

Year 5/6 Curriculum Map Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Theme	Ancient Greece		Earth Matters		The Vikings	
	<p>Cross-curricular topic that explores the lasting influence of the Ancient Greeks on the western world.</p> <p>The children will learn about the significance of the Ancient Greece Olympics by researching the details and structure of the ancient Olympics and comparing them to modern day. They will recreate significant parts of them</p> <p>Children will learn about trading and design, research lifestyle and clothing, and study key Ancient Greek buildings. Later into the topic, children will learn about the roles and rights of free men, women, children and slaves in Ancient Greece and research democracy.</p>		<p>This topic is an introduction to the key aspects of physical Geography that children need to understand and describe in KS2. The children gain a thorough knowledge of mountains, volcanoes, earthquakes, climate zones and biomes through applying the knowledge gained from their research in practical tasks such as model making, drama, artwork and dance.</p>		<p>The children develop their knowledge of the Viking invasion and settlement in Britain, through a series of practical and informative blocks that have imaginative outcomes such as a Viking Quest board game, a group model of a longhouse, a Viking feast, a Dragon's Den trade drama, a mythological creature and a Viking celebration event.</p> <p>Where did the Vikings come from? Where did they invade and settle? Why did they leave Scandinavia? How do we know about them?</p> <p>They will work on time lines, map work, completing a quiz, and creative writing exercises. They will begin to appreciate why the Vikings were successful and to empathise with the people of Britain who experienced invasion.</p>	
 <p>Science</p> <p><i>See Hamilton Trust scheme of</i></p>	<p>Working Scientifically: Ongoing Unit</p> <p>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:</p> <ul style="list-style-type: none"> • 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, 					

<p><i>work for support</i></p>	<p>bar and line graphs</p> <ul style="list-style-type: none"> • 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. 		
	<p>Living Things and Their Habitats Evolution and Inheritance</p> <p>Hamilton Unit: The Classification Code Living things and their habitats Pupils should be taught to:</p> <ul style="list-style-type: none"> □ describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals □ give reasons for classifying plants and animals based on specific characteristics. <p>Hamilton unit: Survival of the fittest Evolution and Inheritance Pupils should be taught to:</p> <ul style="list-style-type: none"> □ recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago □ recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents □ identify how animals and plants are adapted to suit 	<p>Earth and Space Forces</p> <p>Hamilton Unit: Space! Earth and space pupils should be taught to:</p> <ul style="list-style-type: none"> □ describe the movement of the Earth, and other planets, relative to the Sun in the solar system □ describe the movement of the Moon relative to the Earth □ describe the Sun, Earth and Moon as approximately spherical bodies □ use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. <p>Hamilton Unit: Welcome to Forceland Forces Pupils should be taught to:</p> <ul style="list-style-type: none"> □ explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object □ identify the effects of air resistance, water resistance and friction, that act between moving surfaces 	<p>Properties and Changes of Materials Revision Unit - Sensational Science</p> <p>Hamilton Unit: Special Effects Materials Properties of Materials Pupils should be taught to:</p> <ul style="list-style-type: none"> □ compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets □ know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution □ use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating □ give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic □ demonstrate that dissolving, mixing and changes of state are reversible changes □ explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. <p>Hamilton Unit: Revision Unit - Sensational Science</p>

	<p>their environment in different ways and that adaptation may lead to evolution.</p>	<p>□ recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	
<p>Humanities</p>  <p><i>See Hamilton Trust scheme of work for support</i></p>	<p>Hamilton Unit: Ancient Greece History Ancient Greece - a study of Greek life and achievements and their influence on the western world</p> <p>Geography Locational knowledge □ locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Place knowledge □ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p>	<p>Hamilton Unit: Earth Matters Geography Pupils should be taught to:</p> <p>Locational knowledge □ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Place knowledge □ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>Human and physical geography □ describe and understand key aspects of: □ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Geographical skills and fieldwork □ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Hamilton Unit: Invaders and Settlers - Vikings History The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor □ Viking raids and invasion □ resistance by Alfred the Great and Athelstan, first king of England □ further Viking invasions and Danegeld □ Anglo-Saxon laws and justice □ Edward the Confessor and his death in 1066 (Link back to year 4 work on Anglo-Saxons)</p> <p>Geography Pupils should be taught to: Locational knowledge □ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>
<p>R.E</p> 	<p>Liturgy (6) Prayer, psalms, word, silence, music, ritual, symbol, sacrament, etc. structure of liturgy, purpose, place of liturgy, different styles of worship</p>	<p>Sikhism Unit 2 What does it mean to be a Sikh? (6) Belonging to a Sikh community, key teachings.</p> <p>What do the monastic traditions within Christianity show us about living in community?</p>	<p>The Journey of Life and Death Beliefs of life and death, hopes for the future</p> <p>Who Decides a and b? Rules, responsibilities in school, community, different faiths.</p>

