

Class 4	Year A - Autumn		Year A - Spring		Year A - Summer		Year B - Autumn		Year B - Spring		Year B - Summer		
Topic	Lights Camera Action!		What did the Ancients do for us?		Mountains, Rivers & Coasts		WW1 or WW2		Galapagos– Journey with Darwin		Fly Me to the Moon		
School Trips	Electric Palace/Cinema		British Museum		Geography Fieldwork		WW2 Themed Residential/Cinema		Natural History Museum		Science Museum		
History	Local History (Electric Palace) Leisure and entertainment in the 20th century		An overview of the first civilisations with an in-depth study of one. (Egypt/Benin) Mini-Study– Ancient Greece– Greek life and achievements, influence on the western world		Famous Explorers- Conquering rivers and mountains. Write historical narratives. Explore similarity, difference and significance.		WW1 or WW2 Significant turning points in British History (Battle of Britain) Explore cause and consequence. Discern contrasting arguments.		Charles Darwin Writing historical narratives. The rise of the Victorian British Empire: first global industrial power, producing much of the world's coal, iron, steel and textiles		History of the Space Race inc Black History Significant global events Sift arguments, weigh evidence.		
Geography	Fieldwork– beach study UK– creating sketch maps, plans, graphs and digital technologies		Human and physical geography– describe and understand distribution of natural resources/trade links		Rivers and mountains of the world inc Water cycle Place knowledge– similarities and differences, human and physical geography of the UK and European country		Locate world's countries– focus Europe– creating maps Fieldwork– using Ordinance survey maps, 8 point compass, orienteering		Place knowledge– similarities and differences, human and physical geography of the UK and Galapagos (S. America)		Key skills– how we map the earth: latitude, longitude, Equator, poles, time zones Physical features of earth vs Space Earth's place in the solar system		
Science	ILLUSTRATING LIFE CYCLES Y5 <i>Living things and their habitats</i>	THEATRE LIGHTING TECHNICIANS Y6 <i>Light</i>	THE HUMAN SPECIES Y5 and Y6 <i>Animals including humans</i>	ELECTRIC ART Y6 <i>Electricity</i>	MATERIALS CONSULTANTS Y5 <i>Properties and changes of materials</i>	MEDICAL MANOEUVRES Integrated revision Includes more Y5 and Y6 content on <i>Animals including humans</i>	SPECIAL EFFECTS MATERIALS Y5 <i>Properties and changes of materials</i>	SENSATIONAL SCIENCE Integrated revision Includes more Y5 and Y6 content on <i>Properties and changes of materials</i>	SURVIVAL OF THE FITTEST Y6 <i>Evolution and inheritance</i>	THE CLASSIFICATION CODE Y6 <i>Living things and their habitats</i>	SPACE! Y5 <i>Earth and space</i>	WELCOME TO FORCE-LAND Y5 <i>Forces</i>	
Art	Drawing/Painting The Art of Lichtenstein		Textiles/Clay Ancient Clay Tile		Printing The Art of Banksy		Painting/Drawing The Art of Eric Ravilious (WW2 theme)		Collage Botanical art—Darwin's impact		Textiles The Art of Louise Baldwin		
DT	Food Fake-away		Mechanical Systems Pop Up Cards		Textiles River Weave		Structures Shelters		Design Easter Egg Packaging		Electrical Systems Space Moon Buggy		
Computing	Teach Computing	Creating Media Video Editing (5)	Creating Media Vector Drawing (5)	Computing Systems and Networks Sharing Information (5)	Data and Information Flat-file Databases (5)	Programming Selection in Physical Computing (5)	Programming Selection in Quizzes (5)	Creating Media Webpage Creation (6)	Creating Media 3d Modelling (6)	Computing Systems and Networks Communication (6)	Data and Information Spreadsheets (6)	Programming Variables in Games (6)	Programming Sensing (6)
Music	Livin' on a Prayer	A New Year Carol	Dood Music Specialist Teacher		Rewind, Repeat and Replay (5)	Class Production	Happy	Music and Me	Dood Music Specialist Teacher		Rewind, Repeat and Replay (6)	Class Production	
