

Curriculum Map

Year 6

Autumn (i)- Journeys

Core Texts	Kids' Café Options Entrepreneurial Curriculum	Big Outcome Options Entrepreneurial Curriculum	Educational Visit opportunities
Going to Mecca King John, The Magna Carta and Democracy Journey to the River Sea Can I explore the Sahara Desert in One Day?	N./A.	N./A.	Natural History Museum https://www.nhm.ac.uk/visit/galleries-and-museum-map/wildlife-garden.html

	Science Living Things and Their Habitats	R.E. Islam The Hajj	History The changing power of The Monarchs	Geography Locational Knowledge Human and Physical geography	Art Drawing	D.T.
Line of enquiry	How does classification support scientific knowledge?	What is the significance of The Hajj to Muslims?	Why has the British Monarchy faced a reduction of power over time?	How is human activity affecting habitats and biome change?	How can tonal contrast support 3 D. images?	
Substantive Knowledge Learning Intentions	<i>Recall prior learning from previous years.</i> To know how living things are classified into broad groups using classification systems and keys. To work scientifically to classify living things using systems and keys. To give reasons for classifying plants and animals on specific characteristics.	To know the significance of pilgrimages across religions and The Hajj to Muslims. To use retrieval practice to list the preparations for The Hajj and their associated reasons. To know the key aspects of The Hajj and their significance to Muslims. To re-tell stories associated with The Hajj. To know the religious significance of Mecca.	To use spaced practice to recall learning about the end of the Anglo-Saxon and Viking Era and The Battle of Hastings. To know that Britain has an unwritten constitution and the benefits and drawbacks of this. To know the origins of the words 'democracy,' and 'parliament.' To use retrieval practice to understand the controversies of King John's reign.	To recall the significance of the Equator, Lines of Latitude and Longitude. To recall knowledge about Time Zones and use it to problem solve. To know the largest hot and cold deserts, their physical features and environment. To give examples of and reasons for biome change over time and the consequences of this. To map a journey through countries across biomes.	To use a range of dry media to make marks, lines, patterns and shapes within a drawing. To comment on the work of artists known for animal or plant portraiture and note the techniques used. To use shading, hatching and tonal contrasts to develop texture. To use shading, hatching and tonal contrasts to develop dimension.	

	To study living things in different habitats and biomes using classification systems	To explain what the Ka'aba and the Great Mosque of Mecca / Maccah is. To know that prophets, Ibrahim and Ismail (pbuh) built the Ka'aba. To know the significance of Mount Arafat and Eid ul Adha. .	To know the events leading up to the signing of the Magna Carta and its significance. To use retrieval practice to understand some of Queen Anne's challenges. To know the lead up to the Act of Union between England and Scotland and its significance (1707). To know why Queen Anne enabled a two-party system and why this led to a reduction of power for the monarchy. To know the significance of Queen Anne's refusal to give royal assent to a parliamentary bill.			
Portable Knowledge	Living things can be classified into broad groups using a classification key.	A pilgrimage is a religious journey usually to a holy place. The Hajj is a pilgrimage to Mecca / Maccah which Muslims strive to take once in their lifetime. It involves preparation and a set of rituals which must take place.	Britain has an unwritten constitution. Democracy has its roots in Ancient Greece: demos means, 'people' and cracy means, 'of the people'. The Magna Carta is a document that states that the monarch and government are not above the law. All people are equal and should be tried before a jury. Queen Anne had poor health and intellect and could not bear children. Queen Anne's power as a monarch was reduced during her reign with the	The largest hot desert is The Sahara. The largest cold desert is The Antarctic. Climate change is having an impact on biomes.	Shading, hatching and tonal contrasts should be evidenced in outcomes.	

			development of a two-party system.			
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	Science	R.E.	History	Geography	Art	D.T.
Additional Content Linked to our Context and Values	Explore the local area and use classification keys to identify what living things they find	Do they know anyone who has taken part in the Hajj? Have they ever taken a special journey somewhere that was important to them/their family? Can they relate the emotions felt by Muslims as they embark on the Hajj?	What are the advantages and disadvantages of having one person having all the power? How are these different for a dual party system within parliament? How does this link with our school parliament? What rules/practices can we adopt for our school system?	Recall learning about time zones and Greenwich Mean Time (Y5); plan a journey across countries they have knowledge of or a connection to.	Recall learning about drawing and what techniques they have practised;	

	Science	R.E.	History	Geography	Art	D.T.
Threads (returning concepts) Disciplinary Knowledge	Structure & function Use structure and function as a way to classify the living thing Variation Use variation of different living things as a way to classify them Process of classification Interconnectivity Identify how all living things are interconnected and depend on each other Observing Close observation of living things to identify classification criteria Predicting	Belonging / Inclusion How Muslims demonstrate their belonging with pilgrimage Symbolism How different rituals, processes and stories symbolise different aspects of the faith. Theology To understand the importance of pilgrimage to Muslims' relationship with Allah. Human / Social Sciences How does society view the idea of pilgrimage/journeys of faith? Philosophy	Chronology Placing key events on a timeline and comment on relation of events to each other Significance What significance each event has upon subsequent events and actions. Pioneering Women The role women played in the events studied and how this has influenced women of the future Perspective Discuss how an event is viewed from different viewpoints and whether this influences on how history is remembered	Place, Space and Scale Identify how places are similar and different, how different spaces and used and examine areas on different scales Human and Physical processes How does an area's biome impact on how humans interact with the land? Cultural understanding and diversity How much does the physical geography of a place influence the culture and diversity of a place?	Diversity Explore artists' work from a range of ethnic backgrounds and cultures and look at how they want to portray their final outcome. Generating Ideas Look at examples of other outcomes and comment on the techniques used before sketching their own ideas based on the examples they have researched Formal Elements Shading, hatching and tonal contrasts to	

