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| **Holywell C of E Primary School**  **Curriculum Coverage 2 year Rolling Programme** | | | | | | |
| **Year A** | | | | | | |
| **Year 5/6** | **Autumn** | | | | **Spring** | **Summer** |
| **Theme** | **History**  **‘People Who Changed the World’**  **World War 2**  What was life like for children in World War Two? | | | | **Geography**  **‘Take a Walk on the Wild Side’**  **South America**  Why has Brazil got one of the world’s fastest growing economies? | **History**  **‘Time Detectives’**  **Ancient Egyptians**  Achievements of ancient civilisations  How can we recreate the wonder of Ancient Egypt? |
| **Stunning Start** | WW2 Dress up day  Explore artefacts from Barnstaple museum with visitor | | | | Dress up in the colours of one the South American Flags. Create collage of the countries flags using recycled materials. | Investigate Egyptian artefacts – what are they made from? What were they used for? Create an advert to convince people to purchase the artefact – were you right? The big reveal. |
| **Maths** | We have a whole school mastery approach to Maths teaching, using the White Rose schemes of work as our starting point. These focus on place value, addition and subtraction, shape, multiplication and division, fractions, position and direction, money and time. We aim to enable pupils to extend and deepen their mathematical understanding and develop their fluency, communication, reasoning and problem-solving skills. The learning of key facts (number bonds and multiplication and division facts) will remain a daily feature of lessons and underpin the curriculum. We have an agreed ‘Key Facts for Fluency’ focus for each half term and home learning will often be linked to this. | | | | | |
| * Number: Place value * Number: Four operations * Statistics * Fractions | | | | * Number – Y5 fractions, Y6 - Ratio * Number: Decimals and Percentages * Number: Y5 Decimals, Y6 Algebra * Measurement -Converting units * Measurement -Perimeter, area and volume * Statistics | * Geometry -Properties of shape * Geometry – Position and direction * Investigations |
| **English – Writing** | We focus on writing different text types using a range of stimuli including high quality texts, film and images. The writing process includes steps during which the pupils **Imitate** (learn a text), **Innovate** (make some changes) and then **Invent** their own text. This approach enables pupils to gain a good understanding of the language and the organisational features of different text types and apply these acquired skills to write a range of effective texts. In spelling, punctuation and grammar children will develop their grammatical understanding of the English language; e.g. sentence construction, use of punctuation and spelling rules and patterns. | | | | | |
| **Texts and Writing Styles** | LDP sequences:  Non-fiction: **Jungle Survival** (Could write instructions to survive in the trenches)  Fiction: **Paraphernalia** (Film unit – Narrative writing video link in plans. Link to science - Space)  Poetry:  **Bethlehem** (Carole Anne Dufy) | | LDP sequences:  Non-fiction: **Extreme Animals** (link to creatures South America)  Fiction: **Kensuke’s Kingdom** Michael Morpurgo (Write own stories with setting linked to geography topic).  Poetry: **The Sea** - James Reeves (due for publication 2021) or ‘**Earth Verse’** (needs to be ordered). | | | LDP sequences:  Non-fiction: **Ripley’s Believe It Or Not! Mighty Machines** by Ian Graham (Non-chronological text – could link to history theme)  Fiction: **How the Whale Became and Other Stories** by Ted Hughes (Link to creatures/Gods of Ancient Egypt or Science – Evolution/Inheritance)  Poetry: **The Lost Words** by Robert McFarlane and Jackie Morris (Link to Science) |
| **English – Reading** | A range of reading books for both fiction and non-fiction are available in reading corners. In Squirrels, reading is taught through a mixture of whole class and small group guided reading using a wide range of texts, linked where possible to the termly theme. | | | | | |
| **Science** | **Scientific Enquiry (Statutory Requirement) -**During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:   * planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary * taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate * recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs * using test results to make predictions to set up further comparative and fair tests * reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations * identifying scientific evidence that has been used to support or refute ideas or arguments     **Programme of Study -** The principal focus of science teaching in upper key stage 2 is to enable pupils to develop a deeper understanding of a wide range of scientific ideas. They should do this through exploring and talking about their ideas; asking their own questions about scientific phenomena; and analysing functions, relationships and interactions more systematically. At upper key stage 2, they should encounter more abstract ideas and begin to recognise how these ideas help them to understand and predict how the world operates. They should also begin to recognise that scientific ideas change and develop over time. They should select the most appropriate ways to answer science questions using different types of scientific enquiry, including observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests and finding things out using a wide range of secondary sources of information. Pupils should draw conclusions based on their data and observations, use evidence to justify their ideas, and use their scientific knowledge and understanding to explain their findings. ‘Working and thinking scientifically’ is described separately at the beginning of the programme of study, but must always be taught through and clearly related to substantive science content in the programme of study.  **Vocabulary -** Pupils should read, spell and pronounce scientific vocabulary correctly.  **See ‘HOL Curriculum Skills Overview’ and ‘Ventrus Science Curriculum Map’ for details. (Sharepoint)** | | | | | |