PE	Dance (Yr5, Unit 1) Rugby (Specialist Coach)	Gym (Yr5, Unit 1) Net Games (Yr5, Unit 1)	Swimming Net Games (Yr5, Unit 2)	Invasion Games (Yr5, Unit 1) Gym (Yr5, Unit 2)	OAA (Yr5) Striking Fielding (Yr5, Unit 2)	Gym (Yr5, Unit 3) Athletics (Yr5/6, Unit 1)	Dance (Yr6, Unit 1) Rugby (Specialist Coach)	Gym (Yr6, Unit 1) Net Games (Yr6, Unit 1)	Swimming Net Games (Yr6, Unit 2)	Invasion Games (Yr6, Unit 1) Gym (Yr6, Unit 2)	OAA (Yr6) Striking Fielding (Yr6, Unit 1)	Gym (Yr6, Unit 3) Athletics (Yr6)	
French	Holidays	Actions	Seasons	Hobbies	Environment	In France	Eating Out	School Trip	Family	A Weekend with Friends	The Future	Jobs	

History Key knowledge and Skills			Geography Key knowledge and Skills		
- Local History (Electric Palace) - Leisure and entertainment in the 20th century - Historical Inventors (Thomas Edison) and the History of technology (beyond 1066). - Can they identify and compare changes within and across different periods? Can they describe how historical events affect/influence life today? KU			- Fieldwork– beach study UK– creating sketch maps, plans, graphs and digital technologies - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. Using photography to record and communicate geographically. - KS2 Coastal Investigations: https://www.rgs.org/schools/teaching-resources/coasts-(1)/ - Or...https://www.hamilton-trust.org.uk/topics/lower-key-stage-2-topics/mountains-rivers-and-coasts/coasts-where-land-meets-sea/ (Block F, Session 2– Beach Field Trip)		
What came before? (Class 3 Spring A) Local Area Study– Roman Colchester including the Bou-dicca rebellion (Class 3 Summer B) British Clothing 1066 to the present day.	What comes after? (Class 4, Spring B) The rise of the Victorian British Empire: first global industrial power, producing much of the world's coal, iron, steel and textiles	Key vocabulary Christian Values, comparison, crime hypothesis, influence, medicine, plague punishment, role of Britain, specific features, time period, transport, weaponry advancements, British Empire, causes in history, changes, civilisations, continuity, interpretations, major influence, multi-cultural, mono-cultural, persuade, propaganda, significant, societies, summarise, viewpoint, world history	What came before? Class 3, Autumn B: 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.	What comes after? Class 4, Autumn B: WW1 or WW2: Fieldwork– using Ordnance survey maps, 8 point compass, orienteering	Key vocabulary Coast, Grid reference, ordnance survey, eight-point compass, land use, map, key, coordinates, grid reference, topography, hills, mountains, rivers, map, atlas, globe, photograph, key, symbol, digital mapping, sketch map, six figure grid reference, Human geography vocabulary: energy, pollution, fossil fuels clean energy, Physical geography vocabulary: beach.
Art Key knowledge and Skills			Design Technology Key knowledge and Skills DESIGN, MAKE, EVALUATE		
Drawing/Painting: Pop Art—The Art of Lichtenstein - Do their sketches communicate ideas and convey a sense of individual style? Do their drawings show a strong understanding of how to use shading techniques to create depth and tone? Do they know when to apply different drawing techniques to support their outcomes? - Can they create accurate and experimental drawings? Can they explain how they have combined different tools and explain why they have chosen specific drawing techniques? Do they understand the different properties of the different types of paint? - Can they create a range of shades using different kinds of paints? Can they create mood in a painting? Can they use shade to create depth in a painting? Can they identify different painting styles and how these have artists who are influenced by these styles over time?			Food: Fake-away - Design a fake-away (take-away) to be consumed on a film night - Can they use a range of information to inform their design? Can they use market research to inform plans? - Can they work within constraints? Can they justify their plan to someone else? - Can they consider culture and society in their design? Have they considered the use of the product when selecting materials? - Have they thought about how their product can be marketed through packaging and advertising?		
