

**West Cliff Primary School Curriculum Overview – Outlining the substance of Education**

Year: Six	Term: Autumn	Whole Class Text (s) Room 13, Eye of the Wolf, Goodnight Mr Tom	Theme:
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English: See English Long Term Plan	Maths: Follow Power Maths
<p>RE Autumn Term 1 U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?</p> <ul style="list-style-type: none"> <li>Understand different reasons why some buildings are sacred.</li> <li>Consider, discuss and weigh up different views about why mosques are important.</li> <li>Consider, discuss and weigh up different views about why Christians sacred buildings are important.</li> <li>Consider, discuss and weigh up different views about why religious art is important.</li> <li>Suggest reasons, quoting religious sources, why Muslims consider charity and generosity important.</li> <li>Notice, list and explain similarities and differences between different sacred buildings.</li> <li>Notice, list and explain similarities and differences between Christian and Muslim sacred buildings.</li> <li>Describe and make connections between examples of religious creativity in Muslim buildings.</li> <li>Describe why mosques matter to the Muslim community.</li> <li>Apply ideas about worship and belief for themselves in a creative activity, using Christian scripture.</li> <li>Apply ideas about generosity from scriptures, Muslim and Christian, to the title question.</li> <li>Suggest reasons why some people may be critical of religious art / architecture, and why some would defend it as important.</li> </ul>	<p>Autumn Term 2 U2.8 What difference does it make to believe in ahimsa, grace and/or Ummah?</p> <ul style="list-style-type: none"> <li>Make connections between beliefs and behaviour in different religions.</li> <li>Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions.</li> <li>Describe the impact of some of Gandhi's principles and show how his words can be used to address contemporary situations.</li> <li>Explain the connection between the work of Sewa UK to the Hindu concepts of sewa and ahimsa.</li> <li>Make connections between beliefs and behaviour in Christian religion.</li> <li>Make connections between belief in the grace of God teachings and sources of wisdom in the three religions.</li> <li>Outline the challenges of being a Hindu, Christian or Muslim in Britain today.</li> <li>Consider similarities and differences between beliefs and behaviour in different faiths</li> <li>Describe some of the impacts of religious commitments on life.</li> <li>To debate and give reasons for decisions about a religious issue: what matters most in the worldwide Muslim community?</li> <li>Explain links between the stories of Jesus and the chosen leader using the concepts of grace, generosity and forgiveness.</li> </ul>

	Context	Subject-specific knowledge	Subject- specific skill development	Key Expected Outcomes
History	World war 2	<ul style="list-style-type: none"> <li>Chronology</li> <li>How the alliance system created tension in Europe.</li> <li>The outset of the war including the race to the sea on the western front, trench warfare and the stalemate</li> <li>Diversity of nations that took part in the war</li> </ul>	<ul style="list-style-type: none"> <li>Place features of historical events and people from the past in a chronological framework</li> <li>Be able to confidently discuss and evidence cause and effect</li> <li>Summarise the main events from a period of history, explaining the order of events and what happened</li> </ul>	<p>Scaled timeline</p> <p>Written picture of events on the Western front using maps and written sources.</p> <p>Cause and effect table</p>

