics. • Rock and Metal songs often reflect personal, social, and emotional themes. • Music technology can be used to create and develop Rock and Metal compositions.
Sequence of Learning						
Lesson 1 – Introduction to Gospel Music History	Lesson 2 – Gospel History Video Project	Lesson 3 – Comparing Traditional & Modern Gospel	Lesson 4 – Call and Response & Song Planning	Lesson 5 – Writing a Gospel Song	Lesson 6 – Refining, Performing & Adding Rhythm	<u>Substantive knowledge</u> Knowledge quiz using key vocabulary and musical concepts. <u>Disciplinary Assessment</u> Plan and create original songs that demonstrate understanding of genre conventions. Maintain a steady pulse and use performance techniques such as clapping, foot-stomping, dynamics, and ensemble participation effectively.
Music History & Listening: Learn about the origins of Gospel music: Roots in African American spirituals and church music Connection to hymns and religious traditions Explore how Gospel developed into modern styles influenced by R&B and Hip Hop Listen to a range of traditional and modern gospel songs to identify key features. Make notes to support future tasks.	Music History & Media: Use knowledge from Lesson 1 to create a group information video about Gospel music. Include: Historical context Key musical features Audio clips/images Spoken explanations Focus: Using key vocabulary (e.g. spirituals, choir, harmony, call and response) Planning through a storyboard.	Listening & Appraising: Compare: Amazing Grace (traditional gospel) Blinded by Your Grace (Stormzy – modern gospel influence) Discussion: Similarities and differences: Message and meaning Musical style Use of harmony and rhythm Key Learning: Gospel music can evolve but still keep its core messages and features.	Listening & Singing: Listen to modern gospel songs used in films. Identify call and response. Singing: Practise Oh Happy Day using call and response. Composition (Planning): Explore gospel phrases (emotion vs message). Create a mind map for own gospel song: Personal experiences Gratitude Hope or challenges	Composition: Begin writing own Gospel-inspired song: Verse – tells a story Chorus – repeated message of hope Include: Emotional or meaningful lyrics. Possible call and response sections Performance Options: A cappella (voices only) With instrumental backing	Warm-up: Explore gospel clapping and foot-stomping rhythms. Learn how rhythm supports energy and participation. Composition & Performance: Refine songs by adding: Clapping patterns Foot stomping Strong steady beat Final Outcome: Perform original Gospel songs. Emphasise expression, group participation, and rhythm.	
Key Vocabulary						
Gospel music – religious music rooted in African American culture/ Spirituals – early religious songs sung by enslaved people/ Hymn – religious song/ Genre – type of music/ A cappella – singing without instruments/ Groove – repeated rhythmic feel/ Clapping/stomping – percussive elements in gospel						
Lesson 1: History of Rock & Metal	Lesson 2: Listening & Appraising	Lesson 3: Lyrics, Context & Research	Lesson 4: Writing Lyrics	Lesson 5: Exploring GarageBand	Lesson 6: Composition & Evaluation	<u>Substantive Assessment</u> Listening test identifying genre features. Written or verbal explanation comparing genres and their historical development.
Pupils learn how Rock and Metal music developed from Blues music. Explore how music changed over time (1950s → modern day).	Listen to a range of Rock and Metal songs. Compare styles, instruments, and mood. Prepare questions for a visitor (Mrs Lomax) about:	Study 6 key songs: Sweet Child O’ Mine Rooster Livin’ on a Prayer Weak Ace of Spades	Pupils write their own verse and chorus. Link lyrics to Rock/Metal themes such as: Big emotions Freedom and individuality Friendship or belonging Speaking up or change	Pupils begin creating their own track using GarageBand: Record spoken lyrics first Add layers (drums, guitar, bass, effects)	Continue developing compositions Layer multiple sounds Include lyrics within the track Share music with a partner for peer feedback. Reflect on what worked well and what could be improved.	

