Adventurous Explorers

Unsinkable - Titanic
Year 5/6

Summer 2023

Immersion

SPARCS

Clips from the Titanic film

Experiences

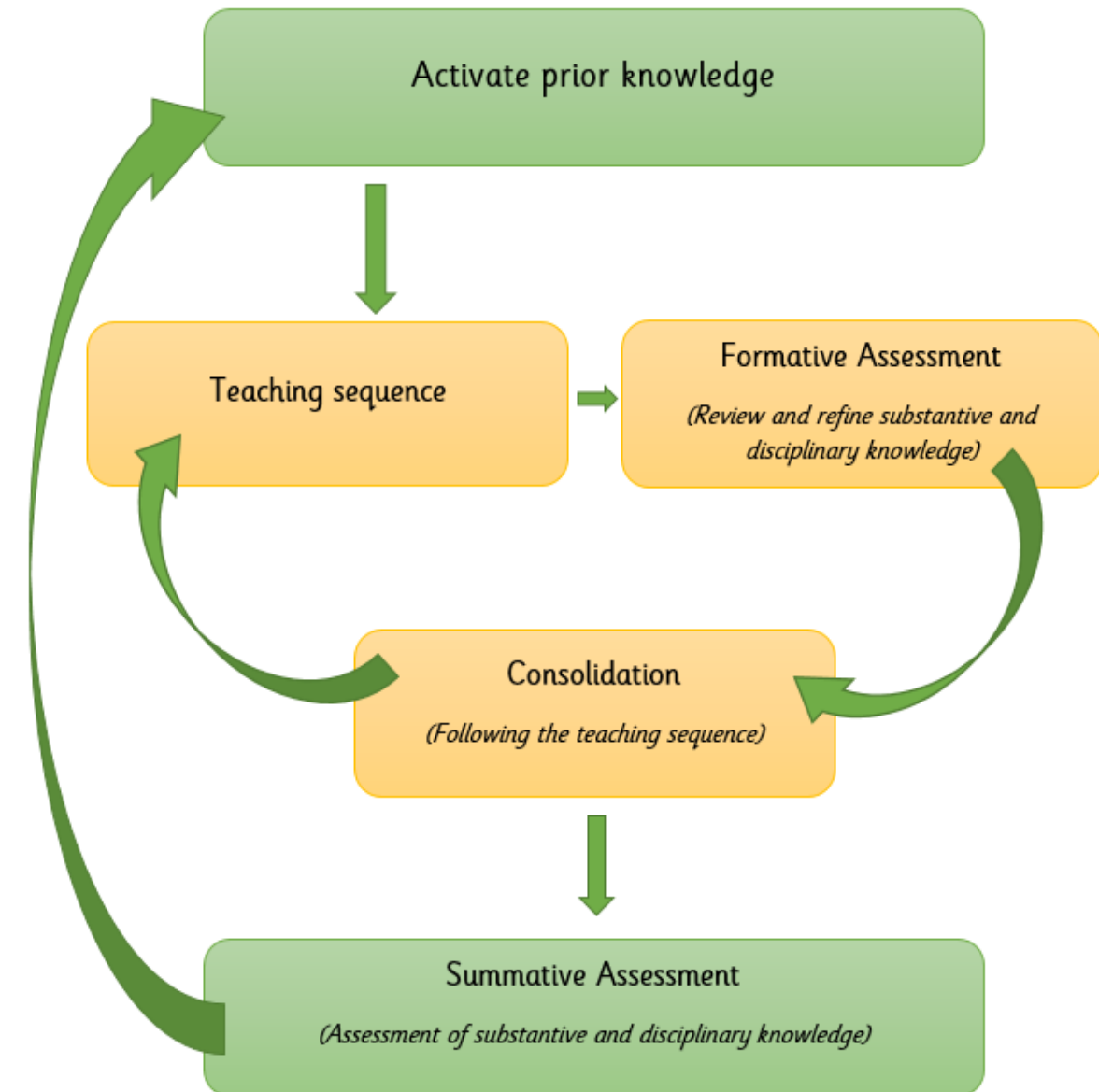Visit to Yorkshire Moors and surrounding areas to take inspiration for writing

Presentation of Learning

Invite parents in to view art work produced

A short assembly show casing our learnt knowledge

Learning and Teaching Sequence

Activate prior knowledge

Teaching sequence

Formative Assessment
(Review and refine substantive and disciplinary knowledge)

Consolidation
(Following the teaching sequence)

Summative Assessment
(Assessment of substantive and disciplinary knowledge)

At Bellfield, we all follow the same sequence for learning and teaching

History

As historians we will aim to gain an understanding of what happened to the Titanic and be able to explain why it sunk. They should be able to compare a range of sources and determine who they think was at fault based on a range of evidence. They should be able to explain why some sources of information may be biased and how this affects interpretation of the past, linked to the Titanic. They should be able to compare the social class system in place during the early 20th century and how this may have contributed to the disaster. They will be able to explain, based on evidence, who they think was to blame for the sinking of the Titanic".