		<ul style="list-style-type: none"> <li>Identifying the consequences of the Treaty of Versailles</li> <li>The ways in which Britain, and British people, were affected by events during the Second World War</li> <li>Why Britain had to go to war in 1939</li> <li>Understanding of why evacuation was necessary and what the experience was like</li> <li>Approaches to defeating the threat of German invasion – air raids, shelters, rationing, evacuation, gas masks, Home guard, women in factories, the Blitz, Dunkirk</li> <li>Impact of propaganda and censorship on enabling us to understand what the Home front was really like</li> <li>VE day and the experience</li> </ul>	<ul style="list-style-type: none"> <li>Summarise how Britain has had a major influence on the world</li> <li>Describe a key event from Britain’s past using a range of evidence from different sources</li> <li>Describe the features of historical events and way of life from periods studied; presenting to an audience</li> <li>Inference and deduction</li> <li>Prediction</li> <li>Data analysis with historical enquiry to explore</li> <li>Source and enquiry development</li> </ul>	Inference of sources
Geography	Locational knowledge – Focus on countries involved during WWII	<ul style="list-style-type: none"> <li>Secure knowledge of hemispheres and where continents sit</li> <li>Knowledge of countries involved during WWII and how this changed</li> <li>Ability to identify lines of longitude and latitude</li> <li>Knowledge of how to convert times around the world</li> </ul>	<ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to name and locate the capital cities of neighbouring European countries</li> <li>Use maps, atlases, globes and digital/computer mapping to locate and name several countries in the northern hemisphere identifying their latitude, longitude and time zone.</li> </ul>	<p>Annotated map of the changing power during WW2</p> <p>Annotated map of countries involved in WW2 with their latitude, longitude and time zone identified</p>
Art	<b>Drawing And Painting, Collage - based on Picasso</b>	<p>Describe, interpret and explain the work, ideas and working practices of significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked.</p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p>	<p>Drawing - Work from a variety of sources including observation, photographs and digital images. Draw in preparation to paint - Show an awareness of how paintings are created i.e. Composition. Explore colour mixing and blending techniques with coloured pencils.</p> <p>Painting - Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music. Mix and match colours to create atmosphere and light effects. Be able to identify and work with complementary and contrasting colours. Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.</p> <p>Add collage to a painted, printed or drawn background. Use a range of media to create collages.</p>	<p>Study Picasso’s Gernika in political and cultural context relating to WW2.</p> <p>Look at blue period and draw in pencil portraits or self portraits relating to this period.</p> <p>Explore cubism – Weeping Woman etc. Investigate how Picasso made cubist paintings and experiment with acrylics to create similar images.</p>

		<p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Independently develop ideas which show curiosity, imagination and originality.</p> <p>Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches.</p>		<p>Produce a mixed media collage with paint based on Gernika to create a political statement – could be about WW2</p>
DT	Edible Houses	<ul style="list-style-type: none"> <li>• Developing, planning and communicating ideas.</li> <li>• Working with tools, equipment, materials and components to make products.</li> <li>• To evaluate process and products.</li> <li>• Selecting ingredients</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate existing products to inspire own designs.</li> <li>• Design a product that is fit for purpose, aimed at a specific audience.</li> <li>• Select ingredients, tools and equipment to create product.</li> <li>• Icing skills to decorate and construct design.</li> <li>• Evaluate own product against own design criteria and consider how to improve work.</li> </ul>	Create an edible house
Computing	<p>Coding Anything remaining from Learn to Code 2</p> <p>Apply knowledge to finished project</p> <p>Online safety (Be Internet Legends)</p> <p>Everyone can create – music</p>	<ul style="list-style-type: none"> <li>• Chords and melody</li> <li>• Understand basic chord structures and progression</li> <li>• Play and record chords and melodies using touch instruments</li> <li>• Layer multiple instruments with drums to create full songs</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li> <li>• 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.</li> <li>• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> <li>• Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</li> </ul>	Create an instrumental song

Science	<p>Living things and their habitats</p> <p>Evolution and inheritance</p>	<ul style="list-style-type: none"> <li>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.</li> <li>Give reasons for classifying plants and animals based on specific characteristics.</li> <li>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</li> <li>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision.</li> <li>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs.</li> <li>Using test results to make predictions to set up further comparative and fair tests.</li> <li>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations.</li> <li>Identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>	<p>AFL will be used to gather a range of evidence from practical work and reporting including:</p> <p>A table to classify animals, plants, fungi and microorganisms.</p> <p>Vertebrate poster</p> <p>Branching key with sweets.</p> <p>Keynote branching key for four vertebrates.</p> <p>A mythical vertebrate creature.</p> <p>Survey of garden invertebrates.</p> <p>Bird beak investigation.</p> <p>Peppered moth investigation.</p> <p>Change over time – fossils.</p> <p>Adaptation presentation.</p>
Music		<p><i>Link to computing:</i> Create music with multiple sections that include repetition and contrast. Use chord changes as part of a sequence. Compose melodies enhanced with accompaniments. Through Computing Unit</p> <p>In music lessons: Read staff notation sufficiently well to play a melody on the recorder using notes CBAGFEDC. (BAG this term)</p>	<p>Improvise melodies over a chord pattern. Through Computing</p> <p>Compose a song-based piece of music using Garageband (Computing Unit)</p> <p>Play full range of basic recorder notes using left and right hands. Play a range of suitable tunes, some with accompaniments.</p>	<p>See computing</p> <p>Learn to play notes BAG on recorder.</p>

