









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>See Hamilton Trust scheme of work for support</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 		<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 the ways in which nutrients and water are transported within animals, including humans. * recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function * identify and name the main parts of the 	

	<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>of cells 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>human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <ul style="list-style-type: none"> * describe the changes as humans develop to old age. <p>Revision - Medical Manoeuvres</p>
<p>Humanities</p>  <p>See Hamilton Trust scheme of work for support</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>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 	<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>After WW2, Windrush Generation and NHS</p> <p>Geography Pupils should be taught to:</p> <p>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>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</p> <ul style="list-style-type: none"> • describe and understand key aspects of: • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • Geographical skills and fieldwork • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies 	
--	---	--	--

<p style="text-align: center;">R.E</p>  <p style="text-align: center;">See LBDS Scheme of work</p>	<p>What do the miracles of Jesus teach? (6)</p> <p>miracles, importance of faith, comparing and identifying similarities between faiths. What can we learn from wisdom? (2)</p> <p>Where does it come from, its importance.</p>	<p>How do Art and Music Convey Christmas? (4)</p> <p>What makes a piece of artwork sacred? Images of Jesus from birth to the cross, representation of Christmas through art, Christmas Carols.</p>	<p>What do Sikhs believe? (6)</p> <p>Introduction to basic beliefs and practices.</p> <p><i>(Sikhism is also taught in Cycle B)</i></p>	<p>The contemporary Anglican Church (2)</p> <p>Local diocesan, national/international.</p> <p>What happens in Churches during Lent and Easter (4)</p> <p>Through major services and celebrations, explore concepts repentance and salvation across Easter Narrative.</p>	<p>What does it mean to be a Jew? (6)</p> <p>Founding of Jewish Faith, Passover, Ten Commandments</p>	<p>Understanding Faith in the community (6),</p> <p>Faith in school, the community, the borough.</p>
<p style="background-color: yellow; display: inline-block;">Computing</p> 	<p>We are directors:</p>	<p>We are environmentalists:</p>	<p>We are game developers</p>	<p>We are bloggers:</p> <p>Sharing experiences and opinions creating a sequence of blog posts and incorporating additional media.</p>	<p>We are publishers:</p>	<p>We are theme park managers:</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; 						

	<ul style="list-style-type: none"> • 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 style="text-align: center;">Art</p> 	<p style="text-align: center;">Textiles Make do and Mend Hamilton session 2</p>	<p style="text-align: center;">Painting Topographic design - mapping the Grand Canyon through art and Mexican Art</p>	<p style="text-align: center;">Drawing</p>
	<p>Children will develop the following key skills:</p> <ul style="list-style-type: none"> * 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>Children will develop the following key skills:</p> <ul style="list-style-type: none"> * 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>Children will develop the following key skills:</p> <ul style="list-style-type: none"> 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 style="text-align: center;">Design Technology including Cooking</p>  <p style="text-align: center;"><i>See Hamilton Scheme of work for support</i></p>	<p style="text-align: center;">Electrical Art installation Hamilton session 6</p> <p style="text-align: center;">3D Models (Possible home learning project)</p> <p>Children will develop the following key skills:</p> <ul style="list-style-type: none"> * Evaluate ideas and products against design criteria and consider the views of others to improve their work; * Understand and use electrical systems in their products <p>Create replicas of the Sutton Hoo hoard https://www.nationaltrust.org.uk/sutton-hoo</p> <p>Cooking and Nutrition: WW2 recipes, Cookies and Mexican food. 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.</p>		

<p>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>						
 <p>P.E. <i>See Val Sabin Scheme of work for support</i></p>	<p>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] Football</p>	<p>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 Cricket</p>	<p>Use running, jumping, throwing and catching in isolation and in combination Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Gymnastics</p>	<p>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 Tennis</p>	<p>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] Orienteering</p>	<p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Perform dances using a range of movement patterns Speed and agility</p>
	<p>Music </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. 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>					
<p><i>See Charanga website for support</i></p>	<p>Unit: Livin' on a Prayer Style: Classic Rock</p>	<p>Unit: Christmas Carol Service and Nativity</p>	<p>Unit: Jazz 1 Style: Jazz</p>	<p>Unit: Dancing in the Street Style: Pop</p>	<p>Unit: Reflect, rewind, replay (Y5)</p>	<p>End of Year Production</p>

	<p>All the learning is focused around one song: Livin' On A Prayer. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other classic rock songs.</p>		<p>All the learning is focused around two tunes and improvising:</p> <p>Three Note Bossa and Five Note Swing</p>	<p>All the learning in this unit is focused around one song: Dancing In The Street by Martha And The Vandellas.</p>	<p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>	
<p>MFL - Spanish Camden Scheme of Work</p> <p>2018-19 only</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ 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 					
	<p>Greetings Numbers to 60 Telling the time Likes and dislikes</p>	<p>Using a Spanish dictionary Using expressions of frequency Using verbs within sentences</p>	<p>Asking and giving opinions Talking about Sports Using verbs to give instructions</p>			
<p>Educational Visits/Visitors</p>	<p>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</p>	<p>Local area - map making</p>	<p>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</p>			

			
 <p>British Values</p> <p>Opportunities to develop Spiritual, Moral, Social and Cultural Learning and promote fundamental British Values</p> <p><i>See Camden PHSCE scheme of work</i></p>	<p>To set goal</p> <p>To recap how to keep healthy</p> <p>To explain some health benefits of being active</p> <p>To learn about the risks of associated with using different drugs, including tobacco and nicotine, medicines and legal and illegal drugs</p> <p>To learn about assessing the level of risk in different situations involving drug use.</p> <p>To learn about ways to manage risk in situations involving drug use.</p> <p>To understand how a parliamentary debate takes place.</p> <p>To explore ways in which human beings are different and similar.</p> <p>Anti-bullying</p> <p>To understand what trust means online.</p> <p>To know what to do if they have any concerns online.</p> <p>To understand the concept of appearance and ideals.</p> <p>To understand what first aid is</p> <p>To learn first aid skills</p>	<p>To know there are a range of salaries for different jobs</p> <p>To understand value or money</p> <p>To understand stereotypes associated with homelessness</p> <p>To learn about some additional ways of coping with uncomfortable or challenging thoughts and feelings</p> <p>To learn about anxiety and the affect it has</p> <p>To identify different tactics someone might to manipulate online</p> <p>To explain what to do if someone tries to pressure or manipulate them.</p> <p>To begin to identify risks and risky behaviour.</p> <p>To challenge gender stereotypes.</p>	<p>To identify the qualities of a good friend</p> <p>To learn about the physical and emotional changes of puberty.</p> <p>To dispel an myths.</p> <p>To know the differences between a friendship and an intimate relationship</p> <p>To understand there are different types of adult relationships</p> <p>To explore the concept of a loving relationship</p> <p>To understand the difference between a healthy and unhealthy relationship</p> <p>To explore ways to communicate in a relationship and know when it is appropriate to share personal information.</p> <p>Reminder of names of male and female reproductive parts</p> <p>To know what sexual intercourse is and how a baby is made (Year 6)</p> <p>To know that sexual intercourse is part of a sexual relationship (Year 6)</p> <p>To know what conception and pregnancy are. (Year 6)</p> <p>To know about the roles and responsibilities of being a parent. (Year 6)</p> <p>O understand how beauty is portrayed</p> <p>To know I have the right to say No - Consent</p> <p>To understand how to develop positive self talk</p>

--	--	--	--