	why a particular living thing is similar to another- could be linked to their habitat Quantifying Controlling Variables Using variables to help classify a living thing Interpreting and Inferring Interpreting results Forming Conclusions Drawing conclusions from the investigations we have done combined with our scientific knowledge	How the idea of repenting for sins and cleansing oneself of previous mistakes, starting again a new is a way to live one's life	Constructing the past How the changes that took place in this period in history affect our lives still today- can they imagine living under a monarch's full rule? Cause and Effect What caused these changes to be brought forward? What have been the multiple effects of the changes that took place? Significance and Interpretation How significant were these changes seen to be at the time? How has history viewed these changes? Has their significance changed over time? Historical Enquiry Follow a line of enquiry around the key events and how each one led onto the next and how this impacts on today's way of life Using sources of Evidence Using primary and secondary sources to follow a line of enquiry	Environmental Interaction and Sustainable Development How are the studied changes to environment and biomes linked to climate change and/or how the land is being used/over used over time. Are there changes being put in place to treat the land in a more sustainable way moving forward? Map reading and Interpreting Skills Interpreting biome maps and understand what the maps are telling us about the environment. Geographical Fieldwork Use technology to plan a journey across biomes, taking into consideration choices of transport	develop texture and dimension Pencil and Brushstrokes What effect can they create using different graded pencils? Colour, shade, tone and tint How shade and tone can be created using pencil Learning from other artists Watch how to create effects from existing artists. Learning from evaluation Use of art books and evaluation of self and others throughout	
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Vocabulary	<u>CORE WORDS</u> classification system key biomes habitat groups	<u>CORE WORDS</u> pilgrimage The Hajj Mecca Ka'aba prophets	<u>CORE WORDS</u> constitution democracy parliament reign	<u>CORE WORDS</u> biomes latitude longitude environment deserts	<u>CORE WORDS</u> dry media portraiture	
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	systems	Ibrahim Ismail (pbuh) Mount Arafat Eid ul Adha	benefits drawbacks	Equator		
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Opportunities for interlacing	Science is the key driver for this half term as children recall learning about living things and their habitats which is elaborated upon in both geography and art. As well as recalling learning about lines of latitude and time zones in geography, there is a focus on animals indigenous to biomes and this becomes a classification criterion. In art, children further develop their drawing skills to draw animals with a growing understanding of perspective and texture and tone. Although every subject should be taught discretely with core knowledge and skills taught explicitly, there is much scope for elaboration across subjects to support deep learning and longer term recall should be actively sought. In R.E., children learn about The Hajj which is a significant pilgrimage (journey) Muslims make in their lifetime. In history, we begin a longer teaching sequence which focuses on the reduced powers of the British monarchs. Children's sense of chronology is further developed and core concepts, such as, pioneering women and crime and punishment are pursued through historical enquiry. Children are encouraged to consider changing values through different perspectives. P.E. is taught through P.E. Champions; as ever, children should be encouraged to be aware of their bodies and the importance of physical exercise. Music is taught through Charanga.					
Modelled Outcomes		Non chronological report – The Hajj Diamante Poem – The Hajj	Re-telling The Battle of Hastings	Adventure story linked to the text: Journey to The River Sea		

P.S.H.E. is taught through the Dimensions Scheme of Work; P.E. is taught through P.E. Champions; Music is taught through Charanga

Autumn (ii) - Mighty Monarchs

Core Texts	Kids' Café Options Entrepreneurial Curriculum	Big Outcome Options Entrepreneurial Curriculum	Educational Visit opportunities
Queen Victoria's Bathing Machine The Little Queen – The Amazing Story of Queen Victoria V&A Introduces Queen Victoria	Victorian rhubarb ice cream and sorbet	Mighty Monarchs	Kensington Palace https://www.hrp.org.uk/kensington-palace/schools/school-sessions/how-to-become-a-queen-educating-victoria/#gs.8ydah5 Natural History Museum- Mary Anning & fossils exhibits

	Science Evolution and Inheritance	R.E. Judaism Events in a Life	History The changing power of The Monarchs	Geography	Art Printing	D.T. Textiles Combining different fabric shapes (including computer aided design)
Line of enquiry	How does classification support scientific knowledge?	What is the significance of the Bar and Bat Mitzvah?	How has monarchs power been reduced over time?		What can we learn from Victorian designer and printer, William Morris?	How can we produce a large scale textile?
Substantive Knowledge Learning Intentions	To know that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. To know that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. To know how animals and plants are adapted to suit their environment in different ways and that	To know the significance of The Shema (said daily, preparing for prayer, Phylacteries, tallit and kippah). The Shema in the Mezuzah signifies a Jewish home. To know the significance of the Mezuzah (scroll in a case with Hebrew verses from The Torah) and keeping kashrut (the rules found in the Torah). To know the relevance of the Bar and Bat	To know that the monarchy has survived due to its response to public opinion (and revolutions in other countries formally with monarchies) and a reduction in the monarch's power. To know that Queen Victoria had few powers as monarch, her power was de jure rather than de facto. To know the significance and impact of the British Empire and The Commonwealth.	N./A.	To know how to use block prints to create patterns in the style of William Morris. To know how to produce intricate patterns and designs through painting using an appropriate section of brushes and tools. To use art books to follow a process of research, design, deliberate practice and final detailed plans before creating block prints for repeated use.	To use William Morris as inspiration, recreate aspects of painting using textiles. To know how to combine material, use a range of layering and joining skills including gluing and sewing, contrasting and complimenting colour and design.

	adaptation may lead to evolution.	Mitzvah. Wearing kippah, tallit and tzitzit in worship. To know that the home and synagogue have equal importance in Jewish life.	To know the significance of Queen Victoria and key events within her long reign. To know about The Industrial Revolution, the growth of cities and exploitation. To know about the design of The Crystal Palace (1851) for The Great Exhibition. To know about Elizabeth Fry's prison reforms in the Victorian era.			
Portable Knowledge	Fossils provide information to support scientific theory including about evolution. Animals and plants have, through evolution, adapted to live in their habitats.	The Shema is a Jewish prayer which is central to morning and evening prayers. The Bar and Bat Mitzvah happen during adolescence when a boy becomes a man and a girl, a woman.	The monarch's power is de jure rather than de facto. The British Empire brought riches to the U.K. However, this was at the expense of other countries and their people. The Victorian times were a period of great contrast with poor people, including children, being exploited in factories. However, the introduction of free, compulsory education for children between the ages of 5 and 10 happened in 1870. The British Empire funded the Industrial Revolution which, in turn, strengthened the Empire. Elizabeth Fry was a female Victorian prison reformer. Queen Victoria gave her money to support the cause.		William Morris was a Victorian textile designer and printer.	Combined materials (including computer aided designs) produce large scale artwork (quilts etc).

