Rule Britannia

The Greatest Empire
Year 5/6

Spring 2024

History

As Historians, we will study the Roman Empire and its impact on Britain. We will look at a range of sources and categorise primary and secondary sources and discuss what they tell us about history. We will carry out research using a variety of written sources and use this to create a timeline of key events. We will discuss the changes that happened in this period, why they happened and the impact they have had on Britain today.

Curriculum Objective	Prior Knowledge	Disciplinary knowledge	Substantive knowledge
NC2: The Roman Empire and its impact on Britain	Year 5 will know: • How to arrange events in chronological order • The impact Anglo-Saxons had on Britain and what legacy they left. Year 6 will know: • The periods of British history and where the Vikings fall within that. • That historical sources provide pieces of information and multiple sources can create a bigger picture. • The life and homes of Vikings and why they were that way.	Disciplinary knowledge • Place dates and events on a timeline for the period being studied and use BC/ AD, years/ centuries relating to period studied. • Expose pupils to primary and secondary sources • Use a range of sources/ evidence to build up a picture of the past. • Begin to formulate, with support, historically valid questions. • Begin to evaluate the usefulness of different sources. • Answer historical questions. • Use various sources to piece together information about a period of history.	• Roman timeline of events; 753 BCE, city of Rome was founded; 202 BCE Rome conquers territories outside of Italy; 133 BCE The Roman Empire spreads across Europe and the top of Africa; 55 BCE Julius Caesar first attempts to invade Britain; 54 BCE Julius Caesar tries to invade Britain again; 43 AD Emperor Claudius succeeds in invading Britain; 122 AD The building of Hadrian's Wall begins, 410 AD Roman rule in Britain ends • Romans introduced modern plumbing, government, roads, central heating, religion, writing/ numbers, coins and advertising

Sequence of Learning

The History of the Roman Empire	Coming to Britain	Roman Achievements	Impact on Britain Now	
Discuss the significant events of the Roman's history Create a timeline of events in chronological order Discuss who the Roman's were and where they originated from before they came to Britain	Understand why the Roman Empire invaded Britain Discuss the four attempts to invade Britain and focus on the final successful invasion in 43AD Use a range of sources. Choose the most appropriate source and explain why they are using that one	• Discuss the achievements of the Romans • What knowledge/inventions did they bring to Britain? • How did these things impact Britain at that time? Housing/Central Heating/Sewage systems/Straight roads/Religion/ Language, writing & numbers/ Coins/advertising	• Discuss the impact the Romans have had on Britain that is still there today • How have we adapted the Roman's 'ways' to suit our modern needs?	Disciplinary knowledge Presentation on timeline, presented any way children choose Substantive knowledge Action bound style quiz
Period, decade	Sources, justify	inventions	Impact	
			•	

Geography

As geographers, children will be able to name and locate, with the use of maps and atlases, counties and cities of Britain where the Romans invaded and settled. Children will be able to identify settlement features and the effect the Roman invasion on Britain had on trade links and natural resources. Children will look at Europe and will be able to locate Italy on a world map and will be able to describe the major characteristics of important geographical physical features in regions with a focus on volcanoes.

Curriculum Objective	Prior Knowledge	Disciplinary knowledge	Substantive knowledge
NC1: To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities **NC2**: To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time **NC5a**: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, **volcanoes** and earthquakes, and the water cycle **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 **NC6**: To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	**NC5a**: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, **volcanoes** and earthquakes, and the water cycle **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 **NC6**: To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	• To use a wide range of maps and atlas' • To use technology to locate different countries • Name and locate key characteristics of specific countries • To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	• The Romans invaded Italy, Greece, Spain, North African coast, Middle East, England, France • Roman towns consisted of buildings and temples that they used to worship their gods. • They built Towns, and then walls were built around the town to help protect the city and to help protect the people that lived there. • Inside the Roman towns were different buildings beside the temples, including homes, places to meet, workshops, bathhouses, shops, toilets, and even an amphitheatre. • They brought their language, roads, taxation, urban land use and centralised government. • Mount Vesuvius is located in Pompeii

