



It's Never Dull in Hull



Year 5/6

Autumn 2023



Immersion



SPARCS

- Children will watch clips of trawler boats.
- Video interviews with ex-trawler men.

Experiences

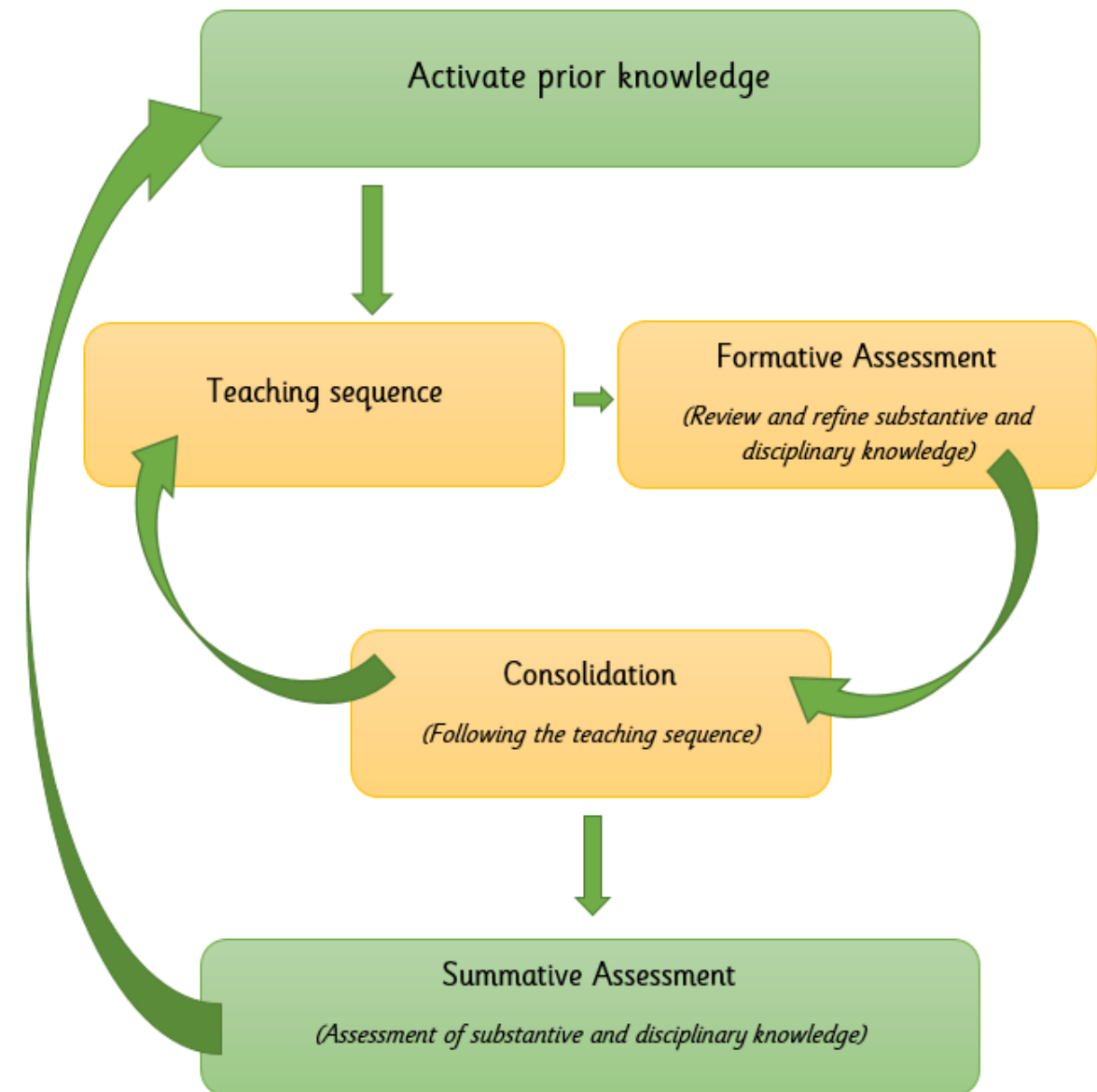
- Fish trail in Hull City Centre.

