It's Never Dull in Hull!

Hull at War - Year 5/6

Autumn 2022

Immersion

SPARCS

RP Day - Full day

Carousel learning day

Experiences

Eden Camp Visit

History Museum - look at local history on the blitz

Presentation of Learning

End of War street party -   invite parents in for a 'Street Party' and show the work that the pupils have learned

History

As Historians we will we will be studying our city and learn how is was affected in World War 2. We will look at sources of evidence and artefacts from the past, including newspaper articles. We will research the Blitz and how Hull was affected by this during the war and why. We will look at a range of heroes who helped the people of Hull both during and after the war and helped them rebuild their lives.

Curriculum Objective	Prior Knowledge	Disciplinary knowledge	Substantive knowledge
NC5: A local history study NC6: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066—*World War 2*	**Current knowledge about Hull** • That Hull is in the United Kingdom • That Hull is home to Hull Fair which takes place every October • Hull has a port • Hull has a train station which links to other area of the UK • Hull had a prominent fishing industry • Lillian Bilocca headed the Headscarf campaign after the Triple Trawler disaster	• 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 • Ask and answer questions to analyse and evaluate changes in history and the significance on Britain. Analysis why some facets of life have remained constant • Describe changes that have happened locally throughout 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 • Research key dates within a given topic and place on a timeline (Yr5) • Research key dates within a given topic and create own timeline (Yr6)	• World War 2 started in 1939 • Adolf Hitler led the Nazis to invade Poland on 1st September 1939 • 3/9/39 Great Britain declared war on Germany • 8/5/45 VE day • Hull was targeted because it was a port • Up to 95% of buildings were damaged or destroyed in Hull during the war • The Women's Voluntary Service supported with air raid precautions

WWII	WWII Timeline	The Hull Blitz	Heroes	
• Introduction to WWII • Look at a range of sources of evidence to discover When, why, who and where in relation to WWII (**when** 1939, **Who** Germany/Nazi/Adolf Hitler, **Why** Hitler invaded Poland, **Where** Europe, East Asia and Islands of Pacific)	• Research key dates and place on a timeline (Yr5) Research key dates and create own timeline (Yr6) • Use a range of sources to research key information • 1/9/39 Poland invasion, 3/9/39 GB announce war, 10/5/40 Churchill PM, 27/5/40 Dunkirk, 10/7/40 Battle of Britain, 7/9/40 London Blitz, 7/12/41 Japan attack Pearl Harbour, 30/4/45 Hitler dead, 8/5/45 VE Day, 2/9/45 Japan surrenders	• Look at a range of key buildings and areas within Hull • Research buildings and their uses during WWII and compare to uses now • Look at key buildings and docks in Hull and how they were affected by the Hull Blitz and their uses today • Use dates and terms accurately to describe key events	• Evaluate the changes which occurred in Hull and the surrounding areas due to WWII • Research a range of local volunteers in Hull and their impact and importance during WWII and its aftermath • Research and identify the leaders of the allied powers and why they were classed as heroes	**Substantive** Kahoot quiz **Disciplinary** To create a presentation about their leant knowledge and present to Year 3 and 4
source, censorship	civilians, forces	Blitz, blackout	liberate, civil defence	

Geography

As Geographers we will be studying human and physical geography. We will be learning about our local area and look at local maps to show the main parts of Hull that were affected by the Blitz. We will look at maps from the past and present and compare and contrast them. We will look at maps of the world to compare bombed sites and discover that Hull was one of the most bombed places outside of London. We will talk about why this was - linked to the coast and trade in and out of the country.

Curriculum Objective	Prior Knowledge	Disciplinary knowledge	Substantive knowledge
NC2: To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, **coasts and rivers**), and land-use patterns; and understand how some of these aspects have changed over time NC6: To learn about 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 NC9: To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Current knowledge about Hull: • They live in Hull, England • There are 7 continents in the world • Hull is in the UK • The UK is in Europe • There are 5 main oceans of the world • Our local area is East Hull • The Deep, Sewell Group—Crave Park and East Park are features of our local area • Hull is in the east of the country • Physical features are naturally created • Human features have been built and made by people	• Understand some of the reasons for geographical similarities and differences between countries • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • 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).	• The Port of Hull was bombed to cause disruption during the war • Hull was the heaviest bombed city of its size • Liverpool is located in the North West of England • Hull is located in the East of England in East Yorkshire • Winston Churchill (United Kingdom), Joseph Stalin (Soviet Union), Charles de Gaulle (France, Franklin Roosevelt and Harry Truman (USA) were the leaders of the Allies