What came before? Class 3—Summer B Textiles The Art of Sarhasi Said/ Dying/ Batik	What comes after? Textiles/clay Ancient Clay tiles.	Key vocabulary Pop Art, Paper: sugar paper, cartridge paper, card, A4, A3, A5, tissue paper, coloured paper, cardboard. Grades of pencil, Scale, Symmetry, Refine and, alter, Layer, Pattern, repeating, thick, thin, Smudge/blend, Collage, Sketch, Line, Shape, Colour, Tone, Shade, Colour-scheme, Colour spectrum, Tertiary Colours, Developed colour vocabulary, Colour washing, Properties of paint, Types of paint: Acrylic, water colour etc., Brush mark, Tools, Printing, Technique, Brush size, Colour match, Colour mix, Artefact, Primary colours, Secondary, colours, Warm colours. Cold colours, Shade, Tint, Tone, Hue, Harmony, Composition, Mood, Abstract	What came before? Pupils explored food in LKS2—Summer B- Food Summer Picnic and in Year A– Seasonal Sandwich Solutions.	What comes after? Mechanical Systems Pop Up Cards	Key vocabulary Food and nutrition Ingredients, yeast, dough, wholemeal, unleavened, baking soda, spice, herbs, carbohydrate, sugar, fat, protein, vitamins, nutrients, gluten, allergy, intolerance, savoury, seasonality, pour, mix, kneed, whisk, beat, combine, fold, rubbing in
Class 4- Year A Autumn Term Lights Camera Action	Music	Science	PE	Computing	French
	Livin' on a Prayer A New Year carol	ILLUSTRATING LIFE CYCLES Y5 <i>Living things and their habitats</i> THEATRE LIGHTING TECHNICIANS Y6 <i>Light</i>	Dance (Yr5, Unit 1) Invasion Games (Yr5, Unit 1) Gym (Yr5, Unit 1) Net Games (Yr5, Unit 1)	Creating Media Video Editing (5) Creating Media Vector Drawing (5) Online relationships (Year 5) Online reputation (Year 5) Self-image and identity (Year 5)	Holidays Actions

History Key knowledge and Skills			Geography Key knowledge and Skills		
- An overview of the first civilisations with an in-depth study of one. (Egypt/Benin) - Plus a Mini-Study– Ancient Greece– Greek life and achievements, influence on the western world Can they explain how historical artefacts have helped us understand more about people’s lives in the present and past? HE			Human and physical geography– describe and understand distribution of natural resources/trade links (compare ancient to modern day)		
What came before? - Local History Study looking a leisure time in the past—Autumn Term - Ancient History (Class 3 Spring A term) The ‘Romanisation’ of Britain, The Roman Empire by 42AD and Pompeii and it’s people inc how we know about them.	What comes after? - Famous Explorers: Conquering rivers and mountains. - Write historical narratives. - Explore similarity, difference and significance. (Year 7) 1500-1750	Key vocabulary Christian Values, comparison, crime hypothesis, influence, medicine, plague punishment, role of Britain, specific features, time period, transport, weaponry advancements, British Empire, causes in history, changes, civilisations, continuity, interpretations, major influence, multi-cultural, mono-cultural, persuade, propaganda, significant, societies, summarise, viewpoint, world history	What came before? (Class 3 Spring B) Locating worlds countries, environmental regions, major cities	What comes after? (Class 4 Spring B Term) Place knowledge– similarities and differences, human and physical geography of the UK and Galapagos (S. America)	Key vocabulary Trade, change, spice islands, trade routes, shipping
Art Key knowledge and Skills			Design Technology Key knowledge and Skills DESIGN, MAKE, EVALUATE		
Sculpture using clay: Ancient Art– Clay tiles - Printing into clay: Can they identify different printing methods and make decisions about the effectiveness of their printing method? - Do they know how to make a positive and a negative print? - Can they create models on a range of scales? Can they create work which is open to interpretation by the audience? - Can they include both visual and tactile elements in their work?			Cards with an electrical element (also see Electric Art in Science) - Can they use different kinds of circuits in their product to improve it? Can they incorporate a switch into their product? - Can they refine their product after testing it? - Are their measurements accurate enough to ensure precision? Can they demonstrate that their product is strong and fit for purpose? - Are they motivated to refine and further improve their product?		
