

Year 5&6 Curriculum Map Cycle A						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	WW2 and local history study - Europe & the Battle of Britain		Comparing People and Place - UK, Europe, North America and South America		Invaders and Settlers - Anglo-Saxons	
 <p>Science</p> <p><i>See Hamilton Trust scheme of work for support</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, 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. 					
	Light and Properties & Changes of Materials		Living Things and their Habitats and Electricity		Animals including humans (SRE) and Revision Unit	
	<p>Light</p> <p>Hamilton Unit: Lighting Technicians</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> * recognise that light appears to travel in straight lines * 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 * 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 * use the idea that light travels in straight lines to explain why shadows have the same shape as the 		<p>Living Things and Their Habitats</p> <p>Hamilton Unit: Illustrating Life Cycles</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> * describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird * describe the life process of reproduction in some plants and animals. <p>Electricity</p> <p>Hamilton Unit: Electric Art</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> * associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells 		<p>Animals including humans (SRE - see Camden scheme of work)</p> <p>Hamilton Unit: The Human Species</p> <p>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. * describe the changes as humans develop to old age. 	

	<p>objects that cast them</p> <p>Properties and Changes of Materials</p> <p>Hamilton Unit: Material Consultants</p> <p>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>used in the circuit</p> <ul style="list-style-type: none"> * compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches * use recognised symbols when representing a simple circuit in a diagram. 	<p>Revision - Medical Manoeuvres</p>
<p>Humanities</p>  <p><i>See Hamilton Trust scheme of work for support</i></p>	<p>Hamilton Unit: WW2 in Europe and the Battle of Britain</p> <p>History</p> <p>a local history study - <i>London during WWII</i></p> <ul style="list-style-type: none"> □ a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) □ a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. □ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 □ a significant turning point in British history, for example, the Battle of Britain <p>Geography</p>	<p>Hamilton unit: Comparing People and Place - UK, Europe, North America and South America</p> <p>Geography</p> <p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> □ 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>Place knowledge</p> <ul style="list-style-type: none"> □ 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 	<p>Hamilton unit: Invaders and Settlers: Anglo-Saxons</p> <p>British History:</p> <p>Britain's settlement by Anglo-Saxons and Scots e.g. Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</p> <ul style="list-style-type: none"> □ Scots invasions from Ireland to north Britain (now Scotland) □ Anglo-Saxon invasions, settlements and kingdoms: place names and village life □ Anglo-Saxon art and culture □ Christian conversion - Canterbury, Iona and Lindisfarne

	<p>Pupils should be taught to: Locational knowledge</p> <p>□ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>		<p>region within North or South America</p>			
<p>R.E</p>  <p><i>See LBDS Scheme of work</i></p>	<p>Why is liturgy important to many Christians?</p> <p>Prayer, psalms, word, silence, music, ritual, symbol, sacrament, etc. structure of liturgy, purpose, place of liturgy, different styles of worship</p>	<p>Should every Christian go on a pilgrimage? (2 weeks) Meaning of pilgrimage; places of pilgrimage.</p> <p>How would Christians Advertise Christmas to show what Christmas Means Today? (4 weeks)</p> <p>How the meaning of Christmas is shown in secular advertising, the biblical narrative and in the life of the church.</p>	<p>What does it mean to be a Sikh?</p> <p>Belonging to a Sikh community; how key teachings link to Sikh practices.</p>	<p>What do the monastic traditions within Christianity show us about living in community? (2 weeks)</p> <p>Monastic life.</p> <p>How does the Christian Festival of Easter offer Hope? (4 weeks)</p> <p>Clean state, forgiveness, stations of the cross.</p>	<p>The Journey of Life and Death</p> <p>Beliefs about life and death, hopes for the future.</p>	<p>Who Decides a and b?</p> <p>Rules, responsibilities in school, community, different faiths.</p>
<p>Computing</p> 	<p>We are game developers: Develop an interactive game; designing, writing and debugging programs using</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</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</p>