Identify key characteristics of Rock (guitars, steady beat) and Metal (heavier, louder, faster). Focus: Origins, timeline, musical roots	How the music evolved Differences between Rock and Metal Influential bands/artists Focus: Active listening and discussion	The Trooper Research: Lyrics meaning Historical/social context Create a poster or booklet showing findings. Identify musical features in each piece. Focus: Meaning, research, musical analysis	Encourage creativity and personal expression. Focus: Creativity and song writing	Experiment with sounds and structure. Focus: Music technology and experimentation	Focus: Final composition and evaluation	<u>Disciplinary Assessment</u> Plan and create original songs that demonstrate understanding of genre conventions. Maintain a steady pulse and use performance techniques such as clapping, foot-stomping, dynamics, and ensemble participation effectively.
Key Vocabulary						
Riff – A short, repeated musical phrase/ Distortion – A rough, gritty guitar sound used in rock/metal/ Layering – Combining multiple sounds or tracks/ Composition – Creating original music/ Appraising – Listening and evaluating music/ Context – Background or meaning behind a song						

Religion and Worldviews

In Autumn A, children will take an in depth look at the **Islamic 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 The Crying Camel.

In Autumn B, children will look at the **Christian faith**. Children will talk about significant women in the Bible, Christian values, what stewardship means and how Christians express their beliefs. Towards the end of the term, children will understand and explain some of the different perspectives surrounding the special event of Christmas.

Faith Concept		Prior Knowledge	Substantive Knowledge A	Substantive Knowledge B
<u>Islam</u> Tawhid, Salah Ummah <u>Christianity</u> Trinity Sin Covenant Miracle The Fall			- Tawhid is the oneness of Allah and is central to all Muslim belief. - Muhammad was born in around AD570 into the Quraysh tribe in Arabia. At this time, people worshipped many gods within their tribes. - Following the Night of Power, Muhammad began preaching, which made the leaders of Makkah angry. - Muhammad taught Muslims that they should believe in one God, Allah. - Isa, Ibrahim and Musa preceded Muhamad. - The five pillars are shahadah, salat, zakat, sawm and hajj.	- Mary of Nazareth and Ruth the Moabite were significant woman from the bible. - Christian stewardship is the idea that Christians are responsible for using and maintaining the gifts that God has given them in a way that is faithful and responsible. - Christians express their beliefs through worship, charity, prayer, bible reading and pilgrimage.
Sequence of Learning				
<u>Founder of Islamic faith and place of worship.</u> Ask chn what they know about Islam and Muhammad (pbuh). What do Muslims believe? What do they think tawhid is? Explain to chn that tawid is the oneness of Allah and is central to all Muslim belief. Explain to chn explicitly the difference between Allah and the Prophet Muhammad (pbuh). Show chn the key events in the life of Muhammad (pbuh). Give key moments to chn on cards and ask them to order them again. Discuss with chn why they think these moments are key and important to Muslims. What does it mean to be a Muslim? What is the impact of Muhammad's life and teaching on people day-to-day? Where do Muslim values come from? Discuss the rituals and ceremonies that are part of Muslim life, and how this must impact them on a day-to-day basis. Activity in books: 1. Chn to create a timeline/order the key events of Muhammad's (pbuh) life and then choose two events and discuss why they are significant to Muslims. 2. Choose one ritual that Muslims have and discuss why they do this and the impact it may have on the life daily.	<u>Sacred text and who they worship.</u> Ask chn who is important to them, apart from their family. Explain that in religion, the followers are taught that some people are important to that religion because of significant impacts they may have had in the religious book or timeline. Explain to chn that we are looking at three important people in the first part of the lesson, that are significant to Muslims. Chn will be answering the qu: How are Isa, Ibrahim and Musa important to Muslims? For Muslims, Isa, Ibrahim and Musa are all very important prophets of Allah (God). Isa (Jesus) – Muslims believe Isa was a prophet and messenger of Allah. He taught people to worship God and showed kindness and compassion. Muslims respect him greatly. Ibrahim (Abraham) – Known as the "Father of the Prophets", Ibrahim showed complete faith and obedience to Allah. Muslims remember his willingness to follow God's commands and see him as a model of faith. Musa (Moses) – Musa was sent by Allah to guide the Israelites. Muslims believe he received God's message and helped free his people from oppression. He is one of the most frequently mentioned prophets in the Qur'an. Activity: Chn to create information page in their books about the three prophets. Provide chn with images and give creative freedom. <u>Part 2: What is the meaning of ummah?</u> Explain that Ummah is the worldwide community of Muslims . Explain it is important because it encourages Muslims to help and support each other, it creates a sense of belonging and unity. Muslims believe they are part of one community that worships Allah together. It refers to all Muslims being united by their faith in Allah, no matter their country, language, or culture. Ask: What part does Wudhu play in worship? Explain: Wudhu is a special washing Muslims do before	<u>Part 1: Special symbols to the Islamic Faith</u> Key question: What are the Five Pillars and how do they help Muslims express their faith? Go through the five pillars with chn: The Five Pillars of Islam are the five main duties that Muslims try to follow in their lives: Shahadah (Faith) – Believing and saying: "There is no god but Allah, and Muhammad is His messenger." Salah (Prayer) – Praying five times a day to worship Allah. Zakah (Charity) – Giving money to help people who are poor or in need. Sawm (Fasting) – Fasting during the month of Ramadan, which means not eating or drinking during daylight hours. Hajj (Pilgrimage) – Travelling to Makkah (Mecca) once in a lifetime if they are able to do so. Explain that they follow as these are the most important parts of their religion (link to Christianity, ten commandments) and the pillars are how they show commitment to social and global issues (talk about how each one is linked to social and global issues and discuss with chn). Talk in more detail about Hajj and the significance of this (costs, saving up, once in a life time trip, the belief they are going to see a prophet). Activity: Chn to label the five pillars, explain what they mean, and then write how they are linked to global and social issues. Could	<u>4. Read, understand and retell the The Crying Camel.</u> Display the question: "How should humans treat animals? Why?" Discuss different answers with chn. Tell them that today we are listening to a story called The Crying Camel. Use the link at the bottom of the planning page and chn watch video. Go through the key points of the video and then ask chn what the key message of the story is. Key messages of the story are: Muslims believe that: - Animals are creations of Allah. - Humans have a responsibility to care for them. - Kindness should be shown to all living things. - Cruelty to animals is wrong. Discussion Questions Why do you think the camel was crying? How did the Prophet show compassion? What does this story teach Muslims? How can we show kindness to animals today? Activity: Children create a 6-panel comic strip showing: The camel looking sad. The Prophet noticing the camel. The Prophet comforting it.	<u>Substantive Knowledge</u> A Kahoot quiz (teacher made) <u>Disciplinary Knowledge</u> A Create a poster to show knowledge

