



# Flames of Glory



## The Vikings Year 5/6

Spring 2023



# Immersion



## SPARCS

Class to make Viking shields to create a shield wall

## Experiences

Whole school scrapstore experience

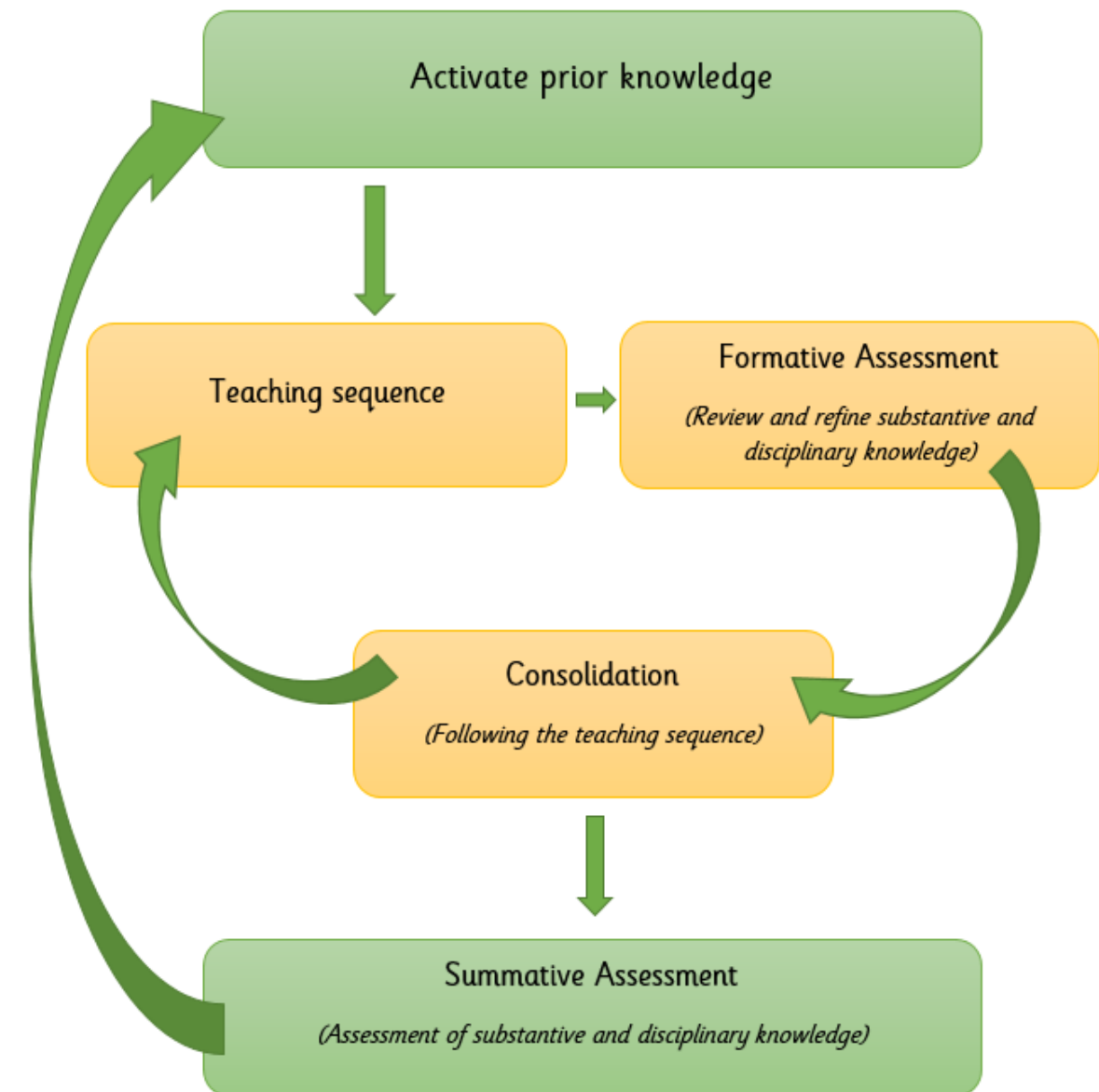
## Presentation of Learning

Present their scrapstore creations





## Learning and Teaching Sequence



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



## History

As Historians we will be studying the Viking reign from 800-1066 ending with the Battle of Hastings. We will study their way of life, where they settled and look at the changes in life over the vast period of time. We will use sources of evidence to explore the past and talk about the impact this period of time had on Britain. We will learn what is meant by 'invaders' and settlers' in the context of the Anglo-Saxons and Vikings from this historic period of time.

| Curriculum Objective  |  | Prior Knowledge  | Disciplinary knowledge  | Substantive knowledge   |
|---|--|--|---|---|
| <b>NC4:</b> I can learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor  |  | <ul style="list-style-type: none"> <li>Primary and secondary sources can be used to research periods of time</li> <li>BC and AD and where this sits in the timeline of history</li> <li>That artefacts can be used to help us learn about history</li> <li>That there have been many periods of history through time and can name some—Romans, Shang Dynasty, Mayan civilisation, Modern events (WW2, Queen's coronation)</li> </ul> | <ul style="list-style-type: none"> <li>When studying a period of time, compare and contrast how this relates to modern day Britain</li> <li>Describe life in Britain throughout the Viking and Roman invasions and the impact on Britain today</li> <li>Ask and answer questions to analyse and evaluate changes in history and the significance on Britain.</li> <li>Analysis why some facets of life have remained constant</li> <li>Handle and use Primary and Secondary sources and start to compare accounts of events using different sources</li> <li>Analysis and evaluate a wide range of evidence to justify claims about the past</li> <li>Research key dates within a given topic and place on a timeline (Yr5)</li> <li>Research key dates within a given topic and create own timeline (Yr6)</li> </ul> | <ul style="list-style-type: none"> <li>Vikings first raided Lindisfarne in 793 AD</li> <li>Vikings invaded Britain in 865 AD</li> <li>Vikings were Pagans who believed in Gods and goddesses</li> <li>Valhalla was a vast banquet hall where warriors, who had died bravely in battle, would go in the afterlife</li> <li>Jarls were wealthy nobles</li> <li>Thralls were slaves</li> <li>In 917AD King Edward and his sister Aethelflaed took control of Jorvik from the Vikings</li> <li>In 1016AD, King Cnut became King of England, Denmark and Norway</li> </ul> |
| Sequence of Learning  |  |  |   |   |
| <u><b>Viking Timeline</b></u> <ul style="list-style-type: none"> <li>Who were the Vikings?</li> <li>Create a timeline of key events from 793AD to 1066AD</li> <li>793 - Lindisfarne raid</li> <li>865 - Vikings invade Britain from Denmark</li> <li>866 - Vikings capture York and rename Jorvik</li> <li>876 - Vikings permanently settle in Britain</li> <li>878 - Vikings overrun Britain and force King Alfred into hiding</li> <li>886 - King Alfred agrees treaty with Vikings and Danelaw is created giving Vikings the East of Britain</li> <li>1014 - Cnut becomes King of Viking and England</li> <li>1066 - Battle of Hastings and the beginning of Norman Britain</li> </ul> | <u><b>Viking Beliefs</b></u> <ul style="list-style-type: none"> <li>What was Valhalla and who were the Valkyries?</li> <li>How did Vikings treat their dead?</li> <li>Description of the Gods - write a non-chronological report</li> <li>Compare Vikings and Anglo-Saxons and their different religions - Vikings Pagans and Anglo-Saxons Christians and look at Viking conversion to Christianity</li> </ul> | <u><b>Viking Life</b></u> <ul style="list-style-type: none"> <li>Create hierarchy of Viking society—King, Jarls, Karls, Thralls and brief description of movement between classes</li> <li>Children to use a variety of resources and sources of evidence to research Homes, Work, Food, Clothing</li> <li>Comparison to modern day Britain</li> </ul>   | <u><b>Viking Britain and its end</b></u> <ul style="list-style-type: none"> <li>899 AD Alfred the Great (King of Wessex died) - Wessex was the only English Kingdom which had preserved its independence from the Vikings - reasrach Edward the Elder and his conquest for conquering Danelaw</li> <li>917AD Edward and Aethelflaed overwhelmed Danish army of East Anglia - describe the attack and the attack of Athelstan on Jorvik and how this unified England</li> <li>What was the significance of 1016AD?</li> <li>Brief description of the Battle of Hastings and 1066</li> </ul>  | <p style="text-align: center;"><b><u>Substantive</u></b></p> <p style="text-align: center;">To complete a Kahoot quiz testing learnt knowledge</p> <p style="text-align: center;"><b><u>Disciplinary</u></b></p> <p style="text-align: center;">To create a keynote powerpoint displaying learn knowledge</p>   |
| raid, treaty  | Valhalla, Pagan  | Karl, thrall   | influence, impact   |   |