Curriculum Objective	Prior Knowledge	Disciplinary knowledge	Substantive knowledge
NC6: A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066	Children will know: • The difference between primary and secondary sources • A boat is a form of transport • How to answer questions through researching • A timeline is in chronological order and what chronological order looks like • The events of the past have an impact on the future • What a social hierarchy looks like and what is means	• Ask and answer questions to analyse and evaluate changes in history • Analyse why some facets of life have remained constant • Research key dates within a given topic and place on a timeline • Analysis and evaluate a wide range of evidence to justify claims about the past • Handle and use Primary and Secondary sources and start to compare accounts of events using different sources • 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	• A maiden voyage is the first trip of a newly created boat • The Titanic set sail 10th April 1912 and hit the iceberg 14th April 1912 • The Titanic was segregated into different social classes • The richest man on the ship was John Jacob Aster IV • Poor communication was one of the reasons why the Titanic sank • It took victims of the Titanic sinking 4 hours to be rescued • After the tragedy, ships were required to carry enough lifeboats for everyone on board • The tragedy effected people all around the world

Sequence of Learning

The Titanic	On Board	Lost Lives	The Future	
• Explore why the ship was significant at that period of time. • Explore why her maiden voyage stands out in history. • Create a timeline of the Titanic's journey and discuss which points in the story of her sinking are significant. • Generate enquiry questions about the Titanic.	• Explore the interior design of the ship from a passengers point of view. • Use sources to explore what classes different passengers were from. • Identify different types of historical sources and determine their reliability. • Explore some famous people onboard the Titanic and the roles they played in her journey and the sinking.	• Find out about different reasons historians have investigated as the reason the Titanic sank. • Discuss the main causes for the great loss of life and determine which they feel was the main contributor for so many people dying in the sinking. • Research and explain the rescue process and the impact this had on the lives lost	• Research the change The Titanic had on the future of the construction of boats • Discuss the impact the Titanic had on political and social movements • Research and discuss the discovery of the Titanic and the artefacts uncovered—look at how this had an impact of the conclusion of the Titanic	**Substantive** Complete a quiz based on learnt knowledge **Disciplinary** Create a poster advertising the Titanic using own research
Voyage, significant	Society, interior	Rescue, investigation	Impact, conclusions	

Geography

As geographers we will be locating the places the Titanic visited from being built through to her sinking. We will explore longitude and latitude and will use these to mark the co-ordinates of the places the Titanic visited or planned to visit on her maiden voyage. We will investigate the Tropics of Cancer and Capricorn, time zones and Greenwich and Prime Meridian and plot on a world map. Finally, we will compare and contrast Southampton and New York and shall explore their human and physical geography.

Curriculum Objective	Prior Knowledge	Disciplinary knowledge	Substantive knowledge
NC1: To 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: To 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: To 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 NC6: To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	**Children will know** • The equator is an imaginary circular line around the Earth • The Earth is divided into the Northern and Southern Hemispheres • The closer you are to the equator, the hotter the climate. The further away from the equator, the colder the climate	• Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). • Understand some of the reasons for geographical similarities and differences between countries • Identify and describe how physical features affect human activity	• The Titanic set sail from Southampton, which is on the South coast of England • The Titanic's destination was New York which is on the East Coast of the USA • Latitude lines run from east to west (like the equator), and tell you how far north and south you are. • Longitude lines go from north to south and tell you how far east or west you are. • The Tropic of Cancer is the most northerly circle of latitude on Earth at which the Sun can be directly overhead • The Tropic of Capricorn is the southernmost latitude where the Sun can be seen directly overhead. • Population of Southampton in 1912 was 119,000 • Population of New York in 1912 was 4,767,000

Sequence of Learning

Significant Places	Longitude and Latitude	Invisible Lines	UK to USA	
• Look at the range of places the Titanic visited on her journey from being built though to her sinking (Belfast, Southampton, Cherbourg France, Queenstown, Atlantic Ocean, destination New York, Newfoundland) • Locate on a map each of the cities and countries she visited creating a key • Children to locate capitals of UK, Ireland, France and USA on small maps • Chn use digital mapping photos to evidence each place the Titanic should have visited on her maiden journey using ipads	• Explore the meaning of longitude and latitude • The equator's latitudinal co-ordinate is 0°. • Find a range of co-ordinates using latitudinal co-ordinates • Look at the Prime Meridian Line—this line has a longitudinal co-ordinate of 0°. • Find a range of co-ordinates using longitudinal co-ordinates • Children use a map, marked locations and co-ordinates to label the locations which are important to the Titanic's journey.	• Introduce Tropic of cancer and Capricorn, Arctic circle and Antarctic Circle and Greenwich Meridian and Prime Meridian. • Chn to plot on a map of the world where each invisible line is situated including the equator and the N and S hemispheres • Explore time zones across the globe—children to create a table of what time it was in each country the Titanic had planned to visit on her maiden voyage when she sank.	• Look at human and physical geography of Southampton and New York • Look at the similarities of Southampton and New York • Look at the differences between Southampton and New York • Make comparisons between the two places • Look at economy, population and climate and why this may have affected peoples choices to emigrate	**Substantive** Complete a 'pub quiz' with a range of facts tested **Disciplinary** Create a presentation describing the journey of the Titanic and her route
route, globe	longitude, latitude	Greenwich Meridian, Prime Meridian	emigrate, economy	