	Science	R.E.	History	Geography	Art	D.T.
Additional Content Linked to our Context and Values	What living things are in our local environment? How are they adapted to their environment?	Where is significant to Jews? Why is it important?	What was the local area like in the Victorian era? How did the key events of the time affect the people living in the area? Are there any legacies of the era that still influence life in the area today?		What wallpaper do we have in our houses? Why do people like wallpaper?	Do we have any fabric at home that has patterns printed?

	Science	R.E.	History	Geography	Art	D.T.
Threads (returning concept) Disciplinary Knowledge	Structure & function How different fossils are structured and why Cause and effect How is variation caused? What effect does this have over time? Variation and Adaptation How are different species adapted over time and how variation happens over time? Process The process of evolution Observing How offspring are similar and different to their parents; how animals and plants are adapted for their environment Predicting Where an animal or plant may live based on physical features Interpreting and Inferring Interpreting results Forming Conclusions	Belonging / Inclusion Identify how this ritual and celebration shows that people belong to the Jewish faith Symbolism How objects, meals, prayers in worship symbolise different links to their faith Theology Having a significant place to go and rituals to follow brings Jewish people closer to one another and God. Human / Social Sciences The rituals influence how Jewish people live their lives. Philosophy Jewish people learn from readings, rituals and celebrations.	Chronology Place events studied on a class timeline and discuss any crossovers with any other history study Significance The significant events and people in this time period? Why were they significant? Pioneering Women Queen Victoria was a pioneer, even though she did not have the same powers as monarchs before her. Perspective How different people viewed the British Empire and how it is viewed now. The perceived positives and negatives of the British Empire and how perception has changed. Crime and Punishment Changes that happened within the Victorian Era. The influence of Elizabeth Fry. Constructing the past Understanding how Queen Victoria's era is remembered		Diversity Look at how William Morris used diverse images and think about how they can reflect their own uniqueness in their outcomes. Generating Ideas Look at William Morris and William Morris inspired designs before using them to generate their own ideas Formal Elements creating a block print of their chosen design Pencil and Brushstrokes Using appropriate lines that will print accurately and fully when repeated Colour, shade, tone and tint How to create this effect using the block printing Learning from other artists William Morris and other artists inspired by his work Learning from evaluation Use of art books and evaluation of self and others throughout	Diversity Look at how William Morris used particular colours and materials and think about how they can reflect their own uniqueness in their outcomes Target Audience and Success Criteria Potential entrepreneurial opportunity; clear design, repeated block pattern to be repeated Design and Functionality Aesthetically pleasing; function dependent on the fabric they are printing on e.g. clothes, accessories, table cloths, tea towels etc Make using tools and technical knowledge A range of layering and joining skills including gluing and sewing, contrasting and complimenting colour and design. Evaluation throughout

	Drawing conclusions from the investigations we have done combined with our scientific knowledge		and the lessons learned from history. Cause and Effect The short term and long term effects of key events that happened during the Victorian era e.g. the Industrial Revolution and the British Empire- link with perspective Interpretation How were events thought of at the time e.g. the Great Exhibition and how they have been stood the test of time. Historical Enquiry Follow a line of enquiry linked to crime and punishment in the Victorian era. Using sources of Evidence Using primary and secondary sources to follow a line of enquiry			
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Vocabulary	<u>CORE WORDS</u> adaptation evolution offspring fossils parents environment inhabited	<u>CORE WORDS</u> The Shema Phylacteries tallit kippah the Mezuzah The Torah kashrut Bar Mitzvah Bat Mitzvah tzitzit worship synagogue	<u>CORE WORDS</u> British Empire The Commonwealth Industrial Revolution The Crystal Palace exploitation reign		<u>CORE WORDS</u> block prints William Morris intricate patterns brushes tools	<u>CORE WORDS</u> block prints William Morris intricate patterns brushes tools fabric
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Opportunities for interlacing	History is the key driver for this half term as the focus on the monarch's reduction of powers continues and now centres on Queen Victoria and The British Empire (later the decline of the British Empire and the formation of The Commonwealth). William Morris was a Victorian designer so there is scope for greater elaboration through both art and design technology to ensure knowledge is embedded within the long-term memory. Although every subject should be taught discretely with core knowledge and skills taught explicitly, there is much scope for elaboration across subjects to support deep learning and longer term recall. Children will learn about adaptation in science through evolution and inheritance including the work of Charles Darwin, his theory and how it supports current thinking but also led to racist and sexist thinking for a long period of time. R.E. is taught discretely; children learn about key life events in Judaism. P.E. is taught through P.E. Champions; as ever, children should be encouraged to be aware of their bodies and the importance of physical exercise. Music is taught through Charanga but will include opportunities to listen to music composed within the Victorian Era.					
Modelled Outcomes	Non-chronological report Adaptation		Biography Queen Victoria Discursive Report The British Empire		Fact Sheet William Morris	

P.S.H.E. is taught through the Dimensions Scheme of Work; P.E. is taught through P.E. Champions; Music is taught through Charanga

Spring (i) - Ancient Greeks

Their Achievements

Core Texts	Kids' Café Options Entrepreneurial Curriculum	Big Outcome Options Entrepreneurial Curriculum	Educational Visit opportunities
Mission to Marathon Greek Myths			British Museum- Greek rooms