## Geography

As Geographers we will be studying human and physical geography. We will look at why the Vikings settled where they did in Britain; taking into account the Human and Physical features of the United Kingdom. We will plot on a map where the Vikings settled and look at the land-use. We will use a variety of digital and book resources for research and map work and children will be able to talk about boundaries during the Viking period as well as trade and the distribution of natural resources.

| Curriculum Objective   | Prior Knowledge  | Disciplinary knowledge  | Substantive knowledge  |
|--|--|---|--|
| <p><b>NC2:</b> To name and locate counties and cities of the UK and identify human and physical characteristics, and land-use patterns; and understand how some of these aspects have changed over time.</p> <p><b>NC5b:</b> To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><b>NC6:</b> I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><b>NC8:</b> 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.</p> | <ul style="list-style-type: none"> <li>London is the capital of the United Kingdom</li> <li>Some understanding of how settlements were affected by some human and physical features</li> <li>That some people chose to settle in areas which were safe from invasion</li> <li>The United Kingdom could be invaded from different directions as we are an island</li> <li>That there are 8 points of a compass and can name them</li> </ul> | <ul style="list-style-type: none"> <li>Name and locate the countries of North and South America and identify their main physical and human characteristics</li> <li>Identify and describe how physical features affect human activity</li> <li>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>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</li> <li>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</li> </ul> | <ul style="list-style-type: none"> <li>The Vikings invaded Britain from Scandinavia</li> <li>The first invasion was on a monastery - Lindisfarne, on the coast of Northumbria</li> <li>Wood, stone and blocks of turf were used to build houses because they were readily available</li> <li>The Vikings came to Britain to look for better land for farming due to the milder climate</li> <li>York was named Jorvik</li> <li>The Vikings wanted to capture Jorvik because of its strong defensive walls and road links to fertile lands</li> <li>Danelaw was the name of the area of England that officially belonged to the Vikings</li> <li>There were 5 boroughs of Danelaw - Leicester, Nottingham, Derby, Stamford and Lincoln</li> </ul> |

### Sequence of Learning

| <u>The Viking arrival</u>  | <u>Viking Settlements</u>  | <u>Jorvik</u>   | <u>Daneland</u>  |  |
|--|--|---|--|--|
| <ul style="list-style-type: none"> <li>Vikings arrived from Scandinavia and attacked the coastline of Britain - on world map identify Scandinavia</li> <li>Describe range of factors why Vikings left Scandinavia to settle in Britain (farming, seeking wealth, fighting across Europe)</li> <li>Look at the arrival of Vikings from Hordaland on Coast of Northumbria at Lindisfarne - locate and indicate route of invasion</li> <li>Why did Vikings raid Lindisfarne?</li> </ul> | <ul style="list-style-type: none"> <li>Discuss what a settlement is</li> <li>Look in detail at a Viking settlement - children to identify important features of a Viking settlement and explain what and why they were used</li> <li>Look at natural resources and how this influenced where Vikings settled</li> <li>Climate of Britain led to fertile lands and easier farming - compare climate of Scandinavia and Britain</li> <li>Give children a map to plot a range of Viking settlements and Kingdoms using atlases</li> </ul> | <ul style="list-style-type: none"> <li>1st November AD 866 - Vikings took off for York, the only town North of the Humber - Kingdom of Northumbria - locate Northumbria and York on map</li> <li>Invasion of York was easier due to Civil War in Northumbria - locate route of invasion</li> <li>Why did the Vikings want to capture Jorvik? <i>Strong defensive walls, roads following natural ridges across the marshy Vale of York linked the city to the fertile lands of East Yorkshire and to the Pennine uplands in the west. The river Ouse linked York to the North Sea, and brought trading ships to the city from many countries.</i></li> <li>York commerce - prosperous lives as tradesmen and craftsmen - what natural resources were available?</li> <li></li> </ul> | <ul style="list-style-type: none"> <li>Dane land - plot areas of land which were given to the Vikings and look at why this land was given (human and physical features)</li> <li>Leicester, Nottingham, Derby, Stamford and Lincoln were the five Boroughs of Danelaw - locate on a map of UK which areas were under Danish laws and customs</li> <li>What was a borough in Viking Britain?</li> <li>Name the ruler of each borough</li> <li>Fieldwork - look at local area and human and physical features - sketch - Dane land and our local area</li> </ul> | <p><b><u>Substantive</u></b></p> <p>To complete a Kahoot quiz</p> <p><b><u>Disciplinary</u></b></p> <p>To present their knowledge of Viking Kingdoms and settlements across Britain in poster form</p> |
| Scandinavia, Northumbria   | settlement, climate  | fertile, marshland  | borough, shire   |  |

## Art

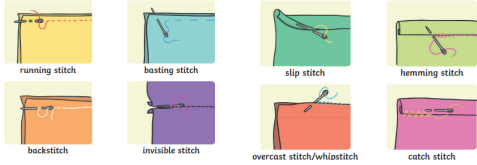
As **Artists** we will look at using clay to create our own Viking long boat. We will research the features of a long boat and will sketch the different parts with a focus on the length and width of the boat. We will then look at a range of materials and mediums and how we can change texture using these. We will evaluate our ideas and prototypes before we create our final design. Finally, we will use clay and our research to help us create a sculpture of a Viking Long boat.