	Scratch.		information is appropriate.			encrypted.
<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 Make do and Mend Hamilton session 2</p>		<p>Painting Topographic design - mapping the Grand Canyon through art</p>		<p>Drawing</p>	
	<p>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. * use darning skills to mend holes * Take an item of old clothing and repurpose it into something else.</p>		<p>Children will develop the following key skills: * Record observations in sketchbooks and use them to review and revisit ideas. * Improve mastery of art and design techniques, including drawing, and painting with a range of materials. * Learn about great artists in history.</p>		<p>Children will develop the following key skills: To investigate and collect visual information from Hundertwasser images to develop ideas. To enlarge and develop own work using layering methods to communicate ideas and make images. To use a natural form as a starting point for imaginative drawings. To select and enlarge drawings and use a variety of mark makers to develop work. To work in the negative by using rubbers to remove graphite work and the 'rubber' tool on the computer. To use positive and negative drawing techniques in response to the work of Frank Auerbach.</p>	
<p>Design Technology including Cooking</p>			<p>Electrical Art installation Hamilton session 6</p>		<p>3D Models (Possible home learning project)</p>	
			<p>Children will develop the following key skills: * Evaluate ideas and products against design criteria and consider the views of others to improve their</p>		<p>Create replicas of the Sutton Hoo hoard https://www.nationaltrust.org.uk/sutton-hoo</p>	



See Hamilton Scheme of work for support

work;
* Understand and use electrical systems in their products

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.



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. 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 defending. Perform dances using a range of movement patterns

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 defending. Perform dances using a range of movement patterns

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 gymnastics]

Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Perform dances using a range of movement patterns

Music

Unit: Livin' on a Prayer
Style:

Unit: Christmas Carol Service and Nativity

Unit: Jazz 1
Style:

Unit: Dancing in the Street
Style:

Unit: Reflect, rewind, replay
Style:

End of Year Production



See Charanga website for support

**MFL - Spanish
Camden Scheme
of Work
2018-19 only**

- 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
 - 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

Greetings
Numbers to 20
Introductions

Days of the week
The Weather
Colours
Festivals

In the Classroom
Classroom Instructions
In my School Bag

**Educational
Visits/Visitors**



Imperial War Museum
- HMS Belfast
<https://www.iwm.org.uk/visits/hms-belfast>
- Churchill War Rooms
<https://www.iwm.org.uk/visits/churchill-war-rooms>

Local area - map making

Museum of London -
<https://www.museumoflondon.org.uk/collections/about-our-collections/what-we-collect/saxon-and-medieval>

British Library -
<https://blogs.bl.uk/digitisedmanuscripts/2017/11/anglo-saxon-kingdoms-exhibition-to-open-in-2018.html>



British Values

Opportunities to develop Spiritual, Moral, Social and Cultural Learning and promote fundamental British Values

See Camden PHSCE scheme of work

Skills of working together and making everyone feel valued
What makes a caring school community and what stops it from being caring
Creating a rights respecting class
Expressing opinions and listening to others
What makes a healthy lifestyles
Taking responsibility for our health
How I keep myself healthy
What makes a good friend and what gets in the way of friendship
What makes people angry and how to calm down
Ways to solve friendship problems
Why violence is wrong
What racism, teasing and bullying are and how it makes someone feel
Difference between legal and illegal drugs
Harmful effects of smoking and ways to resist being persuaded to smoke
What is a risky activity and the difference between sensible and silly risks
How to be safe if people are persuading me to do something wrong

How to overcome difficulties when learning
What stops us learning
How to persevere even when something is difficult
Planning to achieve a goal and overcome obstacles
Finding solutions to difficulties
Knowing the difference between right and wrong behaviour
Why and how rules and laws are made
What I am good at
Managing feelings hopeful and disappointed
Hiding my feelings
Managing feeling scared
Groups we belong to
Different jobs people do in the community
Who helps us in the community
What makes a community healthy and unhealthy

Helping others in the community
Our identity-how we see others and how others see us
Challenging stereotypes
Different features of our identity
How change feels
Coping with change
Managing feelings of loss
Feelings when something or someone dies
Year 5 Camden SoW Content
Understanding more about disability
Impact of prejudice and discrimination for people with disabilities
Importance of equality and equal opportunities