

# Autumn Term Year B Year 5&6

## WW2

### Science-Our Bodies

- Describe the changes as humans develop to old age.
- Note: Pupils should draw a timeline to indicate stages in the growth and development of humans. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.
- • Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
- • Describe the ways in which nutrients and water are transported within animals, including humans.

### Geography- Europe

Locate the world's countries, with a focus on Europe and countries of particular interest to pupils.

Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.

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.

- Describe how countries and geographical regions are interconnected and interdependent.
- **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

### Lowry-

Artist study- people and movement figure work and observation

### 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.
- 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

Britain since 1930 what did the suffragettes do? Is war ever justifiable?  
using first news and newsround in class and assemblies.

#### Rule of law

Discussions of class rules. Votes for reward systems.

Literacy Detectives.

Y6 Bikeability laws of the road.

Y6 Standon Bowers safety rules.

Britain since 1930-enquiry .Q Is it always best to tell the truth?

#### Individual Liberty

Reward and Consequence systems

#### Respect and tolerance

Judaism in the home

Enquiry- Do differences matter?

Empathy with an evacuee link to modern migration

Empathy with a soldier after war link to modern soldiers.

# Spring Term Year B Year 5&6

## Ancient Egypt

### Science –

#### Magnets-Revise

- Describe magnets as having two poles.
- Predict whether two magnets will attract or repel each other, depending on which poles are facing.

#### Forces

- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
- Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces.
- *Describe, in terms of drag forces, why moving objects that are not driven tend to slow down.*
- *Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs.*
- Understand that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect.

Note: Pupils might find out how scientists Galileo Galilei and Isaac Newton helped to develop the theory of gravitation. Pupils might work scientifically by: exploring falling paper cones or cup-cake cases, and designing and making a variety of parachutes and carrying out fair tests to determine which designs are the most effective. They might explore resistance in water by making and testing boats of different shapes. They might design and make products that use levers pulleys, gears and/or springs and explore their effects.

#### Life Cycles

- 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.

#### Geography

- Identify and describe how the physical features affect the human activity within a location.
  - Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.
- 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.
  - 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.
- **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.
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- • 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.
- • Understand that no single source of evidence gives the full answer to questions about the past.
- • Refine lines of enquiry as appropriate.
  
- 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).

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.

## Art - Sculpture

- Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).
- Include texture that conveys feelings, expression or movement.
- Use clay and other mouldable materials.
- Add materials to provide interesting detail.

## Collage

- Mix textures (rough and smooth, plain and patterned).
- Combine visual and tactile qualities.
- Use ceramic mosaic materials and techniques.

## DT Cams

- **Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filling and sanding).**
  - • **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).**

## ICT

- • Collaborate with others online on sites approved and moderated by teachers.
- • Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.
- • Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder.
- • Understand the effect of online comments and show responsibility and sensitivity when online.
- • Understand how simple networks are set up and used.
- Choose the most suitable applications and devices for the purposes of communication.

- Use many of the advanced features in order to create high quality, professional or efficient communications.

**SEAL** Say no to Bullying and Going for Goals

**Democracy**

Thermometer -link with Shakespeare's text

Ancient Egypt-Is it fair that some people have so little when others have so much?

**Rule of law**

Thermometer line. What should the punishment be?

Chain of being from Pharaoh to servant.

## Summer Term Year B Year 5&6

### Mayan civilisation

#### Science-Electricity

- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.
- Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.
- Use recognised symbols when representing a simple circuit in a diagram.

#### **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.

- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.

#### Geography

- Identify and describe how the physical features affect the human activity within a location.
- Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time.
- Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1).
- Describe and understand key aspects of:
  - 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.**
- **Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.**
- **Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world.**
- **Use a wide range of geographical sources in order to investigate places and patterns.**
- **Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.**

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#### Art- South American art

- 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.

#### DT Textiles

- **Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips).**

#### ICT

- **Set IF conditions for movements. Specify types of rotation giving the number of degrees.**
- **Change the position of objects between screen layers (send to back, bring to front).**
- **Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation.**
- **Combine the use of pens with movement to create interesting effects.**
- **Set events to control other events by 'broadcasting' information as a trigger.**
- **Use IF THEN ELSE conditions to control events or objects.**

- Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions.
- Use lists to create a set of variables.
- Use the Boolean operators

**SEAL** Good to be Me, Relationships and Changes

**Democracy**

Debate should wild animals be kept as pets?

Local council-their role in our lives. Local councillor talk.Prepare a democratic vote.

**Rule of law**

Police visit and police talk. Police cadets y6

**Individual liberty.**

Childline visit and young carers visit

Nurse linked to puberty and responsibility.