| Curriculum Objective   |   | Prior Knowledge   | Disciplinary knowledge  | Substantive knowledge   |
|--|---|---|---|---|
| <p><b>NC1:</b> I can create sketch books to record their observations and use them to review and revisit ideas</p> <p><b>NC2:</b> I can improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)</p>   |   | <ul style="list-style-type: none"> <li>How to use a rolling pin to create a flat surface.</li> <li>How to use different parts of the hands to create different finishes and impressions.</li> <li>How to join clay together</li> </ul>  | <ul style="list-style-type: none"> <li>Handle and use primary and secondary sources of information to research</li> <li>Use tools to carve and add shapes, texture and patterns</li> </ul>  | <ul style="list-style-type: none"> <li>Viking Longboats were used to carry warriors</li> <li>Longboats were double ended so they could easily change direction</li> <li></li> </ul> |
| Sequence of Learning   |   |   |   |   |
| <p><u>Research</u></p> <ul style="list-style-type: none"> <li>Have an understanding of Viking long boats and their purpose; research (video clips, photographs and online resources)</li> <li>Have an understanding of the features of a Viking long boat</li> </ul> <p><u>Sketching</u></p> <ul style="list-style-type: none"> <li>To sketch the different parts of a Viking long boat e.g. oars, front, back, side, wood work and shields</li> <li>To sketch a whole Viking long boat focusing on the structure, length and width of the boat</li> </ul> | <p><u>Textures and Mediums</u></p> <ul style="list-style-type: none"> <li>Look at a range of materials/ mediums the long boat can be created from and discuss the differences between these</li> <li>Explore a range of mediums and textures through practical. Consider the different effects that different textures and mediums can create</li> <li>Explain why clay is the best medium to create a sculpture of a Viking long boat</li> </ul> | <p><u>Developing ideas</u></p> <ul style="list-style-type: none"> <li>Practise different techniques to create prototypes of the Viking long boat focusing on texture and structure</li> <li>Evaluate prototype to influence our final design</li> <li>Plan and design final art piece using sketching skills</li> </ul> | <p><u>My Viking long boat</u></p> <ul style="list-style-type: none"> <li>Create a sculpture of a Viking long boat out of clay ensuring it represents the Viking era</li> <li>Evaluate work considering the technique and skills used</li> </ul> | <p><u>Substantive</u></p> <p>To write a quiz to be completed by a peer.</p> <p><u>Disciplinary</u></p> <p>To create an imovie explaining the different techniques used</p>          |
| longboat   | durable   | Prototype   | Technique, skills, product  |   |



## Design Technology

As **Design Technologists**, we will be researching traditional Viking clothing and will be designing and making our own shoes joining materials using a variety of stitches. We will research what types of materials were traditionally used and why and will then design our own Viking shoe prototype. We will practise a range of stitch techniques and will create our own prototype. We will then evaluate our prototype to see what changes need to be made before our final design and make is produced.

| Curriculum Objective  |   | Prior Knowledge  | Disciplinary knowledge  | Substantive knowledge  |
|---|---|--|---|--|
| <p><b>NC1:</b> 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</p> <p><b>NC2:</b> generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><b>NC3:</b> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p><b>NC4:</b> 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.</p> <p><b>NC5:</b> To investigate and analyse a range of existing products.</p> <p><b>NC6:</b> To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p><b>NC8:</b> To apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> |   | <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>Shape textiles using their own design</li> <li>Will be able to employ a running stitch independently to join materials together</li> <li>Will have used a basting stitch to join materials together</li> <li>Will know what a seam allowance is</li> </ul> | <ul style="list-style-type: none"> <li>Create objects which employ a seam allowance</li> <li>Join textiles using a combination of stitching techniques (back stitch for seams, running stitch for decoration)</li> <li>Use qualities of materials to create suitable visual and tactile effects in the decoration of textiles (soft decoration on a cushion)</li> </ul> | <ul style="list-style-type: none"> <li>Wool and linen were most common fabrics</li> <li>Calf and cattle skin were used to create leather for shoes</li> <li>Some early Viking shoes were made from one piece of leather</li> <li>Variety of stitches as follows</li> </ul> <div style="text-align: center;">  </div> |
| Sequence of Learning  |   |  |   |  |
| <p><b>Research, Design brief and aims</b></p> <ul style="list-style-type: none"> <li>Research clothing worn during the Viking era</li> <li>Research the materials available and what was used during the Viking era</li> <li>Research what traditional clothing was made from</li> <li>Research Viking footwear and describe the features</li> <li>Complete design brief</li> <li>Complete aims—what aiming to achieve for final outcome?</li> </ul>  | <p><b>Design</b></p> <ul style="list-style-type: none"> <li>Design own Viking shoe using correct vocabulary to label</li> <li>Discuss materials which can be possibly be used with a focus on strength and joining</li> </ul> | <p><b>Prototypes</b></p> <ul style="list-style-type: none"> <li>Create a prototype using J-cloth to get an understanding of proportion and suitable joining techniques</li> <li>Evaluate prototype to influence our final design</li> </ul>  | <p><b>Final Creation</b></p> <ul style="list-style-type: none"> <li>Create Viking shoe using materials, joining, a variety of stitching and consistently ensuring there is a suitable seam allowance</li> <li>Evaluate final creation and creation process</li> </ul>   | <p><b><u>Substantive</u></b></p> <p>To create a class quiz to test partner class</p> <p><b><u>Disciplinary</u></b></p> <p>To create an instructional poster on how to make a Viking shoe</p>   |
| linen, leather  | top seam, heel seam   | sole, heel stiffner  | hemming stitch, catch stitch  |  |

## Music - Year 5

As **musicians** we will be focussing on key and time signatures and thinking about the question, How Does Music Improve Our World in the first half of the term and In the second half of the term we will focus of introducing chords and think about the question How Does Music Teach Us About Our Community? We will talk about a range of music including South African Pop, 20th and 21st Century Orchestra, soul, reggae and pop and listen to a range of songs. We will use glockenspiels and recorders when learning songs and in our improvisation and composing