Art

As Artists we will be creating a drawing of the R.M.S. Titanic using pencils. We will create sketch books and record observations from research which we will use to review and revisit ideas. We will know how to create perspective, movement, shadow and reflection using pencil and will decide how we will apply this to our final piece. We will look at a range of colours and decide which we want to add to create the desired mood to our final piece.

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 (pencil, charcoal, paint, clay).	• How to vary scale in drawing • How to draw with increasing effectiveness using a variety of different drawing tools • How to compose drawings with elements that are near and far • Understand tone using light and dark • How to use colour to create mood and feeling • How to use sketch books to record observations	• Use a range of techniques to depict movement, perspective, shadows and reflection	• Horizon lines are were the sea and sky appear to meet • vanishing points are where parallel lines appear to meet in the distance • Parallel lines are lines that are the same distance apart and never meet • Perspective is the appearance of objects with regard to their relative position or distance from the viewer • Movement can be created by using an airborne object close to a 'moving' object in art

Sequence of Learning

Reasrach • We will research pictures of the R.M.S Titanic depicting the ship on the open sea moving. • Collate a collage of pictures showing the ship from different angles with a range of backgrounds **Horizon lines** • Look at horizon lines - children to create a range of sketches showing the horizon line where sea and sky appear to meet	**Vanishing points and parallel lines.** • Look at what a vanishing point is - look at a range of examples • Look at how parallel lines are used in drawing to create perspective. • Children to sketch a ship using parallel lines to show perspective and how the aft of the ship appears smaller because f the distance from the viewer.	**Movement, shadow and reflection** • Look at how to create movement - sketch out an image of waves with an airborne object • Recap shadow and reflection **Develop ideas** • Plan and sketch out ideas for final design thinking about colours which can be used to create mood • Identify where perspective, movement, shadow and reflection will be shown in final piece	**R.M.S. Titanic** • Create a drawing of the R.M.S. Titanic out at sea depicting movement, perspective shadow and reflection • Evaluate our final piece and consider if there would be anything we would change in the future	**Substantive** Give chn a range of vocabulary and statements - chn to match up **Disciplinary** Create a 'how to' guide explaining how to create movement and perspective in a drawing
horizon line, movement	vanishing point, parallel line	shadow, reflection	emotive, mood	

Design Technology

As Design Technologists, we will create a range of rooms from the R.M.S Titanic which, when collated together, will create a cross section of the ship. Children will need to employ a range of techniques in order to design and create their final product. Children will ensure that their finished piece is fit for purpose - is it strong and stable? Have any textiles used employed a seam allowance where sewn? Have a variety of stitches been used?

Curriculum Objective	Prior Knowledge	Disciplinary knowledge	Substantive knowledge
NC1: To 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: To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided designs. NC3: To select from and use a wider range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing) accurately. NC4: Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. NC6: To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	Children will know how to: • Join textiles with appropriate stitching • Understood the need for a seam allowance • Select appropriate techniques to add decoration and detail • 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 • Create objects which employ a seam allowance • Join textiles using a combination of stitching techniques (back stitch for seams, running stitch for decoration) • Use qualities of materials to create suitable visual and tactile effects in the decoration of textiles (soft decoration on a cushion)	• There were 10 decks on the Titanic • There were 3 classes of accommodation on board the ship • A seam allowance ensures that fabric will be safely caught as they as they are being joined together.

Sequence of Learning

Research / Design / Making / Evaluation				
Research • Research the rooms of the Titanic and how class impacted on the style of rooms and their grandness • Consider the furniture within each room and the material it would have been made out of. • Look at the decorative details on the furnishings within the rooms. **Design Brief/Aims** • Chn to choose an area of the ship they will be designing and making. At this point children will create a list of success criteria linked to the techniques they will apply	**Design** • Create sketches of the overall room and where items will be placed - label, including materials which will be used and tools which will be required • Create in-depth sketches of individual pieces which need to be created - curtains, tables, chairs, beds - at this point, chn should identify what will be sewn, constructed using wood etc.. on their plans • Chn to create prototypes of pieces needed to be sewn and constructed and evaluate before the making process	**Making** • Chn to make individual pieces which will be used in their chosen room • Chn should ensure that their model is fit for purpose - have curtains employed seam allowance? Are structures strong? • Chn to refer back to research and their initial design to ensure that all elements of their room are true to life	**Evaluation** • Test and evaluate the room based on the initial design criteria and aims. • Suggest any improvements that could be made. • Allow time for peer feedback • Make any changes that a possible at this point.	<u>Substantive</u> Kahoot quiz <u>Disciplinary</u> Chn to create a short iMovie explaining in detail how they made one aspect of their rooms
function, tactile	scoring, shaping	reinforce, stable	adhesive, suitable	