| **Earth and Space**  Spherical Bodies  Children can describe the Sun, Earth and Moon as approximately spherical bodies by understanding how this knowledge has been attained. Identify scientific evidence that has been used to support or refute ideas or arguments in the context of how ideas changed from a flat earth view.  The Planets  Children can describe the movement of the Earth, and other planets, relative to the Sun in the solar system by learning the order of the plants and how they move in the solar system.  Geocentric Versus Heliocentric  Children can describe the movement of the Earth, and other planets, relative to the Sun in the solar system by examining the geocentric and heliocentric theories. Identify scientific evidence that has been used to support or refute ideas or arguments in the context of the shift from geocentric models of the solar system to heliocentric models.  Night and Day  Children can use the idea of the Earth’s rotation to explain day and night and the apparent movement of the Sun across the sky by examining why the sun appears to move and the arguments for the Earth’s rotation. Identify scientific evidence that has been used to support or refute ideas or arguments in the context of the evidence for the Earth’s rotation.  Night and Day International  Children can use the idea of the Earth’s rotation to explain day and night and the apparent movement of the Sun across the sky by predicting night and day in different places on Earth. Report and presenting findings from enquiries, including conclusions, in oral and written forms such as displays and other presentations in the context of investigating night and day.  Movement of the Moon  Children can describe the movement of the Moon relative to the Earth by explaining how the Moon orbits the Earth. | **Properties and changes of materials**  Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal), and response to magnets.  Observe and describe materials on the basis of their hardness, solubility, conductivity and their response to magnets.  Carry out comparative tests to group materials (follow instructions).  Carry out fair tests to group materials (follow instructions).  Understand how some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.  Observe (through direct experience) and describe materials as soluble or nonsoluble.  Observe and describe the effect of evaporation of a solution on a substance (solute) that has dissolved in a liquid (solvent).  Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.  Observe and describe how items may be separated through filtering, sieving and evaporation.  Observe and describe materials on the basis of their hardness and conductivity.  Label materials, including insulators and conductors using a range of scientific vocabulary.  Carry out comparative tests to assess the suitability of everyday materials for a purpose (follow instructions).  Carry out fair tests to assess the suitability of everyday materials for a purpose (follow instructions).  Demonstrate that dissolving, mixing and changes of state are reversible changes.  Observe and describe how mixing is reversible.  Observe and describe how dissolving a substance into a solution is reversible.  Observe and describe how changes of state are reversible.  Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning, oxidisation and the action of acid on bicarbonate of soda.  Observe and describe how burning a material creates a new material and is not reversible.  Observe and describe how oxidisation of (e.g. of steel) creates a new material and is not reversible.  Observe and describe how adding an acid (e.g. to bicarbonate of soda) creates a new material and is not reversible.  Electrical Circuits  <https://classroom.thenational.academy/units/electrical-circuits-06f7>  Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.  Observe and describe the effect of changing the number and voltage of cells used in a series circuit.  Experiment with, explain and demonstrate the pattern between the voltage of cells and the brightness of a bulb.\*  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.  Observe and describe the effect of placing extra bulbs (or buzzers) into a circuit and how this can be overcome by increasing the number and voltage of cells.  Predict the outcome of placing various components into an electrical circuit.  Explain the patterns.\*  Use recognised symbols when representing a simple circuit in a diagram.  Label and learn the recognised symbols for representing components in a circuit diagram.  Make circuits then represent them in circuit diagrams, applying component symbols appropriately. | | | | **Evolution and Inheritance**  Inheritance  Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents in the context of inheritance.  I can explain the scientific concept of inheritance.  