

# Time Traveller



Year Group: 5/6

Cycle B

## History

- Changes in fashion and leisure from 1066 until the present day.

## Computing

- Handling Data: Data Logging

## Art

- Great architects through time.

## Geography Climate/Environment

- 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

## Climate/Environment

- Rising global temperatures and sea levels over time

**Design and Technology**

- Research, design, make and evaluate a model house in a chosen architectural style.

**Science**

- Lifecycles and changes; humans and animals

## History

**National Curriculum:** Pupils should be taught about:

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

**Key Lines of Enquiry:** Changes in fashion and leisure over time

**Curriculum Intentions (Key Knowledge and Skills to be learned):**

- Children will compare fashion from different decades in the 20<sup>th</sup> Century including 50s, 60s, 70s and 80s
- They will contrast the fashions of the 20<sup>th</sup> century with clothing styles from earlier centuries and consider how the changes in styles link to changes in beliefs e.g. surrounding religion and attitudes towards women (e.g. when did it become acceptable for women to wear trousers? Why? When did women stop wearing corsets and why? Why did trouser length for males change according to their age?)
- They will consider how leisure time for children has changed over time in relation to how expectations for other aspects of daily life for children have changed e.g. children in the past were often expected to work so had limited time for play.
- They will consider how leisure time and activities have been influenced by social status, access to education and wealth – and how this has changed over time.
- They will learn about the history of public parks, with a focus on Strutt's Arboretum Park in Derby – which is believed to be the first public park in England and the inspiration for Central Park in New York.

<https://www.inderby.org.uk/parks/derbys-parks-and-open-spaces/derby-arboretum/history/>

**Age Related Subject Skills (Progression Guidance):**

- Develop increasingly secure chronological knowledge and understanding of history, local, British and world
- Put events, people, places and artefacts on a time- line
- Use correct terminology to describe events in the past
- Record knowledge and understanding in a variety of ways, using dates and key terms appropriately
- Devise, ask and answer more complex questions about the past, considering key concepts in history
- Select sources independently and give reasons for choices
- Analyse a range of source material to promote evidence about the past
- Construct and organise response by selecting and organising relevant historical data
- Understand that the past is represented and interpreted in different ways and give reasons for this
- Describe and begin to make links between main events, situations and changes within and across different periods and societies
- Begin to offer explanations about why people in the past acted as they did
- Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual
- Give reasons why some events, people or developments are seen as more significant than others

**Prior Learning**

Forever Firs children working at ARE should already be able to:

- Develop increasingly secure chronological knowledge and understanding of history, local, British and world
- Put events, people, places and artefacts on a time- line
- Use correct terminology to describe events in the past
- Develop use of appropriate subject terminology, such as: empire, civilisation, monarch
- Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance
- Suggest where we might find answers to questions considering a range of sources
- Understand that knowledge about the past is constructed from a variety of sources
- Construct and organise responses by selecting relevant historical data
- Be aware that different versions of the past may exist and begin to suggest reasons for this

- Describe and begin to make links between main events, situations and changes within and across different periods and societies
- Identify and give reasons for historical events, situations and changes
- Identify some of the results of historical events, situations and changes
- Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual
- Identify and begin to describe historically significant people and events in situations

**Key Vocabulary**

Tier 1		Tier 2		Tier 3	
Clothes	Rich	Fashion	Attitudes	Working class	Feminism
Games	Poor	Leisure	Beliefs	Middle class	Sexism
Toys	Girl	Lifestyle	Education	Upper class	
Hair	Boy	Style	Wealth		
Same	Different	Society	Class		
		Religion	Female		
		Male	Centuries		
		Decade	Similar		
		Influence	Impact		

**History Assessment**

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE


## Art and Design

### National Curriculum:

Pupils should be taught to:

- create sketch books to record their observations and use them to review and revisit ideas
- improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)

Pupils should be taught:

- about great artists, architects and designers in history

### Curriculum Intentions (Key Knowledge and Skills to be learned):

- Artist Knowledge: Zaha Hadid (1950-2016), Frank Lloyd Wright (1867-1959), Andrea Palladio (1508-1580).
- Drawing: Observations of buildings in different architectural styles (Shading and Perspective)
- 3D Work/Technology in Art: Model of their own building design (could use Sketch Up)