Sequence of Learning

The Blitz in Hull	The Blitz in the UK	Blitz around the world	Evacuees	
• Locate Hull on a range of maps • Explain what the Blitz was • Explain why Hull was one of the most bombed cities of its size • Describe what happened during The Blitz in Hull (blackout) • Identify on a map of Hull the key places affected by the Blitz.	• Locate cities around the UK that were mainly bombed during WWII • Identify why these cities were bombed—discuss links to the coast, ports/docks and trade • Identify cities in relation to 8 points of a compass	• Locate the main countries in the world involved in WWII—identify which countries were allies and axis • Locate countries across the world which were affected the war and discuss why e.g. trade links stopped, loss in vegetation and the change of world leaders	• Identify and compare the human and physical features in Hull and a rural area that children were evacuated to • Explain why the features of these cities had an impact on why they may have been targeted during the war	**Substantive** To create a quiz for partner class. **Disciplinary** To create a documentary explaining all about the countries involved in WW2
locate, city	trade, compass point	allies, axis	rural, evacuee	

Art

As Artists we will look at the effects of the blitz and use this information to create our own silhouette blitz sky pictures. We will look at pictures from a range of artists and evaluate their techniques and approaches. We will initially sketch our ideas and then improve on them using pair assessment. We will then create a picture using paint. We will mix colours and blend them to create a blitz sky and then use either paper or charcoal to create the silhouette of the city skyline. We will evaluate our own and others work through peer critique.

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**: To learn about great artists, architects and designers in history.	**Year 5 will know:** • Warm and cool colours • Decide which colours to use as a back wash • How to select and use a range of brushes appropriate to the task • How to mix colours for a purpose • How to use colour to make a background wash **Year 6 will know:** • Warm and cool colours • Decide which colours to use as a back wash • How to select and use a range of brushes appropriate to the task • How to mix colours for a purpose • How to use colour to make a background wash • How to blend colours together	• Create a colour pallet appropriate for purpose • Create mood through colour, tone, tint and texture	• Hull was one of the most bombed cities in England—The Blitz • Warm colours are: red, yellow and orange • Cool colours are: green, blue and purple • A water colour wash is layers of colour applied over a large area • An outline is a type of sketch where the subject is only formed with the outline • A silhouette is an image or design in a single hue or tone (usually black) • Adding artistic flair means to sow the characteristic of the artist

Sequence of Learning

Research	Warm and Cool Colours	Structures	Final piece	
• Have an understanding of Hull during the Blitz through research (video clips, photographs and online resources) • Have an understanding of the what structures (buildings) looked like once the Blitz happened	• Experiment with warm and cool colours to create colour washes • Create a colour wash background that will represent the following: fire, heat and night	• To observe the buildings during the Blitz and have an understanding of how they looked • To sketch a range of buildings to practise the outline of a building • Understand how to transfer sketching skills to a real piece of work (onto black paper) to create silhouettes for final piece	• Add silhouettes to pre-made backgrounds to create a war scene • Add own artistic flair using research from the Blitz to ensure it represents a clear WW2 • Evaluate final piece of work ensuring they use the success criteria	**Substantive** Vocabulary quiz **Disciplinary** Share final piece with year 3 or 4 and explain the process of design and creating
structure, research	Warm, cool	transferrable, outline	Silhouettes, evaluate	

Design Technology

As Designers we will be researching, designing and making our own allotment including an Anderson shelter for our shelter. We will evaluate our prototypes and make adjustments before making our final product. We will evaluate our own and others finished models using self and peer critique.

Curriculum Objective	Prior Knowledge	Disciplinary knowledge	Substantive knowledge
NC2: To generate, develop and communicate their ideas through discussion, annotated sketches, cross-sectional/exploded diagrams, prototypes, NC3: To select from and use a wider range of tools/equipment to perform practical tasks (eg. cutting, shaping, joining and finishing) accurately NC4: To select from and use a wider range of materials/components, including construction materials, according to their functional properties and aesthetic qualities NC5: To investigate and analyse a range of existing products NC6: To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work NC8: To apply their understanding of how to strengthen, stiffen and reinforce more complex structures NC9: To understand and use mechanical systems in their products (eg. gears, pulleys, cams, levers and linkages) NC10: To understand and use electrical systems in their products (eg. series circuits incorporating switches, bulbs, buzzers and motors) NC11: To apply their understanding of computing to program, monitor and control their products.	Children will know: How to plan, create and develop a 3D structure using an array of materials Will know a range of techniques to join materials to create sound structures	• 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	• That an air raids shelter was a chamber (both above and below ground) which was reinforced against bombing • Air raid shelters provided food and living facilities during air raids