Presentation of Learning

- Art exhibition/gallery to show their sketchbook to another class



Learning and Teaching Sequence



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

<p style="text-align: center;"><u>History</u></p> <p style="text-align: center;">As Historians, we will study the fishing industry and the impact it has had on our city. We will go into the City, following the fish trail. We will look at the importance of the docks in Hull's history and the impact it has had on the city through time to today. We will research what life was like as a trawler man, both on the trawlers and on the docks., and we will look at the long-lasting impact of the great Triple-Trawler disaster and the legacy left behind by Lillian Bilocca and the Headscarf Campaign.</p>				
Curriculum Objective		Prior Knowledge	Disciplinary knowledge	Substantive knowledge
<p>NC5: A local history study</p> <p>NC6: A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066</p>		<p>Handle and use primary and secondary sources to find out about a period studied in order to make comparison and find out information about the past.</p> <p>Use a range of sources/evidence to build up a picture of the past, beginning to evaluate</p> <p>Describe different account of a historical event, explaining the reasons why the accounts may differ.</p> <p>Suggest causes and consequences of some of the main events and changes in history.</p>	<ul style="list-style-type: none"> Investigate using primary and secondary sources. Independently analyse different accounts of The triple Trawler disaster. Suggest consequences of the Headscarf campaign and explain how it changed the fishing industry. 	<ul style="list-style-type: none"> Hull's fishing industry started in the 12th century, with the monks of Meaux Abbey. A Charter is a special document which was granted to the monks by King Henry II, allowing them to fish in the Humber estuary Fishing boats are called 'trawlers' because they use a 'trawl-net' to catch the fish. In 1968 three trawlers from Hull sank within a few weeks of each other and 58 men lost their lives. A campaign for better sea safety was launched by the wives, sisters and daughters of trawlermen, and led by Lillian Bilocca. The campaign was called the 'Headscarf campaign'.
Sequence of Learning				
<ul style="list-style-type: none"> Research about our fishing town in Hull. <p>Find out about the history of fishing.</p> <p>When did the Hull's trawling industry start? (In Victorian times 1837-1901)</p> <p>When and why did it become significant in Hull?</p>	<ul style="list-style-type: none"> Life as a trawlerman. <p>Learn about what life was like on board the trawlers and the expectations of the crew.</p> <p>Explore the tasks for the men working in the docks when trawlers returned.</p> <ul style="list-style-type: none"> Fishing docks now and then. <p>Compare the docks now and in the past based on photographs and written records.</p>	<ul style="list-style-type: none"> The triple trawler disaster <p>Look at the media coverage of the triple trawler disaster and the loss of lives of 58 men.</p> <p>Explore the impact this had on the community and further trade from the city.</p>	<ul style="list-style-type: none"> The Headscarf Campaign <p>Explore the movement of the Headscarf campaign and what their intention was.</p> <p>Find out about the outcome.</p>	<p style="text-align: center;"><u>Assessment</u></p> <p><u>Substantive knowledge</u></p> <p>Kahoot quiz</p> <p><u>Disciplinary knowledge</u></p> <p>Create a video all about the knowledge learnt.</p>
trawlermen	Estuary	Legislate	Charter	

Geography				
<p>As Geographers, we will look at the areas of our city. We will look at why our city is used for import and export and the products which are brought through our ports. We will learn about rivers and the journey which they take. We will study Russia and Iceland concentrating on their environmental regions and why Hull trawler men chose to fish there. We will use our knowledge of the 8 point of a compass to show our knowledge of Hull and the United Kingdom.</p>				
Curriculum Objective		Prior Knowledge	Disciplinary knowledge	Substantive knowledge
<p>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</p> <p>NC5a: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>NC5b: 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>NC6: To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>NC7: To use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>		<p>Ask and answer geographical questions about the human and physical characteristics of a location being studied.</p> <p>Use maps, atlases, globes and digital mapping to locate countries and describe features.</p> <p>Use a range of resources to identify the key physical and human features of a location.</p> <p>Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics including hills, mountains, cities, rivers.</p> <p>Key topographical features and land use patterns.</p>	<p>Identify and describe how the physical features affect human activity.</p> <p>Analyse and give views on effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps)</p> <p>Name and locate some human and physical characteristics including hills, mountains, rivers, key topographical features and land-use and understand how some of these aspects have changed over time.</p> <p>Use the eight points of a compass, 4/6 figure grid references, symbols and a key to communicate knowledge of an area.</p>	<ul style="list-style-type: none"> A port is a town or city with a harbour to access to navigable water where ships load or unload. River erosion is the process through which the river bed and bank are worn away. Import—to bring goods or services into a country from abroad for sale. Export—to send good or services to another country for sale. Topographical—relating to the arrangement or accurate representation of the physical features of an area.
Sequence of Learning				
<ul style="list-style-type: none"> Locate countries and use maps. <p>Port—north sea—look at UK—plot hull on map of uk—plot ports.</p> <p>Look at import and export.</p> <p>How does the location of Hull help it become one of the largest fishing ports in the world?</p>	<ul style="list-style-type: none"> Tale of two Rivers. <p>Look at River Humber / comparison River Ouse.</p> <p>Learn how rivers erode, transport and deposit materials, producing landscape features.</p> <p>Understand some of the ways people use and manage rivers</p> <p>Gain a basic understanding of the tidal process</p>	<ul style="list-style-type: none"> Human and Physical Features <p>Compare and contrast Hull and Iceland/Russia.</p> <p>Look at compass, four and six figure grid references, symbols and keys.</p>	<ul style="list-style-type: none"> Key topographical features and land use patterns. <p>Use digimaps and range of maps</p> <p>Compare the sea levels—Look at different coasts near us—Hornsea—Withernsea</p>	<p><u>Assessment</u></p> <p><u>Substantive knowledge</u></p> <p>Kahoot quiz.</p> <p><u>Disciplinary knowledge</u></p> <p>To create a video presentation of their learning to present to another class/parents.</p>
Import/export/trade	Estuary	Fieldwork/environment	Ordnance/grid reference/compass	