Sequence of Learning

Invading the UK	Settlement features.	Roman invasion	Human and Physical aspects of Volcanoes	
• Name and locate the countries where the Romans invaded and settled on a map of the world.	• Identify the settlement features and complete a comparison of modern Britain and Roman Britain. • Explain why the Romans would have chosen to settle in the areas they did. • Discus land use, natural resources and farming.	• Investigate the effect the Roman invasion had on Britain and on trade links and natural resources. • Discuss and locate the physical features created by the Romans, that are still present today.	• Understand the human and physical aspects of volcanoes. • Research how volcanoes are formed and how they erupt. Look at where volcanoes happen. • Discuss the types and statuses of volcanoes. **Pompeii / Mount Vesuvius** • Locate Italy on a world map and research volcanoes in Italy.	**Substantive knowledge** Kahoot quiz **Disciplinary knowledge** News Report– Romans have just invaded, what's happened, what has changed
Aggregate villages	Rural settlements	Trade links	Pompeii	

Art

Impressionism with a drawing and painting focus
As artists, children will be looking at a range of modern art from the Post-Impressionism era, with a focus on Cezanne and Georges Seurat. Children will learn from a range of Post– Impressionism painters, and take inspiration from the 1860's, to create a mood board to explore the meaning of Post-Impressionism. Children will then recreate a piece of art work to understand the shape and form of Post-Impressionist painting. Children will explore the subjects of Post– Impressionism and think carefully about the colour palettes used by these artists. Children will also learn the meaning behind Post-Impressionism and the Avant Garde and understand the culture behind the art work. Children will then choose their own subjects with a Post-Impressionism theme to create their own piece of art work, thinking carefully about the colour palettes

Curriculum Objective	Prior Knowledge	Disciplinary knowledge	Substantive knowledge
NC1: To create sketch books to record their observations and use them to review and revisit ideas NC2: to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay NC3: about great artists, architects and designers in history.	• Use a sketchbook to collect ideas. • Draw and paint to create a piece of art in a post-impressionism style. • Peer critique someone else's work. • Use a mood board to collect ideas.	• Cezanne and Seurat are artists from the post-impressionism era. • Their art is focused on nature and still life. • Pointillism is the method of putting hundreds of small dots close together to create a picture.	• Bold colours and paint are a key part of post-impressionism. • Art should be focused on nature and still life.

Sequence of Learning

Board and Annotation Children are given images from Post-Impressionism, with a focus on Cezanne and Georges Seurat. Children will then create a mood board with annotations, detailing what they like, dislike and any particular techniques they can identify. **Replication of research** Children will choose a small part of their mood board to sketch and recreate, paying close attention to shapes and details.	**Techniques and historical content** Teach why the Post-Impressionism era exists, where did the era come in the timeline of Art history. Briefly discuss Avant Garde. Teach children how to replicate the colour patterns and show the simplistic shapes used. Children draw a small section of painting and use the correct colour palette.	**Sketching/Painting** Children sketch their own designs, using Georges Seurat and Cezanne as inspiration. Use the local area as inspiration.	**Creation** Children will create their own piece of art work. Children will use simplified shapes and use the local area as inspiration to create landscape images.	**Assessment** **Substantive knowledge** Final piece of art work **Disciplinary knowledge** Art gallery peer critique
Post-impressionism	Avant garde Pointillism	Anti-academy	Urban	

DT

As designers, children will design and make a catapult in groups using wood and a range of strong and durable materials. They will research catapults and their usage and will investigate the mechanical systems which are used. Children will make a range of levers and will investigate how to create tension. They will design their own catapult, make the catapult and will test and evaluate its strength and effectiveness.

Curriculum Objective	Prior Knowledge	Disciplinary knowledge	Substantive knowledge
NC1: I can use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups NC2: I can generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design NC3: To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately NC4: To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities NC6: To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. NC9: To understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]	• Cut materials accurately and safely by selecting appropriate tools. • Measure and mark out to the nearest millimetere. • Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material. (such as slots and cut outs)	• To know how to perform basic woodworking techniques: measuring, clamping, sawing, filing, joining, reinforcing joints with cardboard triangles. • To know how to explore a simple design of a catapult: making it, testing it safely, and evaluating it. • To know how to evaluate our work, considering both good points and areas for improvement. • To know how to design our own catapults to meet the given design criteria, using the designs studied to inform own plans	• A catapult a device (historically used as a weapon) to hurl an object at speed and to a distance. missile the object being hurled by the catapult. • Tension a way of storing energy; when tension is released, the missile is hurled. accumulate to build up, or increase. reinforcing making something stronger • A prototype an example or trial model of a design - sometimes made with cheaper materials • A pivot is the point about which something turns or rotates. • A bench hook a device that hooks over the table to assist with safe sawing • A G clamp a clamp device used to hold a wood work piece, with a screw to hold it tight