Sequence of Learning

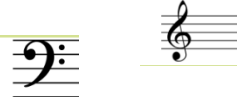| Research and sketch	Design	Create	Evaluate	
• Using given QR codes, research a variety of outdoor air raid shelters and their designs including allotments. • Take inspiration from a range of research and create sketches which include a range of key elements including lights	• Using sketches, create a final design which will be used to create our product. • Decide on a range of materials which will be used and create detailed diagrams showing how materials will be joined • Look at medium which will be used to add detail to our allotments and air raid shelters	• Using our chosen materials, create an allotment and air raid shelter which is fit for purpose. • Add detail using inspiration from the research stage to create a true-to-life design with a focus on creating a structure which is strong and stable	• Evaluate that the shelters and allotments fit the original design purpose	**Substantive** Kahoot quiz **Disciplinary** Take our design booklet and explain the step by step process to our Year 3 children
allotment, Anderson shelter	Sketch, medium	prototype, mediums	evaluate, critique	

Music – Year 5

As musicians we will be focussing on key and time signatures and thinking about the questions, How Does Music Bring us Together and How does Music Connect us with our Past? We will talk about a range of gospel, 20th and 21st century orchestral music, pop, minimalistic and rock 'n' roll and listen to a range of songs. We will use glockenspiels and recorders when learning songs and in our improvisation and composing and we will listen and appraise other music and talk about what we like and dislike about these styles of music.

Curriculum Objective	Prior Knowledge	Disciplinary knowledge	Substantive knowledge
NC1: To play and perform in solo and ensemble contexts, using their voice and playing musical instruments with increasing accuracy, control and expression NC2: To improvise and compose music using the inter-related dimensions of music separately and in combination NC3: To listen with attention to detail and recall sounds with increasing aural memory NC4: To use and understand the basics of staff and other musical notations NC5: To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians NC6: To develop an understanding of the history of music	• The five lines music is written on is a stave • Music is written in either a major or minor key • Rests are needed to make up the correct number of beats in a bar • Songs can have a fast or a slow tempo • Music is written in time signatures • 8 notes make an octave	**Perform** • Sing or play from memory with confidence and in harmony • Perform to an audience with controlled breathing (voice) and skilful playing (instrument) **Compose** • Create rhythmic patterns that show an awareness of timbre and duration • Combine melody, rhythm and chords to create a short musical piece • Use a melodic ostinato, based on the pentatonic scale to create a short piece **Transcribe** • To read and create notes on the musical stave • To understand the # (sharp) and ♭ (flat) symbols • To use and understand simple time signatures **Describing music** • Use a wide range of musical vocabulary to describe and appraise a range of musical genres.	• Orchestral music is created by a group of instruments • Minor is a musical key which reflects a sombre mood • Major is a musical key which is harmonious • A minim has the value of a crochet or half a semibreve • Gospel music is a style of Christian music which sings about Christ's life • Pop music is shortened from 'Popular music' – lots of people like to listen to it • Minimalism is a type of 20th and 21st Century Orchestral music. • Gustav Holst wrote The Planets • Paul Robeson, who recorded a version of Get On Board, was a lawyer, singer, actor, star athlete and civil rights activist. • Gospel is influenced by Spirituals and other African Traditional Music

Ghost Parade (Part 1)	Ghost Parade (Part 2)	Words can Hurt (Part 1)	Words can Hurt (Part 2)	Joyful, Joyful	**Substantive** Year 5 End of unit 1 theory quiz **Disciplinary** Perform finished version of choice to another class.
Orchestral, quaver	minor, flat	crochet, major	sharp, minim	Gospel, dotted crochet	
The Sparkle in my Life (Part 1)	The Sparkle in my Life (Part 2)	Dreaming of Mars (Part 1)	Dreaming of Mars (Part 2)	Get on Board	**Substantive** Year 5 End of unit 2 theory quiz **Disciplinary** Perform finished version of choice to another class.
Pop, semiquaver	Minimalism, scale	Symphony, solo	Rock 'n' Roll, harmony	Bridge, allegro	

Music - Year 6

As **musicians** we will be focussing on key and time signatures and thinking about the questions, How Does Music Bring us Together and How does Music Connect us with our Past? We will talk about a range of gospel, 20th and 21st century orchestral music, pop, minimalistic and rock and roll and listen to a range of songs. We will use glockenspiels and recorders when learning songs and in our improvisation and composing and we will listen and appraise other music and talk about what we like and dislike about these styles of music.