What came before? - Drawing and painting through Pop-Art (Class 3) Sculpture: Moving Monsters of the Deep	What comes after? Printing The Art of Banksy	Key vocabulary Ancient, clay, pottery, pattern, relief, slip, mould, glaze.	What came before? (Class 3) Mechanical Systems: Moving Monsters of the Deep	What comes after? (Year 7) Product Design Technology: Steady Hand Tester	Key vocabulary Parallel circuit, light emitting diode, monitor, flowchart, design specification, reed switch, tilt switch Light dependent resistor, interface control, micro switch, latching switch Pulley, gear, driver, follower, rotation, motor, belt, spindle, motor, circuit, switch, ratio, transmit, annotated drawings, exploded diagrams, functionality Transmit, annotated drawings, exploded diagrams, functionality
Class 4- Year A Spring Term <u>What did the Ancients do for us?</u>	Music	Science	PE	Computing	French
	Fife Music Specialist Teacher	THE HUMAN SPECIES Y5 and Y6 <i>Animals including humans</i> ELECTRIC ART Y6 <i>Electricity</i>	Swimming Net Games (Yr5, Unit 2) Swimming Gym (Yr5, Unit 2)	Computing Systems and Networks Sharing Information (5) Data and Information Flat-file Databases (5) Copyright and ownership (Year 5) Managing online information (Year 5) Privacy and security (Year 5)	Seasons Hobbies

HistoryKey knowledge and Skills			GeographyKey knowledge and Skills		
- Famous Explorers: Conquering rivers and mountains. - Write historical narratives. - Explore similarity, difference and significance. - Can they suggest why there may be different interpretations of events?			- Rivers and mountains of the world– identify and name; explain how mountains and rivers are created and where they are found - Identify the features of rivers and mountains - Water cycle– develop a secure understanding of the water cycle. https://www.hamilton-trust.org.uk/topics/lower-key-stage-2-topics/mountains-rivers-and-coasts/ (Block A, A journey of a river; Block B, rivers for people; Block D, Mountains what are they; Block E, living in mountains)		
What came before? (Class 4 Autumn A) Historical Inventors (Thomas Edison) and the History of technology (beyond 1066).	What comes after? (Class 4 Spring B) Charles Darwin: Writing historical narratives.	Key vocabulary British Empire, causes inhistory, changes, civilisations, continuity, interpretations, major influence, multi-cultural, mono-cultural, persuade, propaganda, significant, societies, summarise, viewpoint, world history	What came before? (Class 4 Spring A) Human and physical geography– describe and understand distribution of natural resources/ trade links	What comes after? (Year 7) Rivers and Glaciers	Key vocabulary Coast, Grid reference, ordnance survey, eight -point compass, land use, map, key, co-ordinates, grid reference, topography, hills, mountains, rivers, map, atlas, globe, photograph, key, symbol, digital mapping, sketch map, plan graph, six figure grid reference, precipitation, water cycle, evaporation, condensation, flow.
ArtKey knowledge and Skills			Design TechnologyKey knowledge and Skills DESIGN, MAKE, EVALUATE		
Collage: Jesse Treece Textiles Faith Ringgold (combine with DT objectives) - Can they justify the materials they have chosen? Can they combine pattern, tone and shape? - Can they use collage as a tool as part of a mixed media project? - Can they make a record about the styles and qualities in their pieces? - Can they say what their work is influenced by? - Can they include technical aspects in their work?			Textiles: Waistcoats or a River Weave (combine with art objectives) - Can they justify the materials they have chosen? Can they combine pattern, tone and shape? - Can they use collage as a tool as part of a mixed media project? Design, plan and decorate a fabric piece. - Experiment with a variety of techniques. - Use a number of different stitches creatively to produce different patterns and textures. - Recognise different forms of textiles and express opinions on them		