	Science Light	R.E. Buddhism The Four Noble Truths and Eightfold Path	History The Study of Ancient Greece – their achievements and influence on the western world	Geography Locational Knowledge Human and Physical geography; Geographical skills and fieldwork	Art Sculpture	D.T. Mechanisms Pulleys and gears
Line of enquiry	How does light travel?	How does the Four Noble Truths and the Eightfold Path help Buddhists to live their lives?	What are the achievements of the Ancient Greeks?	What are the key physical and human features of Greece?	What are Grecian urns used for?	How do we make a compound pulley?
Substantive Knowledge Learning Intentions	To know that light appears to travel in straight lines. To use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. To know that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. To use the idea that light travels in straight lines to	To know the Four Noble Truths and the Eightfold Path. To know how Buddhism began and why did Siddhartha choose a different life when he had all the luxuries, To know core Buddhist beliefs. To understand how Buddhists intend to lead a good life and why this is significant (reference rebirth and reincarnation).	To know the achievements of the earliest civilisations. To know the impact of these achievements on life today. To understand the concept of continuity and change. To know the impact of the invention of the water mill (Philo of Byzantium). To know the impact of the invention of the odometer (Archimedes)	Interwoven with history- To locate Greece on a world map and identify the influence that the Ancient Civilisation had on a global scale; To know the key human and physical features of the location.	To know how to use recycled, natural and man-made materials to create sculptures. To know how to transform of 2 D. images into 3 D. ones. To carry out a study of Grecian urns and patterns. To produce intricate patterns and textures in malleable media using an appropriate selection of tools. To use art books to follow a process of design,	To know how to use compound pulleys (as used by The Ancient Greeks).

	explain why shadows have the same shape as the objects that cast them.		To know the impact of the invention of the alarm clock (Ctesibius)		deliberate practice and final detailed plans. To further development of skills to manipulate clay using relief details and fixing.	
Portable Knowledge	Light travels in straight lines. Objects reflect light into the eye so they can be seen.	The Four Nobel Truths are: The truth of suffering. The truth of the cause of the suffering. The truth of the end of suffering. The truth of the path that leads to the end of suffering. The Eightfold Truth is the path to Nirvana (enlightenment and no more suffering).	The achievements of the Ancient Greeks are many and include: the water mill, the odometer and the alarm clock. Continuity and change means that some aspects of life, such as the need for shelter, food and relationships, will never change (continuity). However, developments and inventions will mean that life will look different (change).	The key physical features of Greece are: longest coastline in Europe, beaches, volcanoes, rugged mountains, forests and lakes. It is made up of a mainland and thousands of islands. The Key human features of Greece are: The Acropolis, Parthenon and Imbros Gorge.	Grecian urns hold the ashes of the dead.	Compound pulleys combines a fixed pulley with a moving one. This decreases the amount of force needed to move an object by increasing the amount of rope.

Science		R.E.	History	Geography	Art	D.T.
Additional Content Linked to our Context and Values	What sources of light do they have in their home? How do they know it is a light source and not reflecting the light?	How do we try to lead a good life? How do our values help us to do this?	What achievements from the Ancient Greeks do they use today?	What do they know about Greece and other countries that were part of the empire; add existing knowledge of other ancient civilisations onto the map- what patterns do they notice?	Think about pottery they have seen either at home or in shops- do any of them look similar to Grecian urns- why? Why not? How do we now capture memories of important events?	

Science							R.E.	History	Geography	Art	D.T.
Threads (returning concepts)	Structure & function	Belonging / Inclusion	Chronology	Place, Space and Scale	Representation	Representation					
	Structure of a beam of light		Place the events studied on a timeline and discuss				Study the place of Greece in the wider	Using recycled, natural and man-made materials to	Using materials to create a pulley system		

Disciplinary Knowledge	Cause & effect How light can be blocked or manipulated round corners Energy Understand that light is a form of energy Observing how light travels; how shadows are formed Predicting How a shadow may differ depending on what variable is changed Quantifying the object being used to create a shadow; the distance the object is from the light source Controlling Variables only one at a time and identifying which one to change based on the question being asked. Interpreting and Inferring Interpreting results. Forming Conclusions Drawing conclusions from the investigations we have done combined with our scientific knowledge.	How Buddhists show they belong to their faith/ Symbolism The symbols which are evident within this religion to show faith. Theology How these stories and beliefs help Buddhists feel closer to God. Human / Social Sciences How Buddhists try to live a good life and how society learn from this. Philosophy How we learn from the beliefs of Buddhists for how to behave.	the period in relation to other history studied Significance How the events and people studied have had an impact on life today. Constructing the past The achievements from the Ancient Greeks are still used today and will be used/adapted into the future. Cause and Effect The effects and changes within the Ancient Greek period. Interpretation How changes and inventions were interpreted at the time compared to now and their legacy. Historical Enquiry Follow a line of enquiry ranking inventions by which ones are still used today. Using sources of Evidence Using primary and secondary sources to follow a line of enquiry.	world; how the space was used in the time period being studied and how this compares to now. Study the area/events at different scales and suggest how this influences viewpoints. Human and Physical processes How human activity impacts the physical landscape and how this shapes human activity. Cultural understanding and diversity The similarities and differences which can be seen from how lives were lived in this time period and now (both in Greece and in our own locality). Environmental Interaction and Sustainable Development Understand how the Ancient Greeks interacted with their environment and whether it was sustainable. Consider how we can learn from the way they lived Map reading and Interpreting Skills	create Grecian urns to share and develop knowledge creating dimension. Diversity Explore artists' work from a range of ethnic backgrounds and cultures. Creativity Creating works of art to reflect their understanding of practices and disciplines. Generating Ideas Look at examples of Grecian urns in the museum at how events or important people are remembered before designing their own urn to commemorate an important event Formal Elements Intricate patterns and textures in malleable media using an appropriate selection of tools. Pencil and Brushstrokes How brushstrokes need to be detailed enough to draw a picture Colour, shade, tone and tint Why do they think shade, tone and tint were not used on Grecian urns? Learning from other artists Original urn design ideas as well as shapes of urns Learning from evaluation	in line with a set of clear criteria. Diversity Design and make products within a variety of contexts, considering their own and others' needs, wants and values. Target Audience and Success Criteria The pulley system's ability to lift material. Make using tools and technical knowledge Recall prior knowledge about pulley systems. Evaluation throughout
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				Consider how maps have changed over time.	Use of art books and evaluation of self and others throughout	
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Vocabulary	CORE WORDS photosynthesis refraction wave dispersion absence of light artificial reflect opaque matt surface shadow transparent translucent diffuse retina lens straight lines light rays light source	CORE WORDS The Four Noble Truths The Eightfold Path - Siddhartha luxuries rebirth reincarnation	CORE WORDS odometer Cartography achievements earliest civilisations impact achievements continuity change	CORE WORDS historical representation geographical systems comparison human features physical features agriculture filtration systems	CORE WORDS manipulate Grecian urns malleable media patterns. intricate patterns textures	CORE WORDS compound pulleys
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Opportunities for interlacing	History is the key driver for this half term as the focus on the Ancient Greeks and their achievements. Again, there are opportunities for children to make comparisons between early civilizations recalling prior learning from Years 4 and 5 and making sense of it through elaboration to support knowledge chunking. Alongside the history teaching sequence, children can transfer and apply their knowledge in other subjects; in art, children will design Greek urns (complete with intricate Greek designs) and, in design technology, they will again return to levers, pulleys and gears. In the same way it is thought that Ancient Egyptians used them in the construction of pyramids, it is believed the Ancient Greeks (Archimedes, in particular) invented the first compound pulley system. Learning specific skills alongside core knowledge ensures it is embedded within the long-term memory. Although every subject should be taught discretely with core knowledge and skills taught explicitly, there is much scope for elaboration across subjects to support deep learning and longer term recall. Children will return to the concept of light in science. R.E. is taught discretely; children learn about the four Noble Truths and the Eightfold Path. P.E. is taught through P.E. Champions; as ever, children should be encouraged to be aware of their bodies and the importance of physical exercise. Music is taught through Charanga but will include opportunities to listen to music composed using instruments invented and used by the Ancient Greeks.					
Modelled Outcomes			Re-telling of a Greek Myth			