	prayer (Salah). It helps Muslims: Clean their body before worshipping Allah, prepare their mind and heart to pray, Show respect when talking to Allah in prayer. Activity: Chn to create a short video explaining the process of Wudhu. Chn can research this independently or be given cards to order.	be a layered activity in books. <u>Part 2: What is significant about Lailatul Qadr?</u> Explain to chn that Lailatul Qadr is Lailatul Qadr (The Night of Power) is one of the most important nights in Islam. Muslims believe that it is the night when the first verses of the Qur'an were revealed to Prophet Muhammad (PBUH) by the Angel Jibril (Gabriel). Ask chn why they think this might be significant? Tell them it happens during the last ten nights of Ramadan. Muslims believe that worship on this night is better than a thousand months. It is a special time for prayer, reading the Qur'an, and asking Allah for forgiveness. Muslims believe that Allah's mercy and blessings are especially great on this night. Discuss with chn what they think Muslims might pray for on this night. Record findings as a class.	The owner arriving. The Prophet speaking to the owner. The owner caring for the camel properly. Extension: Add speech bubbles and explain the lesson learned. Finishing: "The story of the Crying Camel teaches us that..."	
Key Vocabulary				
Tawhid , Ummah, shahadah, salat, zakat, sawm and hajj, prophet				
Sequence of learning				
<u>Significant women in the bible</u> Ask chn: Who is a woman or girl who is inspiring to you? What qualities make them inspiring to you? Collect chns thoughts and ideas. (If chn don't, give them ideas like brave, kind, caring, honest, determined, strong etc.) Explain that many women in the Bible showed these qualities and are remembered for their important roles. Go through each woman and give key points: Mary, Mother of Jesus Chosen by God to be the mother of Jesus. Showed faith and trust in God. Christians admire her obedience and devotion. Esther Became queen of Persia. Risked her own safety to save the Jewish people. Remembered for bravery and leadership. Ruth Stayed loyal to her mother-in-law Naomi. Demonstrated kindness and faithfulness. Her story teaches loyalty and commitment. Mary Magdalene Followed Jesus and supported his ministry. Was one of the first people to see the risen Jesus. Seen as an important witness to the Resurrection. Deborah Judge and leader of Israel.	<u>Where Do Christian Values Come From?</u> Display the following words: Kindness – Honesty – Respect – Forgiveness – Love – Fairness. Ask chn: which of these values are most important in our class? Explain that values are beliefs and principles that help people decide how to behave. Ask chn where they think people get their values from? Collect ideas. Introduce the key question for the lesson and ask chn: Where do Christian values come from? Go through these key points: Sources of Christian Values 1. The Bible Christians believe the Bible is God's word and teaches people how to live. Examples: Love one another. Tell the truth. Help those in need. Forgive others. 2. The Teachings of Jesus Jesus taught values through: Stories (parables) His actions His teachings Examples: The Good Samaritan → kindness and compassion	<u>Christmas story- different perspectives.</u> Display a picture of a Christmas nativity scene. Ask chn: "Who can you see in the picture?" Go through each of the people seen. Ask chn: "Would all of these people have felt the same about the birth of Jesus?" Introduce key question: How did Mary and the Three Kings experience the first Christmas? Mary's Perspective Discuss: Mary was visited by the Angel Gabriel. She was told she would be the mother of Jesus. She travelled to Bethlehem. Jesus was born in a stable. How Mary Might Have Felt • Surprised • Nervous • Confused • Proud • Hopeful • Blessed Why Mary is Important Christians believe Mary showed: Faith Trust in God Obedience Courage	<u>Christmas story- different perspectives.</u> Display a picture of a Christmas nativity scene and recap from last week- who can we see in the image? Explain that today chn will explore the Christmas story through the eyes of: • Herod the Great (King) • A Shepherd Create a quick class mind map of possible feelings for each character. Discuss with chn each character: Herod the Great • Powerful king ruling Judea. • Heard that a new "King of the Jews" had been born. • Worried he might lose his power. • Felt threatened and fearful. Shepherd • Ordinary worker looking after sheep. • Visited by angels. • Told about Jesus' birth. • Felt amazed, excited and joyful. Ask chn why the two characters would have felt so differently. Complete hot seating with the class for each character. Ask the questions: Questions for Herod	<u>Substantive Knowledge</u> B Teacher made kahoot <u>Disciplinary Knowledge</u> B Chn make ppt to show knowledge