| Curriculum Objective  |                            | Prior Knowledge  |                         | Disciplinary knowledge  | Substantive knowledge  |
|---|----------------------------|--|-------------------------|---|--|
| <p><b>NC1:</b> To play and perform in solo and ensemble contexts, using their voice and playing musical instruments with increasing accuracy, control and expression</p> <p><b>NC2:</b> To improvise and compose music using the inter-related dimensions of music separately and in combination</p> <p><b>NC3:</b> To listen with attention to detail and recall sounds with increasing aural memory</p> <p><b>NC4:</b> To use and understand the basics of staff and other musical notations</p> <p><b>NC5:</b> To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p><b>NC6:</b> To develop an understanding of the history of music</p> |                            | <ul style="list-style-type: none"><li>That pitch is how high or low a sound is</li><li>Minor is a musical key which reflects a sombre mood</li><li>A minim has the value of a crochet or half a semibreve</li><li>How to sing together to create a melody</li><li>That chords can be in major or minor</li></ul> |                         | <p><u>Perform</u></p> <ul style="list-style-type: none"><li>Sing or play from memory with confidence and in harmony</li><li>Perform to an audience with controlled breathing (voice) and skilful playing (instrument)</li></ul> <p><u>Compose</u></p> <ul style="list-style-type: none"><li>Create rhythmic patterns that show an awareness of timbre and duration</li><li>Combine melody, rhythm and chords to create a short musical piece</li><li>Use a melodic ostinato, based on the pentatonic scale to create a short piece</li></ul> <p><u>Transcribe</u></p> <ul style="list-style-type: none"><li>To read and create notes on the musical stave</li><li>To understand the # (sharp) and ♭ (flat) symbols</li><li>To use and understand simple time signatures</li></ul> <p><u>Describing music</u></p> <ul style="list-style-type: none"><li>Use a wide range of musical vocabulary to describe and appraise a range of musical genres.</li></ul> | <ul style="list-style-type: none"><li>South African Pop often speaks of freedom, hope and change</li><li>Thick texture in music means there are many layers of instruments</li><li>A bridge only happens once in a piece of music</li><li>Soul is a popular style of music developed by African American musicians in the 1950s</li><li>An oboe is a woodwind instrument</li><li>Reggae is a popular style of Jamaican music</li><li>A composition is a creative piece of music</li><li>A trumpet is a brass musical instrument</li><li>A string vibrates to produce a sound</li></ul> |
|   |                            |  |                         |   |  |
| Freedom is coming (Part 1)  | Freedom is coming (part 2) | All over again (Part 1)  | All over again (Part 1) | Do You ever wonder?   | <p><b><u>Substantive</u></b></p> <p>Year 5 End of unit 3 theory quiz</p> <p><b><u>Disciplinary</u></b></p> <p>Perform finished version of choice to another class.</p>   |
| South African Pop, A Capella  | Polyrhythm, traditional    | symphony, baroque  | contemporary, romantic  | oboe, clarinet  |  |
| Erie Canal (Part 1)   | Erie Canal (Part 2)        | Heroes (Part 1)  | Heroes (Part 2)         | Happy to be me  | <p><b><u>Substantive</u></b></p> <p>Year 5 End of unit 4 theory quiz</p> <p><b><u>Disciplinary</u></b></p> <p>Perform finished version of choice to another class.</p>   |
| Reggae, Ska   | Rocksteady, detached       | staccato, chorus   | legato, melody          | metallic, instrumental  |  |



## Music - Year 6

As **musicians** we will be thinking about the question, How Does Music Improve Our World in the first half of the term and in the second half of the term we will think about the question How Does Music Teach Us About Our Community? We will talk about a range of music including rock, folk music, pop, disco 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

| Curriculum Objective  |                           | Prior Knowledge   |                               | Disciplinary knowledge   | Substantive knowledge  |
|---|---------------------------|---|-------------------------------|--|--|
| <p><b>NC1:</b> To play and perform in solo and ensemble contexts, using their voice and playing musical instruments with increasing accuracy, control and expression</p> <p><b>NC2:</b> To improvise and compose music using the inter-related dimensions of music separately and in combination</p> <p><b>NC3:</b> To listen with attention to detail and recall sounds with increasing aural memory</p> <p><b>NC4:</b> To use and understand the basics of staff and other musical notations</p> <p><b>NC5:</b> To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p><b>NC6:</b> To develop an understanding of the history of music</p> |                           | <ul style="list-style-type: none"> <li>Layering is combining lots of sounds</li> <li>Britpop is a British version of Pop</li> <li>Rock music is made up of several styles of powerful guitar and vocal-led music</li> <li>Music can be written in both major and minor keys</li> <li>Notes are written on staves</li> </ul> |                               | <p><u>Perform</u></p> <ul style="list-style-type: none"> <li>Sing or play from memory with confidence and in harmony</li> <li>Perform to an audience with controlled breathing (voice) and skilful playing (instrument)</li> </ul> <p><u>Compose</u></p> <ul style="list-style-type: none"> <li>Create rhythmic patterns that show an awareness of timbre and duration</li> <li>Combine melody, rhythm and chords to create a short musical piece</li> <li>Use a melodic ostinato, based on the pentatonic scale to create a short piece</li> </ul> <p><u>Transcribe</u></p> <ul style="list-style-type: none"> <li>To read and create notes on the musical stave</li> <li>To understand the # (sharp) and ♭ (flat) symbols</li> <li>To use and understand simple time signatures</li> </ul> <p><u>Describing music</u></p> <ul style="list-style-type: none"> <li>Use a wide range of musical vocabulary to describe and appraise a range of musical genres.</li> </ul> | <ul style="list-style-type: none"> <li>Disco is a style of dance music</li> <li>The disco ball is a classic sign of the disco era</li> <li>La Bamba was originally a Folk song</li> <li>Rock 'n' Roll was seen as a music of rebellion</li> <li>Music can be written about political issues of the time</li> <li>Rock music is dominated by the electric guitar</li> <li>Jimi Hendrix was an African American guitarist who created improvised guitar solos</li> <li>Piano means quite soft</li> <li>Pianissimo means very quiet</li> <li>Pop music constantly changes to link with what is popular in the world at that time</li> </ul> |
| Disco Fever (Part 1)  | Disco Fever (part 2)      | La Bamba (Part 1)   | La Bamba (Part 1)             | Change   | <p><b><u>Substantive</u></b></p> <p>Year 6 End of unit 3 theory quiz</p> <p><b><u>Disciplinary</u></b></p> <p>Perform finished version of choice to another class.</p>   |
| snare drum, disco   | synthesizer, drum machine | Rock 'n' Roll, rebellion  | expression, chord progression | drum pattern, lyrics   |  |
| Let's Rock (Part 1)   | Let's Rock (Part 2)       | Simple Gifts (Part 1)   | Simple Gifts (Part 2)         | Friendship Should Never End  | <p><b><u>Substantive</u></b></p> <p>Year 6 End of unit 4 theory quiz</p> <p><b><u>Disciplinary</u></b></p> <p>Perform finished version of choice to another class.</p>   |
| bass, octave  | improvise, influenced     | piano, pianissimo   | woodblock, folk               | detached, alternate  |  |