Art—Drawing, painting and collage				
As artists, children will be looking at a range of contemporary art focussing on Banksy and a range of Hull Street artists. Children will learn from a range of local graffiti artists a wide range of techniques using drawing and painting. Firstly, children will take inspiration from contemporary art by Banksy and will create their own mood board with annotations considering colours, shapes, images and any other styles they would like to include. Then, children will replicate a chosen piece by Banksy or a local artist and they will focus on sketching with paint. Children will learn how to create movement and perspective and will create a colour pallet fit for purpose. We will also explore how to create a background or a piece of art using collage. Children will also learn about the culture of graffiti art and matching colours within the areas of Northern England. Children will then sketch their own piece of graffiti art considering their underlying message. Finally, children will create their own individual piece of contemporary art using their learnt techniques.				
Curriculum Objective		Prior Knowledge	Disciplinary knowledge	Substantive knowledge
<p>NC1: To create sketch books to record their observations and use them to review and revisit ideas</p> <p>NC2: to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay</p> <p>NC3: about great artists, architects and designers in history.</p>		<ul style="list-style-type: none">• Colour mixing• Sketching with different gradients of pencil	<ul style="list-style-type: none">• Use a sketchbook to collect ideas.• Draw and paint to create a piece of art in a street art style.• Peer critique someone else's work.	<ul style="list-style-type: none">• Banksy is a street artist.• Graffiti art is art that is painted on a wall without permission.• A stencil is a pattern cut out of material to generate/replicate an image.• Gradient is a gradual transition of one shade to another.
Sequence of Learning				
<p><u>Mood Board and Annotation</u></p> <p>Children are given images of various artists and street art from the local area and Banksy. Children will then create a mood board with annotations, detailing what they like, dislike and any particular techniques they can identify.</p> <p><u>Replication of research</u></p> <p>Children will choose a small part of their mood board to sketch and recreate, paying close attention to shapes and details.</p>	<p><u>Techniques and historical content</u></p> <p>Discuss why street art is created, with particular attention to Banksy and the political statements.</p> <p>Teach children how to create a stencil. Children then create their own stencil and create a piece of art work.</p>	<p><u>Sketching</u></p> <p>Children sketch their own designs, thinking carefully about how they might create it and the message they are trying to send with it.</p>	<p><u>Creation</u></p> <p>Children will create their own piece of art work, using a stencil in some way. They will ensure they are translating a message and thinking about the current cultural and political climate.</p>	<p><u>Assessment</u></p> <p><u>Substantive knowledge</u></p> <p><u>Disciplinary knowledge</u></p> <p>Art gallery peer critique</p>
Mood board	Stencil	Graffiti	Moral	

Design technology				
<p>As designers, we will use the fishing industry as inspiration for our design. We will be creating a submarine fishing vessel of the future. Children will research a range of fishing vessels and use these as inspiration for the final creation. The fishing vessel should be fit for the future of the fishing industry. Children will look at a range of pulleys and levers and will incorporate them into their design to make a part of their vessel move. Then, children will install an electrical system to enable their vessel to light up. Children must ensure that their product is fit for purpose, is strong and uses a variety of joining techniques.</p>				
Curriculum Objective	Prior Knowledge	Disciplinary knowledge	Substantive knowledge	
<p>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</p> <p>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.</p> <p>NC3: To select from and use a wider range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing) accurately.#</p> <p>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.</p> <p>NC9: To understand and use mechanical systems in their products (pulleys and levers)</p> <p>NC10: To understand and use electrical systems in their products (series circuits incorporating switches, bulbs, buzzers and motors)</p>	<ul style="list-style-type: none"> Cut materials accurately and safely by selecting appropriate tools. Measure and mark out to the nearest millimetre. Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). 	<ul style="list-style-type: none"> Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper). Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding). 	<ul style="list-style-type: none"> A trawler is a type of fishing vessel. A pulley is a wheel used to transmit power by means of a band, belt, cord, cope or chain. A lever is a rigid beam that can move something. An electrical system is a network of conductors and equipment designed to carry, distribute and convert electrical power. 	
Sequence of Learning.				
<p>Research</p> <ul style="list-style-type: none"> Children to research different types of fishing vessels. Discuss the intention of the project and what the aims are. Write the success criteria. Create different sketches of their ideas with labels. 	<p>Pulleys, levers and electrical systems.</p> <ul style="list-style-type: none"> Research which part of the vessel will move, what joining techniques will be used. Listen to the feedback of their designs and make any changes based on the feedback. Make an electrical system. <p>Prototypes</p> <ul style="list-style-type: none"> Make prototypes of different fishing vessels and consider the materials that would be best to make it. 	<p>Making</p> <ul style="list-style-type: none"> Select from a range of tools and materials to make the different parts of the submarine fishing vessel. Use techniques to strengthen and stiffen their model. Relate back to the initial research to ensure original design features are used. 	<p>Evaluation</p> <ul style="list-style-type: none"> Test and evaluate the 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. 	<p>Assessment</p> <p><u>Substantive knowledge</u></p> <p>Hot task.</p> <p><u>Disciplinary knowledge</u></p> <p>Create a presentation on techniques they have used to create their prototype/final piece—share with another class.</p>
Scoring	Shaping	Accuracy	Stability	