### Age Related Subject Skills (Progression Guidance):

#### Year 5

##### Artist Knowledge

- Recognise the art of key artists and begin to place them in key movements or historical events.
- Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.
- Identify artists who have worked in a similar way to their own work.
- Explore a range of great artists, architects and designers in history.
- Compare the style of different styles and approaches

##### Drawing

- Work in a sustained and independent way to create a detailed drawing.
- Develop a key element of their work: line, tone, pattern, texture.
- Use different techniques for different purposes i.e. shading, hatching within their own work.
- Start to develop their own style using tonal contrast and mixed media.

#### Year 6

##### Artist Knowledge

- Discuss and review own and others work, expressing thoughts and feelings explaining their views.
- Identify artists who have worked in a similar way to their own work.
- Explore a range of great Artists, architects and designers in history.

##### Drawing

- Work in a sustained and independent way to develop their own style of drawing.
- This style may be through the development of: line, tone, pattern, texture.
- Draw for a sustained period of time over a number of sessions working on one piece.
- Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.
- Develop their own style using tonal contrast and mixed media.
- Have opportunities to develop further simple

- Have opportunities to develop further simple perspective in their work using a single focal point and horizon
- Begin to develop an awareness of composition, scale and proportion in their paintings.
- Use drawing techniques to work from a variety of sources including observation, photographs and digital images.
- Develop close observation skills using a variety of view finders.

### 3D Work

- Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.
- Show experience in combining pinch, slabbing and coiling to produce end pieces.
- Develop understanding of different ways of finishing work: glaze, paint, polish
- Gain experience in modelling over an armature: newspaper frame for modroc.
- Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining
- Show increasing confidence to carve a simple form.
- Use language appropriate to skill and technique.

perspective in their work using a single focal point and horizon.

- Develop an awareness of composition, scale and proportion in their paintings.

### 3D Work

- Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.
- Model and develop work through a combination of pinch, slab, and coil.
- Work around armatures or over constructed foundations.
- Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish
- Demonstrate experience in relief and freestanding work using a range of media.
- Recognise sculptural forms in the environment: Furniture, buildings.
- Confidently carve a simple form.
- Solve problems as they occur.
- Use language appropriate to skill and technique.

## Prior Learning

Forever Firs children working at ARE in Year 5 should already be able to:

### Artist Knowledge

- Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.
- Begin to explore a range of great artists, architects and designers in history.

### Drawing

- Develop intricate patterns using different grades of pencil and other implements to create lines and marks.
- Draw for a sustained period of time at an appropriate level.
- Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media.
- Have opportunities to develop further drawings featuring the third dimension and perspective.
- Further develop drawing a range of tones, lines using a pencil.
- Include in their drawing a range of technique and begin to understand why they best suit. Begin to show awareness of representing texture through the choice of marks and lines made
- Attempt to show reflections in a drawing
- Begin to use media and techniques (line, tone, colour) to show representation of movement in figures and forms.

### 3D Work

- Work in a safe, organised way, caring for equipment.
- Secure work to continue at a later date.
- Make a slip to join to pieces of clay.
- Decorate, coil, and produce marquettes confidently when necessarily.

- Model over an armature: newspaper frame for modroc.
- Use recycled, natural and man- made materials to create sculptures.
- Adapt work as and when necessary and explain why. Gain more confidence in carving as a form of 3D art.
- Use language appropriate to skill and technique.
- Demonstrate awareness in environmental sculpture and found object art.
- Show awareness of the effect of time upon sculptures.

**Forever Firs children working at ARE in Year 6 should already be able to:**

- See Year 5 progression statements above.