Music - Year 5

As musicians we will be focussing on how music can help us in life and thinking about the question, How Does Music Shape our Life in the first half of the term and in the second half of the term we will focus on musical elements and think about the question How Does Music Connect us with our Environment? We will talk about a range of music including Pop, 20th and 21st Century Orchestral, funk and R & B 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	• Thick texture in music means there are many layers of instruments • A composition is a creative piece of music • Orchestral music is created by a group of instruments • 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.	<u>Perform</u> • Sing or play from memory with confidence and in harmony • Perform to an audience with controlled breathing (voice) and skilful playing (instrument) <u>Compose</u> • 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 <u>Transcribe</u> • To read and create notes on the musical stave • To understand the # (sharp) and ♭ (flat) symbols • To use and understand simple time signatures <u>Describing music</u> • Use a wide range of musical vocabulary to describe and appraise a range of musical genres.	• K-Pop has a focus on catchy melodies • A trill is when a musician alternates between two notes quickly • Orchestral music can be combined with other styles of music such as Pop • A repeating loop is when a portion of music is repeated • Scat singing is when you use your voice as a musical instrument • Burt Bacharach is considered to be one of the most influential composers of the 20th century • Overtures are an introduction to a longer piece of music • Any instrument can be included in the orchestra, including amplified instruments, electronic instruments and audio effects. • Charles Ives' (1874-1954) music was so unconventional no one took him seriously as a musician. • Etta James and Beyonce are Rhythm and Blues singers

Look into the Night (Part 1)	Look into the Night (Part 2)	Breathe (Part 1)	Breathe (Part 2)	Keeping Time	Substantive Year 5 End of unit 5 theory quiz Disciplinary Perform finished version of choice to another class.
K-Pop, syncopated	horns, pedal note	bar, textured	instrumentation, acoustic	fuses, scat	
You and Me (Part 1)	You and Me (Part 2)	A Bright Sunny Day (Part 1)	A Bright Sunny Day (Part 2)	I'm Forever Blowing Bubbles	Substantive Year 5 End of unit 6 theory quiz Disciplinary Perform finished version of choice to another class.
flute, pause	Overture, symphonic	amplified, electronic	Avant-Garde, futuristic	powerful, syncopated	

Music - Year 6

As musicians we will be using chords and structures and thinking about the question, How Does Music Shape our way of Life in the first half of the term and in the second half of the term we will think about the question How Does Music Connect us with the Environment? We will talk about a range of music including Hip Hop, gospel, salsa, reggae, pop and soul 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	• Music can be written about political issues of the time • Pop music constantly changes to link with what is popular in the world at that time • The Blues is one of the most influential art forms in North America and Europe. • Britpop is a British version of Pop • Layering is combining lots of sounds	<u>Perform</u> • Sing or play from memory with confidence and in harmony • Perform to an audience with controlled breathing (voice) and skilful playing (instrument) <u>Compose</u> • 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 <u>Transcribe</u> • To read and create notes on the musical stave • To understand the # (sharp) and ♭ (flat) symbols • To use and understand simple time signatures <u>Describing music</u> • Use a wide range of musical vocabulary to describe and appraise a range of musical genres.	• Hip Hop was developed in the South Bronx • Gospel songs have passionate, uplifting lyrics about God, heaven and salvation. • Spiritual songs are a type of song first sung by enslaved West African people in the American South. • R&B contains energetic drum beats • Salsa was developed by Cuban and Puerto Rican musicians • Rocky Dawuni is a Reggae artist from Ghana • Swing is a form of Jazz music • California Sound is a style of Pop music • Composers try to bring out emotion through music • Atlantic was a famous soul record label

Wake Up! (Part 1)	Wake Up! (Part 2)	Down by the Riverside (Part 1)	Down by the Riverside (Part 2)	Dance the Night Away	**Substantive** Year 6 End of unit 5 theory quiz **Disciplinary** Perform finished version of choice to another class.
turntablism, electronic beats	influence, andante	hymns, spirituals	interval, triplet quavers	Salsa, roots	
Heal the Earth (Part 1)	Heal the Earth (Part 2)	Let's Go Surfin' (Part 1)	Let's Go Surfin' (Part 2)	So Amazing	**Substantive** Year 6 End of unit 6 theory quiz **Disciplinary** Perform finished version of choice to another class.
Reggae, lyrics	Swing, chord progression	Surf Pop, hook	enhance, composer	saxophone, backbeat	