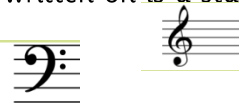
Music - Year 5

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

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<p>NC1: To play and perform in solo and ensemble contexts, using their voice and playing musical instruments with increasing accuracy, control and expression</p> <p>NC2: To improvise and compose music using the inter-related dimensions of music separately and in combination</p> <p>NC3: To listen with attention to detail and recall sounds with increasing aural memory</p> <p>NC4: To use and understand the basics of staff and other musical notations</p> <p>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</p> <p>NC6: To develop an understanding of the history of music</p>		<ul style="list-style-type: none">The five lines music is written on is a staveMusic is written in either a major or minor keyRests are needed to make up the correct number of beats in a barSongs can have a fast or a slow tempoMusic is written in time signatures8 notes make an octave		<p><u>Perform</u></p> <ul style="list-style-type: none">Sing or play from memory with confidence and in harmonyPerform to an audience with controlled breathing (voice) and skilful playing (instrument) <p><u>Compose</u></p> <ul style="list-style-type: none">Create rhythmic patterns that show an awareness of timbre and durationCombine melody, rhythm and chords to create a short musical pieceUse a melodic ostinato, based on the pentatonic scale to create a short piece <p><u>Transcribe</u></p> <ul style="list-style-type: none">To read and create notes on the musical staveTo understand the # (sharp) and ♭ (flat) symbolsTo use and understand simple time signatures <p><u>Describing music</u></p> <ul style="list-style-type: none">Use a wide range of musical vocabulary to describe and appraise a range of musical genres.	<ul style="list-style-type: none">Orchestral music is created by a group of instrumentsMinor is a musical key which reflects a sombre moodMajor is a musical key which is harmoniousA minim has the value of a crochet or half a semibreveGospel music is a style of Christian music which sings about Christ's lifePop music is shortened from 'Popular music' - lots of people like to listen to itMinimalism is a type of 20th and 21st Century Orchestral music.Gustav Holst wrote The PlanetsPaul Robeson, who recorded a version of Get On Board, was a lawyer, singer, actor, star athlete and civil rights activist.Gospel is influenced by Spirituals and other African Traditional Music
Ghost Parade (Part 1)	Ghost Parade (Part 2)	Words can Hurt (Part 1)	Words can Hurt (Part 2)	Joyful, Joyful	<p><u>Substantive</u></p> <p>Year 5 End of unit 1 theory quiz</p> <p><u>Disciplinary</u></p> <p>Perform finished version of choice to another class.</p>
Orchestral, quaver	minor, flat	crochet, major	sharp, minim	Gospel, dotted crochet	
The Sparkle in my Life (Part 1)	The Sparkle in my Life (Part 2)	Dreaming of Mars (Part 1)	Dreaming of Mars (Part 2)	Get on Board	<p><u>Substantive</u></p> <p>Year 5 End of unit 2 theory quiz</p> <p><u>Disciplinary</u></p> <p>Perform finished version of choice to another class.</p>
Pop, semiquaver	Minimalism, scale	Symphony, solo	Rock ‘n’ Roll, harmony	Bridge, allegro	

Music - Year 6

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

PE - Year 5					
<div>Autumn A—Games—Invasion</div> <div>Autumn B—Athletics Indoor</div>					
Curriculum Objective		Prior Knowledge	Disciplinary knowledge		Substantive knowledge
<p>NC3: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>NC2: play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>		<ul style="list-style-type: none">To know how to control a ballTo be able to shoot at a targetTo be able to attack and defend.To move with control and powerTo run at different speedsTo throw and catch a ball	<ul style="list-style-type: none">To know how to send and control a moveTo be able to use correct technique to show accuracyTo be able to use evasive strategiesTo apply attacking and defensive strategies.To be able to react to an attackTo participate in a game		<ul style="list-style-type: none">To kick you use your legsTo control a ball you use your feetTo attack and defend you need two teamsFor jumping your legs are the main body part to do this.To land your feet will be spread outFor running your legs and arms are the main body part for thisTo throw you will use your arms and throw over your head.
<ul style="list-style-type: none">To know and use small body parts	<ul style="list-style-type: none">To know and use large body parts	<ul style="list-style-type: none">To perform a learnt sequence	<ul style="list-style-type: none">To link 3 static positions.	<ul style="list-style-type: none">To perform an original 3 part sequence.	<div><div><u>Substantive</u></div><div>To play a game of football with year 6.</div><div><u>Disciplinary</u></div><div>To referee a game teaching the basics of skills.</div></div>
Tension	Balance	Stillness	Static	Quality	
<ul style="list-style-type: none">To improve quality of technique	<ul style="list-style-type: none">To increase power and control	<ul style="list-style-type: none">To know principles of sprinting.	<ul style="list-style-type: none">To run an endurance race effectively	<ul style="list-style-type: none">To refine throwing techniques.	<div><div><u>Substantive</u></div><div>To have small competitions within the class.</div><div><u>Disciplinary</u></div><div>To explain and perform to another year group the techniques they have learnt.</div></div>
Power	Hurdles	Agility	Support	Aggression	

PE - Year 6					
<div>Autumn A—Games—Invasion</div> <div>Autumn B—Athletics Indoor</div>					
Curriculum Objective		Prior Knowledge	Disciplinary knowledge		Substantive knowledge
NC3: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]		<ul style="list-style-type: none">To know how to send and control a moveTo be able to use correct technique to show accuracyTo be able to use evasive strategiesTo apply attacking and defensive strategies.To be able to react to an attackTo participate in a game	<ul style="list-style-type: none">To be able to execute basic skills consistently.To be able to have some creative inout into a creation of a game.To be able to demonstrate leadership and evaluation skills.To be able to evaluate own performance in a game.To be able to participate effectively in a game situation.		<ul style="list-style-type: none">To kick you use your legsTo control a ball you use your feet and eye coordination.To attack and defend you need two teamsFor jumping your legs are the main body part to do this.To land your feet will be spread outFor running your legs and arms are the main body part for thisTo throw you will use your arms and throw over your head.
<ul style="list-style-type: none">To refine basic skills	<ul style="list-style-type: none">To develop a new invasion game	<ul style="list-style-type: none">To develop a new invasion game	<ul style="list-style-type: none">To develop a new invasion game	<ul style="list-style-type: none">To perform skills in a game situation.	<div><div>Substantive</div><div>To play a game of football with year 5.</div><div>Disciplinary</div><div>To explain their new invasion game to year 5,</div></div>
Communication	Enthusiasm	Cooperation	Input	Teamwork	
<ul style="list-style-type: none">To select appropriate skills for events	<ul style="list-style-type: none">To develop jumping technique	<ul style="list-style-type: none">To select and apply appropriate technique	<ul style="list-style-type: none">To improve on a performance. To show determination.	<ul style="list-style-type: none">To run for an extended period of time.	<div><div>Substantive</div><div>To have small competitions within the class.</div><div>Disciplinary</div><div>To explain and perform to another year group the techniques they have learnt.</div></div>
Competetiveness	Agility	Speed	Precision	Technique	