**Key Vocabulary**

Artist Knowledge	Drawing	3D Work
<p>Like, dislike, describe, similarities, differences, links Explore, comparison, thoughts, feelings, emotions, feelings Successes, challenges Change, develop</p> <p>Practices, disciplines, techniques Cultures, periods of time Modifications, changes, review</p> <p>Approaches, styles, movements</p>	<p>pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk hatching, scribbling, stippling, and blending light/dark lines, light/dark shapes, light/dark patterns tone, grades, HB, 2B, 4B etc observation</p> <p>Intricate patterns/marks Media, grade, tone, line, colour Facial expression Third dimension, perspective Technique, texture Reflection, movement</p> <p>Tonal contrast, mixed media Simple perspective, focal point, horizon line Composition, scale, proportion</p>	<p>shape, model observation, imagination rolling, pinching, kneading impress, decoration tools, equipment, safety carving, imaginary, realistic</p> <p>Third dimension, perspective, Join, base, extend Plan, collect, develop, record, exploration, experiment Intricate patterns and textures Pinch, slab, coil technique Slip, marquette (scale model/rough draft), armature (frame) Environmental sculpture Effect, time</p> <p>Glaze, paint, polish, Sculptural forms, relief, free standing</p>

**Art and Design Assessment**

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE




Firs  
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# Geography

**National Curriculum:** Pupils should be taught to:

- 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.

**Key Lines of Enquiry:**

- How has land use in different areas within Derbyshire changed over time?  
<https://maps.derbyshire.gov.uk/connect/analyst/mobile/#/main?mapcfg=heritagemaps> (online access to historical maps of Derbyshire, which overlay onto modern maps and allow direct comparison)

**Curriculum Intentions (Key Knowledge and Skills to be learned):**

- Children will compare maps from the 18<sup>th</sup>, 19<sup>th</sup> and 20<sup>th</sup> centuries of different areas within Derbyshire (including Darley Abbey, Derby St Peter's St and Belper)
- They will describe how land use in these areas has changed over time e.g. agricultural to residential
- They will learn how human activity and development has impacted on the landscape; including the building of, and then decline of, Derby Canal <https://www.derbycanal.org.uk/the-canal-its-history/>
- They will learn to locate and name key mountains, hills and rivers in Derbyshire and the Peak District including Kinder Scout, the River Derwent, River Dove and River Wye, Dovedale and Man Tor.

**Climate/Environment Focus**

Children will also learn that:

- Global temperatures are rising over time as a result of climate change
- Rising temperatures are causing sea levels to rise; which can result in storm surges, flooding and issues with drinking water

<https://climatekids.nasa.gov/climate-change-meaning/>

**Age Related Subject Skills (Progression Guidance):**

**Year 5**

Using maps

- Compare maps with aerial photographs
- Select a map for a specific purpose
- Begin to use atlases to find out other information (e.g. temperature)
- Find and recognise places on maps of different scales
- Use 8 figure compasses, begin to use 6 figure grid references.

Map knowledge

- Locate the world's countries, focus on North & South America
- Identify the position and significance of lines of longitude & latitude

Making maps

- Draw a variety of thematic maps based on their own data
- Draw a sketch map using symbols and a key,
- Use and recognise OS map symbols regularly

**Year 6**

Using maps

- Follow a short route on an OS map
- Describe the features shown on an OS map
- Use atlases to find out data about other places
- Use 8 figure compass and 6 figure grid reference accurately
- Use lines of longitude and latitude on maps

Map knowledge

- Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages

Making maps

- Draw plans of increasing complexity
- Begin to use and recognise atlas symbols

**Prior Learning**

**Forever Firs children working at ARE in Year 5 should already be able to:**

Using maps

- Follow a route on a large-scale map



- Locate places on a range of maps (variety of scales)
- Identify features on an aerial photograph, digital or computer map
- Begin to use 8 figure compass and four figure grid references to identify features on a map

Map knowledge

- Locate Europe on a large-scale map or globe,
- Name and locate countries in Europe (including Russia) and their capitals cities

Making maps

- Recognise and use OS map symbols, including completion of a key and understanding why it is important
- Draw a sketch map from a high viewpoint

**Forever Firs children in Year 6 working at ARE should already be able to:**

- See Year 5 progression guidance above

**Key Vocabulary**

Tier 1		Tier 2		Tier 3	
Hills Mountains Coasts Same	Rivers Cities Map Different	Counties Land use patterns Residential Leisure	Agricultural Canal Park Map	United Kingdom Human and physical characteristics Topography	Developed Derbyshire Derby