Sequence of Learning

Research, design brief and aims.	Design	Prototypes	Evaluation	Substantive knowledge
• Research all about Roman catapults. • Understand the features of the catapult. • Complete design brief. • Complete aims and success criteria.	Design own Roman catapult ensuring it is historically correct. Use correct labels and vocabulary	Create a prototype of a catapult to ensure understanding of process of creation **Making** Make catapult ensuring correct materials and steps.	Evaluate design and identify what could be changed to improve catapult.	Hot task **Disciplinary knowledge** Create a presentation of their techniques learnt and then share with another class.
Mechanism	linkage	Slot, guide	Strong , reinforce	

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 and we will listen and appraise other music and talk about what we like and dislike about these styles of music.

Curriculum Objective	Prior Knowledge	Disciplinary knowledge	Substantive knowledge
NC1: To play and perform in solo and ensemble contexts, using their voice and playing musical instruments with increasing accuracy, control and expression NC2: To improvise and compose music using the inter-related dimensions of music separately and in combination NC3: To listen with attention to detail and recall sounds with increasing aural memory NC4: To use and understand the basics of staff and other musical notations NC5: To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians NC6: To develop an understanding of the history of music	• That pitch is how high or low a sound is • Minor is a musical key which reflects a sombre mood • A minim has the value of a crochet or half a semibreve • How to sing together to create a melody • That chords can be in major or minor	**Perform** • Sing or play from memory with confidence and in harmony • Perform to an audience with controlled breathing (voice) and skilful playing (instrument) **Compose** • Create rhythmic patterns that show an awareness of timbre and duration • Combine melody, rhythm and chords to create a short musical piece • Use a melodic ostinato, based on the pentatonic scale to create a short piece **Transcribe** • To read and create notes on the musical stave • To understand the # (sharp) and ⬚ (flat) symbols • To use and understand simple time signatures **Describing music** • Use a wide range of musical vocabulary to describe and appraise a range of musical genres.	• South African Pop often speaks of freedom, hope and change • Thick texture in music means there are many layers of instruments • A bridge only happens once in a piece of music • Soul is a popular style of music developed by African American musicians in the 1950s • An oboe is a woodwind instrument • Reggae is a popular style of Jamaican music • A composition is a creati8ve piece of music • A trumpet is a brass musical instrument • A string vibrates to produce a sound

Freedom is coming (Part 1)	Freedom is coming (part 2)	All over again (Part 1)	All over again (Part 1)	Do You ever wonder?	**Substantive** Year 5 End of unit 3 theory quiz **Disciplinary** Perform finished version of choice to another class.
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	**Substantive** Year 5 End of unit 4 theory quiz **Disciplinary** Perform finished version of choice to another class.
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 styles of music.

Curriculum Objective	Prior Knowledge	Disciplinary knowledge	Substantive knowledge
NC1: To play and perform in solo and ensemble contexts, using their voice and playing musical instruments with increasing accuracy, control and expression NC2: To improvise and compose music using the inter-related dimensions of music separately and in combination NC3: To listen with attention to detail and recall sounds with increasing aural memory NC4: To use and understand the basics of staff and other musical notations NC5: To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians NC6: To develop an understanding of the history of music	• Layering is combining lots of sounds • Britpop is a British version of Pop • Rock music is made up of several styles of powerful guitar and vocal-led music • Music can be written in both major and minor keys • Notes are written on staves	<u>Perform</u> • Sing or play from memory with confidence and in harmony • Perform to an audience with controlled breathing (voice) and skilful playing (instrument) <u>Compose</u> • Create rhythmic patterns that show an awareness of timbre and duration • Combine melody, rhythm and chords to create a short musical piece • Use a melodic ostinato, based on the pentatonic scale to create a short piece <u>Transcribe</u> • To read and create notes on the musical stave • To understand the # (sharp) and ♭ (flat) symbols • To use and understand simple time signatures <u>Describing music</u> • Use a wide range of musical vocabulary to describe and appraise a range of musical genres.	• Disco is a style of dance music • The disco ball is a classic sign of the disco era • La Bamba was originally a Folk song • Rock 'n' Roll was seen as a music of rebellion • Music can be written about political issues of the time • Rock music is dominated by the electric guitar • Jimi Hendrix was an African American guitarist who created improvised guitar solos • Piano means quite soft • Pianissimo means very quiet • Pop music constantly changes to link with what is popular in the world at that time