				Read diatonic notes, time signatures and dynamic instructions on a treble clef staff. (Read musical notes played on recorder)
PE		<p>Invasion games</p> <ul style="list-style-type: none"> <li>• Vary skills, actions and ideas and link these in ways that suit the games activity.</li> <li>• Shows confidence in using ball skills in various ways, and can link these together effectively.</li> <li>• <i>e.g. dribbling, bouncing, kicking</i></li> <li>• Keeps possession of balls during games situations.</li> <li>• Consistently uses skills with co-ordination, control and fluency.</li> <li>• Takes part in competitive games with a strong understanding of tactics and composition.</li> <li>• Can create their own games using knowledge and skills.</li> <li>• Modifies competitive games.</li> <li>• Compares and comments on skills to support creation of new games.</li> <li>• Can make suggestions as to what resources can be used to differentiate a game.</li> <li>• Apply knowledge of skills for attacking and defending.</li> <li>• Uses running, jumping, throwing and catching in isolation and in combination.</li> </ul> <p>Swimming</p> <ul style="list-style-type: none"> <li>• Swim 50-100 metres, 45-90 secs, 3 different strokes, swim on front + back, control breathing</li> <li>• Show which breathing techniques to use for the particular strokes.</li> </ul>	<p>Gymnastics</p> <ul style="list-style-type: none"> <li>• Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.</li> <li>• Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction.</li> <li>• Adapts sequences to include a partner or a small group.</li> <li>• Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.</li> <li>• Draw on what they know about strategy, tactics and composition when performing and evaluating.</li> <li>• Analyse and comment on skills and techniques and how these are applied in their own and others' work.</li> <li>• Uses more complex gym vocabulary to describe how to improve and refine performances.</li> <li>• Develops strength, technique and flexibility throughout performances.</li> </ul> <p>Dance (part of carousel activities once a half term within a term)</p> <ul style="list-style-type: none"> <li>• Choose, perform and select a variety of different styles and movement phrases with accuracy, consistency and accuracy Choose specific material to create a dance phrase in response to the music or topic.</li> <li>• Respond with creativity, to a range of stimuli using a range of patterns, movement phrases and precise sequences.</li> <li>• Select the most appropriate skill or movement phrase to allow precision and accuracy.</li> </ul>	<p>Gymnastic sequence</p> <p>Describes effect exercise has on the body</p> <p>Understands the need to warm up and cool down.</p> <p>Watches and describes performances accurately.</p> <p>Comment on tactics and techniques to help improve own performances.</p> <p>Children will perform a dance sequence taught to them by their dance teacher.</p> <p>In swimming, children will be working towards the next stage of skills or the next distance of measurement.</p>

			<ul style="list-style-type: none"><li>• Develop and perform a wide range of dance styles and adapt different dance phrases in response to their own evaluations of how to improve.</li><li>• Select from a range of compositional ideas, the most appropriate for the motif or piece of music chosen.</li></ul>	
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**West Cliff Primary School Curriculum Overview – Outlining the substance of Education**

Year: Six	Term: Spring	Whole Class Text (s): Holes, Clockwork
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English: See English Long Term Plan	Maths: Follow Power Maths
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RE Spring Term (1 and 2) U2.7 What matters most to Christians and Humanists?	<ul style="list-style-type: none"> <li>• Describe what Christians mean about humans being made in the image of God and being ‘fallen’, giving examples.</li> <li>• Describe some Christian and Humanist values simply.</li> <li>• Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied.</li> <li>• Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.</li> </ul>
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	Context	Subject-specific knowledge	Subject- specific skill development	Key Expected Outcomes
History	Crime and Punishment	<ul style="list-style-type: none"> <li>• Explore crime and punishment in the Roman period.</li> <li>• Explore crime and punishment in the Anglo-Saxon and Viking periods.</li> <li>• Explore crime and punishment in the medieval and Tudor periods.</li> <li>• Explore crime and punishment in the Victorian period.</li> <li>• To compare the history of crime and punishment with what it’s like today.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise primary and secondary sources and reliability.</li> <li>• Link sources and work out how conclusions were arrived at.</li> <li>• Use a range of sources to find out about crime and punishment in the past.</li> <li>• Place time periods on a timeline.</li> <li>• Identify and compare changes and beliefs across different time periods.</li> </ul>	Timeline.  Roman cartoon strip.  Does the punishment fit the crime?  Role play – trial.  Diary entry – prisoner.
Geography	Place knowledge contrast and compare Brazil	<ul style="list-style-type: none"> <li>• Secure knowledge of hemispheres and where continents sit</li> <li>• Knowledge of physical and human features.</li> <li>• The climate of Brazil</li> <li>• Urban and rural Brazil</li> <li>• Knowledge of the rich and poor within Brazilian cities.</li> <li>• Understand the indigenous people of Brazil.</li> <li>• Knowledge of what life is like in Brazil.</li> </ul>	<ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to name and locate South America, Brazil and surrounding countries and oceans.</li> <li>• Understand geographical similarities and differences.</li> <li>• Describe and understand key aspects of physical geography, including biomes and vegetation belts, climate zones rivers and mountains.</li> <li>• Locate environmental regions of Brazil.</li> <li>• Understand types of settlement.</li> <li>• Find the differences between life of the rich and poor.</li> </ul>	Create climate graphs.  Letter to explain why they want to leave the countryside.  Venn diagram showing the similarities and differences between different areas of Brazil.  Research study on rainforest and indigenous tribe.