PSHE—Year 5

Summer 1—Relationships

Summer 2—Changing me

Curriculum Objective	Prior Knowledge	Disciplinary knowledge	Substantive knowledge
	Children will know: - How to deal with loss and what loss can look like - Understanding of how relationships can be in different ways - Understand how to recognise and deal with jealousy - A boy and a girl are needed to create a baby - The female and male body parts - The changes that happen to a boy and a girl during puberty	- have an accurate picture of who I am as a person in terms of my characteristics and personal qualities - I understand that belonging to an online community can have positive and negative consequences - I understand there are rights and responsibilities in an online community or social network - I know there are rights and responsibilities when playing a game online - I can identify things I can do to reduce screen time, so my health isn't affected - I am aware of my own self-image and how my body image fits into that - I understand that puberty is a natural process that happens to everybody and that it will be ok for me - I can describe how boys' and girls' bodies change during puberty - I understand that sexual intercourse can lead to conception and that is how babies are usually made	- People perceive themselves in different ways - Age-limits are in place to protect young people - Any online community has some degree of risk - We can't rely on the internet to keep us safe - Puberty is a natural process - Girls and boys have the same and different body changes during puberty - Sometimes people need IVF to help them have a baby - Change will happen in many different ways as I grow up

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

Recognising me	Safety with online communities	Being in an online community	Online gaming	My relationship with technology: screen time	Relationships and technology	**Substantive** Create a mind map of learnt knowledge
Characteristics, attributes	Responsibility, age-limit	Online, offline	Community, appropriate	Devices, screen time	Risk, vulnerable	**Disciplinary** Create a poster explaining relationships with technology
Self and Body image	Puberty for girls	Puberty for boys	Conception	Looking ahead 1	Looking ahead 2	**Substantive** Hot task linked to key knowledge **Disciplinary** Create an information poster all about the changes that is going to the body beyond this age
Perception, body image	Puberty, menstruation	Hormones, sperm	Relationships, sexual intercourse	Teenager, milestones	Change, hope	

PSHE—Year 6
Summer 1—Relationships
Summer 2—Changing me

Curriculum Objective	Prior Knowledge	Disciplinary knowledge	Substantive knowledge
<table><tr><td>R1</td><td>R2</td><td>R3</td><td>R4</td><td>R5</td><td>R6</td><td>R7</td><td>R8</td></tr><tr><td>R9</td><td>R10</td><td>R11</td><td>R12</td><td>R13</td><td>R14</td><td>R15</td><td>R16</td></tr><tr><td>R17</td><td>R18</td><td>R19</td><td>R20</td><td>R21</td><td>R22</td><td>R23</td><td>R24</td></tr><tr><td>R25</td><td>R26</td><td>R27</td><td>R28</td><td>R29</td><td>R30</td><td>R31</td><td>R32</td></tr></table> <table><tr><td>H1</td><td>H2</td><td>H3</td><td>H4</td><td>H5</td><td>H6</td><td>H7</td><td>H8</td></tr><tr><td>H9</td><td>H10</td><td>H11</td><td>H12</td><td>H13</td><td>H14</td><td>H15</td><td>H16</td></tr><tr><td>H17</td><td>H18</td><td>H19</td><td>H20</td><td>H21</td><td>H22</td><td>H23</td><td>H24</td></tr><tr><td>H25</td><td>H26</td><td>H27</td><td>H28</td><td>H29</td><td>H30</td><td>H31</td><td>H32</td></tr><tr><td>H33</td><td>H34</td><td>H35</td><td></td><td></td><td></td><td></td><td></td></tr></table>	**Children will know:** • How to be safe online • How to reduce screen time • Age-limits are used in technology to protect us • Puberty is a natural process • Sometimes people may have to have IVF to have a baby • I can plan for the future	• Know how to take care of my mental health • Know when I am feeling different emotions • Have strategies to manage different emotions • Have an understanding of when people are trying to gain power or control • Know how to judge if something online is safe and helpful for me • Know how to develop my own self esteem • Know the changes that happen to a boys and girls body during puberty • Reflect on how I feel when thinking about change • Know that respect for one another is essential • Know how to develop positive self esteem • Identify what I am looking forward to and what worries me	• Lots of people can have mental health problems and it is not something to be ashamed of • Loss can cause people to grieve • The internet and people on the internet are not always safe and real • My body image fits into my own self-image • It is important to look after yourself physically and emotionally during puberty • A baby usually grows for 9 months before being born