Disco Fever (Part 1)	Disco Fever (part 2)	La Bamba (Part 1)	La Bamba (Part 1)	Change	<u>Substantive</u> Year 6 End of unit 3 theory quiz <u>Disciplinary</u> Perform finished version of choice to another class.
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	<u>Substantive</u> Year 6 End of unit 4 theory quiz <u>Disciplinary</u> Perform finished version of choice to another class.
bass, octave	improvise, influenced	piano, pianissimo	woodblock, folk	detached, alternate	

PE - Year 5

Spring 1: Dance: Performance dance
Spring 2: Games: Invasion 2

Curriculum Objective	Prior Knowledge	Substantive knowledge
Spring A **NC3**: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] **NC4**: perform dances using a range of movement patterns **Spring B** **NC1**: use running, jumping, throwing and catching in isolation and in combination **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 **NC3**: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	• To know how to control a ball • To be able to shoot at a target • To be able to attack and defend • To move with control and power. • To run at different speeds • To throw and catch a ball • To move parts of the body in time with music • To follow a sequence of 3 steps.	• A sequence is a particular order in which things happen. • Creating space is to understand where to stand on a pitch to receive a ball. • To kick correctly using the side of your foot. • Agility means to move quickly and easily • Beat is a sequence of movements repeated in a beat of 8 or 2 x 4.

Sequence of Learning

• To create part of a dance sequence.	• To refine performance	• To perform part of a dance sequence.	• To perform a complex dance sequence.	• To perform a complex dance sequence.	**Substantive** Kahoot quiz **Disciplinary** To perform their dance sequence as part of a dance show.
Tempo	Timing	Energy	Beat	Patience	
To send and control a ball	To shoot with accuracy	To apply evasive skills to game situations.	To develop an awareness of tactics.	To apply tactics and principles to game situations.	**Substantive** Kahoot quiz **Disciplinary** To have a competitive game of football.
Accuracy	Options	Agility	Creating space	Pressure	

PE – Year 6

Spring 1: Dance: Performance
Spring 2: Games: OAA

Curriculum Objective	Prior Knowledge	Disciplinary knowledge	Substantive knowledge
Spring A **NC3**: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] **NC4**: perform dances using a range of movement patterns **Spring B** **NC5**: take part in outdoor and adventurous activity challenges both individually and within a team	Execute a variety of passes confidently Use evasive strategies Develop own attacking / defensive strategies Use tactics in a game situation Perform narrative with expression. Adapt and change a performance based on self evaluation. Perform with purpose and with high energy levels. Create original movements linked in an original sequence. Give appropriate feedback	• Use a range of movements to create a complex dance. • Keep time with music and understand rhythm and music. • Follow a map and a leader. • Positively interact with others and work as a team.	• Understand and use; right step, left step, lunge, shoulder roll, piston punch and squats. • Use a start and ending position that everyone in the group follows. • Give feedback to another group about their piece of work. • Understand birds eye view. • Understand North and how a compass works. • Use a map to follow a route at speed.