# PSHE—Year 5

## Dreams and Goals

### Healthy 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 colspan="5"></td></tr></table> | 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 |  |  |  |  |  | <ul style="list-style-type: none"><li>Understand how to stay motivated when doing something challenging</li><li>Understand how to work well with a partner or in a group</li><li>Understand how to work hard to achieve dreams and goals</li><li>Understand what is a healthy choice within life</li><li>Understand a healthy diet and how to be physically active</li><li>Understand how to keep themselves and others safe</li><li>Understand how to keep calm and deal with difficult situations</li></ul> | <ul style="list-style-type: none"><li>I understand that I will need money to help me achieve some of my dreams</li><li>I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs</li><li>I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it</li><li>I can describe the dreams and goals of young people in a culture different to mine</li><li>I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other</li><li>I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship</li><li>I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.</li><li>I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart</li><li>I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations</li><li>I understand how the media, social media and celebrity culture promotes certain body types</li><li>I can describe the different roles food can play in people’s lives and can explain how people can develop eating problems (disorders) relating to body image pressures</li><li>I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy</li></ul> | <ul style="list-style-type: none"><li>You will get a salary/ wage from a job</li><li>A job will have a job description/main duties</li><li>Different countries and cultures have different jobs</li><li>Other countries influence each other</li><li>Anti-social behaviour that harm or have a lack of consideration to others</li><li>Not everything on the internet is true</li><li>Anorexia and bulimia are types of eating disorders</li></ul> |
| 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

| <u>Dreams and Goals</u> | <u>Dreams and Goals</u>                 | <u>Dreams and Goals</u>                                | <u>Dreams and Goals</u>                            | <u>Dreams and Goals</u>        | <u>Dreams and Goals</u>           | <u>Substantive</u>                                     |
|-------------------------|---|--|--|--------------------------------|-----------------------------------|--|
| When I grow up          | Investigate jobs and careers            | My dream job. Why I want it and the steps to get there | Dreams and goals of young people in other cultures | How can we support each other? | Rallying support                  | Hot task on knowledge learnt                           |
| money, achievement      | career, profession                      | determination, perseverance                            | culture, country                                   | sponsorship, communication     | support, rallying                 | <u>Disciplinary</u><br>Create a presentation on how to |
| <u>Healthy Me</u>       | <u>Healthy Me</u>                       | <u>Healthy Me</u>                                      | <u>Healthy Me</u>                                  | <u>Healthy Me</u>              | <u>Healthy Me</u>                 | <u>Substantive</u>                                     |
| Smoking                 | Alcohol                                 | Emergency aid  | Body Image   | My relationship with food      | The healthy, happy me recipe book | Hot task linked to key knowledge                       |
| choices, pressure       | influence, unhealthy/ healthy behaviour | calm, level-headed                                     | social media, comparison                           | eating disorder, body image    | debate, opinion                   | <u>Disciplinary</u><br>Create a poster to advertise a  |



## PSHE—Year 6

### Dreams and Goals

#### Healthy Me

| Curriculum Objective   | Prior Knowledge | Disciplinary knowledge | Substantive knowledge |     |     |     |     |    |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |  |  |  |  |   |   |  |
|--|-----------------|------------------------|-----------------------|-----|-----|-----|-----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|--|--|--|--|--|---|---|--|
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| 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

| <u>Dreams and Goals</u>                            | <u>Dreams and Goals</u> | <u>Dreams and Goals</u> | <u>Dreams and Goals</u>   | <u>Dreams and Goals</u>     | <u>Dreams and Goals</u>      | <u>Substantive</u>  |
|--|-------------------------|-------------------------|---------------------------|-----------------------------|------------------------------|---|
| Personal learning goals                            | Steps to success        | Dreams for the world    | Helping make a difference | Helping make a difference   | Recognising our achievements | Hot task on knowledge learnt                                |
| learning, strengths                                | success, criteria       | suffering, concern      | hardship, empathy         | suffering, motivation       | contribution, recognition    | Create a presentation on how to reach your dreams and goals |
| <u>Healthy Me</u>                                  | <u>Healthy Me</u>       | <u>Healthy Me</u>       | <u>Healthy Me</u>         | <u>Healthy Me</u>           | <u>Healthy Me</u>            | <u>Substantive</u>  |
| Taking responsibility for my health and well-being | Drugs                   | Exploitation            | Gangs                     | Emotional and mental health | Managing stress and pressure | Hot task linked to key knowledge                            |
| immunisation, prevention                           | unrestricted, illegal   | Criminal, vulnerable    | pressure, reputation      | mental illness, symptoms    | triggers, strategies         | Create a poster to advertise a healthy person               |

## RE—Year 5

Spring 1 - Sikhism - In Religious Education we will be leaning to understand the ways in which Sikh stories are important today.  
 Spring 2 - Christianity - In Religious Education, we will be investigating how significant it is for Christians to believe that God intended for Jesus to die.

| Key Concepts                          |                                  | Prior Knowledge   |                              | Disciplinary knowledge   | Substantive knowledge   |
|---------------------------------------|----------------------------------|---|------------------------------|--|---|
| Beliefs and Moral Values<br>Salvation |                                  | <u>Sikhism</u> <ul style="list-style-type: none"><li>• Commitment is how dedicated to a cause someone is</li><li>• There are five Sikh key beliefs:<ul style="list-style-type: none"><li>⇒ God is in everything</li><li>⇒ All people should be treated as equals</li><li>⇒ Sikhs should share what they can with others</li><li>⇒ Sikhs should earn their living honestly</li><li>⇒ The purpose of life for a Sikh is to see and speak with God</li></ul></li></ul> <u>Christianity</u> <ul style="list-style-type: none"><li>• Advent is the first season of the Church year in the run up to Christmas</li><li>• Dec. 25 is not the date mentioned in the Bible as the day of Jesus’s birth</li><li>• Christians believe Jesus is the incarnation of God on Earth</li></ul> |                              | <ul style="list-style-type: none"><li>• Explain how some teachings and beliefs are similar between some religions.</li><li>• Explain how religious beliefs might shape the lives of individuals and communities.</li><li>• Explain the practices and lifestyles involved in belonging to a faith community.</li><li>• Make contrasts and comparisons of the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.</li><li>• Explain some of the different ways that individuals show their beliefs.</li><li>• Distinguish and express moods about their own individualities. Relate these to religious views or teachings.</li><li>• Clarify their own ideas about the answers to decisive questions.</li></ul> | <ul style="list-style-type: none"><li>• Sikhs respect and learn from traditional stories such as Guru Nanak and the Jasmine Flower</li><li>• Guru Gobind Singh was the tenth Guru</li><li>• Guru Gobind Singh is treated as the living Guru of Sikhs</li><li>• The Red Cross is an organisation which provides aid for people in crisis throughout the world</li><li>• Sikhs should look to their holy scriptures for guidance instead of Gurus</li><li>• Jesus came to Earth to save humans from their sins</li><li>• Christians believe Jesus was a special person because he sacrificed himself</li><li>• His death and resurrection opened the way to God and restored humanities relationship with him</li><li>• The Bible cites many instances where Jesus says he knows he will be going to his death - Luke 18:32</li></ul> |
| Sequence of Learning                  |                                  |   |                              |  |   |
| <u>Engagement (1 lesson)</u>          | <u>Investigation (3 lessons)</u> | <u>Evaluation (1 lesson)</u>  | <u>Expression (1 lesson)</u> | <u>Substantive</u><br><br>Hot task based on substantive knowledge  |   |
| Guru, Gudwara                         | Guru Granth Sahib, Guru Nonak    | Chappati, Waheguru  | Interfaith                   | <u>Disciplinary</u><br><br>Children to retell a traditional Sikh story explaining how it is important to Sikhs   |   |
| <u>Engagement (1 lesson)</u>          | <u>Investigation (3 lessons)</u> | <u>Evaluation (1 lesson)</u>  | <u>Expression (1 lesson)</u> | <u>Substantive</u><br><br>Hot task based on substantive knowledge  |   |
| destiny                               | Incarnation, Resurrection        | Disciples, Pharisee   | Pilate, crucifixion          | <u>Disciplinary</u><br><br>Chn create an iMovie explanation of the significance of Jesus dyeing  |   |