**Geography Assessment**

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE

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## Computing

### National Curriculum:

- 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

**Key Lines of Enquiry:** Using data loggers to record light and temperature of the environments for growing plants (science link)

### Curriculum Intentions (Key Knowledge to be learned):

- Children will know data loggers can be used to record temperature, light and sound.
  - <https://www.youtube.com/watch?v=2q4cVchd3FO>
  - <https://www.youtube.com/watch?v=PLrTPPcLmqU>
- Children can compare the advantages and disadvantages of data loggers compared to human recording them (e.g. reliability, inaccuracies)
- Children can plan an experiment/investigation that involves a data logger.
- Children will be able to explain the difference between continuous and snap shot logging.
- They will be able to identify the type of graphs that a data logger information can create and know which graph suits what type of data/investigation

### Age Related Subject Skills (DDAT Progression Guidance):

*Working with data: Pupils learn to search, sort and graph information*

Year 5	Year 6
<ul style="list-style-type: none"> <li>To know what a data logger can be used for</li> <li>To create an investigation to use the data logger to record information</li> <li>To begin to link the three data logger components to variables in science</li> </ul>	<ul style="list-style-type: none"> <li>Use and interpret information from a data logger</li> <li>To use computing programmes linked with the data logger</li> <li>To choose how to record and represent information from a data logger using a computer</li> </ul>

### Prior Learning

Forever Firs children working at ARE should already be able to:

- Use a datalogger remotely (without a computer)
- To read the 3 different measurements of a data logger
- To create environments/situations where those readings change
- Use a data logger for snap shot readings
- To retrieve saved information from a log box
- To use log box information to draw graphs/tables

### Key Vocabulary

Tier 1		Tier 2		Tier 3	
Temperature	Save	Decibels	Data	Remote	
Sound	Graph	Lux	Log	Probe	
Light	Record	Degrees Celsius	Continuous	Sensor	
Thermometer	Investigate	Line Graph	Represent		
		Bar Chart	Reliability		
		Variables	Accuracy		



Firs  
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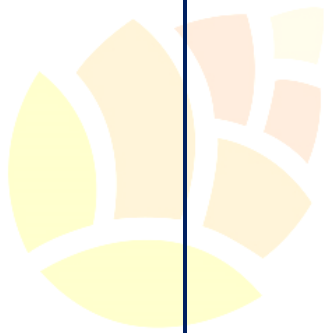
## Computing Assessment

Children working below ARE

Children working towards  
ARE

Children working at ARE

Children working above ARE



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## Science

**National Curriculum (Knowledge and Skills):** Pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the changes as humans develop to old age
- describe the life process of reproduction in some plants and animals

**Suggested Investigation Focus:**

- Grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs.
- Observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.

**Prior Learning**

**Forever Firs children working at ARE should already be able to:**

- notice that animals, including humans, have offspring which grow into adults
- observe and describe how seeds and bulbs grow into mature plants
- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

### Key Vocabulary

Tier 1		Tier 2	Tier 3
Insect	Die	Human	Mammal
Bird	Live	Offspring	Amphibian
Age	Long	Birth	Life cycle
Old	Short	Annual	Larvae
Young	Same	Mate	Cocoon
Child	Different	Reproduce	Live young
Adult	Male	Gender	Pollinator
Lay	Female	Pollen	Life process
Egg	Plant	Stem	Seed dispersal
Hatch	Animal	Root	Cutting
Nest	Seed		Tuber
Feed	Bulb		
Grow			

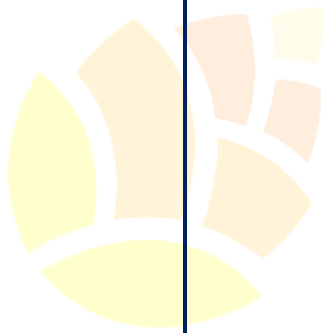
## Science Assessment

Children working below ARE

Children working towards  
ARE

Children working at ARE

Children working above ARE



Firs  
Primary  
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