Sequence of Learning

To create part of a dance sequence	To refine performance	To perform part of a dance sequence	To perform a complex dance sequence	To perform a complex dance sequence		**Spring 1** **Substantive:** Review another groups dance and give them feedback, using new vocabulary. **Disciplinary:** Perform a complex dance routine with their peers, voting for the top 3 dances. **Spring 2** **Substantive:** Quiz **Disciplinary:** Use a map of the school and follow instructions using north.
Tempo/Timing /Energy	Beat/Team work/	Patience	Effort	Confidence		
Work together to solve problems	To work together to solve problems	To understand a map as a representation of objects and areas	Orientation and identification of key features using a map	To perform orienteering skills		
Teamwork/Co-operation	Problem solving	Communication	Collaboration	Direction/Position		

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></td><td></td><td></td><td></td><td></td></tr></table>	• Understand how to stay motivated when doing something challenging • Understand how to work well with a partner or in a group • Understand how to work hard to achieve dreams and goals • Understand what is a healthy choice within life • Understand a healthy diet and how to be physically active • Understand how to keep themselves and others safe • Understand how to keep calm and deal with difficult situations	• I understand that I will need money to help me achieve some of my dreams • I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs • 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 • I can describe the dreams and goals of young people in a culture different to mine • 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 • 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 • I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart. • I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart • I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations • I understand how the media, social media and celebrity culture promotes certain body types • 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 • I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy	• You will get a salary/ wage from a job • A job will have a job description/main duties • Different countries and cultures have different jobs • Other countries influence each other • Anti-social behaviour that harm or have a lack of consideration to others • Not everything on the internet is true • Anorexia and bulimia are types of eating disorders

Sequence of Learning

Dreams and Goals	Dreams and Goals	Dreams and Goals	Dreams and Goals	Dreams and Goals	Dreams and Goals	Substantive
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 Disciplinary
money, achievement	career, profession	determination, perseverance	culture, country	sponsorship, communication	support, rallying	Create a presentation on how to reach your dreams and goals
Healthy Me	Healthy Me	Healthy Me	Healthy Me	Healthy Me	Healthy Me	Substantive
Smoking	Alcohol	Emergency aid	Body Image	My relationship with food	The healthy, happy me recipe book	Hot task linked to key knowledge Disciplinary
choices, pressure	influence, unhealthy/ healthy behaviour	calm, level-headed	social media, comparison	eating disorder, body image	debate, opinion	Create a poster to advertise a healthy person

PSHE—Year 6

Dreams and Goals

Healthy Me

Curriculum Objective	Prior Knowledge	Disciplinary knowledge	Substantive knowledge
 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	• You will get a salary/wage from a job • A job will have a job description/main duties • Different countries and cultures have different jobs • Other countries influence each other • Anti-social behaviour that harm or have a lack of consideration to others • Not everything on the internet is true • Anorexia and bulimia are types of eating disorders	• I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of- school goal • I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these • I can identify problems in the world that concern me and talk to other people about them • I can work with other people to help make the world a better place • I can describe some ways in which I can work with other people to help make the world a better place • I know what some people in my class like or admire about me and can accept their praise • I can take responsibility for my health and make choices that benefit my health and well-being • I know about different types of drugs and their uses and their effects on the body particularly the liver and heart • I understand that some people can be exploited and made to do things that are against the law • I know why some people join gangs and the risks this involves • I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness • I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse.	• A success criteria is a set of features which will help you achieve your goal • A global issue is an issue of the world • People do sponsorship to raise money • A contribution means to take part in something • Food and drink can effect your feelings • A drug is not always illegal • Exploit means to make use of someone in an unfair way

Sequence of Learning

Dreams and Goals	Dreams and Goals	Dreams and Goals	Dreams and Goals	Dreams and Goals	Dreams and Goals	Substantive Hot task on knowledge learnt Disciplinary
Personal learning goals	Steps to success	Dreams for the world	Helping make a difference	Helping make a difference	Recognising our achievements	
learning, strengths	success, criteria	suffering, concern	hardship, empathy	suffering, motivation	contribution, recognition	Create a presentation on how to reach your dreams and goals
Healthy Me	Healthy Me	Healthy Me	Healthy Me	Healthy Me	Healthy Me	Substantive Hot task linked to key knowledge Disciplinary
Taking responsibility for my health and well-being	Drugs	Exploitation	Gangs	Emotional and mental health	Managing stress and pressure	
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 Salvation	**Sikhism** • Commitment is how dedicated to a cause someone is • There are five Sikh key beliefs: ⇒ God is in everything ⇒ All people should be treated as equals ⇒ Sikhs should share what they can with others ⇒ Sikhs should earn their living honestly ⇒ The purpose of life for a Sikh is to see and speak with God **Christianity** • 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	• 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.	• Sikhs respect and learn from traditional stories such as Guru Nanak and the Jasmine Flower • Guru Gobind Singh was the tenth Guru • Guru Gobind Singh is treated as the living Guru of Sikhs • The Red Cross is an organisation which provides aid for people in crisis throughout the world • Sikhs should look to their holy scriptures for guidance instead of Gurus • Jesus came to Earth to save humans from their sins • Christians believe Jesus was a special person because he sacrificed himself • His death and resurrection opened the way to God and restored humanities relationship with him • The Bible cites many instances where Jesus says he knows he will be going to his death - Luke 18:32