Helped guide and lead God's people. Known for wisdom and courage. Activity: Create a poster on one of the women that includes: Who was she? What did she do? Which qualities did she show? What can people learn from her today?	The Lost Son → forgiveness Feeding the 5,000 → generosity and service 3. The Ten Commandments The Ten Commandments provide guidance about: Respect Honesty Worship Relationships Common Christian Values: Love, Forgiveness, Compassion, Respect, Justice, Service, Peace. Activity: Provide groups with Bible stories or story cards: The Good Samaritan The Lost Son (Prodigal Son) Feeding the 5,000 Zacchaeus Jesus Washing the Disciples' Feet Each group completes a "Value Detective Sheet." Fill in: what happened in the story, what value it is teaching us and the evidence that tells us this from the story.	The Three Kings' Perspective Explain: The Wise Men saw a special star. They travelled a long distance to find Jesus. They believed Jesus was an important king. Gave gifts of: Gold, Frankincense, Myrrh How the Kings Might Have Felt • Curious • Excited • Determined • Amazed Why They Are Important The Wise Men recognised that Jesus was special and came to honour him. Activity: Children choose either: Mary One of the Three Kings They write a diary entry describing the first Christmas from that person's point of view.	How did you feel when you heard about Jesus? Why were you worried? What did you think the wise men knew? What might happen if another king appeared? Questions for the Shepherd What were you doing when the angels appeared? Were you frightened? What did you think when you saw Jesus? Why did you tell others about what you had seen? Main activity: chn choose either King Herod or the Shepherd and write a diary entry from their perspective. Chn should include the main events and thoughts and feelings. Give sentence stems and model for both before chn complete their activity.	
Key Vocabulary				
Significant, stewardship, maintaining, perspectives				

https://www.google.com/search?q=crying+camel+story&rlz=1C1GCEA_enGB1182GB1182&oq=crying+camel+story&gs_lcrp=EgZjaHJvbWUyBggAEEUYOTIICAEQABgWGB4yCAGCEAAyFhgeMggIAxAAGBYyHjIICAQQABgWGB4yCAGFEAAyFhgeMg0IBhAAGIYDZIAEGIoFMgcIBxAAGO8FMgoICBAAGKIEGikF0gEIMzY2NWowajeoAgiwAgHxBa1Lp0G_NShe&sourceid=chrome&ie=UTF-8#fpstate=ive&vld=cid:9693f388,vid:_bN7KIMmwlc,st:0