## RE—Year 6

Spring A - Christianity - In Religious Education during the Spring we will be thinking about whether anything is ever eternal.  
Spring B - Christianity - In Religious Education we are thinking about whether Christianity is still a strong religion 2000 years after Jesus was on Earth.

| Key Concepts                 |                                  | Prior Knowledge   |                              | Disciplinary knowledge   | Substantive knowledge   |
|------------------------------|----------------------------------|---|------------------------------|--|---|
| Salvation                    |                                  | <u>Christianity</u> <ul style="list-style-type: none"><li>Christians believe Jesus in the incarnation of God on Earth</li><li>Jesus came to Earth to save humans from their sins</li><li>Christians believe Jesus was a special person because he sacrificed himself</li><li>His death and resurrection opened the way to God and restored humanities relationship with him</li><li>The Bible cites many instances where Jesus says he knows he will be going to his death - Luke 18:32</li></ul> |                              | <ul style="list-style-type: none"><li>Explain how some teachings and beliefs are similar between some religions.</li><li>Explain how religious beliefs might shape the lives of individuals and communities.</li><li>Explain the practices and lifestyles involved in belonging to a faith community.</li><li>Make contrasts and comparisons of the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.</li><li>Explain some of the different ways that individuals show their beliefs.</li><li>Distinguish and express moods about their own individualities. Relate these to religious views or teachings.</li><li>Clarify their own ideas about the answers to decisive questions.</li></ul> | <ul style="list-style-type: none"><li>Christian’s try to be kind to friends and aid charity to help those they don’t know</li><li>Christina’s believe God’s love for humankind is eternal</li><li>If Christian’s do wrong, they can say sorry and God will forgive them because he loves them</li><li>God sent Jesus to humanity to die and be resurrected</li><li>Christians are influenced by the stories from within the Bible</li><li>Lent, Shrove Tuesday and othering Sunday are all Christian festivals</li><li>Lent - 40 days leading up to Holy Week commemorating Jesus’ time fasting in the desert</li><li>Ash Wednesday - ashes from burnt palm trees from previous Palm Sunday are placed on believers heads</li></ul> |
| Sequence of Learning         |                                  |   |                              |  |   |
| <u>Engagement (1 lesson)</u> | <u>Investigation (3 lessons)</u> | <u>Evaluation (1 lesson)</u>  | <u>Expression (1 lesson)</u> |  | <u>Substantive</u><br><br>Hot task based on substantive knowledge   |
| Agape                        | eternity, salvation              | Messiah, scripture  | Prophet                      |  |   |
| <u>Engagement (1 lesson)</u> | <u>Investigation (3 lessons)</u> | <u>Evaluation (1 lesson)</u>  | <u>Expression (1 lesson)</u> |  | <u>Disciplinary</u><br><br>Make a collage of what it would like if everyone Loved thy neighbour   |
| influential                  | lent, persecuted                 | unconditional, universal  | commandments                 |  | <u>Substantive</u><br><br>Hot task based on substantive knowledge<br><br><u>Disciplinary</u>  |

| PE—Year 5   |                            |                           |   |                    |  |
|---|----------------------------|---------------------------|---|--------------------|--|
| Spring 1—led by a coach<br>Spring 2—Gym Flight  |                            |                           |   |                    |  |
| Curriculum Objective  |                            |                           | Disciplinary knowledge  |                    | Substantive knowledge  |
| NC3: develop flexibility, strength, technique, control and balance<br>Nc6: compare their performances with previous ones and demonstrate improvement to achieve their personal best |                            |                           | <ul style="list-style-type: none"><li>• Work within a group</li><li>• Perform a short sequence</li><li>• Can communicate ideas</li><li>• Can replicate quickly what they have seen</li><li>• Perform the majority of a sequence from memory</li></ul> |                    | <ul style="list-style-type: none"><li>• A sequence is a series of movements performed consecutively</li><li>• The T position is a key gymnastics move</li></ul>  |
| Sequence of Learning  |                            |                           |   |                    |  |
| Boxing  | Boxing                     | Boxing                    | Boxing  | Boxing             | <u>Substantive</u><br><br>Hot task based on substantive knowledge<br><br><u>Disciplinary</u><br><br>Boxing examination<br><u>Substantive</u><br><br>Hot task based on substantive knowledge<br><br><u>Disciplinary</u><br><br>Performance to partner class |
|   |                            |                           |   |                    |  |
| Perform jumps and landing safely  | Sissone Furma and Cat Leap | Change leg and Stag leaps | Copy a sequence   | Original sequence  |  |
| Elegance, control   | Precision, technique       | Extension, smooth         | Fluidity, energy  | Tension, direction |  |



|   |                      |                         |   |                          |  |
|---|----------------------|-------------------------|---|--------------------------|--|
| PE—Year 6   |                      |                         |   |                          |  |
| Spring 1—Gym Floor Exercise   |                      |                         |   |                          |  |
| Spring 2—Gym Flight   |                      |                         |   |                          |  |
| Curriculum Objective  |                      |                         | Disciplinary knowledge  |                          | Substantive knowledge  |
| NC3: develop flexibility, strength, technique, control and balance<br>Nc6: compare their performances with previous ones and demonstrate improvement to achieve their personal best |                      |                         | <ul style="list-style-type: none"><li>Create part of a gymnastics sequence</li><li>Direct and lead a group</li><li>Refine a performance</li><li>Give appropriate feedback</li><li>Communicate ideas</li><li>Replicate what they have seen</li><li>Adapt performances</li><li>Perform with control</li><li>Perform with high energy levels</li></ul> |                          | <ul style="list-style-type: none"><li>A gymnastics sequence is a series of movement</li><li>A floor routine is a routine of gymnastics exercises performed without apparatus</li><li>A sissone furma is a darting jump</li></ul>   |
| Sequence of Learning  |                      |                         |   |                          |  |
| Gymnastics movements  | Gymnastics movements | Extend sequence         | Refine sequence   | Perform sequence         | <u>Substantive</u><br><br>Hot task based on substantive knowledge<br><br><u>Disciplinary</u><br><br>Perform sequence and video—explain what movements are being used<br><u>Substantive</u><br><br>Hot task based on substantive knowledge<br><br><u>Disciplinary</u><br><br>Performance to partner class |
| Posture, balance  | Fluidity, technique  | Flexibility, repetition | Concentration, control  | Sequence, refine         |  |
| Leaps, turns and spins  | Complex sequence     | Adapt sequence          | Group work sequence   | Perform complex sequence |  |
| Sisson Furma, half spin   | Seamless, precision  | Cannon, poise           | Unison, mirror  | Complex, apparatus       |  |

## French

My Town - In French, we will learn the vocabulary of our local town and the shops we may visit.  
Describing People - In French we will learn to talk about what we look like and be able to describe some simple features.