RE—Year 5

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

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

Key Concepts		Prior Knowledge	Disciplinary knowledge	Substantive knowledge
Beliefs in action, incarnation		<u>Christianity</u> <ul style="list-style-type: none"> Christmas is the celebration for God's son Jesus Jesus symbolises God's gift to the world Christians believe Jesus' incarnation is 'good news' for all people Christians believe Jesus' death offered then forgiveness for their sins Christians break bread to remember Jesus' body (death) Christians drink wine/juice to remember his blood 	<ul style="list-style-type: none"> Explain how some teachings and beliefs are similar between some religions. Explain how religious beliefs might shape the lives of individuals and communities. Explain the practices and lifestyles involved in belonging to a faith community. Make contrasts and comparisons of the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. Explain some of the different ways that individuals show their beliefs. Distinguish and express moods about their own individualities. Relate these to religious views or teachings. Clarify their own ideas about the answers to decisive questions. 	<ul style="list-style-type: none"> Commitment is how dedicated to a cause someone is There are five Sikh key beliefs: <ul style="list-style-type: none"> ⇒ God is in everything ⇒ All people should be treated as equals ⇒ Sikhs should share what they can with others ⇒ Sikhs should earn their living honestly ⇒ The purpose of life for a Sikh is to see and speak with God Advent is the first season of the Church year in the run up to Christmas Dec. 25 is not the date mentioned in the Bible as the day of Jesus's birth Christians believe Jesus is the incarnation of God on Earth
Sequence of Learning				
<u>Engagement (1 lesson)</u>	<u>Investigation (3 lessons)</u>	<u>Evaluation (1 lesson)</u>	<u>Expression (1 lesson)</u>	<u>Substantive</u> Hot task based on substantive knowledge
commitment	Khalsa, turban, Langar	sacrifice	self-sacrifice	<u>Disciplinary</u> Children to create a presentation showcasing their newly learnt knowledge
<u>Engagement (1 lesson)</u>	<u>Investigation (3 lessons)</u>	<u>Evaluation (1 lesson)</u>	<u>Expression (1 lesson)</u>	<u>Substantive</u> Hot task based on substantive knowledge
subjective	advent, factual, incarnation	Messiah	meaningful	<u>Disciplinary</u> Fact sheet presenting learnt knowledge

RE—Year 6

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

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

Key Concepts		Prior Knowledge		Disciplinary knowledge	Substantive knowledge
Belief and Practices, Incarnation		<p><u>Islam</u></p> <ul style="list-style-type: none">• There are five pillars of Islam:⇒ Shahadah - the Muslim creed / statement of faith⇒ Salah - prayer - Muslims must pray five times a day⇒ Zakat (or Zakah) - giving to those in need⇒ Sawm - fasting during Ramadan⇒ Hajj - making the pilgrimage to the holy city of Makkah (Mecca) <p><u>Christianity</u></p> <ul style="list-style-type: none">• Christians believe Jesus in the incarnation of God on Earth• The New Testament describes Jesus as the Messiah and Saviour• Christians show their commitment through the 10 commandments• Christians show their commitment through Holy Communion		<ul style="list-style-type: none">• Explain how some teachings and beliefs are similar between some religions.• Explain how religious beliefs might shape the lives of individuals and communities.• Explain the practices and lifestyles involved in belonging to a faith community.• Make contrasts and comparisons of the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.• Explain some of the different ways that individuals show their beliefs.• Distinguish and express moods about their own individualities. Relate these to religious views or teachings.• Clarify their own ideas about the answers to decisive questions.	<ul style="list-style-type: none">• Commitment is how dedicated to a cause someone is• Many Muslims go to the Mosque for lunchtime prayers on a Friday—the Muslim holy day• Muslims are required to give money to charity• Muslims fast during Ramadan• Mary was chosen to be Jesus’ mother• Joseph believed Mary had disgraced him and wanted to break off their engagement• Christians believe Mary did not choose to have a baby but the choice was made by God
Sequence of Learning					
<u>Engagement (1 lesson)</u>	<u>Investigation (3 lessons)</u>	<u>Evaluation (1 lesson)</u>	<u>Expression (1 lesson)</u>	<p><u>Substantive</u></p> <p>Hot task based on substantive knowledge</p> <p><u>Disciplinary</u></p> <p>Interview asking and answering questions linked to newly learn knowledge</p>	
commitment	Mosque, charity, fasting	Makkah	affirmation		
<u>Engagement (1 lesson)</u>	<u>Investigation (3 lessons)</u>	<u>Evaluation (1 lesson)</u>	<u>Expression (1 lesson)</u>	<p><u>Substantive</u></p> <p>Hot task based on substantive knowledge</p> <p><u>Disciplinary</u></p> <p>Write a letter to Miss Howard explaining who Mary was and her significance to Jesus</p>	
ambassador	depiction, betrayed, incarnation	miracle	symbolise		

PSHE—Year 5

In the first half of the term, we will be thinking about Being Me in My World. We will think about what we value most, we will discuss other people who are live different lives within our country and show empathy. I will be able to verbalise how my actions affect both myself and others and will recognise that we can contribute to a group and how to function as a team. In the second half of the Autumn term we will be thinking about Celebrating Difference. We will be able to show an awareness of our own culture and be aware of our own attitudes towards people of different races. We will discuss a range of strategies to help us all deal with our own feelings and will make informed decisions about what works for each individual.