Adaptation  Identify how animals and plants are adapted to suit their environment in different ways in the context of environmental variation.  I can demonstrate understanding of the scientific meaning of adaptation.  Theory of Evolution  Identifying scientific evidence that has been used to support or refute ideas or arguments; Identify how adaptation may lead to evolution by examining the theories of evolution constructed by Darwin and Wallace.  I can identify the key ideas of the theory of evolution.  Evidence for Evolution  Identifying scientific evidence that has been used to support or refute ideas or arguments; Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago in the context of the evolution of plants and animals.  I can identify evidence for evolution from fossil records.  Evidence for Evolution: Humans  Identifying scientific evidence that has been used to support or refute ideas or arguments; Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago in the context of the evolution of human beings.  I can understand how human beings have evolved.  Adaptation, Evolution and Human Intervention  Identify how adaptation may lead to evolution by examining the advantages and disadvantages of specific adaptations and the role of human intervention in the process of evolution.   1. I can explain how adaptations can result in both advantages and disadvantages. 2. I can explain how human intervention affects evolution. |
| **Art and Design** | **Subject content KS 2**  Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.  Pupils should be taught:   * to create sketch books to record their observations and use them to review and revisit ideas * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] * about great artists, architects and designers in history.   **See ‘HOL Curriculum Skills Overview’ and ‘Ventrus Art and Design Curriculum Map’ for details. (Sharepoint)** | | | | | |
| **Drawing, Painting**  Curriculum Companion ‘Capturing Conflict’ Paul Nash. Link to other war artists. E.g. Henry Moore sketches of the blitz/London underground.  • How did Paul Nash show an element of Surrealism in his early artwork as a child?  • Which artists provided early inspiration for Nash?  • How did Nash’s own experiences of war impact on his style of art?  • List some of the materials that Nash used to create artwork.  • Why did Nash use a mirror when painting? • How did Nash mix his oil colours?  • Describe the features of the painting Totes Meer.  • Why do you think Nash described the planes as ‘enchanting monsters’?  • Copy the style of Nash to create your own Surrealist painting of the war, using images in an unfamiliar situation to convey and evoke emotion.  • Give two ways in which this painting symbolises hope.  • Why did Nash paint remnants of planes in this piece of art?  • Choose your own symbols of hope in your painting and explain why you have used them. | **Collage**  Curriculum Companion – ‘Cultural tradition in Art’  • Why have many cultures used art to tell stories?  • How did some cultures create feelings of pride and strength in their art?  • How did the Ancient Mayans express emotions through their art?  • Find out more about a culture of your choice to discover how emotion is created through the art.  • Investigate the images used for the writing system of the Ancient Maya civilisation and how stories were told to evoke different emotions.  • What is folk art?  • What may inspire a folk artist to produce his/her artwork?  • How do folk artists develop their artistic talent?  • Summarise the reasons why folk artists are inspired to create their art. Use your findings to explain what is meant by ‘selfexpression’.  • True or false? Folk art is not as impressive to look at as other styles of art because the artists have not had formal training.  • Describe the features of the example of Indian folk art shown.  • What are the typical inspirations and themes of Indian folk art?  • Describe how an older piece of Indian folk art was typically produced.  • Experiment with the materials used by Ancient Indian folk artists to create your own piece of art in the style of Madhubani art.  Research to find out the connections between different styles of Indian folk art including: • Phad • Warli • Kalamkari • Gond.  • Give an example of a common feature of cultural art that has been used across different cultures around the world.  • Describe the types of patterns that may be repeatedly used.  • Copy the examples of shapes provided to produce your own coloured repeating pattern in a piece of art.  • Compare and contrast the use of repeating patterns in a piece of folk art from two different cultures.  • In which ways are the styles and features of religious art and that of art based on cultural tradition similar or different?  Artsist Spotlight  Richard Kimbo  • Give examples of materials that may be used in the batik process.  • Why do batik artists use a wax or a similar substance during the process?  • What is often used by African batik artists instead of wax?  • Explain the importance of using a resistant substance like wax in the process of creating a batik.  • Investigate batik creations in other part of Africa, such as Nigeria, where the skills are considered to be the most developed.  • How did Richard Kimbo develop his skills to create batiks?  • Why is the name of the gallery where Kimbo studied significant in relation to encouraging new artists?  • What does Kimbo say was his initial inspiration for creating batiks to sell?  • Why do you think places like the Paa Ya Paa Gallery are important to keep cultural traditions alive?  • Always, sometimes, never? Artists are inspired to learn and develop their craft by having an occupation and earning money.  • What was Nelson Mandela well known for wearing?  • Why did the shirts he wore become known as Madiba shirts?  • Copy the style of a Madiba shirt to sketch your own coloured batik clothing design.  • Find out more about the different batik shirts worn by Nelson Mandela to compare and contrast the colours and designs.  • Investigate contemporary clothing fashions to see if cultural traditions, like batik designs, are used as inspiration.  • Describe Kimbo’s use of colour in the example of a batik he created.  • List the features of the batik that represent African culture.  • Why does this batik have a dramatic style?  • Develop your own batik design in the style of Kimbo to create a dramatic scene from a bustling African location.  • In which ways do Richard Kimbo’s batik example and Ernst Ludwig Kirchner painting Street, Dresden, studied in the Expressionism topic, compare and differ? | | | | **Amazed by Architecture**  3D modelling  Artist Focus: Zaha Hadid  • Find out more about the work of Canaletto to compare and contrast his paintings of London and Venice.  • Investigate the work of American architects Daniel Burnham and Buckminster Fuller to discover their impact and legacy  • Summarise examples of emotions that may be felt when looking at the architecture of a memorial and explain why you might feel this way  • Create your own plan for a design of a building to stir a particular emotion. Explain why your design might make people feel this emotion.  • Explain how the materials used for building in the past can be significant for people studying the past.  Justify why choosing a material for its aesthetic quality alone could lead to problems with the final outcome.  • Create your own painting of a building using Canaletto’s techniques as inspiration.  • In which ways does the persistence of Hadid in not compromising her beliefs link to her having a successful career?  Explain why many of Hadid’s designs might be considered to be futuristic.  • Create your own futuristic building design, combining curves and sharp points at corners.  Summarise why the design of the London Aquatics Centre is particularly suitable for the purpose of the building.  What are the connections between Hadid’s view of buildings and the designs she created?  • Find out more about the buildings designed by Zaha Hadid to discover how they make people feel when viewing or entering them. |
| **Computing** | **Subject content KS 2:**  **Pupils should be taught to:**   * design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts * use sequence, selection, and repetition in programs; work with variables and various forms of input and output * use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs * 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 * use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content * 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 * use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.   **See ‘HOL Curriculum Skills Overview’ for details** | | | | | |
| Multimedia – presentation linked to theme WWII **Solar System Simulation** Barefoot Computing  In this activity pupils create a [simulation](https://www.barefootcomputing.org/concepts-and-approaches/simulation) of the Earth orbiting the Sun using Scratch. Pupils firstly decide what the purpose of the simulation is and who is the intended audience. Using this, they then decide what the most important aspects of the simulation are, and in so doing they are [abstracting](https://www.barefootcomputing.org/concepts-and-approaches/abstraction).  PUPIL OBJECTIVES:   * I can design a simulation. * I can write a simulation program. * I can debug a simulation program. | | | Programming (Barefoot units)   * Using Kodu * I can design a game linked to Mayan’s or South America. * I can code a game in Kodu. * I can use selection in Kodu.   + Pupils will write the algorithms for their game.   + Pupils will implement their algorithms as code within Kodu.   + Pupils will test and debug their games in Kodu.   + Pupils will evaluate each other’s games. | | **Spreadsheets**  I can enter data and formulae into a spreadsheet.   1. I can order and present data based on calculations. 2. I can add, edit and calculate data. 3. I can use a spreadsheet to solve problems. 4. I can plan and calculate a spending budget. 5. I can design a spreadsheet for a specific purpose. |
| **Design and Technology** | **See ‘HOL Curriculum Skills Overview’ and ‘Ventrus Design Technology Curriculum Map’ for details. (Sharepoint)** | | | | | |