| Curriculum Objective   |  | Prior Knowledge  | Substantive Knowledge  |  | Disciplinary Knowledge  |  |
|--|--|--|--|--|---|--|
| <p><b>NC1:</b> I can listen attentively to spoken language and show understanding by joining in and Responding.</p> <p><b>NC2:</b> I can explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p><b>NC3:</b> I can engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p><b>NC4:</b> I can speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p><b>NC7:</b> I can read carefully and show understanding of words, phrases and simple writing.</p> <p><b>NC8:</b> I can appreciate stories, songs, poems and rhymes in the language.</p> |  | <ul style="list-style-type: none"><li>Greetings</li><li>Numbers to 20</li><li>Colours</li><li>Animals</li><li>Days of the week</li><li>Parts of the body</li><li>Animals</li><li>Food</li><li>Where we live</li><li>School</li><li>How we plau</li></ul>   | <p><u>My Town</u></p> <p><i>un euro</i>                      one euro</p> <p><i>un supermarché</i>        a supermarket</p> <p><i>la gare</i>                      the train station</p> <p><i>la boucherie</i>    the butcher's</p> <p><i>un jeu vidéo</i>    a video game</p> <p><u>Describing People</u></p>  |  | <ul style="list-style-type: none"><li>Be able to read out loud basic phrases.</li><li>Use phonic knowledge to read words.</li><li>Read and understand words and phrases written down.</li><li>Understand a range of everyday phrases and apply these to simple sentences. E.g. colours and explaining favourite colour.</li><li>Understand standard language (sometimes asking for words or phrases to be repeated).</li><li>Ask simple conversational questions and respond appropriately.</li><li>Pronounce common words consistently using accurate attempts.</li><li>Identify countries and communities where the language is spoken.</li><li>Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken.</li><li>Show awareness of the social conventions when speaking to someone.</li></ul> |  |
| Sequence of Learning   |  |  |  |  |   |  |
| <p><u>How Much Does it Cost?</u></p> <p><i>un euro</i>                      one euro</p> <p><i>un euro vingt</i> one euro twenty</p> <p><i>deux euros</i>    two euros</p> <p><i>deux euros cinquante</i>                      two euros fifty</p> <p><i>cinquante centimes</i>                      fifty cents</p> <p><i>trop cher</i>        too expensive</p> <p><i>très bien</i>                      very good</p>   | <p><u>In Your Town</u></p> <p><i>des magasins</i> (m)    some shops</p> <p><i>une église</i>    a church</p> <p><i>un supermarché</i>    a supermarket</p> <p><i>un centre de loisirs</i>                      a leisure centre</p> <p><i>un théâtre</i>    a theatre</p> <p><i>une gare</i>                      a train station</p> <p><i>une rivière</i>    a river</p> <p><i>un jardin public</i>    a public garden</p> <p><i>un musée</i>    a museum</p>              | <p><u>Where is...?</u></p> <p><i>la gare</i>                      the train station</p> <p><i>la piscine</i>                      the swimming pool</p> <p><i>continuez tout droit</i>                      go straight on</p> <p><i>tournez à gauche</i>    turn left</p> <p><i>tournez à droite</i>        turn right</p> <p><i>prenez la première rue à gauche</i>                      take the first street on the left</p> <p><i>prenez la deuxième rue à droite</i>                      take the second street on the right</p> <p><i>voilà</i>                      there you are</p> | <p><u>Shops</u></p> <p><i>la boucherie</i>    the butcher's</p> <p><i>la boulangerie</i>        the baker's</p> <p><i>la pâtisserie</i>    the cake shop</p> <p><i>la confiserie</i>    the sweet shop</p> <p><i>le marché</i>        the market</p> <p><i>la banque</i>        the bank</p> <p><i>la pharmacie</i>    the chemist</p> <p><i>la poissonnerie</i>        the fishmonger's</p>   | <p><u>At the Shop</u></p> <p><i>un CD</i>                      a CD</p> <p><i>un jeu vidéo</i>    a video game</p> <p><i>un livre</i>                      a book</p> <p><i>un magazine</i>    a magazine</p> <p><i>une boisson</i>    a drink</p> <p><i>une glace</i>        an ice cream</p> <p><i>des vêtements</i> (m)                      some clothes</p> <p><i>une tablette de chocolat</i>                      a chocolate bar</p> <p><i>une carte d'anniversaire</i>                      a birthday card</p>                                 | <p><u>Eric Goes Shopping</u></p> <p><i>une animalerie</i>                      a pet shop</p> <p><i>le marchand</i>    the shopkeeper</p> <p><i>il trouve</i>                      he finds</p> <p><i>il vend</i>                      he sells</p> <p><i>il saute</i>                      he jumps</p> <p><i>se cacher</i>        to hide</p> <p><i>Arrête!</i>                      Stop!</p> <p><i>fâché</i>                      angry</p>   | <p><u>Substantive</u></p> <p>Kahoot quiz with a range of key vocabulary</p> <p><u>Disciplinary</u></p> <p>Children to create a mini shop with costings to ‘sell’ to other children</p>                 |
| <p><u>What are you like?</u></p> <p><i>les yeux bleus</i>blue eyes</p> <p><i>les yeux verts</i>green eyes</p> <p><i>les yeux marron</i>    brown eyes</p> <p><i>les yeux noisette</i>    hazel eyes</p> <p><i>je suis grand</i> I'm tall (male)</p> <p><i>je suis grande</i>I'm tall (female)</p> <p><i>je suis petit</i>    I'm short (male)</p> <p><i>je suis petite</i>    I'm short (female)</p>   | <p><u>Hair</u></p> <p><i>les cheveux blonds</i>    blonde</p> <p>hair</p> <p><i>les cheveux bruns</i>    brown</p> <p>hair</p> <p><i>les cheveux roux</i>                      ginger</p> <p>hair</p> <p><i>les cheveux noirs</i>                      black</p> <p>hair</p> <p><i>les cheveux gris</i>                      grey</p> <p>hair</p> <p><i>mon ami</i>                      my friend (male)</p> <p><i>mon amie</i>                      my friend (female)</p> | <p><u>We’re All Different</u></p> <p><i>les cheveux raides</i>    straight</p> <p>hair</p> <p><i>les cheveux bouclés</i>    curly hair</p> <p><i>les cheveux ondulés</i>    wavy hair</p> <p><i>les cheveux courts</i>    short hair</p> <p><i>les cheveux longs</i>    long hair</p> <p><i>les oreilles percées</i> (f)    pierced ears</p> <p><i>les joues rouges</i>                      red cheeks</p> <p><i>des taches de rousseur</i> (f)                      freckles</p> <p><i>des lunettes</i>                      glasses</p>   | <p><u>The Fairy and the Pirate</u></p> <p><i>la fée</i>                      the fairy</p> <p><i>le pirate</i>                      the pirate</p> <p><i>gros</i>                      fat</p> <p><i>mince</i>                      thin</p> <p><i>gentil</i>                      friendly</p> <p><i>mauvais</i>                      nasty</p> <p><i>content</i>                      happy</p> <p><i>triste</i>                      sad</p> <p><i>intelligent</i>                      intelligent</p> <p><i>stupide</i>                      stupid</p> | <p><u>I’m Wearing</u></p> <p><i>une robe</i>                      a dress</p> <p><i>un pantalon</i>                      trousers</p> <p><i>un jean</i>                      jeans</p> <p><i>un pull</i>                      a jumper</p> <p><i>un tee-shirt</i>                      a T-shirt</p> <p><i>une chemise</i>                      a shirt</p> <p><i>une jupe</i>                      a skirt</p> <p><i>des chaussures</i> (f)    shoes</p> <p><i>des chaussettes</i> (f)    socks</p> <p><i>un chapeau</i>                      a hat</p> | <p><u>The Sad Frog</u></p> <p><i>une grenouille</i>                      a frog</p> <p><i>un serpent</i>    a snake</p> <p><i>une fête</i>                      a party</p> <p><i>triste</i>                      sad</p> <p><i>gentil</i>                      friendly</p> <p><i>camouflé</i>                      camouflaged</p> <p><i>gober</i>                      to swallow whole</p> <p><i>cracher</i>                      to spit out</p>   | <p><u>Substantive</u></p> <p>Hot task covering a range of newly learnt key vocabulary</p> <p><u>Disciplinary</u></p> <p>Children to create an annotated picture of themselves complete with labels</p> |