Curriculum Objective	Prior Knowledge	Disciplinary knowledge	Substantive knowledge
NC1: To play and perform in solo and ensemble contexts, using their voice and playing musical instruments with increasing accuracy, control and expression NC2: To improvise and compose music using the inter-related dimensions of music separately and in combination NC3: To listen with attention to detail and recall sounds with increasing aural memory NC4: To use and understand the basics of staff and other musical notations NC5: To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians NC6: To develop an understanding of the history of music	• An interval is he distance in pitch between two tones • The five lines music is written on is a stave • This is a treble clef • This is bass clef • a bar is a segment of time corresponding to a specific number of beats	**Perform** • Sing or play from memory with confidence and in harmony • Perform to an audience with controlled breathing (voice) and skilful playing (instrument) **Compose** • Create rhythmic patterns that show an awareness of timbre and duration • Combine melody, rhythm and chords to create a short musical piece • Use a melodic ostinato, based on the pentatonic scale to create a short piece **Transcribe** • To read and create notes on the musical stave • To understand the # (sharp) and ⬚ (flat) symbols • To use and understand simple time signatures **Describing music** • Use a wide range of musical vocabulary to describe and appraise a range of musical genres.	• The Ojibwe/Chippewa, native people from the Midwest and Canada, also invented jingle dresses - beautiful dresses with many pieces of metal sewn in. • Aaron Copland (1900-1990) is one of the most important American composers of the 20th century. • The Blues is one of the most influential art forms in North America and Europe. • Britpop is a British version of Pop • Billie Holiday's Stormy Weather is a song all about disappointment • Soul is a popular style of music developed by African American musicians • Layering is combining lots of sounds • Jazz originated in America • Igor Stravinsky was born in Russia • Rock music is made up of several styles of powerful guitar and vocal-led music

Do What you want to (Part 1)	Do What you want to (Part 2)	It's all about love (Part 1)	It's all about love (Part 2)	Sunshine on a Rainy day	**Substantive** Year 6 End of unit 1 theory quiz **Disciplinary** Perform finished version of choice to another class.
tambourine, instrument	fuses, fanfare	version, express	process, Britpop	classic, vocalist	
My Best Friend (Part 1)	My Best Friend (Part 2)	Singing Swinging Star (Part 1)	Singing Swinging Star (Part 2)	Roll Alabama	**Substantive** Year 6 End of unit 2 theory quiz **Disciplinary** Perform finished version of choice to another class.
Soul, virtuoso	Layering, beatbox	Swing, big bands	Avant-Garde, delicate	Rock, vocal-led	

PSHE—Year 5

In the first half of the term, we will be thinking about 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.
In the second half of the Autumn term we will be thinking about Celebrating Difference. 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	Disciplinary knowledge	Substantive knowledge
	Being Me in My World • 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 **Celebrating Differences** • 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	• I can give some examples of people in my country who have different lives to mine. • I can tell you why being part of a community is positive and why it is important that the community is a fair one • I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place. • I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context. • I can give some examples of bullying behaviours including direct and indirect types and explain how this might make people feel. • I can tell you why it is important to respect my own and other people's cultures. • I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation. • I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.	• 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

Curriculum Objective grid:

R1	R2	R3	R4	R5	R6	R7	R8
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

Being Me in My World My Year Ahead	**Being Me in My World** Being a Citizen of my Country	**Being Me in My World** Responsibilities	**Being Me in My World** Rewards and Consequences	**Being Me in My World** Our Learning Charter	**Being Me in My World** Owning our Learning Charter	**Substantive** Hot task linked to key knowledge **Disciplinary** Create a charter for the country
Vision	Citizen	Rights	Choices	Collaboration	Motivation	
Celebrating Difference Different Cultures	**Celebrating Difference** Racism	**Celebrating Difference** Rumours and Name-Calling	**Celebrating Difference** Types of Bullying	**Celebrating Difference** Does Money Matter?	**Celebrating Difference** Celebrating Difference Around the world	**Substantive** Hot task linked to key knowledge **Disciplinary** Create a video to celebrate difference
Compare	Race	Bullying	Variety	Happiness	Culture	