				A brochure/information leaflet to advertise a particular region in Brazil.
Art	Drawing and textiles in inspired by John Burgerman	<p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Independently develop ideas which show curiosity, imagination and originality.</p> <p>Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches.</p> <p>Provide a reasoned evaluation of both their own and professionals' work which takes into account the starting points, intentions and context behind the work.</p>	<p>Experiment with wet media (inks) to make different marks, lines, patterns, textures and shapes, inspired by Burgerman's doodles</p> <p>Start to develop their own style using tonal contrast and mixed media.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Use fabrics to create 3D structures.</p> <p>Use different grades of threads and needles.</p>	<p>Study John Burgerman's artwork. Watch videos of him drawing on youtube.</p> <p>Create drawn doodles using ink.</p> <p>Desing a JBurgerman style cartoon character.</p> <p>Make the simple character from felt.</p>
DT	Electricity – moving fairground rides	<ul style="list-style-type: none"> <li>• Developing, planning and communicating ideas.</li> <li>• Working with tools, equipment, materials and components to make products.</li> <li>• To evaluate process and products.</li> <li>• Understand mechanical components – gears, levers, pulleys.</li> <li>• Understand electrical systems.</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate existing products to inspire own designs.</li> <li>• Understand how key individuals in design and technology have helped shape the world.</li> <li>• Design a product that is fit for purpose, aimed at a specific audience.</li> <li>• Select tools and equipment (including construction materials) to create product.</li> <li>• Understand and use mechanical systems in designs.</li> <li>• Understand and use electrical systems in their designs.</li> <li>• Evaluate own product against own design criteria and consider how to improve work.</li> </ul>	Create a fairground ride.
Computing	<p>Online safety (Be Internet Legends)</p> <p>Everyone can create – drawing</p>	<p>Book Design</p> <ul style="list-style-type: none"> <li>• Illustrate a scene from a story</li> <li>• Use storyboarding to plan and illustrate a story</li> <li>• Publish a book</li> </ul>	<ul style="list-style-type: none"> <li>• Understand computer networks, including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</li> <li>• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li> </ul>	Create and publish a book of your art



			<ul style="list-style-type: none"> <li>Select, use and combine a variety of software (including internet services) on a range of digital services to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>	
Science	<p>Light</p> <p>Electricity</p>	<ul style="list-style-type: none"> <li>Recognise that light appears to travel in straight lines</li> <li>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.</li> <li>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.</li> <li>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> <li>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>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</li> <li>Use recognised symbols when representing a simple circuit in a diagram.</li> </ul>	<ul style="list-style-type: none"> <li>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</li> <li>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision.</li> <li>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs.</li> <li>Using test results to make predictions to set up further comparative and fair tests.</li> <li>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations.</li> <li>Identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>	<p>AFL will be used to gather a range of evidence from practical work and reporting including:</p> <p>Light diagrams</p> <p>Design own shadow investigation</p> <p>Circuit diagrams</p> <p>Design own components investigation.</p>
Music	Recorder playing	<p>Demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal.</p> <p>As appropriate, follow basic shapes of music (including staff and other notations) through singing and playing short passages of music when working as a musician.</p>	<p>Be able to keep time and count rests when playing in an ensemble.</p> <p>Use breathing, intonation, rhythm, pulse and listening skills to become increasingly more skilled at playing the recorder.</p> <p>Read staff notation sufficiently well to play a melody on the recorder using notes CBAGFEDC</p> <p>Count and rest correctly knowing when to 'come in'.</p> <p>Engage with others through ensemble playing, taking on melody or accompaniment roles.</p>	<p>Play full range of basic recorder notes using left and right hands. Play a range of suitable tunes, some with accompaniments.</p> <p>Perform in a class ensemble utilising all performing skills learned</p>