Sequence of Learning

What is mental health?	My mental health	Love and Loss	Power and control	Being online: Real or fake? Safe or unsafe?	Using technology responsibly	**Substantive** Hot task linked to key knowledge **Disciplinary** Create a mind map to show all topics discussed
Ashamed, stigma	Worried, signs	Emotions, feelings	Authority, bullying	Pressure, influences	Communication, technology	
My self image	Puberty	Babies: conception to birth	Boyfriends and girlfriends	Real self and ideal self	The year ahead	**Substantive** Hot task linked to key knowledge **Disciplinary** Create a poster about the key changes in life from this current stage
Self-image, self-esteem	Opportunities, responsibilities	Pregnancy, embryo	Attraction, love	Choice, challenge	Transition, journey	

RE—Year 5

Summer A—Sikhism—In Religious Education, we will learn to understand how Sikhs show their commitment to God and to investigate whether there is a best way to show commitment to God.
Summer B—Christianity—In Religious Education, we will learn to understand a range of ways in which Christians show their commitment to God and whether there is a belief that there is a right way to do this.

Key Concepts	Prior Knowledge	Disciplinary knowledge	Substantive knowledge
Prayer and Worship Beliefs and Practices	**Sikhism** • Sikhs take part in the Amrit ceremony to make a commitment and become baptised Sikhs • They promise to wear the 5Ks—kesh, kara, kanga, kaccha, kirpan • Promise to pray everyday, be kind to people and to animals **Christianity** • A Christians' place of worship is a church • Weddings and baptisms take place in a church	• 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. • Explain why their own responses to decisive questions may differ from those of others. • Explain why different religious communities or individuals may have a dissimilar view of what is right and wrong. • Show a mindfulness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules). • Express their own values and remain courteous of those with different values.	**Sikhism** • Commitment is being dedicated • The Sikh turban represents love, kindness, care and protection against unkindness • Kangha is a comb and is one of the 5 K's • A Gurdwara is a Sikh place of worship • The Sikh holy book is the Guru Granth Sahib • Sewa means helping others **Christianity** • Christians show commitment to God through the ten commandments • Love your neighbour as yourself is one of the 10 commandments • Christians show their commitment to God by attending church every Sunday • Christians show their commitment to God by praying • Holy Communion is an enactment of the Last Supper • Holy Communion reminds Christians of Christ's sacrifice of himself on the cross

Engagement (1 lesson)	Investigation (3 lessons)	Evaluation (1 lesson)	Expression (1 lesson)	**Substantive** Hot task linked to key knowledge **Disciplinary** To create a poster showing the ways Sikhs show their commitment to God
turban	Kara, Gudwara, Seva	Symbolised	equality	
Engagement (1 lesson)	Investigation (3 lessons)	Evaluation (1 lesson)	Expression (1 lesson)	**Substantive** Hot task linked to key knowledge. **Disciplinary** Presentation to Year 6 of what commitment is to a Christian.
dilemma	neighbour, communion	dedicate	Holy Spirit	

RE—Year 6

Islam—In Religious Education, we will discuss whether belief in Akhirah (life after death) helps Muslims lead good lives by investigating the concept that the concept that Jihad can be interpreted differently leading to different actions and consequences.

Key Concepts	Prior Knowledge	Disciplinary knowledge	Substantive knowledge
Beliefs and Meaning	• Muslims go to their special place of worship, a Mosque so they can worship and pray with others who believe and feel the same	• 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. . • Clarify their own ideas about the answers to decisive questions. • Explain why their own responses to decisive questions may differ from those of others. • Explain why different religious communities or individuals may have a dissimilar view of what is right and wrong.	• Every person has a different moral compass • Muslims respect Allah by fasting in Ramadan • The spiritual struggle or effort of every Muslim to follow the teachings of Allah in their own lives is called 'Greater Jihad' • Muslims believe Allah will judge them when they die • Muslims pray 5 times a day • Every persons interpretation can be different • The Qur'an is the Holy Book • Jihad means struggle or effort • Some Muslims fight a Holy War to protect the freedom of Muslims to practice their faith • The Akhirah is life after death

Engagement (1 lesson)	Investigation (3 lessons)	Evaluation (1 lesson)	Expression (1 lesson)	
				Substantive Hot task linked to key knowledge **Disciplinary** To create a poster showing the ways Muslims lead a good life.
actions	motivation, Allah, Greater Jihad	righteous	motivate	
Engagement (1 lesson)	Investigation (3 lessons)	Evaluation (1 lesson)	Expression (1 lesson)	**Substantive** Hot task linked to key knowledge. **Disciplinary** Children to write a balanced argument—Does belief in Akhirah help Muslims lead good lives?
interpretation	Qur'an, Jihad, Holy War	Lesser Jihad	Akhirah	

PE—Year 5

Swimming
Striking and fielding

Curriculum Objective	Disciplinary knowledge	Substantive knowledge
NC1: use running, jumping, throwing and catching in isolation and in combination NC3: develop flexibility, strength, technique, control and balance [for example, through athletics	• Can throw over/underarm effectively • Use the correct catching technique at all times • Demonstrate the correct technique of a cricket bowl • Select the direction of strike • Know how to win in a game • Strike, field and bowl consistently	• Underarm is better for shorted distances • Overarm is better for longer distances • Hands need to be in a W shape when catching • A cricket bowl is used by the bowler in cricket • A cricket grip has the strongest hand at the bottom of the handle and the other at the top • You can get someone out in cricket by catching the ball or hitting the wickets • The winning team is the team that hits the stumps the most • There are many different types of cricket