PSHE—Year 6

In the first half of the term, we will be talking about Being Me in My World.
Celebrating Difference

Curriculum Objective	Prior Knowledge	Disciplinary knowledge	Substantive knowledge

Curriculum Objective

R1	R2	R3	R4	R5	R6	R7	R8
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					

Prior Knowledge

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

Disciplinary knowledge

- I can tell you how some of my choices affect others locally and globally.
- I can tell you how I try to make others feel valued by understanding their feelings and doing something positive
- I can explain how my choices can have an impact on people in my immediate community and globally.
- I can empathise with others in my community and globally and explain how this can influence the choices I make.
- I can tell you some ways that difference can be a source of conflict in people's lives.
- I can say how I feel about people experiencing conflict in their lives because they are different.
- I can explain ways in which difference can be a source of conflict or a cause for celebration.
- I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.

Substantive knowledge

- A global citizen is someone who is aware of and understands the wider world
- A charter is a grant of authority or rights
- Everyone is different in different ways
- One person or a group can have power over another
- People with disabilities still lead normal lives

Sequence of Learning

Being Me in My World	Being Me in My World	Being Me in My World	Being Me in My World	Being Me in My World	Being Me in My World	Substantive
My year ahead	Being a global citizen 1	Being a global citizen 2	The learning charter	Our learning charter	Owning our learning charter	Hot task linked to key knowledge **Disciplinary** Create a city charter as a school
Goals	Choice	Wants	Behaviour	Rights	Laws	
Celebrating Difference	Celebrating Difference	Celebrating Difference	Celebrating Difference	Celebrating Difference	Celebrating Difference	**Substantive** Hot task linked to key knowledge **Disciplinary** Create a poster all about celebrating difference
Am I normal?	Understanding difference	Power struggles	Why bully?	Celebrating difference	Celebrating difference	
Perception	Diversity	Control	Recipient	Achievement	Celebration	

RE—Year 5

Autumn A—Sikhism—In Religious Education, we will learn about how far a Sikh would go for their religion and we will compare the different ways Sikhs put their beliefs into practice

Autumn B—Christianity—In Religious Education, we will look at whether the Christmas story is true and will learn to evaluate different accounts of the Christmas story and understand that stories can be true in different ways.

Key Concepts	Prior Knowledge	Disciplinary knowledge	Substantive knowledge
.Beliefs in action, incarnation	**Christianity** • Christmas is the celebration for God's son Jesus • Jesus symbolises God's gift to the world • Christians believe Jesus' incarnation is 'good news' for all people • Christians believe Jesus' death offered then forgiveness for their sins • Christians break bread to remember Jesus' body (death) • Christians drink wine/juice to remember his blood	• Explain how some teachings and beliefs are similar between some religions. • Explain how religious beliefs might shape the lives of individuals and communities. • Explain the practices and lifestyles involved in belonging to a faith community. • Make contrasts and comparisons of the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. • Explain some of the different ways that individuals show their beliefs. • Distinguish and express moods about their own individualities. Relate these to religious views or teachings. • Clarify their own ideas about the answers to decisive questions.	• Commitment is how dedicated to a cause someone is • There are five Sikh key beliefs: ⇒ God is in everything ⇒ All people should be treated as equals ⇒ Sikhs should share what they can with others ⇒ Sikhs should earn their living honestly ⇒ The purpose of life for a Sikh is to see and speak with God • Advent is the first season of the Church year in the run up to Christmas • Dec. 25 is not the date mentioned in the Bible as the day of Jesus's birth • Christians believe Jesus is the incarnation of God on Earth

Sequence of Learning

Engagement (1 lesson)	Investigation (3 lessons)	Evaluation (1 lesson)	Expression (1 lesson)	**Substantive** Hot task based on substantive knowledge **Disciplinary**
commitment	Khalsa, turban, Langar	sacrifice	self-sacrifice	Children to create a presentation showcasing their newly learnt knowledge
Engagement (1 lesson)	**Investigation (3 lessons)**	**Evaluation (1 lesson)**	**Expression (1 lesson)**	**Substantive** Hot task based on substantive knowledge **Disciplinary**
subjective	advent, factual, incarnation	Messiah	meaningful	Fact sheet presenting learnt knowledge

RE—Year 6

Autumn A—Islam—In Religious Education, we are thinking about what are the best ways for Muslims to show their commitment to God and we are learning to understand some of the ways they do this and whether there is a best way.