| Textiles – craft/creation linked to **World War 2 (Make do and mend)**  Children can understand the concept of ‘Make do and Mend’ in the context of 20th Century rationing. Children can explain why rationing was used and what was rationed. Focus on how clothing rations affected families and how they were often able to adapt to the situation.  Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance by learning about rationing during World War II and how people adapted to deal with reduced product availability.  I can describe how people’s diets and clothes/furniture etc were  different during World War II and answer questions about the implementation of rationing. | | | Global Food (twinkl starting point). Linked to topic.  Food Throughout the year – Curriculum companion  Describe a menu for a main course and a dessert for each season. Explain your choices.  •Describe what is meant by 'comfort food'.  •List the ingredients for a winter soup and a summer soup. •List the foods that are in season throughout the year.  •List where your food has come from for a week. What conclusions can you draw from the information?  Cultural events: Describe some traditional Christmas foods from across the world.  •List some food traditionally eaten at an Iftar.  •List some food eaten at Chinese New Year and explain the reasons behind the dishes.  •Describe some dishes that might be traditionally eaten at Diwali.  •What is traditionally eaten at Hanukkah?  •Describe any foods you have eaten from cultural events from across the world. | | **Hydraulics**  Do children…  Know that the ancient Egyptians worshipped lots of different gods and goddesses?  Can children…  Name some ancient Egyptian gods and goddesses?  Express their knowledge of ancient Egyptian gods and goddesses in a variety of ways?  Looking at the Egyptian Gods, what do you notice about their heads? Lots of animals? All of the Gods represent something different.  Select an animal of your choosing – how can this become a new God Head – what will it represent so that it is inline with the ancient Egyptian beliefs.  Create your design.  Investigate hydraulics – how do they work?  Add the hydraulic to the Egyptian God head design. Make the design – take photographs and create instructions for someone else to follow.  Evaluate – what would you change and why? |
| **Geography** | **Subject content KS 2**  Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.  **See ‘HOL Curriculum Skills Overview’ for details** | | | | | |
| Light touch – Climate zones and biomes – Mediterranean/Temperate woodland  CQ Geography Curriculum Companion Milestone 3 pg 14  Describe and understand key aspects of:  Climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes, water cycle  Types of settlement & land use, economic activity, trade links, distribution of natural resources: energy, food, minerals, water cycle.  Savannah – Where are they in the World?  What is the landscape? What is the weather like? What animals live there?  Desert – Where are they in the World?  What is the landscape? What is the weather like? What animals live there?  Temperate Forest – Where are they in the World?  What is the landscape? What is the weather like? What animals live there?  Rainforest – Where are they in the World?  What is the landscape? What is the weather like? What animals live there?  Taiga Forest ­– Where are they in the World?  What is the landscape? What is the weather like? What animals live there?  Tundra – Where are they in the World?  What is the landscape? What is the weather like? What animals live there? | | | **South America (Main theme)**  [**https://www.youtube.com/watch?v=K5J5mk2iOVg**](https://www.youtube.com/watch?v=K5J5mk2iOVg)  [**https://www.youtube.com/watch?v=K6DSMZ8b3LE**](https://www.youtube.com/watch?v=K6DSMZ8b3LE)  [**https://classroom.thenational.academy/units/building-locational-knowledge-south-america-f4d0**](https://classroom.thenational.academy/units/building-locational-knowledge-south-america-f4d0)  Describe the geographical location of South America.  •Locate and mark on a map the location of the countries of South America.  •Locate and mark on a map South America’s landlocked countries.  •Locate and mark on a map South America’s biggest lake.  •Locate and mark on a map the UK Overseas Territory of the Falkland Islands.  Compare and contrast the geographical locations of Brazil and Finland.  •Organise information about the geographical location of three South American countries.  Define the word ‘indigenous’.  •Define the word ‘colony'.  •Describe some of the geographical diversity in South America, including:  •climate zones  •biomes  •population  •languages.  What is the approximate population of South America?  •What does the term ‘median age’ mean, and what is the median age in South America?  •Locate and mark on a map the five most populous cities in South America.  •Define the term 'population density’.  •Describe some of the problems countries are facing as areas become more densely populated.  Locate and mark on a map the location of South America’s three main river basins.  • Describe the geographical location of South America’s three main river basins.  • Locate and mark on a map the location of the highest waterfall in the world.  Define the word ‘tributary’.  • Describe what a river basin is.  • List information about the physical features of South America’s three main river basins.  • Describe the nature of a topographic map and explain why it is useful.  • Locate and mark on a map the geographical location of South America’s major mountain ranges.  • Which countries does the Andes mountain range pass through?  • Locate and mark on a map the highest peak in the Andes.  • Locate and mark on a map the world’s highest capital city.  • Define the term 'seismic activity’.  • Describe the physical features of areas of tectonic subduction.  • What is a plateau?  • Which South American cities can be found on a mountain plateau?  CQ Geography Curriculum Companion Milestone 3 pg 36- 43 | | Light touch  Climate zones and biomes – fresh water, ocean, ice  CQ Geography Curriculum Companion Milestone 3 pg 20-22  Describe and understand key aspects of:  **Marine Biome** – Where are they in the World?  What is the landscape?  What is the weather like?  What animals live there?  **Freshwater Biome** – Where are they in the World?  What is the landscape?  What is the weather like?  What animals live there?  **Ice Biome** – Where are they in the World?  What is the landscape?  What is the weather like?  What animals live there?  Investigate two areas in two biomes of your choice, selecting relevant  information about their physical features.  Relate your knowledge of biomes to  your knowledge of human processes.  Draw conclusions as to why humans  behave as they do in response to the  conditions within a biome. |