Sequence of Learning

Swimming—coach led	Swimming—coach led	Swimming—coach led	Swimming—coach led	Swimming—coach led	Swimming—coach led	Substantive
						To write a poster to advertise strong swimming techniques
						Disciplinary
To Throw accurately in different ways	To catch consistently	To use fielding skills consistently To know basics of cricket bowl	To hit a bouncing ball	To understand the principles of a game	To apply skills to a game situation	Practical assessment at swimming **Substantive** Lead a cricket game with a different class
Accuracy, Technique	Concentration, co-ordination	Focus, aim	Power, swing	Teamwork, run	Fair play	**Disciplinary** Teach another class how to play

PE—Year 6

Athletics
Striking and fielding

Curriculum Objective	Disciplinary knowledge	Substantive knowledge
NC1: use running, jumping, throwing and catching in isolation and in combination NC3: develop flexibility, strength, technique, control and balance [for example, through athletics	• Perform a variety of jumps • Perform a triple jump fluently • Use running techniques to improve speed • Adapt pace to race situation • Transfer from stop to throw quickly • Select direction of strike • Show teamwork and fair play • Strike, field and bowl consistently	• Driving arms forward and up will improve a jump • A triple jump is a hop, skip and then jump • Accelerate quickly when sprinting • Running races are measured in metres • Fingers need to be in the W position to catch the ball safely • You hold a cricket bat in 2 hands and towards the floor • In rounders there are 4 bases

Sequence of Learning

To improve jumping technique	To improve a triple jumping technique	To refine sprinting technique	To run using appropriate pace and tactics	To throw for distance using different techniques	**Substantive** Teach the younger children how to run in a race **Disciplinary** Compete in sports day **Substantive** Run a rounder competition as a class **Disciplinary** Compete in interschool competition
Distance, balance	Effort, power	Pace, energy	Speed, competiveness	Aware, safety	
To consolidate fielding skills	To consolidate striking skills	To apply skills to a game	To apply skills to a game	To develop a striking and fielding game	
Accuracy, technique	Concentration, positioning	Teamwork, participation	Fair play, skills	Communication, ideas	

French

In Summer A we will be learning about the body and will be able to label specific parts.
In Summer b we will be learning about sport and the different types of game and sport we can play.

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 Where we live School How we play My Town Describing People	**The body** le visage the face je cours I run J'ai mal à la tête. I have a headache. le Petit Chaperon rouge Little Red Riding Hood une maison a house affamé hungry **Sport** le foot football la danse dancing un stade a stadium un joueur de tennis a tennis player jouer au tennis to play tennis célèbre famous	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

My face le visage the face l'œil (m) the eye les yeux (m) the eyes le nez the nose la joue the cheek l'oreille (f) the ear la bouche the mouth les dents (f) the teeth	**What are you doing?** je cours I run j'écris I write je lis I read je parle I talk j'écoute I listen je nage I swim je marche I walk je peins I paint	**It hurts** J'ai mal à la tête. I have a headache. J'ai mal au bras. My arm is hurting. J'ai mal à l'oreille. I have earache. J'ai mal au pied. My foot is hurting. J'ai mal au ventre. I have stomachache. J'ai mal au dos. I have backache. J'ai mal au genou. My knee is hurting. J'ai mal au doigt. My finger is hurting. J'ai mal aux dents. I have toothache.	**Fairy Tales** le prince the prince l'ogre (m) the ogre Cendrillon Cinderella l'ours (m) the bear le loup the wolf la grand-mère the grandmother la grenouille the frog la méchante belle-mère the wicked stepmother le Petit Chaperon rouge Little Red Riding Hood	**Where do they live?** une maison a house une chaumière a cottage une forêt a forest un palais a palace un château a castle une grotte a cave un marais a swamp un pont a bridge	**Little Red Riding Hood** un coup de pied a kick affamé hungry apporter to take frapper to knock entendre to hear voir to see	**Substantive** Hot task with key vocabulary **Disciplinary** Short role play depicting the different parts of their body
Sports le foot football le tennis tennis le tennis de table table tennis le basket basketball le cricket cricket le rugby rugby	**Which sport do you like doing?** la danse dancing la natation swimming le vélo cycling l'équitation (f) horse riding le skate skateboarding le surf surfing l'escalade (f) climbing le footing jogging	**At the stadium** un stade a stadium une équipe a team un joueur de foot a football player un directeur a manager un terrain a pitch un arbitre a referee un ballon de foot a football un sifflet a whistle un spectateur a spectator	**Wimbledon** un court a court une raquette a racket un joueur de tennis a tennis player un arbitre an umpire un spectateur a spectator un ramasseur de balles a ball boy une balle de tennis a tennis ball des fraises (f) à la crème strawberries and cream	**Can you…?** jouer au tennis to play tennis jouer au foot to play football jouer au hockey to play hockey jouer au netball to play netball jouer au rugby to play rugby jouer au cricket to play cricket faire du vélo to go cycling faire du ski to go skiing	**A tennis match** un billet a ticket travailler to work malade ill célèbre famous triste sad content happy frapper to hit or knock ramasser to collect donner to give	**Substantive** Hot task with key vocabulary **Disciplinary** A mini presentation describing the different apparatus used in sports