Autumn B—Christianity—In Religious Education, we are thinking about how significant it is that Mary was Jesus' mother and we are analysing the Christian belief in the Virgin Birth and will assess the significance of this to Christians.

Key Concepts	Prior Knowledge	Disciplinary knowledge	Substantive knowledge
Belief and Practices, Incarnation	**Islam** • There are five pillars of Islam: ⇒ **Shahadah** - the Muslim creed / statement of faith ⇒ **Salah** - prayer - Muslims must pray five times a day ⇒ **Zakat (or Zakah)** - giving to those in need ⇒ **Sawm** - fasting during Ramadan ⇒ **Hajj** - making the pilgrimage to the holy city of Makkah (Mecca) **Christianity** • Christians believe Jesus in the incarnation of God on Earth • The New Testament describes Jesus as the Messiah and Saviour • Christians show their commitment through the 10 commandments • Christians show their commitment through Holy Communion	• Explain how some teachings and beliefs are similar between some religions. • Explain how religious beliefs might shape the lives of individuals and communities. • Explain the practices and lifestyles involved in belonging to a faith community. • Make contrasts and comparisons of the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. • Explain some of the different ways that individuals show their beliefs. • Distinguish and express moods about their own individualities. Relate these to religious views or teachings. • Clarify their own ideas about the answers to decisive questions.	• Commitment is how dedicated to a cause someone is • Many Muslims go to the Mosque for lunchtime prayers on a Friday—the Muslim holy day • Muslims are required to give money to charity • Muslims fast during Ramadan • Mary was chosen to be Jesus' mother • Joseph believed Mary had disgraced him and wanted to break off their engagement • Christians believe Mary did not choose to have a baby but the choice was made by God

Sequence of Learning

Engagement (1 lesson)	Investigation (3 lessons)	Evaluation (1 lesson)	Expression (1 lesson)		**Substantive** Hot task based on substantive knowledge **Disciplinary** Interview asking and answering questions linked to newly learn knowledge
commitment	Mosque, charity, fasting	Makkah	affirmation		
Engagement (1 lesson)	Investigation (3 lessons)	Evaluation (1 lesson)	Expression (1 lesson)		**Substantive** Hot task based on substantive knowledge **Disciplinary** Write a letter to Miss Howard explaining who Mary was and her significance to Jesus
ambassador	depiction, betrayed, incarnation	miracle	symbolise		

PE—Year 5

Curriculum Objective	Prior Knowledge	Disciplinary knowledge	Substantive knowledge
• 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

Sequence of Learning

Passing and Control	Accuracy	Evasion	Attacking	Attack and defence	Attack and defence	
Accurate, control	Steadiness, time	Space, agility	Patience, dummy	Attack, defence	Movement, tactics	
Jumping	Jumping	Sprinting	Running	Endurance running	Throwing	
Explosion, Power	Speed, Elastic	Quickness, agility	Target, pace	Adapt, tactic	Pull, sling	

PE—Year 6

Autumn 1—Invasion
Autumn 2—Indoor Athletics

Curriculum Objective	Prior Knowledge	Disciplinary knowledge	Substantive knowledge
• 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 • Understanding of how to defend the ball under the net • Understanding of how to get the ball from one end of the court to the other effectively	• Execute basic skills consistently • Participate in a game • Have creative input in a game • Demonstrate leadership and evaluation skills • Evaluate own performance in a game • Perform skills in a game situation • Can adapt skills to new game situations • Can demonstrate skills to participate effectively in games • Show awareness of principles of attack and defence • Select appropriate technique independently • Show different levels of performance	• 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 • Landing with knees bent after a jump protects the knees • There are different types of running races that require different levels of speed

Sequence of Learning

Skills	Skills	Original game	Developing rules	Developing tactics	Attack and defence	
Teamwork, focus	Power, accuracy	Communication, input	Cooperation, opinion	Enthusiastic, listening	Equipment, game	
Jumping	Jumping	Heptathlon	Decathlon challenge	Endurance running	Competition	
Competitiveness, Drive	Spring, Bounce	Technique, precision	Power, control	Determination, energy	Competitive	

French

Playtime - In French, we will learn the vocabulary of leisure and recreational activities such as games we play in the playground and at home. We will also learn how to say which games we like and dislike.