Sequence of Learning

Engagement (1 lesson)	Investigation (3 lessons)	Evaluation (1 lesson)	Expression (1 lesson)		**Substantive** Hot task based on substantive knowledge **Disciplinary**
Guru, Gudwara	Guru Granth Sahib, Guru Nonak	Chappati, Waheguru	Interfaith		Children to retell a traditional Sikh story explaining how it is important to Sikhs
Engagement (1 lesson)	Investigation (3 lessons)	Evaluation (1 lesson)	Expression (1 lesson)		**Substantive** Hot task based on substantive knowledge **Disciplinary**
destiny	Incarnation, Resurrection	Disciples, Pharisee	Pilate, crucifixtion		Chn create an iMovie explanation of the significance of Jesus dying

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	**Christianity** • Christians believe Jesus in the incarnation of God on Earth • Jesus came to Earth to save humans from their sins • Christians believe Jesus was a special person because he sacrificed himself • His death and resurrection opened the way to God and restored humanities relationship with him • The Bible cites many instances where Jesus says he knows he will be going to his death - Luke 18:32	• 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.	• Christian's try to be kind to friends and aid charity to help those they don't know • Christina's believe God's love for humankind is eternal • If Christian's do wrong, they can say sorry and God will forgive them because he loves them • God sent Jesus to humanity to die and be resurrected • Christians are influenced by the stories from within the Bible • Lent, Shrove Tuesday and othering Sunday are all Christian festivals • Lent - 40 days leading up to Holy Week commemorating Jesus' time fasting in the desert • Ash Wednesday - ashes from burnt palm trees from previous Palm Sunday are placed on believers heads

Sequence of Learning

Engagement (1 lesson)	Investigation (3 lessons)	Evaluation (1 lesson)	Expression (1 lesson)	
				Substantive Hot task based on substantive knowledge
Agape	eternity, salvation	Messiah, scripture	Prophet	**Disciplinary** Make a collage of what it would like if everyone Loved thy neighbour
Engagement (1 lesson)	Investigation (3 lessons)	Evaluation (1 lesson)	Expression (1 lesson)	**Substantive** Hot task based on substantive knowledge
influential	lent, persecuted	unconditional, universal	commandments	**Disciplinary**

French

Hobbies - In Spring A, we will learn to talk about our hobbies

A School Trip - In Spring B, children will learn to talk about the journey of a trip, museums and the countryside.

Curriculum Objective	Prior Knowledge	Substantive Knowledge	Disciplinary Knowledge
NC1: listen attentively to spoken language and show understanding by joining in and responding NC2: explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words NC3: engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* NC4: speak in sentences, using familiar vocabulary, phrases and basic language structures NC5: develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* NC6: present ideas and information orally to a range of audiences* NC7: read carefully and show understanding of words, phrases and simple writing NC8: appreciate stories, songs, poems and rhymes in the language NC9: broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary NC10:write phrases from memory, and adapt these to create new sentences, to express ideas clearly NC11: describe people, places, things and actions orally* and in writing	• Greetings • Food • Numbers to 20 • Colours • Animals • Days of the week • Parts of the body • Going on holiday • Where do you live?	**Hobbies** • le sport—sport • la musique—music • C'est nul! - It's rubbish! • C'est super! -It's great! • Je joue aux jeux vidéo.- I play video games. • Je regarde la télé - I watch TV. **A School trip.** • le bus -the bus • les roues (f) -the wheels • Lire- to read • une billetterie -a ticket office • jouer à la balle -to play catch • bienvenue -welcome • elle porte -she is wearing	• Understand a range of everyday phrases and apply these to simple sentences. • Ask simple conversational questions and respond appropriately. • Pronounce common words consistently using accurate attempts. • Identify countries and communities where the language is spoken.