			Adventure story set in Ancient Greece Non-chronological report Ancient Greek Inventions			
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P.S.H.E. is taught through the Dimensions Scheme of Work; P.E. is taught through P.E. Champions; Music is taught through Charanga

Spring (ii) Ancient Greeks – Their Impact

Core Texts	Kids' Café Options Entrepreneurial Curriculum	Big Outcome Options Entrepreneurial Curriculum	Educational Visit opportunities
So You Think You've Got It Bad – A Kid's Life In Ancient Greece			

	Science Animals Including Humans	R.E. Christianity Remembering Jesus Christ	History Greece – their achievements and influence on the western world	Geography Locational Knowledge Human and Physical geography; Geographical skills and fieldwork	Art Printing	D.T.
Line of enquiry	What are the main parts of the circulatory system?	What is Christian expression?	What impact did the Ancient Greeks have?	How do Greek geographical systems compare with other early civilisations?	How can we create a block print?	
Substantive Knowledge Learning Intentions	To know and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. To know the impact of diet, exercise, drugs and lifestyle on the way their bodies function. To know the ways in which nutrients and water are transported within animals, including humans.	To know how festivals help Christians to remember Jesus and his teachings. To know what happens in places of worship to help Christians understand the meaning behind their festivals. To know and describe the similarities and differences within and between religions. To know the significance of religion in the local, national and global communities. To know the meaning of a range of forms of Christian expression,	To know the achievements of the earliest civilisations. To know the concept of continuity and change. To know the Ancient Greeks approach to medicine (Hippocrates and the Hippocratic Oath). To know that democracy ('demos' = people 'cracy' = rule. See: autocracy, aristocracy, bureaucracy, meritocracy) has its roots in Ancient Greece. To know about Ancient Greek female pioneers who influenced history: Aspasia of Miletus Agnodice of Athens Hypatia of Alexandria	Interwoven with history- To locate Greece on a world map and identify the influence that the Ancient Civilisation had on a global scale; To know the key human and physical features of the location. To know the human geographical systems and compare to other civilisations around the world.	To use block prints to create patterns in the style of Grecian artists: Geometric, Archaic, Classical, and Hellenistic. To know how to produce intricate patterns and designs through painting using an appropriate section of brushes and tools. To use art books to follow a process of research, design, deliberate practice and final detailed plans before creating block prints for repeated use.	N./A.

		understand why they are important in religion and note links between them.	Hipparchia of Marneia Arete of Cyrene Hydna of Scione Telesilla of Argos Crime and punishment in Ancient Greece.			
Portable Knowledge	The human circulatory system includes the heart, blood vessels and veins and blood (specifically red blood cells).	Christian expression includes: Praying to God Giving offerings and tithes (charity). Reading and studying the bible. {reaching the gospel (word of God).	The Ancient Greeks have had an impact on governments and medicine up until this day.	Trenches were sometimes dug around trees to hold precious rainwater for when it was most needed. Equipment used in Greek agriculture was basic. Digging, weeding and ploughing was usually done by hand using wooden or iron-tipped ploughs and hoes. Wealthier farmers had oxen to help plough the fields.	Geometric, Archaic, Classical, and Hellenistic are styles of Grecian art.	

	Science	R.E.	History	Geography	Art	D.T.
Additional Content Linked to our Context and Values	What exercise we do and how it makes us feel.	The festivals we celebrate at home and how they are celebrated. Consider whether they resemble the religious aspect of the festivals.	What achievements from the Ancient Greeks do we use today?	Use prior knowledge to compare early civilisations and their geographical systems.	Consider the significance of patterns and what they represent.	