What came before? Textiles and Clay Ancient clay tiles	What comes after? Year B: Painting and drawing: The Art of Eric Ravilious KS3 Subject focus	Key vocabulary Purpose, Manipulate, Comparison, Contrast, Observation, Differences, Similarities, Follow creative process plan, design, make adapt to artwork and models., Adaptation, Sources, Variation, Scale, Symmetry, Refine and, alter, Layer , Pattern, repeating, thick, thin, Primary colours, Secondary, colours, Warm colours. Cold colours, Shade, Tint, Tone, Hue, Harmony , Composition, Mood, Abstract, Carving, Surface, Care , Rolling, Kneading, Shaping, Sculpture, Malleable, Texture,, Construct, Join, Natural, Man-made, Recycled, slip, form, Transparent, Annotate, Develop, Reflecting, Developing their own style.	What came before? Mechanical Systems Pop Up Cards	What comes after? KS3 Subject focus	Key vocabulary Textiles Specification, tacking, working drawing, clasp, pinking shears, design criteria, hem, reinforce, stem stitch, satin stitch, tie dye Applique, annotate, evaluate, innovation, functionality, renewable, authentic, chain stitch
Class 4- Year A Summer Term <u>Mountains, Rivers and Coasts</u>	Music	Science	PE	Computing	French
	Rewind, Repeat and Replay (5) Class Production	MATERIALS CONSULTANTS Y5 <i>Properties and changes of materials</i> MEDICAL MANOEUVRES Integrated revision Includes more Y5 and Y6 content on <i>Animals including humans</i> 4	OAA (Yr5) Striking Fielding (Yr5, Unit 2) Gym (Yr5, Unit 3) Athletics (Yr5/6, Unit 1)	Programming Selection in Physical Computing (5) Programing Selection in Quizzes (5) <i>Health, well-being and lifestyle (Year 5)</i>	Environment In France

HistoryKey knowledge and Skills			GeographyKey knowledge and Skills		
- WW1 or WW2 - Significant turning points in British History (Battle of Britain) - Explore cause and consequence. Discern contrasting arguments Can they order significant events, movements and dates on a timeline? CU Can they evaluate evidence to choose the most reliable form? HI Can they pose and answer their own historical questions using primary and secondary sources as evidence to justify their opinions? HE Can they identify and explain their understanding of propaganda? HI			- Locate world’s countries– focus Europe– creating maps - Name and locate– UK cities, regions and identifying physical/human features and change over time - Fieldwork– using Ordnance survey maps, 8 point compass, orienteering		
What came before?	What comes after?	Key vocabulary	What came before?	What comes after?	Key vocabulary
(Class 4 Autumn A) Leisure and entertainment in the 20th century (Class 3 Summer B) British Clothing 1066 to the present day.	(Class 4 Summer Term B) History of the Space Race inc Black History - Significant global events - Sift arguments, weigh evidence.	Christian Values, comparison, crime hypothesis, influence, medicine, plague punishment, role of Britain, specific features, time period, transport, weaponry advancements, British Empire, causes in history, changes, civilisations, continuity, interpretations, major influence, multi-cultural, mono-cultural, persuade, propaganda, significant, societies, summarise, viewpoint, world history	- Using ordinance survey maps - UK– inc topographical features and change over time	(Class 4 Summer B) Key skills– how we map the earth: latitude, longitude, Equator, poles, time zones (Year 7) Maps and mapping	Grid reference, ordinance survey, eight-point compass, land use, map, key, co-ordinates, grid reference, topography, hills, mountains, rivers, map, atlas, globe, photograph, key, symbol, digital mapping, sketch map, plan graph, six figure grid reference. Europe, UK, England, London, France, Paris, similarities, differences, compare, contrast.
ArtKey knowledge and Skills			Design TechnologyKey knowledge and Skills DESIGN, MAKE, EVALUATE		
Painting and drawing: The Art of Eric Ravilious			Structures: Shelters– Anderson Shelters		
- Do their sketches communicate ideas and convey a sense of individual style? Do their drawings show a strong understanding of how to use shading techniques to create depth and tone? Do they know when to apply different drawing techniques to support their outcomes? Can they create accurate and experimental drawings? Can they explain how they have combined different tools and explain why they have chosen specific drawing techniques? - Do they understand the different properties of the different types of paint? Can they create a range of shades using different kinds of paints? Can they create mood in a painting? Can they use shade to create depth in a painting? Can they identify different painting styles and how these have artists who are influenced by these styles over time?			- Are their measurements accurate enough to ensure precision? - Can they demonstrate that their product is strong and fit for purpose? - Are they motivated to refine and further improve their product?		