PSHE

Being Me in My World - In this unit, pupils explore their role in their class, school, and wider world. They develop an understanding of rights and responsibilities, set personal goals, and learn how their actions affect others. Pupils also explore rules, fairness, and teamwork, while considering how they can contribute positively as global citizens. By the end of the unit, they will feel confident in their identity and understand how to make a positive difference.

Celebrating Differences - In this unit, pupils learn to value diversity and respect differences between people. They explore equality, challenge stereotypes, and understand the impact of bullying. Pupils also develop empathy, build positive relationships, and learn how to promote inclusion and kindness in their community.

Curriculum Objective									Prior Knowledge			Substantive Knowledge A			Substantive Knowledge B		
	R1	R2	R3	R4	R5	R6	R7	R8	Being me in my world - Know all about responsibilities and how we are responsible for many different things - Know what a charter is and the importance these have - Understand what a citizen is and my responsibility as a citizen Celebrating Difference - Know what bullying is and the different types - Understand different cultures of the world	- All children have universal rights. - Rights come with responsibilities. People have a responsibility to respect the rights of others and contribute positively to their community. - Our choices and actions can affect other people, both locally and globally. - Rewards and consequences are linked to behaviour. - Democracy allows people to have a voice in decision-making. - Goals can help us achieve success and overcome challenges.	- People have different ideas about what is ‘normal’. - Differences can affect how people are treated. - Bullying often involves an imbalance of power. - People bully for different reasons, but bullying behaviour is never acceptable. - People with disabilities can achieve remarkable things and make valuable contributions to society. - Difference can be both a source of challenge and a source of celebration.						
	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> My year ahead				<u>Being Me in My World</u> Being a global citizen 1			<u>Being Me in My World</u> Being a global citizen 2		<u>Being Me in My World</u> The learning charter		<u>Being Me in My World</u> Our learning charter		<u>Being Me in My World</u> Owning our learning charter	<u>Substantive Knowledge</u> Quiz from class teacher <u>Disciplinary Knowledge</u> Create a city charter as a school			
Key Vocabulary																	
Goals				Choice			Wants		Behaviour		Rights		Laws				
<u>Celebrating Difference</u> Am I normal?				<u>Celebrating Difference</u> Understanding difference			<u>Celebrating Difference</u> Power struggles		<u>Celebrating Difference</u> Why bully?		<u>Celebrating Difference</u> Celebrating difference		<u>Celebrating Difference</u> Celebrating difference	<u>Substantive Knowledge</u> Quiz from class teacher <u>Disciplinary Knowledge</u> Create a poster all about celebrating difference			
Key Vocabulary																	
Perception				Diversity			Control		Recipient		Achievement		Celebration				

Computing

In **Autumn A**, children will think about communication and collaboration. Learners explore how data is transferred over the internet. Learners initially focus on addressing, before they move on to the makeup and structure of data packets. Learners then look at how the internet facilitates online communication and collaboration; they complete shared projects online and evaluate different methods of communication. Finally, they learn how to communicate responsibly by considering what should and should not be shared on the internet.

In **Autumn B**, learners will be introduced to creating websites for a chosen purpose. Learners identify what makes a good web page and use this information to design and evaluate their own website using Google Sites. Throughout the process, learners pay specific attention to copyright and fair use of media, the aesthetics of the site, and navigation paths.