Curriculum Objective								Prior Knowledge				Disciplinary knowledge				Substantive knowledge																																																																									
<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						<p><u>Being Me in My World</u></p> <ul style="list-style-type: none">Know attitudes make a difference to a teamKnow what a school community isKnow how groups make decisions and this can be done democratically <p><u>Celebrating Differences</u></p> <ul style="list-style-type: none">Know that we can make assumptions about peopleKnow how to spot bullying and what to do when witnessing itView can change of people overtime				<ul style="list-style-type: none">I can give some examples of people in my country who have different lives to mine.I can tell you why being part of a community is positive and why it is important that the community is a fair oneI can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.I can give some examples of bullying behaviours including direct and indirect types and explain how this might make people feel.I can tell you why it is important to respect my own and other people’s cultures.I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.				<ul style="list-style-type: none">A citizen is to be a participating member of a political communityI am responsible for my actionsA reward is given in recognition service, effort or achievementName-calling and rumours can hurt peopleThere are different types of bullying: verbally, emotionally, physically	
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My Year Ahead		Being a Citizen of my Country		Responsibilities		Rewards and Consequences		Our Learning Charter		Owning our Learning Charter		Hot task linked to key knowledge																																																																													
Vision		Citizen		Rights		Choices		Collaboration		Motivation		Create a charter for the country																																																																													
<u>Celebrating Difference</u>		<u>Celebrating Difference</u>		<u>Celebrating Difference</u>		<u>Celebrating Difference</u>		<u>Celebrating Difference</u>		<u>Celebrating Difference</u>		<u>Substantive</u>																																																																													
Different Cultures		Racism		Rumours and Name-Calling		Types of Bullying		Does Money Matter?		Celebrating Difference Around the world		Hot task linked to key knowledge																																																																													
Compare		Race		Bullying		Variety		Happiness		Culture		Create a video to celebrate difference																																																																													

PSHE—Year 6

In the first half of the term, we will be talking about Being Me in My World. Children will consider how they feel valued and how to make others feel valued too. They will be able to talk about their own wants and needs and how these are the same or different from other peoples. I can talk about how my actions affects myself and others and will learn how to emphasise with others. Finally, we will think about how we can work together best as a team and how everyone's contributions are important.

In the second half of the term, we will be talking about Celebrating Difference. Children will be able to talk about their attitudes towards themselves and others. They will be able to talk about how it feels to be included or excluded from a situation and how they may be able to manage these types of situations. Children will talk about what bullying is and what they can do if they believe either themselves or someone is being bullied.

Curriculum Objective								Prior Knowledge	Disciplinary knowledge	Substantive knowledge		
R1	R2	R3	R4	R5	R6	R7	R8	<p><u>Being me in my world</u></p> <ul style="list-style-type: none">Know all about responsibilities and how we are responsible for many different thingsKnow what a charter is and the importance these haveUnderstand what a citizen is and my responsibility as a citizen <p><u>Celebrating Difference</u></p> <ul style="list-style-type: none">Know what bullying is and the different typesUnderstand different cultures of the world	<ul style="list-style-type: none">I can tell you how some of my choices affect others locally and globally.I can tell you how I try to make others feel valued by understanding their feelings and doing something positiveI can explain how my choices can have an impact on people in my immediate community and globally.I can empathise with others in my community and globally and explain how this can influence the choices I make.I can tell you some ways that difference can be a source of conflict in people’s lives.I can say how I feel about people experiencing conflict in their lives because they are different.I can explain ways in which difference can be a source of conflict or a cause for celebration.I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.	<ul style="list-style-type: none">A global citizen is someone who is aware of and understands the wider worldA charter is a grant of authority or rightsEveryone is different in different waysOne person or a group can have power over anotherPeople with disabilities still lead normal lives		
R9	R10	R11	R12	R13	R14	R15	R16					
R17	R18	R19	R20	R21	R22	R23	R24					
R25	R26	R27	R28	R29	R30	R31	R32					
H1	H2	H3	H4	H5	H6	H7	H8					
H9	H10	H11	H12	H13	H14	H15	H16					
H17	H18	H19	H20	H21	H22	H23	H24					
H25	H26	H27	H28	H29	H30	H31	H32					
H33	H34	H35										
Sequence of Learning												
<u>Being Me in My World</u> My year ahead		<u>Being Me in My World</u> Being a global citizen 1		<u>Being Me in My World</u> Being a global citizen 2		<u>Being Me in My World</u> The learning charter		<u>Being Me in My World</u> Our learning charter		<u>Being Me in My World</u> Owning our learning charter		<u>Substantive</u> Hot task linked to key knowledge <u>Disciplinary</u> Create a city charter as a school
Goals		Choice		Wants		Behaviour		Rights		Laws		
<u>Celebrating Difference</u> Am I normal?		<u>Celebrating Difference</u> Understanding difference		<u>Celebrating Difference</u> Power struggles		<u>Celebrating Difference</u> Why bully?		<u>Celebrating Difference</u> Celebrating difference		<u>Celebrating Difference</u> Celebrating difference		<u>Substantive</u> Hot task linked to key knowledge <u>Disciplinary</u> Create a poster all about celebrating difference
Perception		Diversity		Control		Recipient		Achievement		Celebration		

French—Year 5 and 6

Autumn A—On Holiday—covers the vocabulary needed to describe where pupils are going on holiday, where they’re staying and how long they’re staying. It also includes a variety of attractions they might encounter on holiday. This unit gives more advanced pupils the chance to develop their grammar skills by learning about the perfect past tense.