	Science	R.E.	History	Geography	Art	D.T.
Threads (returning concepts) Disciplinary Knowledge	Structure & function The different parts of the circulatory system Cause & effect	Belonging / Inclusion How Christians show they belong to their faith Symbolism	Chronology Place events studied on a class timeline and discuss any crossovers with any other history study	Place, Space and Scale Study the place of Greece in the wider world; how the space was used in the time	Diversity Explore artists' work from a range of ethnic backgrounds and cultures. Creativity	

	The effect of drugs on the body Process How water and nutrients are transported around living things Observing The circulatory system at work. Predicting Consider what would happen if the arteries were blocked on the circulatory system or to the heart rate after exercise. Quantifying Measuring level of activity and the impact of this on the pulse Controlling Variables What to change to answer a question asked and what to keep the same- explaining the reason for this Interpreting and Inferring Interpreting results Forming Conclusions Drawing conclusions from the investigations we have done combined with our scientific knowledge	What symbols are evident within this religion to show faith? Theology How festivals help Christians feel closer to God and how they remind them of Jesus' life. Human / Social Sciences How society adopted these festivals to be national and global events. Consider the links between what happens and the religious message behind the festival. Philosophy Consider how the messages shared through festivals help people to decide how to live their lives,	Significance The significance of the Ancient Greeks and why we study them. Perspective How different people view the Ancient Greeks. Crime and Punishment How this mirrored the values of democracy and citizenship. Constructing the past Understanding the value of democracy in society today. Consider whether this is the case around the world and associated issues. Cause and Effect Consider the catalyst for invention. How did this change life for people then, and now? Interpretation How do we interpret the Ancient Greek era now? How does this perspective differ from the views of people at the time in history. Historical Enquiry Consider how powerful women in history have shaped the modern world. Using sources of Evidence Using primary and secondary sources to follow a line of enquiry.	period being studied. Consider how this compares today. Study the area/events at different scales and how this influences viewpoints. Human and Physical processes How human activity impacts on the physical landscape and how the physical landscape shapes human activity. Cultural understanding and diversity The similarities and differences which can be seen from how lives were lived in this time period and now (both in Greece and in their own locality). Environmental Interaction and Sustainable Development How the Ancient Greeks interacted with their environment and whether it was sustainable. Consider whether we can learn from the way they lived. Map reading and Interpreting Skills How do historical maps compare to modern day maps? What questions	Creating works of art to reflect their understanding of practices and disciplines. Generating Ideas Look at examples of Grecian urns in the museum at how events or important people are remembered before designing their own urn to commemorate an important event Formal Elements Intricate patterns and textures in malleable media using an appropriate selection of tools. Pencil and Brushstrokes How brushstrokes need to be detailed enough to draw a picture Colour, shade, tone and tint Why do they think shade, tone and tint were not used on Grecian urns? Learning from other artists Original urn design ideas as well as shapes of urns Learning from evaluation Use of art books and evaluation of self and others throughout	
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				can we ask/answer about the global map?		
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Vocabulary	<u>CORE WORDS</u> circulatory system heart blood vessels blood diet exercise drugs lifestyle	<u>CORE WORDS</u> festival belief comparison	<u>CORE WORDS</u> Hippocratic Oath Democracy continuity change crime punishment	<u>CORE WORDS</u> historical representation geographical systems comparison human features physical features environment	<u>CORE WORDS</u> manipulate Grecian urns malleable media patterns. intricate patterns textures	
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Opportunities for interlacing	Geography is the key driver for this half term as the children develop their geographical skills including map reading and interpretation, and building on their knowledge and understanding of the physical and human geography of the country of Greece. They identify the influence the Ancient Greeks had over other countries as well as their legacy for modern times. History now moves more fully into the longer term social impact of the Ancient Greeks including the concepts of democracy, civilization and philosophy. There are opportunities for elaboration in art as children learn about Hellenistic theory and the Greek's increased understanding of anatomy. Although every subject should be taught discretely with core knowledge and skills taught explicitly, there is much scope for elaboration across subjects to support deep learning and longer term recall. Children will learn about the circulatory system in science. R.E. is taught discreetly; children learn about Christianity, Jesus and His teachings. P.E. is taught through P.E. Champions; as ever, children should be encouraged to be aware of their bodies and the importance of physical exercise and children will take part in their own Olympics. Music is taught through Charanga.					
Modelled Outcomes			Diary extract of a pioneering Ancient Greek female.	Non Chronological report linked to geographical line of enquiry		

P.S.H.E. is taught through the Dimensions Scheme of Work; P.E. is taught through P.E. Champions; Music is taught through Charanga

Summer (i) - Around the world

Core Texts	Kids' Café Options Entrepreneurial Curriculum	Big Outcome Options Entrepreneurial Curriculum	Educational Visit opportunities
Sacred Stories: Wisdom from World Religions Production Playscript / novel			Trip to the theatre- looking at the process for putting on a production

	Science Animals Including Humans	R.E. Hinduism	History	Geography Locational Knowledge Human and Physical geography; Geographical skills and fieldwork	Art Drawing	D.T. Textiles
Line of enquiry	What are the main parts of the circulatory system?	How do Rama and Krishna help Hindus to understand God?		Why do we remember Amelia Earhart?	How can we create a block print?	How can we produce a large scale textile?
Substantive Knowledge Learning Intentions	To know and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. To know the impact of diet, exercise, drugs and lifestyle on the way their bodies function. To know the ways in which nutrients and water are transported within animals, including humans.	To know how Rama and Krishna help Hindus to understand God. To know stories that tell Hindus about right and wrong or evil and good. To know how Hindus and Buddhists are different regarding their beliefs about the afterlife.	N./A.	To know about Amelia Earhart's journey around the world. To recall learning about global time zones. To recall learning about biomes & vegetation belts. To recall learning about the tallest mountains & active volcanoes. To recall learning about the lines of longitude, latitude, Equator. To compare similarities and differences between one of the places Amelia stopped at with Greenwich. To know the human and physical characteristics of the locations.	To use block prints to create patterns in the style of Grecian artists: Geometric, Archaic, Classical, and Hellenistic. To know how to produce intricate patterns and designs through painting using an appropriate section of brushes and tools. To use art books to follow a process of research, design, deliberate practice and final detailed plans before creating block prints for repeated use.	To combine different fabric shapes (including computer aided design) Year 6 End of Year Production

				To use a range of maps with six and eight figure grid references, symbols and a key.		
Portable Knowledge	The human circulatory system includes the heart, blood vessels and veins and blood (specifically red blood cells).	Rams and Krishna help Hindus to understand God. Hindus believe in reincarnation, a cycle of birth and rebirth, known as samsara. This is dependent on their karma. When enough progress has been made, a Hindu's soul attains moksha and is released for samsara.		Amelia Earhart was an American aviation pioneer. Her journey around the world saw her stopping in South America, Africa, India and Southeast Asia.	Geometric, Archaic, Classical, and Hellenistic are styles of Grecian art.	Recall textile learning from across K.S.2

	Science	R.E.	History	Geography	Art	D.T.
Additional Content Linked to our Context and Values	Places to exercise in the local area.	Visit to a local Hindu mandir or Buddhist Centre.		Amelia Earheart is a pioneering female pilot who strived to become one in a time when it was not usual.	Consolidation of skills and techniques.	Considering our end of year production and what we need from everyone.