Computing—Year 5

Who wants to play?

We will learn about how time on technology can be limited, know how games are regulated, know what makes a good game, learn all about selections and advanced programming, create digital posters and create a persuasive writing.

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 **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	<u>Children will know:</u> • How to persuade someone • How technology can affect someone's health • What is a game • What is a bug in a game • How to create a game on the computer on Hoggy 2	• From decomposition, recognise how variables are expected to work and therefore be able to identify when they are not working appropriately • Propose possible bug fixes with variables • Identify the purpose of an input and recognise when this is/isn't working as expected. Suggest a range of potential fixes • Begin to divide up code and run specific sections of programs individually to allow for more accuracy in debugging • Propose a range of reasons for non-working outputs and propose suggestions for bug fixes • Be able to more confidently suggest improvements to existing programs to make them better/more efficient • Be able to identify the role of variables within a program and explain how they are used by a program • Know that a variable stores information and can be a numerical or text value • Be able to create a variable containing a text value within a program and use code to retrieve this stored later within the program • Be able to create a variable that holds a number and know how to program this to be used within a game	• Technology can have both positive and negative effects in our lives. • Some games are not appropriate for children to play. • Game designers need to establish what makes a good game before they design and create one. • Older computers had much lower • resolutions and simpler graphics These were referred to as 8 bit graphics. • Stories can be told through games by designing levels and adding storytelling elements. • Elements in games can be programmed with custom movement to make them more interesting. • Feedback/testing is a vital part of • creating a game without any errors. • Marketing campaigns can be a great • way to promote a new game.

Sequence of Learning

Limiting Technology Describe ways technology can affect health and know strategies to promote healthy living **Age Related Games** Describe the common systems that regulate a-related content **What makes a good game?** Identify the pros and cons of games	**Selections** Identify the pros and cons of games and organise digital content with accuracy **Advanced Programming** Make predictions about what will happen in a program when inputs are changed and test, debug programs	**Feedback and Poster** Evaluate content against success criteria **Video Advert** Plan and create a video by combining images, text, music and different layouts	**Persuasive Writing and Games Fair** Use word processing to format a document	<u>**Substantive**</u> Complete knowledge quiz <u>**Disciplinary**</u> Create an advertisement for a game suitable for EYFS
PEGI System	Debugging	Animation	Marketing campaign	

Computing—Year 6

It's my business

We aim to create a business idea, design the brand using logos, videos, social media and a webpage, and we will use spreadsheets to work out the profit and loss of the business.

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 will know:** • How to create a video on imovie • How to use piccollage to create an advert • What a webpage is • What makes a good presentation	• Know how to take photos and use them for a given purpose • To be able to plan and create an animation for a given purpose • Know how to edit an animation to improve it / make it more realistic • Know how to combine an animation with other software • Know how to select and use appropriate multimedia tools, and combine these for a given purpose with confidence • Know how to effectively edit a video using a range of video editing tools • Know how to create and edit a range of effective picture and text graphics • Format a digital document to present • ideas. • Design a suitable brand for a business • and promote it. • Combine text and images to create eye • catching social media adverts. • Create a spreadsheet with formulas for • profit and loss of a business • Create variables in spreadsheets and • understand their role in a program.	• A logo is a small design that people can recognise a company/business by • An advert can recommend and persuade someone to do/get something • To make something eye-catching is to draw someone in • A spreadsheet can keep track of the business's spending in a clear way • A pitch is a proposal to a possible client to persuade them to buy into/try a business's services

Sequence of Learning

Ideas Format a digital document to present ideas on a business idea **Logo and Design Branding** Design a logo and brand for a business and promote it	**Social Media Adverts** Combine text and images to create eye catching social media adverts **Marketing Video** Create a video for a marketing campaign and make improvements following feedback	**Webpage** Continue to design and build a webpage and share it online **Costs** Create a spreadsheet with formulas for profit and loss of a business	**Finances** Create a spreadsheet with formulas for profit and loss of a business **Pitch** Create a quality presentation that includes graphics, images and movies using digital tools.	**Substantive** Complete knowledge quiz **Disciplinary** Pitch the project the business has created to an audience