

Autumn Term Year A Year 5&6

Victorian

Science- Light

- Understand that light appears to travel in straight lines.
- • Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyes.
- • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes.
- • Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.

Earth Sun and Moon

- Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.
- • Describe the movement of the Moon relative to the Earth.
- • Describe the Sun, Earth and Moon as approximately spherical bodies.
- • Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

Geography- Empire

Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.

- human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.

History

- Use sources of evidence to deduce information about the past.
- Select suitable sources of evidence, giving reasons for choices.

- Use sources of information to form testable hypotheses about the past.
- Seek out and analyse a wide range of evidence in order to justify claims about the past.
- Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.
- Understand that no single source of evidence gives the full answer to questions about the past.
- Refine lines of enquiry as appropriate.

Compare some of the times studied with those of the other areas of interest around the world.

Describe the social, ethnic, cultural or religious diversity of past society.

- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
- Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).
- Identify periods of rapid change in history and contrast them with times of relatively little change.
- Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.
- Use dates and terms accurately in describing events.

Use appropriate historical vocabulary to communicate, including: • dates • time period • era • chronology • continuity • change • century • decade • legacy.

- Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.
- Use original ways to present information and ideas.[ICT](#)

Art

How artists use light- Drawing

Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).

- Use a choice of techniques to depict movement, perspective, shadows and reflection.

- Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).
- Use lines to represent movement.

Develop ideas

- Use the qualities of materials to enhance ideas.
- Spot the potential in unexpected results as work progresses.
- Comment on artworks with a fluent grasp of visual language.

DT Cookery and Nutrition

- Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms).
- Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.
- Demonstrate a range of baking and cooking techniques.
- Create and refine recipes, including ingredients, methods, cooking times and temperatures

ICT

- Choose the most suitable applications and devices for the purposes of communication.
 - Scratch programming
- Use many of the advanced features in order to create high quality, professional or efficient communications.

SEAL New Beginnings and Getting on and Falling out

- Democracy

What did Dr Barnado do?

Is war ever justifiable?

Discuss issues in the news. - P4C

- **Rule of law**

Class rules.

Play leaders.

Detective unit.

Bikeability - rules of the road.

Standon Bowers safety rules

- **Individual liberty**

Reward systems

Spring Term Year A Year 5&6

Industrial Staffordshire

Science – Properties and changes of materials

- Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal), and response to magnets.
- Understand how some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.
- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.
- Demonstrate that dissolving, mixing and changes of state are reversible changes.
- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning, oxidation and the action of acid on bicarbonate of soda.

Geography

- Identify and describe how the physical features affect the human activity within a location.
- Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).

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- Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.

- Understand that no single source of evidence gives the full answer to questions about the past.
- Refine lines of enquiry as appropriate.
- Identify continuity and change in the history of the locality of the school.
- Describe the social, ethnic, cultural or religious diversity of past society.
- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
- Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).
- Identify periods of rapid change in history and contrast them with times of relatively little change.
- Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.
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Art - Clarice Cliff, William Morris and Potters Give details (including own sketches) about the style of some notable artists, artisans and designers from the local area.

- Show how the work of those studied was influential in both society and to other artists.
- Create original pieces that show a range of influences and styles.
- Comment on artworks with a fluent grasp of visual language.

DT Cams

Convert rotary motion to linear using cams.

- Ensure products have a high quality finish, using art skills where appropriate.

ICT

- Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner.

SEAL Say no to Bullying and Going for Goals

Summer Term Year A Year 5&6

Mayan civilisation

Science –Living things and Habitats

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describe the life process of reproduction in some plants and animals.
- Describe how living things are classified into broad groups according to common, observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.
- Give reasons for classifying plants and animals based on specific characteristics.
- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Geography

• **Identify and describe how the physical features affect the human activity within a location.**

- Name and locate the countries of North and South America and identify their main physical and human characteristics. Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).
- Understand some of the reasons for geographical similarities and differences between countries.
- Describe how locations around the world are changing and explain some of the reasons for change.
- Describe geographical diversity across the world.
- Describe how countries and geographical regions are interconnected and interdependent.

Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.

• **Human geography**, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.

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Art- South American art

Sketch (lightly) before painting to combine line and colour.

- Create a colour palette based upon colours observed in the natural or built world.
- Use the qualities of watercolour and acrylic paints to create visually interesting pieces.
- Combine colours, tones and tints to enhance the mood of a piece.
- Use brush techniques and the qualities of paint to create texture.
- Develop a personal style of painting, drawing upon ideas from other artists.

Textiles Show precision in techniques.

- Choose from a range of stitching techniques.
- Combine previously learned techniques to create pieces.

DT Textiles

- Create objects (such as a cushion) that employ a seam allowance.

- Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration).
- Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).

ICT

- Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner.

SEAL Good to be Me, Relationships and Changes