| **History** | **Subject content KS 2**  Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.  **See ‘HOL Curriculum Skills Overview’ and ‘Ventrus Geography Curriculum Map’ for details. (Sharepoint)** | | | | | |
| **World War 2 (Main theme)**  **1. The Outbreak of War**  Children will develop a chronologically secure knowledge and understanding  of world history, establishing clear narratives within and across  the periods they study by learning about the events leading to the outbreak of World War II.  **2. Evacuation**  Children will construct informed responses that involve thoughtful selection of  relevant historical information by learning about when, where and why children were evacuated in World War II.  **3. Rationing**  Children can regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance by learning about rationing during World War II and  how people adapted to deal with reduced product availability.  **4. The Role of Women**  Children can construct informed responses that involve thoughtful selection of relevant historical information by learning about the importance and significance of the role of women during World War II.  **5. The Holocaust**  Children can construct informed responses that involve thoughtful selection of relevant historical information by learning about the events of the Holocaust in World War II.  **6. Key Events**  Children can continue to develop a chronologically secure knowledge and  understanding of British, local and world history, establishing clear narratives within and across the periods they study by learning about a variety of key events from World War II. | | | Light touch – Mayan civilisation  Who were the Maya?  •When was the golden age of the Maya?  •List some of the Maya's scientific achievements. •Describe what happened to the Maya civilisation. •When was their civilisation at its peak?  •List some famous Maya cities.  •Describe a Maya settlement.  •List the things you would see in a Maya settlement.  •List some of the farming methods the Maya used. •Describe what is meant by the word 'architect'.  When did the Maya people develop writing?  •How many symbols made up the Maya writing system?  •What was the name of the ruler of a city-state?  What are the names of the ancient Maya codices that have survived to this day?  •Describe what is meant by the word 'anthropologist'. | | **Ancient Egyptians (Main theme)**  Can children…  Locate Egypt and the Nile Valley on a range of maps?  Use a topographical map to find out what the physical features of the Egypt landscape were and why they might have helped the Egyptians survive?  Explain why the Nile was so important to the Egyptian way of life?  Explain how the Egyptian landscape impacted on people’s everyday lives?  Can children…  Identify the difference between AD and BC dates?  Name a key event in Ancient Egyptian history?  Correctly order BC dates?  Do children know…  That different groups of people had different rights and roles in ancient Egyptians society?  Can children…  Describe who had most and least power in ancient Egyptian society?  Identify and describe the different groups of society in ancient Egypt?  Explain what a pharaoh is?  Describe what the life of a pharaoh was like?  Identify some of the most famous ancient Egyptian pharaohs and explain why they are remembered?  Can children….  Describe some of the ancient Egyptian beliefs in life after death?  Do children know that the pyramids of Egypt were the tombs of the pharaohs?  Can children suggest ways in which we can learn about ancient Egypt from the pyramids that have survived?  Do children…  Know that the ancient Egyptians worshipped lots of different gods and goddesses?  Can children…  Name some ancient Egyptian gods and goddesses?  Express their knowledge of ancient Egyptian gods and goddesses in a variety of ways?  Can children…  Describe how the body was prepared for burial.  Describe how ordinary people were buried.  List the things needed in order to enter the afterlife.  Do the children…  Know why Howard Carter’s discovery is of special interest?  Know the role of an archaeologist.  Understand the moral issues related to digging up the past.  Can children…  Explain what the Rosetta Stone is?  Name the date of its discovery?  Explain how it helped historians to decode hieroglyphics?  Describe the role of a scribe in Ancient Egypt. |