My Home - In French we will learn to talk about our home and our daily routine. We will learn to answer questions about the things we have in our homes and about our daily routines.

Curriculum Objective	Prior Knowledge	Substantive Knowledge	Disciplinary Knowledge
NC1: I can listen attentively to spoken language and show understanding by joining in and Responding. **NC2**: I can explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. **NC3**: I can engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. **NC4**: I can speak in sentences, using familiar vocabulary, phrases and basic language structures. **NC7**: I can read carefully and show understanding of words, phrases and simple writing. **NC8**: I can appreciate stories, songs, poems and rhymes in the language.	• Greetings • Numbers to 20 • Colours • Animals • Days of the week • Parts of the body • Animals • Food	**Playtime** • le chien — the dog • Sautez! — Jump! • un ballon — a ball • jouer au foot — to play football • les jeux vidéo — video games • un garçon — a boy **My Home** • une maison — a house • une chambre — a bedroom • un lit — a bed • un évier — a sink • Je prends le petit déjeuner. — I have breakfast. • ses amis — his friends	• Be able to read out loud basic phrases. • Use phonic knowledge to read words. • Read and understand words and phrases written down. • Understand a range of everyday phrases and apply these to simple sentences. E.g. colours and explaining favourite colour. • Understand standard language (sometimes asking for words or phrases to be repeated). • Ask simple conversational questions and respond appropriately. • Pronounce common words consistently using accurate attempts. • Identify countries and communities where the language is spoken. • Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken. • Show awareness of the social conventions when speaking to someone.

Sequence of Learning

The Farmer in his meadow le fermier — the farmer le pré — the meadow la femme — the wife l'enfant (m) — the child le chien — the dog le chat — the cat la souris — the mouse le fromage — the cheese	**Simon says** Sautez! — Jump! Touchez le nez! — Touch your nose! Touchez la tête! — Touch your head! Dites 'bonjour'! — Say 'hello'! Dites 'au revoir'! — Say 'goodbye'! Frappez dans les mains! — Clap your hands!	**I play…** un ballon — a ball une corde à sauter — a skipping rope un vélo — a bicycle une trottinette — a scooter une balançoire — a swing un toboggan — a slide une bascule — a seesaw un tourniquet — a roundabout	**In the Play round** jouer à chat — to play tag jouer au foot — to play football jouer à la balle — to play catch jouer à la thèque — to play rounders sauter à la corde — to skip faire la course — to race jouer à cache-cache — to play hide-and-seek jouer aux jeux de mains — to play clapping games	**What do you like to play?** les jeux d'équipe — team games les jeux de société — board games les jeux vidéo — video games dans le pré — in the meadow à l'intérieur — inside dehors — outside dans la cour — in the playground	**Luc the dreamer** un garçon — a boy ce soir — tonight occupé — busy ennuyeux — boring écrire — to write	**Substantive** Kahoot quiz with a range of key vocabulary **Disciplinary** Children to hold a games session with another class in Key Stage 2
Where do you live? une maison — a house un appartement — a flat un village — a village une ville — a town une grande ville — a city une chaumière — a cottage une ferme — a farm les bois (m) — the woods	**Your home** une chambre — a bedroom une salle de bains — a bathroom un salon — a living room une salle à manger — a dining room une cuisine — a kitchen un jardin — a garden un balcon — a balcony le rez-de-chaussée — the ground floor le premier étage — the first floor	**Your bedroom** un lit — a bed une chaise — a chair une table — a table une commode — a chest of drawers une armoire — a wardrobe une lampe — a light une télévision — a television des rideaux (m) — curtains une moquette — a carpet	**The Kitchen** une fenêtre — a window une porte — a door une poubelle — a bin un four — an oven une bouilloire — a kettle un grille-pain — a toaster un évier — a sink un lave-vaisselle — a dishwasher	**Daily routine** Je me lève. — I get up. Je me douche. — I shower. Je prends le petit déjeuner. — I have breakfast. Je vais à l'école. — I go to school. Je prends le déjeuner. — I have lunch. Je rentre chez moi. — I go home. Je prends un goûter. — I have an afternoon snack. Je dîne. — I have dinner. Je me couche. — I go to bed.	**Garon the Giant** un château — a castle un nain — a gnome tout le monde — everyone ses amis — his friends faire une fête — to have a party s'effondrer — to fall down	**Substantive** Hot task covering a range of newly learnt key vocabulary **Disciplinary** Children to create a mini presentation describing their daily routine within their home

Computing—Year 5

" As Computer technologists, we will film and edit a professional looking animation to tell a unique story. We will work with different camera angles, cut scenes, close up and effects to bring their animation to life. We will go on to use advanced editing techniques; combining video clips, adding text, graphics, sound recordings, music and special effects. The project concludes with the pupils showcasing their completed animations to an audience.