Autumn B - Eating Out—This unit includes vocabulary and conversations linked with eating out and buying food. Pupils will learn how to order food and drinks in cafés and restaurants, as well as how to ask for a table. They will also have the opportunity to practise some of the numbers covered in the Core Units by asking how much things cost and talking about different weights of fruit and veg.

Curriculum Objective	Prior Knowledge	Disciplinary knowledge	Substantive knowledge
<p>NC1: I can listen attentively to spoken language and show understanding by joining in and Responding.</p> <p>NC2: I can explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>NC3: I can engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>NC4: I can speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>NC7: I can read carefully and show understanding of words, phrases and simple writing.</p> <p>NC8: I can appreciate stories, songs, poems and rhymes in the language.</p>	<ul style="list-style-type: none">I playIn the playgroundWhat do you like to play?Your homeYour bedroomThe kitchenDaily routine	<ul style="list-style-type: none">Understand a range of everyday phrases and apply these to simple sentences.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.	<p>On Holiday</p> <p>En Espagne—to Spain une tente— a tent une glace—an ice cream un singe—a monkey un train fantôme - a ghost train</p> <p>Eating out un café—a coffee une boule- one scoop des fraises (f) -strawberries une carte—a menu une boisson—a drink</p>

<ul style="list-style-type: none"><u>Where are you going on holiday?</u> <p>Question and Answer: Où vas -tu en vacances? Where are you going on holiday? Je vais en/au/aux... I'm going to...</p> <p><u>Vocabulary</u> En France—to France En Espagne—to Spain En Italie—to Italy En Allemagne—to Germany En Grece—to Greece Aux Etas Unis—to America</p>	<ul style="list-style-type: none"><u>Where are you staying?</u> <p>Question and Answer : Tu loges où? Where are you staying? Dans... In...</p> <p><u>Vocabulary</u> une tente— a tent un hôtel—a hotel un appartement—an apartment une ferme—a farm une caravane—a caravan un camping-car a campervan n une station de ski - a ski resort</p>	<ul style="list-style-type: none"><u>At the Zoo</u> <p>Qu'est-ce que tu as vu au zoo? What did you see at the zoo? J'ai vu... I saw...</p> <p><u>Vocabulary</u> une girafe -a giraffe un éléphant -an elephant un pingouin -a penguin un singe—a monkey un rhinocéros—a rhinoceros un lion -a lion</p>	<ul style="list-style-type: none"><u>At the Beach</u> <p>Qu'est-ce qu'il y a à la plage? What is there at the beach? Il y a... There is/are...</p> <p><u>Vocabulary</u> un crabe -a crab du sable (m) -some sand un bateau—a boat un requin—a shark une glace—an ice cream</p>	<ul style="list-style-type: none"><u>At the Theme park</u> <p>Qu'est-ce qu'il y a au parc d'attractions? What is there at the theme park? Il y a... There is/are...</p> <p><u>Vocabulary</u> un parc d'attractions—a theme park une grande roue—a big wheel des montagnes russes (f) -a rollercoaster un train fantôme - a ghost train un manège - a carousel</p>	<p><u>Substantive</u></p> <p>Quiz on Kahoot using vocabulary learnt</p> <p><u>Disciplinary</u></p> <p>Hot task on vocabulary learnt.</p>
<ul style="list-style-type: none"><u>I'm ordering a drink.</u> <p>Question and Answer: Qu'est-ce que vous désirez? What would you like? Je voudrais... I would like...</p>	<ul style="list-style-type: none"><u>At the Ice cream shop</u> <p>Question and Answer 1: Qu'est-ce que vous désirez? What would you like? Je voudrais... I would like...</p>	<ul style="list-style-type: none"><u>At the Market</u> <p>Question and Answer 1: Qu'est-ce que vous désirez? What would you like? Je</p>	<ul style="list-style-type: none"><u>At the restaurant</u> <p>Question and Answer 1: Qu'est-ce que c'est? What is it? C'est... It's...</p> <p><u>Vocabulary</u></p>	<ul style="list-style-type: none"><u>At the Theme Park</u> <p>Question and Answer 1: Qu'est-ce que vous prenez comme...? What are you having for your...? Je prends... I'll have...</p>	

Computing—Year 5

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

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

Curriculum Objective	Prior Knowledge	Disciplinary knowledge	Substantive knowledge
<p><u>Autumn A</u></p> <p>NC4: Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration</p> <p>NC5: Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p><u>Autumn B</u></p> <p>NC5: Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>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</p> <p>NC7: 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"> To create a storyboard To use voice recordings Create and edit videos How to use text boxes and change the size and font To change the background To create simple algorithms. 	<ul style="list-style-type: none"> To be able to understand the components. To be able to research the physical and electronic components. To consider how larger computer systems work. To reflect on how computer systems can help them. To use a range of search engines . To know how a webpages' content can influence where it is ranked in search results. 	<ul style="list-style-type: none"> A search engine is a program that searches for and identifies items in a database that corresponds to key words or characters for finding particular sites n the World Wide Web. A webpage is a hypertext document on the World Wide Web.