Sequence of Learning

			The weekend			Substantive
My hobbies • le sport—sport • la musique—music • la natation -swimming • le cyclisme- cycling • la lecture reading • les jeux vidéo (m)- video games • j'adore -I love • je déteste—I hate	**Music** • la musique—classique classical music • la musique pop—pop music • la musique folk- folk music • la musique rock rock music • C'est nul! - It's rubbish! • C'est super! -It's great! • C'est ennuyeux! - It's boring • C'est énervant! - It's annoying! • C'est entraînant! -It's catchy!	**Musical Instruments** • la batterie—the drums • le piano-the piano • la guitare the guitar • le saxophone the saxophone • le violon- the violin la clarinette the clarinet • la trompette - the trumpet • la flûte the flute	• Je regarde la télé - I watch TV. • Je joue aux jeux vidéo.- I play video games. • Je téléphone à mes amis.-I call my friends. • Je vais au parc.- I go to the park. • Je vais au cinéma. -I go to the cinema. • Je fais du trampoline. I go on the trampoline. Je surfe sur le net. I surf the internet. Je joue aux jeux de société. I play board games.	**Films** • un film -a film • un film d'action -an action film • un film comique -a comedy film • un film romantique- a romantic film • un film d'horreur- a horror film • un film d'aventures a-n adventure film • un dessin animé -a cartoon	**Étienne's New Friend (Story)** – • une fille—a girl • un sourire- a smile • la lune -the moon • mon chat -my cat • mon voisin -my neighbour	**Substantive** Hot task based on substantive knowledge **Disciplinary** Create an All about Me poster on things I enjoy doing.
The wheels on the bus • le bus -the bus • les roues (f) -the wheels • le moteur -the engine • le klaxon -the horn • le bébé -the baby • les gens (m) -the people tournent turn	**On the way** • chanter -to sing • dormir -to sleep • Lire- to read • rêver -to daydream • jouer aux jeux vidéos- to play video games • manger des bonbons -to eat sweets • bavarder avec mes amis- to chat with my friends • écouter de la musique -to listen to music	**Through the window** • un arbre- a tree • un oiseau -a bird • une ville -a town • un moulin -a windmill • une vache -a cow • un feu tricolore-traffic lights • un camion- a lorry • une cabine téléphonique -a phone box	**At the museum** • une momie -a mummy • des os (m) de dinosaure - some dinosaur bones • des bijoux anciens (m) some ancient jewellery • une billetterie -a ticket office • une peinture- a painting • des pièces en or (f) -some gold coins u • ne armure complète -a suit of armour	**In the countryside** • Nager- to swim • dessiner -to draw • jouer à la balle -to play catch • faire du cheval- to ride a horse • faire un pique-nique- to have a picnic • nourrir un agneau -to feed a lamb • ramasser des feuilles- to collect leaves	**A trip to the museum (story)** • un cercueil -a coffin • une voix -a voice • une reine riche -a rich queen • les élèves -the pupils bienvenue -welcome • elle porte -she is wearing	**Substantive** Hot task based on substantive knowledge **Disciplinary** Act out a story speaking in French.

Computing—Year 5

In Spring A, children will make a fairground carousel that will demonstrate their understanding of how the microcontroller and its components are connected, and how selection can be used to control the operation of the model. Children will use physical computing to explore the concept of selection in programming through the use of the Crumble programming environment. They will be introduced to a microcontroller (Crumble controller) and learn how to connect and program it to control components (including output devices — LEDs and motors). Children will be introduced to conditions as a means of controlling the flow of actions in a program. Finally, they will make use of their knowledge of repetition and conditions when introduced to the concept of selection (through the 'if…then…' structure) and write algorithms and programs that utilise this concept.

In Spring B, children will look at how a flat-file database can be used to organise data in records. They will use tools within a database to order and answer questions about data. They will create graphs and charts from their data to help solve problems. Finally, they will use a real-life database to answer a question, and present their work to others.