What came before?	What comes after?	Key vocabulary	What came before?	What comes after?	Key vocabulary
Class 3—Summer A, Sculpture, The Art of Berglund/ Nishinahe Year A: Jesse Treece textiles.	Collage Botanical Art—Darwin’s impact.	Paper: sugar paper, cartridge paper, card, A4, A3, A5, tissue paper, coloured paper, cardboard. Grades of pencil, Scale, Symmetry, Refine and, alter, Layer , Pattern, repeating, thick, thin, Smudge/blend, Collage, Sketch, Line, Shape, Colour, Tone, Shade, Colour-scheme , Colour spectrum, Tertiary Colours, Developed colour vocabulary, Colour washing , Properties of paint , Types of paint: Acrylic, water colour etc. , Brush mark , Tools, Printing, Technique, Brush size, Colour match, Colour mix, Artefact, Primary colours, Secondary, colours, Warm colours. Cold colours, Shade, Tint, Tone, Hue, Harmony , Composition, Mood, Abstract	What came before? LKS2—Summer A, Food Seasonal Sandwich Solutions Year A: Creating a river weave or waistcoat	Design Easter Egg Packaging	Structures Reinforce, triangulation, stability, temporary, permanent, prototype, innovation, functional, design brief
Class 4- Year B AutumnTerm WW1 or WW2	Music	Science	PE	Computing	French
	Happy Music and Me	SPECIAL EFFECTS MATERIALS Y5 <i>Properties and changes of materials</i> SENSATIONAL SCIENCE Integrated revision Includes more Y5 and Y6 content on <i>Properties and changes of materials</i>	Dance (Yr6, Unit 1) Invasion Games (Yr6, Unit 1) Gym (Yr6, Unit 1) Net Games (Yr6, Unit 1)	Creating Media Webpage Creation (6) Creating Media 3d Modelling (6) Copyright and ownership (year 6) Online relationships (Year 6) Privacy and security (Year 6)	Eating Out School Trip

History Key knowledge and Skills			Geography Key knowledge and Skills		
- Charles Darwin: Writing historical narratives. - The rise of the Victorian British Empire: first global industrial power, producing much of the world's coal, iron, steel and textiles Can they suggest why certain events, people and changes might be seen as more significant than others? KU			- Place knowledge– similarities and differences, human and physical geography of the UK and Galapagos (S. America) - Fieldwork– beach study UK– creating sketch maps, plans, graphs and digital technologies		
What came before? (Class 4 Autumn A) Leisure and entertainment in the 20th century - Historical Inventors (Thomas Edison) and the History of technology (beyond 1066).	What comes after? - History of the Space Race inc Black History - Sift arguments, weigh evidence.	Key vocabulary Charles Darwin, Beagle, scientist, Origin of the Species, evolution, explorer, time period, age of steam	What came before? (Class 4 Autumn B) Fieldwork– using Ordnance survey maps, 8 point compass, orienteering	What comes after? (Year 7) It's your planet	Key vocabulary Grid reference, ordnance survey, eight-point compass, land use, map, key, co-ordinates, grid reference, topography, hills, mountains, rivers, map, atlas, globe, photograph, key, symbol, digital mapping, sketch map, plan graph, six figure grid reference, similarities, differences, compare, contrast. Human geography vocabulary: energy, pollution, fossil fuels clean energy, sustainable hydro-electric power (HEP), power plant, construction, Physical geography vocabulary: river, water cycle, precipitation, evaporation, condensation, quantitative data.
Art Key knowledge and Skills			Design Technology Key knowledge and Skills DESIGN, MAKE, EVALUATE		
Drawing/Painting: Botanical and Scientific Drawing - Do they understand the different properties of the different types of paint? - Can they create a range of shades using different kinds of paints? - Can they justify the materials they have chosen? Can they combine pattern, tone and shape? - Can they draw accurately and to scale			Easter Egg Packaging - Can they use a range of information to inform their design? Can they use market research to inform plans? - Can they work within constraints? Can they justify their plan to someone else? - Can they consider culture and society in their design? Have they considered the use of the product when selecting materials? - Have they thought about how their product can be marketed through packaging and advertising?		