| **MFL** | **Subject content KS 2**  Pupils should be taught to:  § listen attentively to spoken language and show understanding by joining in and responding  § explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words  § engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\*  § speak in sentences, using familiar vocabulary, phrases and basic language structures  § develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\*  § present ideas and information orally to a range of audiences\*  § read carefully and show understanding of words, phrases and simple writing  § appreciate stories, songs, poems and rhymes in the language  § broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary  § write phrases from memory, and adapt these to create new sentences, to express ideas clearly  § describe people, places, things and actions orally\* and in writing Languages – key stage 2 3  § understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.  The starred (\*) content above will not be applicable to ancient languages.  **See ‘HOL Curriculum Skills Overview’ and ‘Ventrus MFL Curriculum Map’ for details. (Sharepoint)** | | | | | |
| Spanish – Delivered by Signora Jay.  Learning the vowels a, e, i, o, u  Learning to count  Learning to name animals  Learning to name emotions  Playing Christmas games | | | French - Niveau Bleu  Module 3 & 4 | | French - Niveau Bleu  Module 5 & 6 |
| **Music** | **Subject content KS 2**  Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.    Pupils should be taught to:   * play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * improvise and compose music for a range of purposes using the inter-related dimensions of music * listen with attention to detail and recall sounds with increasing aural memory * use and understand staff and other musical notations * appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians * develop an understanding of the history of music.   **See ‘HOL Curriculum Skills Overview’ and ‘Ventrus Music Curriculum Map’ for details. (Sharepoint)** | | | | | |
| Charanga  Y5 Scheme: Livin’ on a prayer, first half of term.  Y6 scheme: Happy  Jenny Baker – weekly specialised music teacher | | | Charanga – Listening Centre – genres - Latin  Easter service | | Charanga – Music and me  1. **Listen and Appraise** - over the six steps/weeks you will listen to a selection of  music from the four featured artists  ● Anna Meredith - Something Helpful  ● Shiva Feshareki - O and V-A-C Moscow  ● Eska - Heroes & Villains and Shades Of Blue  ● Afrodeutsche - And! and The Middle Middle  ● Option to listen to artists from the Inspirational Women timeline  2. **About the Artists - Inspirational Women in the Music Industry**  Over the six steps/weeks, you will watch some or all of the videos and discuss  together the key words and themes (see ‘Guide to Writing Your Own Music’) that  arise. Use this in preparation for the ‘ **Create’** section of the unit.  See the document **‘Supporting Questions for Artists’ Videos’** where there are  questions you might choose to use in order to focus the childrens’ listening.  **Step 1** Getting to know the artists, a video that introduces Anna, Shiva, Eska and  Afrodeutsche.  **Step 2** Anna Meredith  Video 1 Music and Anna - Who is Anna?  Video 2 Music and Anna - Anna the Composer  Video 3 Music and Anna - Anna’s Music  Video 4 Music and Anna - Anna’s Way Into Writing Music  **Step 3** Shiva Feshareki  Video 1 Music and Shiva - Who is Shiva?  Video 2 Music and Shiva - Confidence and Believing in Yourself  Video 3 Music and Shiva - Shiva’s Work and her Role Models  **Step 4** Eska  Video 1 Music and Eska - Who is Eska?  Video 2 Music and Eska - My Purpose in the World  **Step 5** Afrodeutsche  Video 1 Music and Afrodeutsche - Who is Afrodeutsche?  Video 2 Music and Afrodeutsche - Music is Powerful  **Step 6** Advice from the Artists  3. **Create -** in groups, the children will create their own music over the six  steps/weeks.  **The options:** 1. There are three different beats to choose from. When you have chosen  one, create your own lyrics, raps, melodies over that beat.  ● Create and practise your melodies in the Music Explorer Composition  Tool  ● Create your own lyrics and put it all together over your chosen beat  2. Quickbeats - create your own beats and rap over them; use the video  tutorials provided for support.  **Documents/videos to support ‘Create’:**  ● Create - A Guide to Writing Your Own Music  ● Quick Guide to Lyric Writing  ● Video tutorial - Writing Raps - Alphabet Trick  ● Video tutorial - Writing Raps - Rhyme Guide  ● Video tutorial - A Guide to Quickbeats  4. **Perform, Share and Present** - perform and share your learning as you progress through the Unit of Work. Work towards a performance at the end of the 6 steps/weeks, where you can showcase everything that has taken place and all the children can perform. |
| **Physical Education** | **Subject content KS 2**  Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.  Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination. To be able to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Pupils should develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. To be able to perform dances using a range of movement patterns. To take part in outdoor and adventurous activity challenges both individually and within a team. Be able to compare their performances with previous ones and demonstrate improvement to achieve their personal best.  **Swimming and water safety**  All schools must provide swimming instruction in key stage 2 (schools may provide swimming instruction in key stage 1).  In particular, pupils should be taught to: swim competently, confidently and proficiently over a distance of at least 25 metres. To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. Pupils should also be able to perform safe self-rescue in different water-based situations.  **See ‘HOL Curriculum Skills Overview’ and ‘Ventrus Music Curriculum Map’ for details. (Sharepoint)** | | | | | |