		<p>Listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, including those recommended in MMC, responding appropriately to the context. Share opinions about own and others' music and be willing to justify these</p>	<p>Follow a conductor and adjust dynamics accordingly (full range of dynamics learned already)</p>	<p>and following musical directions. Listening warm-ups using music from MMC and consequential discussion.</p>
PE		<p>Striking and fielding</p> <ul style="list-style-type: none"> <li>• Vary skills, actions and ideas and link these in ways that suit the games activity.</li> <li>• Shows confidence in using ball skills in various ways, and can link these together effectively.</li> <li>• <i>e.g. dribbling, bouncing, kicking</i></li> <li>• Keeps possession of balls during games situations.</li> <li>• Consistently uses skills with co-ordination, control and fluency.</li> <li>• Takes part in competitive games with a strong understanding of tactics and composition.</li> <li>• Can create their own games using knowledge and skills.</li> <li>• Modifies competitive games.</li> <li>• Compares and comments on skills to support creation of new games.</li> <li>• Can make suggestions as to what resources can be used to differentiate a game.</li> <li>• Apply knowledge of skills for attacking and defending.</li> <li>• Uses running, jumping, throwing and catching in isolation and in combination.</li> </ul>	<p>Net/wall</p> <ul style="list-style-type: none"> <li>• Vary skills, actions and ideas and link these in ways that suit the games activity.</li> <li>• Shows confidence in using ball skills in various ways, and can link these together effectively.</li> <li>• <i>e.g. dribbling, bouncing, kicking</i></li> <li>• Keeps possession of balls during games situations.</li> <li>• Consistently uses skills with co-ordination, control and fluency.</li> <li>• Takes part in competitive games with a strong understanding of tactics and composition.</li> <li>• Can create their own games using knowledge and skills.</li> <li>• Modifies competitive games.</li> <li>• Compares and comments on skills to support creation of new games.</li> <li>• Can make suggestions as to what resources can be used to differentiate a game.</li> <li>• Apply knowledge of skills for attacking and defending.</li> <li>• Uses running, jumping, throwing and catching in isolation and in combination.</li> </ul> <p>Swimming and Dance will be repeated as shown in Autumn Term.</p>	<p>Describes effect exercise has on the body</p> <p>Understands the need to warm up and cool down.</p> <p>Watches and describes performances accurately.</p> <p>Comment on tactics and techniques to help improve own performances.</p>

**West Cliff Primary School Curriculum Overview – Outlining the substance of Education**

Year: Six	Term: Summer	Whole Class Text (s): Skellig, Wonder
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English: See English Long Term Plan	Maths: Follow Power Maths
RE Summer Term (1 and 2) U2.3 What do religions say to us when life gets hard?	<ul style="list-style-type: none"> <li>• Give reasons why some people might be comforted by their beliefs when someone dies.</li> <li>• Describe the impact that the belief that we have a soul might have on the way someone might live their life.</li> <li>• Describe the Hindu belief in reincarnation and Karma.</li> <li>• Describe a link between a reading that might be used at a funeral and a Christian belief about life after death.</li> <li>• Describe what might happen in a Christian funeral explaining how it shows some Christian beliefs about life after death.</li> <li>• Explain some similarities and differences between the Muslim belief in Judgement and Christian belief in Judgement and how that is similar and different to the Hindu belief in reincarnation.</li> <li>• Describe similarities and differences between non-religious and Christian beliefs about the afterlife.</li> <li>• Look for similarities and differences between their own views about life after death and the beliefs of Hindus, Christians, Muslims or non-religious people.</li> </ul>