## Computing—Year 5

### How do computers impact our lives? – laptops Computer Science/Information Technology/E-Safety

| Curriculum Objective   |  | Prior Knowledge   | Disciplinary knowledge   | Substantive knowledge  |
|--|--|---|--|--|
| <p><b>NC4:</b> To understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <p><b>NC6:</b> To 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</p> <p><b>NC7:</b> To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> |  | <ul style="list-style-type: none"> <li>Understand how computers have an effect on people</li> <li>Understand the different social media sites</li> <li>Understand how bullying can happen due to social media</li> </ul>  | <ul style="list-style-type: none"> <li>Know how to add a caption to a picture</li> <li>Know how to print screen</li> <li>Know how to use the screen clipping function</li> <li>Know how to add hyperlinks to external websites onto slides</li> <li>Know how to set a transparent backgrounds</li> <li>Know how to use presentation notes</li> <li>Know ow to use presenter view</li> <li>Understand search engines recognise key words</li> </ul> | <ul style="list-style-type: none"> <li>It is almost 50 years since Pong’s simple electronic arcade game</li> <li>Virtual reality is basically about presenting our senses with computer generated virtual environments</li> <li>Autonomous robots are programmed to perform independently and will follow their program and don’t need humans to tell them what to do.</li> <li>Semi-autonomous robots mean that while a robot can do a lot of things independently but still need humans to give them instructions</li> <li>Social media has changed the way we communicate, do business, and how we access news and information.</li> <li>Cloud computing is basically the delivery of computing services</li> </ul> |
| Sequence of Learning   |  |   |  |  |
| <p><b>Opening slide</b></p> <p>Work independently to create a presentation that includes graphics, and images (ongoing).<br/>Make a presentation to an audience using digital tools (ongoing).</p> <p><b>History of Computer Games</b></p> <p>Understand about the advancements in technology and the impact this has had on society.</p>  | <p><b>Virtual reality</b></p> <p>Describe the impact of technology on society.</p> <p><b>Different Types of Robots &amp; the Future</b></p> <p>Understand about different types of robotics and how they can impact our lives.</p> | <p><b>Social Media &amp; how we Communicate</b></p> <p>Understand that there are many positives and negative to using social media.</p> <p>Describe some simple ways that help build a positive online reputation.</p> <p><b>E-Commerce Vs The High Street</b></p> <p>Investigate the services offered by the internet.</p> <p>Understand about e-commerce - what it is and its impact.</p> | <p><b>Cloud Computing</b></p> <p>Understand about the advancements in technology and the impact this has had on society.</p>   | <p><b><u>Substantive</u></b></p> <p>Quiz based on substantive knowledge</p> <p><b><u>Disciplinary</u></b></p> <p>Presentation made to show understanding of learnt knowledge</p>   |
| Video games  | Virtual reality, robotics  | Social Media, e-commerce  | Autonomous, cloud computing  |  |

## Computing—Year 6

### Growing up in a Digital World – ipad/laptops Computer Science/Information Technology/E-Safety

| Curriculum Objective   |   | Prior Knowledge  | Disciplinary knowledge  | Substantive knowledge   |
|--|---|--|---|---|
| <p><b>NC6:</b> To 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</p> <p><b>NC7:</b> To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> |   | <ul style="list-style-type: none"> <li>Virtual reality is basically about presenting our senses with computer generated virtual environments</li> <li>Autonomous robots are programmed to perform independently and will follow their program and don't need humans to tell them what to do.</li> <li>Semi-autonomous robots mean that while a robot can do a lot of things independently but still need humans to give them instructions</li> <li>Social media has changed the way we communicate, do business, and how we access news and information.</li> <li>Cloud computing is basically the delivery of computing services</li> </ul> | <ul style="list-style-type: none"> <li>Know how to add a hyperlink</li> <li>Know how to create an effective presentation for a specific purpose drawing on previously taught knowledge and skills</li> <li>Know how to use the SmartArt function to add diagrams</li> </ul> | <ul style="list-style-type: none"> <li>The media can shape ideas around gender roles and identities.</li> <li>When online sometimes people pretend to be someone else online.</li> <li>Cyberbullying can be very real and hurtful</li> <li>When bullying or other inappropriate behaviour happens, most of the time there are three types of people involved</li> <li>It is easy to misinterpret the emotions behind text messages or comments that are made online.</li> <li>Strong passwords are an essential part of being safe on the internet</li> <li>Clickbait exists for clicks.</li> </ul> |
| Sequence of Learning   |   |  |   |   |
| <p><b>Website/App</b><br/>Build a website on a topic with pages, titles, images, videos and text.</p> <p><b>Jobs and Gender</b><br/>Describe ways in which media can shape ideas about gender.</p> <p><b>Online Relationships</b><br/>Demonstrate responsible choices about my online identity, depending on context.</p>  | <p><b>Online Bullying</b><br/>Describe issues online that might make me or others feel sad, worried, uncomfortable or frightened. Explain how impulsive and rash communications online may cause problems</p> <p><b>Being Kind Online</b><br/>Make positive contributions and be part of online communities and describe how to collaborate with others positively.</p> | <p><b>Spotting Fake News</b><br/>Explain why information that is on a large number of sites may still be inaccurate or untrue.</p> <p><b>Phishing &amp; Click Bait</b><br/>Describe ways in which some online content targets people to gain money or information illegally and describe strategies to identify such content.</p>  | <p><b>Website/App</b><br/>Recognise an audience when designing and creating a website.</p>  | <p><b>Substantive</b><br/><br/>Quiz based on substantive knowledge</p> <p><b>Disciplinary</b><br/><br/>Presentation made to show understanding of learnt knowledge</p>  |
| Gender roles, Misleading   | Cyberbullying, Bystanders   | Clickbait, sceptical   | Phishing  |   |