Curriculum Objective		Prior Knowledge	Disciplinary knowledge	Substantive knowledge	
Spring A NC1: Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts NC2: Use sequence, selection, and repetition in programs; work with variables and various forms of input and output NC3: Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs NC6: Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information Spring 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		• To create a story board • To use voice recordings • To understand how a network works. • To know what an algorithm is. • To know what a system is.	• To know questions produce data • To know a data logger collects data • To know the input/output is the communication between an information processing system. • To know loops are a programming element that repeat a portion of code.	• A loop is a control flow which repeats a section of code until a certain condition has been satisfied. • A database is an organised collection of data.	
• Connecting crumbles To control a simple circuit connected to a computer	• Combining output components To write a program that includes controlled loops	• Controlling with conditions To explain that a loop can stop when conditions are met	• Starting with selection To explain that a loop can be used to repeatedly check whether a condition has been met.	• Drawing designs To design a physical project that includes selection.	**Substantive** To create a program that controls a physical computing project **Disciplinary** Explain to another class how to connect and control components.
Control	Loops	Conditions	Repetitive	selection	
• Create a paper based database To use a form to record information.	• Computer databases To compare paper and computer—based databases.	• Using a database To outline how you can answer questions by grouping and then sorting data.	• Using search tools To explain that tools can be used to select specific data.	• Comparing data visually. To explain that computer programs can be used to compare data visually.	**Substantive** To use a real world database to answer questions. **Disciplinary** Create a poster on what we use databases for.
database	organisation	Data logger	Search tools	communication	

Computing—Year 6

In Spring A, children will explore the concept of variables in programming through games in Scratch. First, they find out what variables are and relate them to real-world examples of values that can be set and changed. Then they use variables to create a simulation of a scoreboard. In Lessons 2, 3, and 5, which follow the Use-Modify-Create model, children experiment with variables in an existing project, then modify them, before they create their own project. In Lesson 4, they focus on design. Finally, in Lesson 6, children apply their knowledge of variables and design to improve their games in Scratch.

In Spring B, children are introduced to spreadsheets. They will be supported in organising data into columns and rows to create their own data set. Children will be taught the importance of formatting data to support calculations, while also being introduced to formulas and will begin to understand how they can be used to produce calculated data. They will be taught how to apply formulas that include a range of cells, and apply formulas to multiple cells by duplicating them. They will use spreadsheets to plan an event and answer questions. Finally, children will create charts, and evaluate their results in comparison to questions asked.

Curriculum Objective	Prior Knowledge	Disciplinary knowledge	Substantive knowledge	
Spring A NC1: Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts NC2: Use sequence, selection, and repetition in programs; work with variables and various forms of input and output NC3: Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs NC6: Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information **Spring B** 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	• 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. • 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 • 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.	• 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. • I can describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites) • I can use different search technologies	• describe how to search for information within a wide group of technologies (e.g. social media, image sites, video sites) • use different search technologies • evaluate digital content and can explain how I make choices from search results	

• **Introducing variables** Define a 'variable' as something that is changeable	• **Variables in programming** Explain why a variable is used in a program Choose how to improve a game by using variables	• **Improving a game and designing a game** Choose how to improve a game by using variables Design a project that builds on a given example	• **Designing a game and improving another's game** Use a design to create a project and evaluate their project, highlighting where improvements can be made.	•	**Substantive knowledge**: Multiple choice quiz **Disciplinary knowledge**: To create their own game and then evaluate their own and another's game.
Variable	Placeholder	Program/algorithm	Coding		
• <u>Collecting data</u> create a data set in a spreadsheet	• <u>Formatting a spreadsheet and what's the formula?</u> To build a data set in a spreadsheet explain that formulas can be used to produce calculated data	• <u>Calculate and duplicate and event planning</u> To apply formulas to data and create a spreadsheet to plan an event	<u>Presenting data</u> <u>To choose suitable ways to present data</u>	•	**Substantive knowledge**: Multiple choice quiz **Disciplinary knowledge**: Create charts in Google sheets, representing data in two different ways.
Spreadsheet	Formula	Data	content		