	Context	Subject-specific knowledge	Subject- specific skill development	Key Expected Outcomes
History	Industry in Whitby over time – the sea	Local history <ul style="list-style-type: none"> <li>• Look at local population growth through maps and census data noting the significance of buildings.</li> <li>• 18<sup>th</sup> and 19<sup>th</sup> centuries – prosperous port with shipbuilding and whaling industries.</li> <li>• Whitby cats – specialist type of boat.</li> <li>• Captain Cook and the building of boats.</li> <li>• 6<sup>th</sup> largest port in Britain – link to alum trade (Y5).</li> <li>• How the local area was affected by changes in industry.</li> </ul>	<ul style="list-style-type: none"> <li>• Use reliable sources of evidence to answer questions.</li> <li>• Use local heritage resources to deepen knowledge and understanding.</li> <li>• Find evidence of past industries in today’s town.</li> <li>• Use a variety of sources to find out about times past.</li> </ul>	Creating a character from the town’s past.  Historical guide.
Geography	Human and physical /local and global	<ul style="list-style-type: none"> <li>• The reasons why trade has become increasingly global.</li> <li>• How trade connects different countries and populations.</li> <li>• Track the global supply chain for products.</li> </ul>	<ul style="list-style-type: none"> <li>• Locate global companies on a map.</li> <li>• Look at physical geography in relation to trade.</li> <li>• Use geographical skills to discover trade through time.</li> </ul>	Trade timeline.  Food sources.  Stages of production.

	Global trade, energy issues and connections	<ul style="list-style-type: none"> <li>Examine what the UK exports to other countries around the world.</li> <li>Relate more and less developed countries to the idea of Fairtrade.</li> <li>Finding out about exports around the world.</li> </ul>	<ul style="list-style-type: none"> <li>Use maps and atlases to locate the source of a range of foods.</li> <li>Calculate distance travelled by products using map scale.</li> <li>Use maps and atlases to locate more and less developed countries.</li> <li>Drawing conclusions from data.</li> <li>Looking at case studies of Fairtrade industries.</li> </ul>	<p>Presenting data about global trade.</p> <p>Poster – why pay more?</p> <p>Export expert research.</p> <p>Fairtrade tea party.</p>
Art	<p>3D based on African masks – Picasso</p> <p>Printing based on Banksy</p>	<p>Describe, interpret and explain the work, ideas and working practices of significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked.</p> <p>Understand the technical vocabulary and techniques for modifying the qualities of different materials and processes.</p>	<p>Plan a sculpture through drawing and other preparatory work.</p> <p>Develop skills in using clay including slabs, coils, slips, etc</p> <p>Produce intricate patterns and textures in a malleable media.</p> <p>Create printing blocks by simplifying an initial journal idea with a cultural context.</p> <p>Create prints with three overlays.</p>	<p>Study African masks and explain how they influenced Picasso.</p> <p>Design and create own African mask from clay featuring surface decoration.</p> <p>Look at the work of Banksy and discuss political context. Find out about other graffiti art. What does his art mean?</p> <p>Design a print that makes a statement.</p> <p>Create a printing block with a simplified image. 3 overlays.</p>
DT	Memory keepsake	<ul style="list-style-type: none"> <li>Developing, planning and communicating ideas.</li> <li>Working with tools, equipment, materials and components to make products.</li> <li>Develop a range of stitches.</li> <li>To evaluate process and products.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate existing products to inspire own designs.</li> <li>Design a product that is fit for purpose, aimed at a specific audience.</li> <li>Select tools and equipment to create product.</li> <li>Use a range of materials and stitches to join.</li> <li>Evaluate own product against own design criteria and consider how to improve work.</li> </ul>	Create a memory keepsake.
Computing	Online safety (Be Internet Legends)	<p>Publishing</p> <ul style="list-style-type: none"> <li>Compile and share your best work</li> <li>Use drawing tools in pages to personalise books</li> <li>Create an e pub portfolio book</li> </ul> <p>Mobile Reports</p>	<ul style="list-style-type: none"> <li>Understand computer networks, including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</li> </ul>	<p>Create a portfolio</p> <p>Create a mobile report</p>