	Science	R.E.	History	Geography	Art	D.T.
Threads (returning concepts) Disciplinary Knowledge	Structure & function The different parts of the circulatory system Cause & effect The effect of drugs on the body Process How water and nutrients are	Belonging / Inclusion How Hindus show they belong to their faith Symbolism What symbols are evident within this religion to show faith? Theology		Place, Space and Scale identify how 'place' is presented differently in different locations, how these localities utilise the space and explore the localities using different scales, addressing what the different scales present.	Diversity Explore artists' work from a range of ethnic backgrounds and cultures. Creativity Creating works of art to reflect their understanding of practices and disciplines.	Representation Using materials to create costumes and props in line with a set of clear criteria. Diversity Design and make products within a variety of contexts, considering their

	transported around living things Observing The circulatory system at work. Predicting Consider what would happen if the arteries were blocked on the circulatory system or to the heart rate after exercise. Quantifying Measuring level of activity and the impact of this on the pulse Controlling Variables What to change to answer a question asked and what to keep the same- explaining the reason for this Interpreting and Inferring Interpreting results Forming Conclusions Drawing conclusions from the investigations we have done combined with our scientific knowledge	How Rama and Krishna help Hindus to understand God. Human / Social Sciences How different religions are woven into society. Philosophy What can these stories that tell us about right and wrong or evil and good.		Human and Physical processes Identify the key human and physical processes that are prominent in the different localities and how they are similar and different and how they impact upon each other. Cultural understanding and diversity How culture and diversity shared and celebrated in the different localities. Environment & sustainability How the localities utilise the local environment and whether it is sustainable. Learning between localities. Map reading and Interpreting Skills Biome and vegetation belt maps of different scales; what questions can they ask and answer as a result of studying these maps? Geographical Fieldwork Plan and deliver a journey between different biomes and comment on the similarities and differences between the different localities.	Generating Ideas Look at examples of Grecian urns in the museum at how events or important people are remembered before designing their own urn to commemorate an important event Formal Elements Intricate patterns and textures in malleable media using an appropriate selection of tools. Pencil and Brushstrokes How brushstrokes need to be detailed enough to draw a picture Colour, shade, tone and tint Why do they think shade, tone and tint were not used on Grecian urns? Learning from other artists Original urn design ideas as well as shapes of urns Learning from evaluation Use of art books and evaluation of self and others throughout.	own and others' needs, wants and values. Target Audience and Success Criteria Parents and the rest of the school as a target audience; bright bold colours and images linked to their story for backdrops; appropriate clothing and props for costumes Design and Functionality all dependent on the show being prepared; are they easy to transition from scene to scene? Make using tools and technical knowledge What tools do they need to use to produce the items they need e.g. sewing machines, staple guns, glue, sewing, glue, tape etc Evaluation throughout
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Vocabulary	CORE WORDS circulatory system heart blood vessels blood diet exercise drugs lifestyle	CORE WORDS Rama Krishna afterlife messages stories similarities differences religions		CORE WORDS biomes vegetation belts volcanoes earthquakes topographical features land uses sustainability time zones	CORE WORDS manipulate Grecian urns malleable media patterns. intricate patterns textures	CORE WORDS prop design costume back drop staging transition clothes stage
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Opportunities for interlacing	Geography is the key driver for this half term as the children draw on prior learning and choose their own area to study. They decide how to present their findings, showing their mastery of the geographical skills taught in KS1 & KS2. History now moves more fully into the longer term social impact of the Ancient Greeks including the concepts of democracy, civilization and philosophy. There are opportunities for elaboration in art as children learn about Hellenistic theory and the Greek's increased understanding of anatomy. Although every subject should be taught discretely with core knowledge and skills taught explicitly, there is much scope for elaboration across subjects to support deep learning and longer term recall. Children will learn about the circulatory system in science which complements some of the history learning. R.E. is taught discretely; children learn about Christianity, Jesus and His teachings. P.E. is taught through P.E. Champions; as ever, children should be encouraged to be aware of their bodies and the importance of physical exercise and children will take part in their own Olympics. Music is taught through Charanga.					
Modelled Outcomes	Explanation of The Circulatory System	Re-tell Hindu stories		Non-chronological geographical report		

P.S.H.E. is taught through the Dimensions Scheme of Work; P.E. is taught through P.E. Champions; Music is taught through Charanga

Summer (ii) - The Battle of Britain

Core Texts	Kids' Café Options Entrepreneurial Curriculum	Big Outcome Options Entrepreneurial Curriculum	Educational Visit opportunities
Goodnight Mr. Tom Wave Me Goodbye Back Home	Ration biscuits using flavours from the gardens;	Learning Exhibition	Cabinet War Rooms https://www.iwm.org.uk/visits/churchill-war-rooms/schools