| * Real PE * Sporting events | | | * Real PE * Sporting events | | * Real PE * Sporting events * Swim and gym/Tennis * Sports Day |
| **PSHE** | **See ‘HOL Curriculum Skills Overview’ and ‘Ventrus PSHE Curriculum Map’ for details. (Sharepoint)** | | | | | |
| 1Decision – Feelings and Emotions  1Decision – Computer Safety | 1Decision -Being Responsible | | | | 1 Decision – A World without Judgement  1 Decision - Growing and Changing |
| **Religious Education** | **We follow a whole school RE scheme of work which supports Devon’s agreed syllabus.**  **See ‘HOL Curriculum Skills Overview’ and ‘Ventrus RE Curriculum Map’ for details. (Sharepoint)** | | | | | |
| **Christian Values**   * September – Friendship & Community * October/November – Respect & Dignity * December - Peace   Understanding Christianity: UKS2 Unit 2b.1 God – What does it mean if God is holy and loving?  BY THE END OF THIS UNIT, PUPILS  ARE EXPECTED TO BE ABLE TO:  Identify some different types of biblical texts, using technical terms accurately.  Explain connections between  biblical texts and Christian ideas of God, using theological terms. Make clear connections between Bible texts studied and what Christians believe  about God; for example, through how churches are designed.  Show how Christians put their  beliefs into practice in worship.  Weigh up how biblical ideas and  teachings about God as holy and  loving might make a difference  in the world today, developing  insights of their own.  KNOWLEDGE BUILDING BLOCKS  PUPILS WILL KNOW THAT:  • Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping.  • Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also loving, forgiving, and full of grace.  • Christians do not all agree about  what God is like, but try to follow  his path, as they see it in the Bible  or through Church teaching.  • Christians believe getting to know God is like getting to know a person rather than learning information. | | | **Christian Values**   * January – Truthfulness, Honesty and Wisdom * February – Love & Compassion * March – Hope & Aspirations   RE Today Unit: Why is the Torah important to Jewish people?  **Understand the impact:**  Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice)  **Make sense of belief:**  Identify and explain Jewish beliefs about God  Give examples of some texts that say what God is like and explain how Jewish people interpret them  **Understand the impact:**  Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. use of mezuzah, tefillin, etc.)  **Make connections:**  Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today  **Understand the impact:**  Make clear connections between Jewish beliefs about the Torah and how they use and treat it  Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice)  **Make connections:**  Consider and weigh up the value of tradition, ritual, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish.  **Understand the impact:**  Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws)  Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice)  **Make connections:**  Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today  Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish.  **Understand the impact:**  Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice)  **Make connections:**  Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today  Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish  Understanding Christianity: UKS2 2b.6 What did Jesus do to save human beings? | | Christian Values   * Apr - Trust * May - Truthfulness and Wisdom * June/July – Courage   Understanding Christianity – UKS2 Unit 2B.3 – People of God  BY THE END OF THIS UNIT, PUPILS  ARE EXPECTED TO BE ABLE TO:  Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms.  Make clear connections between Bible texts studied and what Christians believe  about being the People of God and how they should behave.  Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others.  Identify ideas about freedom and justice arising from their study of Bible texts and  comment on how far these are helpful or inspiring, justifying their responses.  KNOWLEDGE BUILDING BLOCKS  PUPILS WILL KNOW THAT:  • The Old Testament pieces together  the story of the People of God.  • The story of Moses and the Exodus  shows how God rescued his people  from slavery in Egypt; Christians  see this story as looking forward to  how Jesus’ death and resurrection  also rescue people from slavery  to sin.  • Christians apply this idea to living  today by trying to serve God and  to bring freedom to others; for  example, loving others, caring for  them, bringing health, food, justice,  and telling the story of Jesus. |
| **Trips** | St George’s House Residential  Appledore Book Festival (author visit) | | | Virtual author visit.  Walk to the moon fundraising event for Edukids | | Saunton Sands  Exeter – Museum and cathedral  End of Year performance (Y6)  Leavers Service (Y6) |
| **Fantastic Finish** | Creating a quiz to share at a WW2 Ration Recipes + ‘feast’ with parents COVID permitting. | | | Marvellous Middle – Rio De Janerio Carnival day – making headdresses and pinatas.  Fantastic Finish –  Singing of the South American Countries song. Show a South American dance – music playing – quiz and board games with parents. | | Marvellous Middle – Sundials and a day in the life of an Egyptian Farmer.  Fantastic Finish – share learning with parents – retell the story of the ancient Egyptian civilisation using shadow puppets. |
| **Links** |  | | |  | |  |