Sequence of Learning

<u>Systems</u>	<u>Computer systems and us</u>	<u>Searching the web</u>	<u>Selecting search results</u>	<u>How search results are ranked.</u>	<p><u>Substantive</u></p> <p>Hot task on systems and searching.</p> <p><u>Disciplinary</u></p> <p>Create a poster about search engines.</p>
<p>Explain that systems are built using a number of parts.</p> <p>Describe the input, process and output of a digital system.</p> <p>Explain that computer systems communicate with other devices.</p>	<p>Identify tasks that are managed by computer systems</p> <p>Identify the human elements of a computer system</p> <p>Explain the benefits of a given computer system</p>	<p>Make use of a web search to find specific information</p> <p>Refine my web search</p> <p>Compare results from different search engines</p>	<p>Explain why we need tools to find things online</p> <p>Recognise the role of web crawlers in creating an index</p> <p>Relate a search term to the search engine's index</p>	<p>Order a list by rank</p> <p>Explain that a search engine follows rules to rank results</p> <p>Give examples of criteria used by search engines to rank results</p>	
Components	Processes	Web search	Web crawlers	influence	
<p><u>What is video?</u></p> <p>To explain what makes a video effective</p> <p>Explain that video is a visual media format</p> <p>Identify features of videos</p> <p>Compare features in different videos</p>	<p><u>Filming techniques.</u></p> <p>To use a digital device to record video</p> <p>Identify and find features on a digital video recording device</p> <p>Experiment with different camera angles</p> <p>Make use of a microphone</p>	<p><u>Using a storyboard</u></p> <p>To capture video using a range of techniques</p> <p>Suggest filming techniques for a given purpose</p> <p>Capture video using a range of filming techniques</p> <p>Review how effective my video is</p>	<p><u>Planning a video.</u></p> <p>To create a storyboard</p> <p>Outline the scenes of my video</p> <p>Decide which filming techniques I will use</p> <p>Create and save video content</p>	<p><u>Importing and editing video.</u></p> <p>To identify that video can be improved through reshooting and editing</p> <p>Store, retrieve, and export my recording to a computer</p> <p>Explain how to improve a video by reshooting and editing</p> <p>Select the correct tools to make edits to my video.</p>	<p><u>Substantive</u></p> <p>Make edits and improve final outcome of their video.</p> <p><u>Disciplinary</u></p> <p>Create their own video explaining how they used filming techniques etc.</p>
Medium	Camera angles	Storyboard	Content	Reshoot	

Computing—Year 6

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

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

Curriculum Objective		Prior Knowledge	Disciplinary knowledge	Substantive knowledge
<p>Autumn A NC4: Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration NC6: Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information NC7: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p>Autumn B NC5: Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content NC6: Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information. NC7: use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour.</p>		<ul style="list-style-type: none"> To be able to understand the components. To be able to research the physical and electronic components. To consider how larger computer systems work. To reflect on how computer systems can help them. To use a range of search engines . To know how a webpages' content can influence where it is ranked in search results. 	<ul style="list-style-type: none"> To be able to apply understanding to IP addresses. To be able to understand what a packet of data is. To be able to modify and re-use work done by someone else. Understand copyright rules. Understand different methods of communication. 	<ul style="list-style-type: none"> IP address is an internet protocol address which is a unique numerical identifier for every device or network that connects to the internet. Packet data is a unit of data made into a single package that travels along Copyrighting is the exclusive and assignable legal right, given to the originator.
Sequence of Learning				
<ul style="list-style-type: none"> L1 Internet addresses 	<ul style="list-style-type: none"> L2 Working together 	<ul style="list-style-type: none"> L3 Shared working/communication 	<ul style="list-style-type: none"> L4 Communicate responsibility 	<p>Substantive</p> <p>Hot task on systems and searching.</p> <p>Disciplinary</p> <p>Create a poster about search engines.</p>
<ul style="list-style-type: none"> Learners explore what is necessary for effective communication and the importance of agreed protocols. Understand IP addresses. are introduced to the concept of packets and transfer an image across the internet 	<ul style="list-style-type: none"> Learners consider how people can work together when they are not in the same location. They discuss ways of working and complete a collaborative online project. 	<ul style="list-style-type: none"> This lesson involves the Scratch programming tool, which allows learners to use other people's work. Evaluate which methods of communication suit particular purposes. 	<ul style="list-style-type: none"> Categorise different forms of internet communication. They then choose which method(s) they would use for the scenarios discussed in the previous lesson. Through these activities, learners explore issues around privacy and information security. 	
<ul style="list-style-type: none"> Good website/how would you lay yours out? 	<ul style="list-style-type: none"> Copy right/ copy wrong 	<ul style="list-style-type: none"> How does it look? 	<ul style="list-style-type: none"> Think before you link! 	
<p>Evaluate different websites. Look at different lay out features and plan website on paper.</p>	<p>During this lesson learners will become familiar with the terms 'fair use' and 'copyright'. They will gain an understanding of why they should only use copyright-free images and will find appropriate images to use in their work from suggested sources.</p>	<p>Will revise how to create their own web page in Google Sites.</p> <p>Plan their website</p>	<p>Create hyperlinks on their own websites that link to other people's work. They will then evaluate the user experience when using their own website and that of another learner</p>	