	Science Electricity	R.E. Sikhism The Amrit Ceremony	History A local history study – The Battle of Britain	Geography	Art Drawing	D.T. Textiles
Line of enquiry	What are the main parts of the circulatory system?	What are the range of forms of Sikh expression?	What was the impact of the Battle of Britain?	What are the main parts of the circulatory system?	What are the main parts of the circulatory system?	How can we produce a large scale textile?
Substantive Knowledge Learning Intentions	To know that the brightness of a lamp or the volume of a buzzer is linked to the number and voltage of cells used in the circuit. To 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. To use recognised symbols when representing a simple circuit in a diagram. To make a simple circuit from a diagram.	To know that Gobind Singh is a significant figure to Sikhs. To know the significance of the Amrit Ceremony. To know a range of forms of Sikh expression.	To know the impact of the Battle of Britain and why it was a turning point in WW2. To know the significance of Lilian Bader. To know that Black Africans and Asians were part of the Allied Forces during the war. More than 600,000 African soldiers fought alongside Great Britain and 2.5 million Indians. An estimated two million African-Caribbean soldiers fought in both world wars. To know that a sculpture, in Windrush Square, Brixton, commemorates the sacrifices made from across the Empire.	N./A.	To use a variety of dry media to make marks, lines, patterns and shapes within a drawing. To use different techniques for a purpose including shading and hatching using graded pencils and other media. To develop a personal style using tonal contrast and mixed media. To show perspective and vanishing points.	To combine different fabric shapes (including computer aided design) Year 6 End of Year Production

Portable Knowledge	The symbols to represent the components of a simple circuit.	Gobind Singh founded the Sikhi warrior community called the Khalsa Sikhs in 1699. The Amrit Ceremony is the ceremony (rite of passage) Sikhs go through to become a Khalsa Sikh. Sikhi expressions are Daya (compassion), Nimrata (humility), Pyare (love), Santokh (contentment) and Sat (truth).	If the RAF had not held off the Luftwaffe, Hitler would have likely moved forward with his Operation Sea Lion invasion of the British Isles. 56 Luftwaffe aircraft were shot down over the south of England. This one-day tally convinced Hitler that the Luftwaffe could not gain aerial superiority over the English Channel.		The range of dry material available to us includes paint, pencil, textiles, paper and wood.	Recall textile learning from across K.S.2
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	Science	R.E.	History	Geography	Art	D.T.
Additional Content Linked to our Context and Values	The impact of increased electricity costs and global warming on our use of electricity.	Consider our own expressions.	The relevance of the Battle of Britain to the South East of England and London.		What pencil drawings were created during the war? By who? Why were these images significant? How does doodling have a role in what we experience?	What do they want to create for their end-of year production? Look at other examples for ideas and what would they be able to bring in/prepare?

	Science	R.E.	History	Geography	Art	D.T.
Threads (returning concepts) Disciplinary Knowledge	Structure & function of different parts of a circuit Cause & effect of changing elements of a circuit Energy How electricity is a form of energy that can have a range of outputs e.g. light, sound, heat etc Variation	Belonging / Inclusion How Sikhs show they belong to their faith Symbolism What symbols and symbolism is evident within this religion to show faith? Theology How does taking part in the Amrit ceremony help Sikh people feel closer to God?	Chronology Place events studied on a class timeline and discuss any crossovers with any other history study Significance What were the significant events and people in this time period? Why were they significant? Are they still? Perspective		Diversity Explore artists' work from a range of ethnic backgrounds and cultures. Creativity Creating works of art to reflect their understanding of practices and disciplines. Generating Ideas Look at line drawings from a range of people during the war- how did their role at the time influence their art?	Representation Using materials to create costumes and props in line with a set of clear criteria. Diversity Design and make products within a variety of contexts, considering their own and others' needs, wants and values. Target Audience and Success Criteria

	What variations can be made to a circuit? Observing How different circuits work; what prevents circuits from working; how to modify circuits for different purposes Predicting The effect adapting the circuit will have and why Quantifying Measuring brightness, volume or speed depending on what circuit is being built Controlling Variables Deciding on what variable to change to answer a question asked and what to keep the same- giving an explanation as to why this will work Interpreting and Inferring Interpreting results Forming Conclusions Drawing conclusions from the investigations we have done combined with our scientific knowledge	Human / Social Sciences How do the messages from Gobind Singh help to influence how Sikh followers live their lives? Philosophy What messages can society take from this religion to help live their lives? Identify similarities with other religions	How did different people view the Battle of Britain? Has the impact been positive in all areas? Why/why not? Crime and Punishment What happened as a result of this event in history? Pioneering Women What role did women play in this event? What influence and impact did they have? What can we learn from them? Cause and consequence What caused this battle to happen? What was the consequence of the event? Constructing the past What did the events in the war mean for the people of Britain? What key elements have been remembered since the war ended? How are the key events remembered? Cause and Effect What caused the start of the war? What were the main effects for city children at the time? Interpretation How were key messages interpreted at the time? Key speeches? How are they still interpreted and		Children choose a role they find interesting to generate ideas as to what they may sketch in that situation Formal Elements Watch examples of sketching and the techniques they use to mirror Pencil and Brushstrokes hatching, shading, using graded pencils for effect Colour, shade, tone and tint How to use different pencils to create shade, tone and what impact this has for the viewer Learning from other artists Find a range of artists from the era and their artwork Learning from evaluation Use of art books and evaluation of self and others throughout	Parents and the rest of the school as a target audience; bright bold colours and images linked to their story for backdrops; appropriate clothing and props for costumes Design and Functionality all dependent on the show being prepared; are they easy to transition from scene to scene? Make using tools and technical knowledge What tools do they need to use to produce the items they need e.g. sewing machines, staple guns, glue, sewing, glue, tape etc Evaluation throughout
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			referred to now? By who? For what purpose? Historical Enquiry Follow a line of enquiry from different perspectives about key events and how these will have differed. Using sources of Evidence Using primary and secondary sources to follow a line of enquiry			
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Vocabulary	<u>CORE WORDS</u> circuit components symbols variation buzzer motor cell bulb	<u>CORE WORDS</u> Gobind Singh Amrit Ceremony Sikh expression	<u>CORE WORDS</u> Nonaggression pact fascism Geneva Convention rationing allied axis Commonwealth censorship Blitz Battle of Britain D-Day make do and mend allotments infiltrate propaganda morale resistance homefront evacuee evacuation casualties		<u>CORE WORDS</u> shading hatching sketching graded pencils perspective impression viewpoint influence	<u>CORE WORDS</u> prop design costume back drop staging transition clothes stage
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Modelled
Outcomes

Diary extract of an
evacuee / child in the
Blitz.

Non-chronological report
about our local area in
WW2

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