Curriculum Objective	Prior Knowledge	Disciplinary knowledge	Substantive knowledge
• (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	Children should know: • How to log on to a laptop • How to create a publisher document • How to save a document • How to create a slideshow on an ipad • How to save photos and add these to collages and powerpoints on the ipad • The importance of internet safety and how to be safe online • Different social media sites and how these can be harmful • Positive and negatives of technology	• To plan a multi-scene animation including characters, scenes, camera angles and effects • To evaluate digital content and explain how to make choices from search results • Explain how search engines work and how results are selected and ranked • To edit a stop-go animation to improve the quality of the animation • To create a title and credit screen by combining colours and text • To edit/refine a movie to add special effects, text, sound effects, graphics and backing track.	• A storyboard coveys the story effectively • Stop motion animation is when small movements of objects are moved to make it seem like they are moving • A title screen is when the title is shown in an exciting way • The app 'imovie' allows photos and videos to be put together to create a film

Sequence of Learning

Storyboard	Planning and building the set	Animating the scenes	Editing the animation	Substantive
Plan a multi-scene animation including characters, scenes, camera angles and effects	Plan a multi-scene animation including characters, scenes, camera angles and effects. Evaluate digital content and explain how to make choices from search results. Explain how search engines work and how results are selected and ranked.	Edit a stop-go animations to improve the quality of the animation using onion skinning feature. **Title screen** Create title and credits screens by combining colours and text.	Edit/refine a movie to add special effects, text, sound effects, graphics and backing track. **Adding sounds and background music** Edit/refine a movie to add special effects, text, sound effects, graphics and backing track.	<u>Substantive</u> Hot task to test key knowledge <u>Disciplinary</u> Create a set of instructions for someone in year 3 or 4 to create an a short film
Storyboard	Stop motion	Animation	Movie	

Computing—Year 6

"As computer technologists we will be honing our coding skills. We will look at a range of different coding apps and websites to develop more advanced skills on a range of systems. We will use the skills we have learnt to create our own game, which we will test and develop, while recording our progress in creating out app.'

Curriculum Objective	Prior Knowledge	Disciplinary knowledge	Substantive knowledge
• (NC1) Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • (NC2) Use sequence, selection and repetition in programs; work with variables and various forms of input and output • (NC3) Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • (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	Children should know: • How to create a simple PPT presentation • How to combine graphics, video, sound, effects, and transitions to create a presentation • Create posters which combine text and images • Plan and create a video by combining text, images, music and differing layouts.	**Information Technology** • Present understanding of new programming concepts with digital tools. **Computer Science** • Use selections and procedures in programs. • Create programs including repeat commands. • Create simple variables and understand their role in a program. • Use logical reasoning to detect and correct errors in algorithms.	• Algorithms exist in puzzles and everyday life • Using the repeat program cuts down programming time • Procedures act like storage for code • Repeats allow a programmer to create complex and innovative programs • Selections exist in lots of things we use everyday • Variables allow values to be stored and manipulated • A variable holds information that can be changed.

Sequence of Learning

<u>Tower of Hanoi</u> • Gain an understanding of a range of programming apps—Tower of Hanoi, Move the Turtle and Cato's Hike • Become familiar with the notions of a sequence <u>Basic Programming</u> • Children to become familiar with inputting a command to get an outcome—children to create shapes • Children to recap what an algorithm is	<u>Loops</u> • Children are to create shapes and then to add a repeat command for the shape to be re-created • Understand the importance of a repeat command and how this can affect the program <u>Procedures</u> • Have an understanding of what a procedure is and to implement one successfully	<u>Advanced repeats</u> • Children are to create intricate designs using the repeat command and a range of procedures <u>Variables</u> • Have an understanding of what a variable is and how it can change something within the program	<u>Cato's Hike</u> • Children are to use their knowledge from their sequence of learning and implement this on another programming app. • Children are to recognise the different skills they have applied on the previous app and how they apply to this game	<u>Substantive</u> Hot task to test key knowledge <u>Disciplinary</u> Create a game for KS1 children to play
Programming	Command	Procedures	Application	