What came before? Painting and drawing The Art of Eric Ravilious	What comes after? Textiles The Art of Louise Baldwin	Key vocabulary Botanical, draw, observation, still life, scale, line, accurate	What came before? Structures– Anderson Shelters	What comes after? Electrical Systems Space Moon Buggy	Key vocabulary test, evaluate, product, it for purpose, improve it, different resources, formation, design criteria, Assess, packaging, persuade, appealing
<u>Class 4- Year B</u> <u>Spring Term</u> <u>Galapogas– Journey with Darwin</u>	Music	Science	PE	Computing	French
	Fife Music Specialist Teacher	SURVIVAL OF THE FITTEST Y6 <i>Evolution and inheritance</i> THE CLASSIFICATION CODE Y6 <i>Living things and their habitats</i>	Swimming Net Games (Yr6, Unit 2) Swimming Gym (Yr6, Unit 2)	Computing Systems and Networks Communication (6) Data and Information Spreadsheets (6) Managing online information (Year 6) Online reputation (Year 6)	Family A Weekend with Friends

HistoryKey knowledge and Skills			GeographyKey knowledge and Skills		
- History of the Space Race inc Black History - Significant global events - Sift arguments, weigh evidence. Can they pose an historical hypothesis using primary and secondary sources to give a reasoned conclusion? HE			- Key skills– how we map the earth: latitude, longitude, Equator, poles, time zones - Physical features of earth (vs Space) - Earth’s place in the solar system		
What came before? - Charles Darwin: Writing historical narratives. - The rise of the Victorian British Empire: first global industrial power, producing much of the world’s coal, iron, steel and textiles	What comes after? (Year 7) Historical Skills	Key vocabulary Christian Values, comparison, crime hypothesis, influence, medicine, plague punishment, role of Britain, specific features, time period, transport, weaponry advancements, British Empire, causes in history, changes, civilisations, continuity, interpretations, major influence, multi-cultural, mono-cultural, persuade, propaganda, significant, societies, summarise, viewpoint, world history	What came before? (Class 4 Autumn B) Locate world’s countries– focus Europe– creating maps	What comes after? (Year 7) It’s your planet	Key vocabulary longitude, latitude, Greenwich Meridian, Equator, poles, time zones, polar regions, Arctic, Antarctic, continents, countries, solar system, universe, planets, M,V,E, M, J, S, U,N, sun, moon, stars, galaxies, satellites, gravity.
ArtKey knowledge and Skills			Design TechnologyKey knowledge and SkillsDESIGN, MAKE, EVALUATE		
Sculpture: Giacommetti and Textiles: Louise Baldwin (Flag to place on the moon or celebrate the moon landing) - Can they create models on a range of scales? - Can they create work which is open to interpretation by the audience? - Can they include both visual and tactile elements in their work? - Can they justify the materials they have chosen? - Can they combine pattern, tone and shape? Can they use collage as a tool as part of a mixed media project? - Design, plan and decorate a fabric piece. Experiment with a variety of techniques. - Use a number of different stitches creatively to produce different patterns and textures. - Recognise different forms of textiles and express opinions on them			Electrical Systems: Space Moon Buggy (create a moving electrical rover) - Can they use different kinds of circuits in their product to improve it? - Can they incorporate a switch into their product? Can they refine their product after testing it? - Are their measurements accurate enough to ensure precision? Can they demonstrate that their product is strong and fit for purpose? - Are they motivated to refine and further improve their product?		
What came before? Botanical Art—Darwin’s impact.	What comes after? (Year 7) Textiles Technology. Plush Toys	Key vocabulary Purpose, Manipulate, Comparison, Contrast, Observation, Differences, Similarities, Follow creative process plan, design, make adapt to artwork and models., Adaptation, Sources, Variation, Scale, Symmetry, Refine and, alter, Layer , Pattern, repeating, thick, thin, Primary colours, Secondary, colours, Warm colours. Cold colours, Shade, Tint, Tone, Hue, Harmony , Composition, Mood, Abstract, Carving, Surface, Care , Rolling, Kneading, Shaping, Sculpture, Malleable, Texture,, Construct, Join, Natural, Man-made, Recycled, slip, form, Transparent, Annotate, Develop, Reflecting, Developing their own style.	What came before? (Class 4 Autumn A) Electrical Systems: Circuits Design: Easter Egg Packaging	What comes after? (Year 7) Product Design Technology. Steady Hand Tester	Key vocabulary - Motor, wheel, terrain, test - Parallel circuit, light emitting diode, monitor, flowchart, design specification, reed switch, tilt switch Light dependent resistor, interface control, micro switch, latching switch - Pulley, gear, driver, follower, rotation, motor, belt, spindle, motor, circuit, switch, ratio, transmit, annotated drawings, exploded diagrams, functionality Transmit, annotated drawings, exploded diagrams, functionality
Class 4- Year B Summer Term <u>Fly Me to the Moon</u>	Music	Science	PE	Computing	French
	Rewind, Repeat and Replay (6) Class Production	SPACE! Y5 <i>Earth and space</i> WELCOME TO FORCE-LAND Y5 <i>Forces</i> 7	OAA (Yr6) Striking Fielding (Yr6, Unit 1) Gym (Yr6, Unit 3) Athletics (Yr6)	Programming Variables in Games (6) Programming Sensing (6) Health, well-being and lifestyle (Year 6) Self-image and identity (Year 6)	The future Jobs