




**Year 5/6 Curriculum Map Cycle B**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Topic Theme</b></p>	<p align="center"><b>Ancient Greece</b></p> <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 align="center"><b>Earth Matters</b></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 <b>mountains, volcanoes, earthquakes</b>, 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 align="center"><b>The Vikings</b></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><b>Science</b></p>  <p>See Hamilton Trust scheme of</p>	<p><b>Working Scientifically: Ongoing Unit</b></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"> <li>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs,</li> </ul>					

<p><i>work for support</i></p>	<p>bar and line graphs</p> <ul style="list-style-type: none"> <li>• using test results to make predictions to set up further comparative and fair tests</li> <li>• reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>• identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>		
	<p><b>Living Things and Their Habitats Evolution and Inheritance</b></p>	<p><b>Earth and Space Forces</b></p>	<p><b>Properties and Changes of Materials Revision Unit - Sensational Science</b></p>
	<p>Hamilton Unit: <a href="#">The Classification Code</a> <b>Living things and their habitats</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>□ describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</li> <li>□ give reasons for classifying plants and animals based on specific characteristics.</li> </ul> <p>Hamilton unit: <a href="#">Survival of the fittest</a> <b>Evolution and Inheritance</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>□ recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>□ recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>□ identify how animals and plants are adapted to suit</li> </ul>	<p>Hamilton Unit: <a href="#">Space!</a> <b>Earth and space</b> pupils should be taught to:</p> <ul style="list-style-type: none"> <li>□ describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>□ describe the movement of the Moon relative to the Earth</li> <li>□ describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>□ use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ul> <p>Hamilton Unit: <a href="#">Welcome to Forceland</a> <b>Forces</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>□ explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>□ identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> </ul>	<p>Hamilton Unit: <a href="#">Special Effects Materials</a> <b>Properties of Materials</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>□ 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</li> <li>□ know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>□ use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>□ give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>□ demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>□ 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.</li> </ul> <p>Hamilton Unit: Revision Unit - <a href="#">Sensational Science</a></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><b>Humanities</b></p>  <p><i>See Hamilton Trust scheme of work for support</i></p>	<p><b>Hamilton Unit: <a href="#">Ancient Greece</a></b>  <b>History</b>  Ancient Greece - a study of Greek life and achievements and their influence on the western world</p> <p><b>Geography</b>  Locational knowledge  □ locate the world's countries, using maps to focus on <b>Europe</b> 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 <b>European country</b>, and a region within North or South America</p> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of:</li> <li>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</li> </ul>	<p><b>Hamilton Unit: <a href="#">Earth Matters</a></b>  <b>Geography</b>  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:</p> <p>□ 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> <ul style="list-style-type: none"> <li>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</li> </ul>	<p><b>Hamilton Unit: <a href="#">Invaders and Settlers - Vikings</a></b>  <b>History</b>  The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>□ 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><b>Geography</b>  Pupils should be taught to:</p> <p>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 style="text-align: center;"><b>Art</b></p>  <p style="text-align: center;"><i>See Suffolk scheme of work for support</i></p>	<p><b>Sculpture</b></p> <p><b>Greek Pottery</b></p>	<p><b>Textiles</b></p>	<p><b>Painting</b></p>
<p><b>Design</b></p>	<p><b>Design and make a Greek Temple</b></p>	<p><b>Link to Forces: Building Bridge, Building Bowling Skittles, Making Parachutes</b></p>	

\*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

To investigate and reform visual and tactile qualities using construction and destruction processes.

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.

To mix colour tints using primary and secondary colours + white.

To discuss colours produced and say what they think and feel about them.

To understand tint and tone through practical experience.

To make a practical response to the work of Frida Khalo and Hokusai

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.

