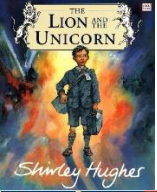
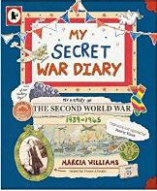


Cycle A (2018 – 2019)

Memorable Experience/ Hook <i>Hook must come a the start of the topic</i>	Quality Text	English Genre Writing	History	Geography	Science	Art	D&T	Music	French	PSHE	R.E	Computing
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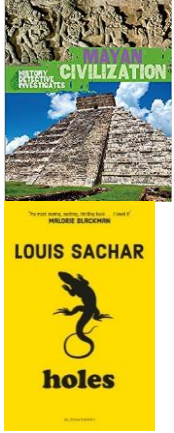
Autumn 1 – A Child’s War

Beumanor Hall	 	Letter (From Lenny to Mum)	World War 2: Leaders, rationing, propagand a, evacuees	Locating the path of WW2, allies and axis countries	Science: Year 5: Forces (Discreet)	Sketching L S Lowry		History of music, music from different traditions		What makes a community ? (Y5)	Judaism	E-Safety
		Non-chronological report (daily life WWII)	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	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	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 recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect	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.		develop an understanding of the history of music	N/A	N/A		Multimedia - presenting informaiton

<p>Key knowledge and skills: Children will be able to outline the key events of WWII. They will know who the key people were and how and why the war started.</p> <p>Key questions: What was life like during the war? Why were children sent away? Who were the Nazis? Why was music in WWII important?</p>	<p>Vocabulary: axis, allie, evacuees, ration, propaganda, air raids, holocaust, siren, camouflauge, racism</p>	<p>Opportunities to write at length: Chronological report – Daily life in WWII Instructions – What to do in an air raid Poetry – Black out poetry Letter – From an evacuee</p>	<p>Prior Learning: Some knowledge of life before the war Knowledge of how people have strong opinions: racism, homophobia Can name world countries Understand how countries are controlled: King/Queen, President, Leaders</p>	<p>Cognitive skills:</p> <ul style="list-style-type: none"> • Speakwell toolkit: <ul style="list-style-type: none"> ○ Compare and contrast 	<p>Hidden Curriculum:</p> <ul style="list-style-type: none"> • British Values <ul style="list-style-type: none"> ○ Equality <ul style="list-style-type: none"> ▪ Racism ▪ Homophobia ○ Tolerance of Faiths and Beliefs <ul style="list-style-type: none"> ▪ Jews
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Parental engagement opportunity:

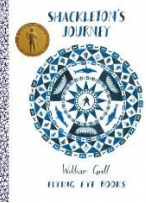
Autumn 2 – Hola! Mexico

Mexican feast		Information/Holiday Brochure/Leaflet (Mexico)	Ancient Maya Civilisation	Landscape of Mexico (Human and Physical Geography)		Day of the dead masks (paper mache)		Mexican music, representing music, musical notations		What does discrimination mean? (Y5)	Buddism	E-Safety
		Non-chronological report (Ancient Maya)	a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	physical geography, including: climate zones , biomes and vegetation belts, rivers , mountains, volcanoes and earthquakes, and the water cycle		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]		use and understand staff and other musical notations				

<p>Key knowledge and skills: The children will know who the Mayans were and why they played an important role in society. The children will understand Mayan beliefs and how they survived years ago.</p> <p>Key questions: Who were the Mayans? What was life like during the Mayan period? Where did the Mayans live?</p>	<p>Vocabulary: Maya, Gods, religion, belief, creation, hieroglyphs, longitude, latitude, hemispheres, equator, climate, population</p>	<p>Opportunities to write at length: Holiday Brochure – Mexico Tourist Leaflet – Chihuahuan Desert Non-Chronological Book – The Mayan's</p>	<p>Prior Learning: Use maps and atlases and know how these can be used to locate countries and major cities Understand how writing can impact the reader – persuasion To know that things had to be invented and developed overtime (e.g. calendar, number system)</p>	<p>Cognitive skills:</p> <ul style="list-style-type: none"> • Speakwell toolkit <ul style="list-style-type: none"> ○ Predictions (archaeology) ○ Compare and contrast (Creation stories) 	<p>Hidden Curriculum:</p> <ul style="list-style-type: none"> • British Values <ul style="list-style-type: none"> ○ Tolerance of Faiths and Beliefs • Work ethic <ul style="list-style-type: none"> ○ Aspiring to achieve and understand how people can have an impact on the world
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Parental engagement opportunity:

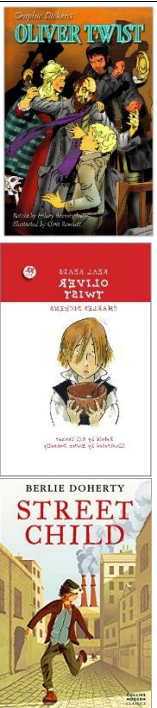
Spring 1 – Frozen Kingdom

<p>Make a giant iceberg! Freeze water in a large balloon or clear plastic bag overnight. Once frozen, remove and place in a large container of water. Observe how the iceberg sits in the water and how it changes over time.</p>		<p>Biography (Shackleton)</p> <p>Expedition story</p>		<p>Features of the polar regions, temperatures (maths link), comparing environments,</p>	<p>Year 6: Living things and their habitats</p>	<p>Inuit art Use of colours (printing block)</p>	<p>Designing and evaluating instruments</p>			<p>How can we manage our money? (Y5)</p>	<p>Islam</p>	<p>Handling data - Presenting data (flow charts)</p>
				<p>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>describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.</p>	<p>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.</p>	<p>select from and use a wider range of tools and equipment to perform practical tasks accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>			<p>N/A</p>	<p>N/A</p>	

<p>Key knowledge and skills: Children will be able to explain the differences between the Arctic and Antarctic. They will understand how food chains work.</p> <p>Key questions: Who discovered the South Pole? What are the different groups of animals called?</p>	<p>Vocabulary: Arctic, Antarctic, polar regions, North Pole, South Pole, seasons, weather, land, animals, adaptation, plants, compare, contract, mammals, fish, reptiles, amphibians, birds, vertebrates, predators, carnivore, herbivore, prey, omnivore, producer, bacteria</p>	<p>Opportunities to write at length:</p> <ul style="list-style-type: none"> • Non-fiction report on the Polar Bear and Arctic Fox – include explanations of how they have adapted to the environment • Write a persuasive speech about whether people should be allowed to visit the Antarctic • Biography – Ernest Shackleton • Adventure Story 	<p>Prior Learning:</p> <ul style="list-style-type: none"> • Where the Polar regions are. Know where to look for them on a map. • Understand that things were discovered by others (e.g. countries) 	<p>Cognitive skills:</p> <ul style="list-style-type: none"> • Speak Well Toolkit <ul style="list-style-type: none"> ○ Describe ○ Predict ○ Compare/Contrast 	<p>Hidden Curriculum:</p> <ul style="list-style-type: none"> • World News <ul style="list-style-type: none"> ○ Climate Change ○ Global Warming
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Parental engagement opportunity:

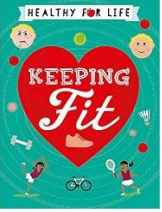
Spring 2 – Revolution

<p>Black Country Living Museum</p>		<p>Newspaper reports</p> <p>Persuasive Writing (Workhouses conditions)</p>	<p>Daily Lives, Queen Victoria, Industrial Revolution</p> <p>♣ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>		<p>William Morris Perspective drawings</p> <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.</p>	<p>Victorian homes, model buildings</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p>	<p>Performing Oliver! Songs</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>		<p>What choices help health? (Y5)</p> <p>N/A</p>	<p>Christianity</p> <p>N/A</p>	<p>Technology in our lives</p>
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<p>Key knowledge and skills: Children to understand who the Victorians were, what time period they were from. They are clear about who Queen Victoria was and why she was important. They understand what life was like then and how it is different today.</p> <p>Key questions: When was the Victorian era? Who was Queen Victoria?</p>	<p>Vocabulary: industrial, revolution, Queen Victoria, workhouses, punishment, rich, poor, compare, inventions</p>	<p>Opportunities to write at length:</p> <ul style="list-style-type: none"> • Biography about Queen Victoria • Newspaper report about Oliver Twist • Persuasive letter about workhouse conditions • Persuasive letter to Queen Victoria about punishments • Job description for a workhouse • Explanation about an inventor/invention 	<p>Prior Learning:</p> <ul style="list-style-type: none"> • Knowledge of time periods • Knowledge of monarchy and how we change Kings/Queens • Children understand that life used to be different to how we live today 	<p>Cognitive skills:</p> <ul style="list-style-type: none"> • Speakwell toolkit <ul style="list-style-type: none"> ○ Comparing/contrasting between different time periods ○ Describe 	<p>Hidden Curriculum:</p> <ul style="list-style-type: none"> • British Values <ul style="list-style-type: none"> ○ Equality/equity ○ Rule of Law (Punishments) ○ Individual liberty (Workhouses and the poor)
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Parental engagement opportunity:


Summer 1 – Bloodheart

<p>Learning CPR</p> <p>Disecting a heart</p>		<p>Persuasive leaflet (British Heart Foundation)</p> <p>Explanation text (Circulatory system) –See topic book</p> <p>Short story & descriptive write (discreet)</p>			<p>Year 6: Animals including humans (Discreet)</p> <p>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood ♣</p> <p>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function ♣ describe the ways in which nutrients and water are transported within animals, including humans</p>		<p>Product packaging, healthy eating</p> <p>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</p>			<p>What makes us enterprising? (Y5)</p> <p>N/A</p>	<p>Hinduism</p> <p>N/A</p>	<p>Programming</p>
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<p>Key knowledge and skills: Children will understand why we need and heart and what it does in our bodies. They will know how different things we do impacts and effects our heart.</p> <p>Key questions: What is the role of blood? What is the role of the heart? What are the parts of heart? What contributes to a healthy lifestyle?</p>	<p>Vocabulary: protein, plasma, blood vessel, red blood cells, heart, blood, lungs, aorta, pulmonary arteries, aortic valve, atrium, ventricle, pulmonary veins, pulse, protein, carbohydrates, fats, fibre, minerals, vitamins</p>	<p>Opportunities to write at length:</p> <ul style="list-style-type: none"> • Short Story • Description • Persuasive leaflet • Scientific investigation • Explanation Text 	<p>Prior Learning:</p> <ul style="list-style-type: none"> • Parts of the body • Some knowledge of what it means to have a healthy life-style • Effects of drugs and alcohol • Have some understanding of why we exercise 	<p>Cognitive skills:</p> <ul style="list-style-type: none"> • Speakwell Toolkit <ul style="list-style-type: none"> ○ Describe ○ Explanation ○ Deducing 	<p>Hidden Curriculum:</p> <ul style="list-style-type: none"> • Emotional healthy and well-being • Keeping safe
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Parental engagement opportunity:

Summer 2 - Darwin's Delights

<p>Observing live and dead animals (See cornerstones)</p>		<p>Biography (Charles Darwin)</p> <p>Diary (Darwin's time of Galapagos islands and discovery)</p> <p>Poetry – Writing and performing about animals</p>		<p>Using maps, locating islands and animals. Comparing environments.</p> <ul style="list-style-type: none"> 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 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 in North or South America physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<p>Year 6: Evolution and inheritance</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 their environment in different ways and that adaptation may lead to evolution. 	<p>Architects through time</p> <ul style="list-style-type: none"> about great artists, architects and designers in history. 		<p>Composing and performing music</p> <ul style="list-style-type: none"> 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 		<p>What makes a happy and healthy relationship? (Y6) SEX ED</p> <p>N/A</p>	<p>Sikhism</p> <p>N/A</p>	<p>Programming</p> <p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>
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Key knowledge and skills:
 Children will know who Charles Darwin is and the key discoveries he made. They will also know how animals including humans evolve and inherit features overtime.

Key questions:
 Who is Charles Darwin?
 Why do I look like my family?
 Where do scientists believe humans came from?

Vocabulary: evolution, inheritance, variation, selective breeding, cross breeding, adapt, environment, fossilisation, continent, biome, vegetation belt, climate, aquatic, desert, grassland, forest, rainforest, tundra, extinct, endangered, physical and human features, architect, building, design, gargoyle, bridge, keystone

Opportunities to write at length:

- Diary (English)
- Instructions (How to create a fossil)
- Balanced Argument (Selective Breeding)
- Biography (Mary Anning)
- Tourist Leaflet (Galapagos Islands)

Prior Learning:

- Know that different people have different views on where humans came from
- Have some understanding of why animals live in specific environments

Cognitive skills:

- Speak well toolkit
 - Compare (animals evolving/adapting)
 - Argue (dog breeding)

Hidden Curriculum:

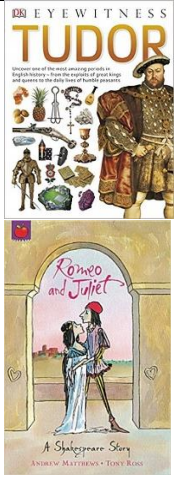
- British Values: Tolerance of Faiths and Beliefs
 - Children will learn how different people have different beliefs including science vs revision

Parental engagement opportunity:

Cycle B (2017 – 2018)

Memorable Experience / Hook <i>Hook must come at the start of the topic</i>	Quality Text	English Genre Writing	History	Geography	Science	Art	D&T	Music	French	PSHE	R.E	Computing
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Autumn 1 - Off with her head

Memorable Experience: Wollaton Hall https://www.nottinghammuseums.org.uk/school-sessions/tudors-at-wollaton-ks2/ Hook: Mysterious objects from Romeo and Juliet: mask, poison bottle, balcony picture, prologue.		Diary (Romeo) Description (Verona) Playscript (Romeo and Juliet)	Tudors		Science: Year 6: Light (Discreet)		Tudor food, seasonality	Tudor music, understanding and representing music		What are human rights? (Y6) What can we learn from religions about deciding what is right and wrong? (focus on Christianity, Judaism and Sikhism)	E-Saftey
		a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066		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 objects that cast them		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				use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	

Key knowledge and skills: Key questions:	Vocabulary: Catholic, Protestant, Tudor, Church of England, Rome, Pope, Descendant, Monarch,	Opportunities to write at length: Biography Henry VIII (History) Diary from Romeo (English) Diary from Henry VIII (Hot Write, History)	Prior Learning:	Cognitive skills: <ul style="list-style-type: none"> Speak Well Toolkit <ul style="list-style-type: none"> Compare and contrast catholic and protestant churches Argue/Opinion Should Mary be known as Bloody Mary? 	Hidden Curriculum:
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Parental engagement opportunity: Tudor Craft Afternoon


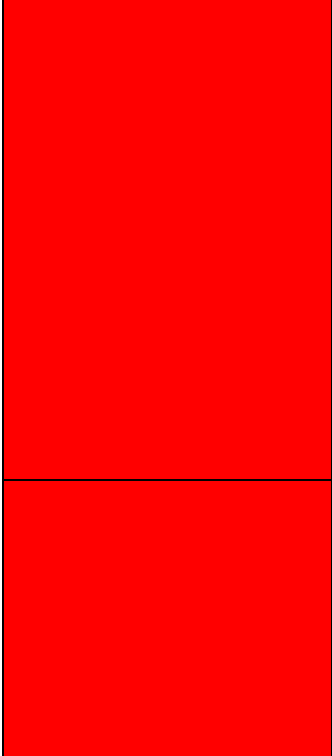
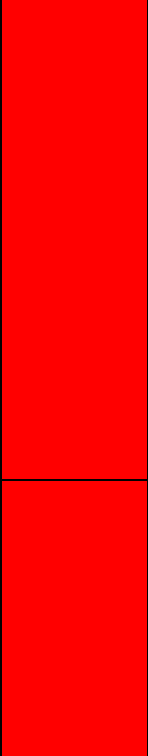
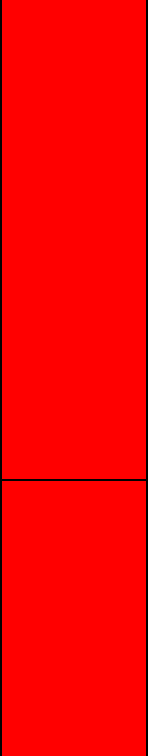
Autumn 2 - Stargazers

<p>Space Centre http://education.spacecentre.co.uk/information/making-a-booking</p>		<p>Explanation text (Telescope) Newspaper report (Moon Landing)</p>		<p>Famous astronbmers, home countries, locating on a map</p>	<p>Year 5: Earth and Space</p>	<p>Peter Thrope</p>		<p>Performin g music to match a picture/e nvironem ent Analysin g lyrics</p>		<p>How can money affect us? (Y6)</p>	<p>What are the deeper meaning of festivals?</p>	<p>Coding</p>