<p><i>see LBDS Scheme of work</i></p>	<p>Should every Christian go on a pilgrimage? (2) Different places for pilgrimages.</p> <p>How would Christians Advertise Christmas to show what Christmas Means Today? (4) How the meaning of Christmas is shown in secular advertising, the biblical narrative and in the life of the church.</p>		<p>(2) Monastic life.</p> <p>How does the Christian Festival of Easter offer Hope? (4) Clean state, forgiveness, stations of the cross.</p>			
<p>Computing</p> 	<p>We are game developers: Develop an interactive game; designing, writing and debugging programs using Scratch.</p>	<p>We are artists: Fusing geometry and art using tools and techniques of a vector graphics package (Inkscape).</p>	<p>We are web developers: Creating a website about cyber safety using research to decide which information is appropriate.</p>	<p>We are bloggers: Sharing experiences and opinions creating a sequence of blog posts and incorporating additional media.</p>	<p>We are architects: Creating a virtual space, developing familiarity with simple CAD tools.</p>	<p>We are cryptographers: Cracking codes and understanding the need for certain information to be encrypted.</p>
<p>Children will develop the following key skills across the year:</p> <ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; 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; 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 						
<p>Art</p> 			<p>Textiles</p>		<p>Painting</p>	
		<p>To investigate and reform visual and tactile qualities using construction and destruction processes.</p>		<p>To mix colour tints using primary and secondary colours + white. To discuss colours produced and say what they</p>		

<p><i>See Suffolk scheme of work for support</i></p>		<p>To use a variety of methods and approaches to make a hanging. To compare ideas in their own and others' work. To apply their experience of materials and processes to form fabric relief panels. To apply their experience of the batik process and develop their control of tools and techniques. To respond to the work of textile artist Jean Davywinter. To compare ideas and approaches. To adapt their work according to their views.</p>	<p>think and feel about them. To understand tint and tone through practical experience. To make a practical response to the work of Vincent Van Gogh focusing on his use of thick paint and short brush strokes. To use similar ideas and techniques in their work. To compare methods and approaches used by other artists to produce images of the sky. To use direct observation as a starting point for work. To make practical responses to the work artist of Sean Scully. To identify and recognise his use of stripes and blocks of colour. To experiment with the techniques of 'tonking' and 'sgraffito'. To adapt their work according to their views.</p>
<p>Design</p>	<p>Design and make a Greek temple</p>		

Technology including Cooking



See Hamilton Scheme of work for support

Children will develop the following key skills:

- * use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- * select from and use a wider range of materials and components, including construction materials, textiles, according to their functional properties and aesthetic qualities
- * understand how key events and individuals in design and technology have helped shape the world

Cooking and Nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. Cooking Week takes place once a term and where possible is linked to topic or science.

Cooking and Nutrition Content

Pupils should be taught to: understand and apply the principles of a healthy and varied diet; prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques; understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.



P.E.
See Val Sabin Scheme of work for support

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

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

Use running, jumping, throwing and catching in isolation and in combination

Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

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

Take part in outdoor and adventurous activity challenges both individually and within a team.

Develop flexibility, strength, technique, control and balance [for example, through athletics and

Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].

Perform dances using a range of movement patterns

	defending. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	defending. Perform dances using a range of movement patterns		defending. Perform dances using a range of movement patterns	gymnastics]	
 <p>Music</p> <p><i>See Charanga website for support</i></p>	<p>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.</p> <p>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.</p>					
	Unit: Fresh Prince Of Bel Air Style: Hip Hop Topic and cross curricular links: Option to make up (compose) own rap or words to the existing rap, that could link to any topic in school, graffitti art, literacy, breakdancing and 80s Hip hop culture in general. Historical context of musical styles.	Christmas Carol Service and Nativity	Unit: You've Got A Friend Style: The Music of Carole King Topic and cross curricular links: Her importance as a female composer in the world of popular music.	Unit: I'll Be There Style: The Music of Michael Jackson Topic and cross curricular links: How Michael Jackson played a huge part in the development of Pop music and the studio. Quincy Jones.	Unit: Reflect, Rewind and Replay Style: Western Classical Music and your choice from Year 6 Topic and cross curricular links: Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their	End of Year Production

				correct time and space. Consolidate the foundations of the language of music.	
MFL - Spanish Camden Scheme of work 2018-19 only	Pupils should be taught to: <input type="checkbox"/> listen attentively to spoken language and show understanding by joining in and responding <input type="checkbox"/> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words				
	Greetings Numbers to 20 Introductions	Days of the week The Weather Colours Festivals	In the Classroom Classroom Instructions In my School Bag		
 British Values Opportunities to develop Spiritual, Moral, Social and Cultural Learning and promote fundamental British Values <i>See Camden PHSC scheme of work</i>	Ways to make the school and class a happy and safe place to learn Respecting the rights of everyone in school Valuing and including everyone How it feels to be left out Similarities and differences between us Diversity in society and the benefits of difference and diversity What stereotyping and prejudice are Effects of racism and how to prevent it Ways to prevent bullying Different kinds of friendships What helps and hinders conflict situations Resolving conflicts Risky activities and ways to keep safe Different drugs and their risks and effects Effects of misusing alcohol and responsible, safe drinking Different attitudes to drugs Basic techniques to resist pressure to do wrong	Setting targets and reaching goals Celebrating achievements What influences our decisions-good and bad influences How adverts persuade people and use images to sell products Credit and debit cards What is a business? Keeping safe when things go wrong How to bounce back when things go wrong Different feelings in different situations Ways to disagree with someone and not fall out with them What a democracy is What a local council does What makes a good citizen How local people can get involved in local issues	Feeling embarrassed and what to do about it How to feel good about myself and help others to feel good Effect of stereotyping on people Being a responsible citizen Society, rights, responsibilities and rules Different feelings and responses to change How and why we respond in different ways in different situations How we have grown and changed since we were babies Physical changes at puberty What menstruation and wet dreams are Keeping clean at puberty Changes in emotions at puberty <i>Year 4 Camden SoW Content</i> <i>Main stages of the human lifecycle</i> <i>What puberty is and why it happens</i> <i>Basic changes at puberty</i> <i>Importance of keeping clean at puberty</i>		