**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

Bread making  
 Fruit Kebabs - link to Greek Diet

**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.



**Hockey**  
 Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic


**Netball**  
 Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic


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

**Basketball**  
 Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic

**PGL**  
 Take part in outdoor and adventurous activity challenges both individually and within a team.  
 Develop flexibility, strength, technique, control and balance

**Athletics**  
 Use running, jumping, throwing and catching in isolation and in combination  
 Develop flexibility, strength, technique, control and balance [for example, through athletics and

	<p>principles suitable for attacking and defending.</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p>principles suitable for attacking and defending.</p> <p>Perform dances using a range of movement patterns</p>	<p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>principles suitable for attacking and defending.</p> <p>Perform dances using a range of movement patterns</p>	<p>[for example, through athletics and gymnastics]</p>	<p>gymnastics]</p>
 <p><b>Music</b></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>					
	<p>Unit: Fresh Prince Of Bel Air</p> <p>Style: Hip Hop</p> <p>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</p>	<p>Christmas Carol Service and Nativity</p>	<p>Unit: You've Got A Friend</p> <p>Style: The Music of Carole King</p> <p>Topic and cross curricular links: Her importance as a female composer in the world of popular music.</p>	<p>Unit: ABBA</p> <p>Style: Pop</p> <p>Topic and cross curricular links: Music from European pop legends. Move to theatre productions.</p>	<p>Unit: Reflect, Rewind and Replay (Y6)</p> <p>Style: Western Classical Music and your choice from Year 6</p> <p>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</p>	<p>End of Year Production</p>

	context of musical styles.			you have worked through, in their 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:				
	<ul style="list-style-type: none"> <li>□ listen attentively to spoken language and show understanding by joining in and responding</li> <li>□ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> </ul>				
	<p>Likes and dislikes-food and music</p> <p>Names of instruments</p> <p>Using a Spanish dictionary</p> <p>Spanish songs</p>	<p>Using adjectives Likes and dislikes Asking questions Writing a rap/song Performing a rap/song</p>		<p>Numbers to 60 Telling the time Describing the weather Seasons Naming countries and scribing their flags Features of Spain</p>	
 <p><b>British Values</b></p> <p><b>Opportunities to develop Spiritual, Moral, Social and Cultural Learning and promote</b></p>	<p>To set a goal</p> <p>To understand benefits of a growth mind-set.</p> <p>To review a day's menu and provide feedback on how it can be improved</p> <p>To explain the function of nutrients and fibre</p> <p>To explain the reasons, it is important to keep hydrated.</p>	<p>To understand deductions from payslips To understanding budgeting</p> <p>To understand reasons for migration. To explore migration.</p> <p>To learn about different ways of coping with uncomfortable and challenging thoughts and feelings</p> <p>Recognise a range of feelings and identify the intensity of those feelings.</p>		<p>To identify the qualities of a good friend</p> <p>To think and talk about how they have grown and changed since they were babies</p> <p>To know about the physical changes that happen at puberty</p> <p>To understand what menstruation and wet dreams are</p> <p>To know how to manage menstruation and wet</p>	

<p><b>fundamental British Values</b></p> <p><i>See Camden PHSCE scheme of work</i></p>	<p>To explain that different types and portions of foods and drinks provide different amounts of energy.</p> <p>Give children consistent and accessible language to talk about mental health and wellbeing</p> <p>-Ensure children know who the trusted adults in their life are and how to ask them for help and support</p> <p>-Ensure children understand the difference between a small, everyday feeling and a big feeling.</p> <p>-Give children the skills and techniques to be good listeners</p> <p>To explore the concept of fairness and how people decide what is fair and unfair.</p> <p>To explore how and why people are excluded</p> <p>Anti-bullying</p> <p>To learn about the risks associated with smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis</p> <p>To learn about different influences on drug use - alcohol, tobacco and nicotine products</p>	<p>Understand how they can affect our bodies</p> <p>Recognise and manage a range of complex emotions</p> <p>Learn some positive coping strategies to help us manage our feelings</p> <p>To understand gender stereotypes.</p> <p>To understand how to keep safe when cycling.</p> <p>To understand what first aid is</p> <p>To learn first aid skills</p>	<p>dreams</p> <p>To know the importance of hygiene during puberty</p> <p>To know how puberty affects emotions and behaviour</p> <p>To develop strategies for managing changes that happen at puberty</p> <p>To know how to deal with feelings in relationships</p> <p>To understand the difference between religion and culture</p> <p>To know I have the right to say no.</p> <p>To develop a sense of belonging.</p> <p>To recap the qualities of a good friend</p>
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