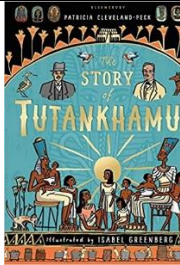
<p>Key knowledge and skills: Key questions:</p>	<p>Vocabulary:</p>	<p>Opportunities to write at length:</p>	<p>Prior Learning:</p>	<p>Cognitive skills:</p> <ul style="list-style-type: none"> 	<p>Hidden Curriculum:</p>
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Parental engagement opportunity: Science experiment, space rockets

Spring 1 – Alchemy Island

<p>Create a fountain of gold, play music and read the riddle (see cornerstones)</p>		<p>Quest Story</p>			<p>Year 5: Properties and changes of materials</p>		<p>Geers leavers and pulleys</p> <p>Designing a lunchbox to specification (insulators and conductors link)</p>	<p>Understanding musical notation: recorders</p>		<p>What affects our health and wellbeing? (Y6)</p>	<p>How do people express themselves through art?</p>	<p>Multimedia- Create an Island PowerPoint</p>
<p>Key knowledge and skills:</p> <p>Key questions:</p>	<p>Vocabulary:</p>	<p>Opportunities to write at length:</p>			<p>Prior Learning:</p>		<p>Cognitive skills:</p> <ul style="list-style-type: none"> 	<p>Hidden Curriculum:</p>				
<p>Parental engagement opportunity: Multimedia, make and present their own island design</p>												

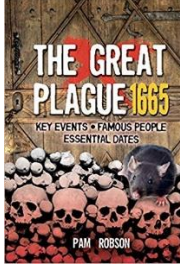
Spring 2 - Pharoahs

<p>Derby Museum https://www.derbymuseum.org/learning/key-stage-2</p>		<p>Biography (Howard Carter) Description (King Tut's tomb)</p>	<p>Ancient Egypt civilisation</p>	<p>Landscape of Egypt (Cities, River Nile)</p>	<p>Year 6 Electricity (Discreet)</p>	<p>Observing and drawing artefacts Using clay: clay water carriers</p>				<p>What can we do about risk? (Y6)</p>	<p>Why is pilgrimage important to different religions?</p>	<p>Handling data: Database pharaohs</p>
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<p>Key knowledge and skills: Key questions:</p>	<p>Vocabulary:</p>	<p>Opportunities to write at length:</p>	<p>Prior Learning:</p>	<p>Cognitive skills:</p> <ul style="list-style-type: none"> • 	<p>Hidden Curriculum:</p>
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Parental engagement opportunity: Canopic jars with clay, homework display


Summer 1 – Peasants, Princes and Pestilence

Eyam		<p>Diary (From village person's perspective of the plague)</p> <p>Letter (Mompesson vs Hancock burying the the chruchyard)</p>	<p>17th Century England. King Charles II</p>	<p>Journey of the plague</p> <p>Comparing maps</p>		<p>Perceptive drawings</p>				<p>Link to British Values.</p> <p>Moving up to secondary school</p> <p>Picture news</p>	<p>How and why do believers celebrate different parts of their life?</p>	<p>Creating a website</p>
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<p>Key knowledge and skills:</p> <p>Key questions:</p>	<p>Vocabulary:</p>	<p>Opportunities to write at length:</p>	<p>Prior Learning:</p>	<p>Cognitive skills:</p> <ul style="list-style-type: none"> • 	<p>Hidden Curriculum:</p>
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Parental engagement opportunity: Making a maths board game

Summer 2 – Time Traveller

<p>Walk to and around Derby City Centre. What evidence is there of the past? Take an old map of Derby city centre. How has it changed?</p>		<p>Letter (from Tom to Peter)</p>	<p>How everyday life has changed overtime (music, toys, jobs, clothes)</p>	<p>Use of land Comparing localities overtime</p>	<p>Year 5: Living things and their habitats Year 5: Animals, including humans</p>	<p>Andy Warhol Salvador Dali</p>				<p>What makes a happy and healthy relationship? (Y6) SEX ED</p>	<p>What do religions teach us about the natural world? Why should we care?</p>	<p>Digital portraits</p>
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<p>Key knowledge and skills: Key questions:</p>	<p>Vocabulary:</p>	<p>Opportunities to write at length:</p>	<p>Prior Learning:</p>	<p>Cognitive skills:</p> <ul style="list-style-type: none"> • 	<p>Hidden Curriculum:</p>
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Parental engagement opportunity: Presenting writing throughout the year. Inviting parents in for careers day.