Curriculum Objective		Prior Knowledge		Disciplinary Knowledge		Substantive Knowledge	
Autumn A 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 NC6: 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 NC7: Use technology safely, respectfully, and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact Autumn B 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 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 NC7: Use technology safely, respectfully, and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact		- To be able to understand the components. - To be able to research the physical and electronic components. - To consider how larger computer systems work. - To reflect on how computer systems can help them. - To use a range of search engines . - To know how a webpages’ content can influence where it is ranked in search results.		- To be able to apply understanding to IP addresses. - To be able to understand what a packet of data is. - To be able to modify and re-use work done by someone else. - Understand copyright rules. - Understand different methods of communication.		- IP address is an internet protocol address which is a unique - numerical identifier for every - device or network that connects to the internet. - Packet data is a unit of data made into a single package that travels along - Copyrighting is the exclusive and assignable legal right, given to the originator.	
Sequence of Learning							
<u>Internet protocols</u> - explore what is necessary for effective communication and the importance of agreed protocols.	<u>Data packets</u> - children will transfer an image over the internet and understand the key parts of a packet.	<u>Working together/shared working</u> - children will complete a collaborative project, editing each others work online.	<u>Internet communication</u> -children will categorise different types of internet communication and will understand which are the safest.			Substantive knowledge Children will explain what a protocol is, what a data packet is, and give one safe way to communicate online. Disciplinary knowledge Give children this real-world scenario: Your class is working online with another school to create a shared presentation. Children then: explain how protocols, data packets and safe communication would help the project succeed.	
Key Vocabulary							
Protocol	Data packet	Collaborative	Internet communication				
Sequence of Learning							
<u>What makes a good website?</u> - Children will review and understand what a good website looks like and discuss what their own would look like.	<u>Design/copyright</u> - children will design their own websites and look at different lay out features available. Children will understand the concept of copyright and discuss whether it is wrong or right.	<u>Design</u> - Children will create their own websites and review them as they are working.	<u>Hyperlinks</u> - children will view their websites from different perspectives - Children will create hyperlinks to their own websites.		-	Substantive knowledge Explain three features of a good website. Then explain what copyright is and why it is important when creating a website.	

Key Vocabulary						<u>Disciplinary knowledge</u> Look at a website (or a peer’s website) and evaluate it (teacher choice of 3). Explain what has been done well and suggest one improvement. Comment on the layout, use of hyperlinks, and whether any copyright issues might arise.
HTML	copyright	Web content	Navigation pack			

Languages Autumn 1 Recap Greetings Autumn 2 Recap Family and Friends						
Curriculum Objective		Prior Knowledge		Disciplinary Knowledge		Substantive Knowledge
NC4: speak in sentences, using familiar vocabulary, phrases and basic language structures NC5: develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* NC10: write phrases from memory, and adapt these to create new sentences, to express ideas clearly.						- We know how to communicate respectfully to people who use signs to speak - I know how to sign a greeting. - I know how to sign a conversation using greetings. - I know how to sign greetings in BSL. - I know how to sign key family members. - I know how to sign who is in my family. - I know how to sign who my friends are. - I know how to sign family and friends in BSL
Sequence of Learning						
Overview: 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	Overview: Review all greetings from KS1/2- what do you remember? (hello, goodbye, please, thankyou, sorry, repeat, good morning, good afternoon, good evening, see you soon, how are you? I’m fine) Ideas/Examples: Video – Greetings part 1: Pupils to use greetings with a partner – teacher could shout out a greeting and pupils sign the correct one.	Overview: Children to have a conversation with their partner using greetings. Ideas/Examples: Rewatch video if needed – children to have a conversation in pairs. “Good afternoon, my name is... how are you?” “My name is... I’m fine, how are you?” etc. Use phrases part of the website for ideas.	Overview: Pupils will be given a range of greetings 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	Overview: Children to recall key signs used for family and friends. Ideas/Examples: Using ‘dictionary of signs’ (Family and friends section) what can children remember from their previous learning.	Overview: Children to be able to sign family members. Ideas/Examples: Children to work in small groups to practice signing who lives in their house. Sign family members including names, for example: “My mum Katie, my sister Ellie etc”. If children are confident with this look at extended family members.	Substantive knowledge Complete a conversation in sign, with a partner, using respectful conversation techniques. Disciplinary knowledge Complete online quizzes using BSL website.
Key Vocabulary						
BSL (British Sign Language)	Good afternoon, how are you?	My name is..., see you later	Thank you, sorry	Family , girl	dad, mum	