	Everyone can create – photography Everyone can create video	<ul style="list-style-type: none"> <li>Record a time lapse shot</li> <li>Use freeze frame and slow motion</li> <li>Add motion to photos</li> </ul> <p>Short Film Production</p> <ul style="list-style-type: none"> <li>Write a story in screenplay format</li> <li>Design a floor plan for camera placement</li> <li>Add and control audio and sound effects in movies</li> </ul>	<ul style="list-style-type: none"> <li>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li> <li>Select, use and combine a variety of software (including internet services) on a range of digital services to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li> <li>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>	Create a short film
Science	Animals including humans	<ul style="list-style-type: none"> <li>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</li> <li>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</li> <li>Describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul>	<ul style="list-style-type: none"> <li>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</li> <li>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision.</li> <li>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs.</li> <li>Using test results to make predictions to set up further comparative and fair tests.</li> <li>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations.</li> <li>Identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>	<p>AFL will be used to gather a range of evidence from practical work and reporting including: Labelled human circulatory system.</p> <p>Heart job description.</p> <p>Design own pulse rate investigations.</p> <p>Living a healthy life presentation.</p>
Music	Listening, appraising African music, jazz and blues	<p>Explore what jazz and blues styles are and link to knowledge of chords/songs structure from computing and ukulele playing. Discuss immigration to the USA from Africa and how immigrants used music to maintain and develop cultural identities.</p> <p>Ten Pieces – Gershwin’s Rhapsody in Blue and discuss how 1930s New York City is represented by the music.</p>	<ul style="list-style-type: none"> <li>Understand the influences of non-Western music (African) on contemporary music and culture. Create visual images in response to Gershwin.</li> </ul> <p>Understand the influence immigrants had on New York City (Gershwin)</p>	<ul style="list-style-type: none"> <li>Ten Pieces – Gershwin’s Rhapsody in Blue and discuss how 1930s New York City is represented by the music.</li> <li>Create visual images in response to Gershwin.</li> <li>Find out what jazz and blues styles are link to knowledge of chords/songs structure from ukulele playing.</li> </ul>

		<p>Listen to a range of African Music and understand some of the characteristics, instruments and traditions of some famous African genres. - Miriam Makeba, Fela Kuti, Mory Kante, Youssou N'Dour, contemporary afrobeat musicians such as Drake.</p>		<p>Discuss immigration to the USA from Africa.</p> <ul style="list-style-type: none"> <li>• Listen to African Music and range of instruments</li> <li>• Respond to music using musical terminology to explain likes and dislikes and reasons.</li> </ul>
PE		<p>Athletics</p> <ul style="list-style-type: none"> <li>• Beginning to build a variety of running techniques and use with confidence.</li> <li>• Can perform a running jump with more than one component.</li> <li>• <i>e.g. hop skip jump (triple jump)</i></li> <li>• Beginning to record peers performances, and evaluate these.</li> <li>• Demonstrates accuracy and confidence in throwing and catching activities.</li> <li>• Describes good athletic performance using correct vocabulary.</li> <li>• Can use equipment safely and with good control.</li> </ul>	<p>Outdoor adventurous</p> <ul style="list-style-type: none"> <li>• Develops strong listening skills.</li> <li>• Uses and interprets simple maps.</li> <li>• Think activities through and problem solve using general knowledge.</li> <li>• Choose and apply strategies to solve problems with support.</li> <li>• Discuss and work with others in a group.</li> <li>• Demonstrates an understanding of how to stay safe.</li> </ul> <p>Children will be completing their allocated 10 beach things to complete from the '70 things to do at the beach.'</p> <div data-bbox="1115 815 1787 1142" style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Catch it, cook it, eat it! Play beach volleyball Host a beach BBQ Understanding the tides Build a beach marble run Swim in the sea / Surfing Create and host an art exhibition Become a film star Can you light a fire? Eat squid</p> </div> <p>Dance</p> <ul style="list-style-type: none"> <li>• Exaggerate dance movements and motifs (using expression when moving)</li> <li>• Performs with confidence, using a range of movement patterns.</li> <li>• Demonstrates a strong imagination when creating own dance sequences and motifs.</li> </ul>	<p>Describes effect exercise has on the body</p> <p>Understands the need to warm up and cool down.</p> <p>Watches and describes performances accurately.</p> <p>Comment on tactics and techniques to help improve own performances.</p> <p>Perform a choreographed dance to an audience.</p>

			<ul style="list-style-type: none"><li>• Demonstrates strong movements throughout a dance sequence.</li><li>• Combines flexibility, techniques and movements to create a fluent sequence.</li><li>• Moves appropriately and with the required style in relation to the stimulus.</li><li>• <i>e.g using various levels, ways of travelling and motifs.</i></li><li>• Beginning to show a change of pace and timing in their movements.</li><li>• Is able to move to the beat accurately in dance sequences.</li><li>• Improvises with confidence, still demonstrating fluency across their sequence.</li><li>• Dances with fluency, linking all movements and ensuring they flow.</li><li>• Demonstrates consistent precision when performing dance sequences.</li><li>• Modifies parts of a sequence as a result of self and peer evaluation.</li><li>• Uses more complex dance vocabulary to compare and improve work.</li></ul>	
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