

Off with Her Head



Year Group: 5/6
Cycle B

Half Term Learning Focuses

History The Tudors	Science Light	D&T Tudor food and seasonality Climate/environment link – locally produced foods	RE What can we learn from religions about deciding what is right and wrong? Focus on Christianity, Judaism and Sikhism	Writing Genres Biography, Description, Playscript (Romeo and Juliet)
Music	MfL Year 5: Introduction to Spanish Year 6: Introduction to Russian	PSHE Year 6 SCARF: Rules, Rights and Responsibilities and Caring for the Environment	Computing Handling Data	Key Texts Eyewitness: Tudor Romeo and Juliet

Hidden Curriculum:

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: Who were the Tudors and what was their impact on England?

Curriculum Intentions (Key Knowledge to be learned):

- That British monarchs belonged to different 'houses' or families.
- Who the Tudor monarchs were and the period in which the Tudors ruled
- The impact that Henry VIII had on religion in England during his reign; the split from Rome and the establishment of the Church of England
- About the wives of Henry VIII and the reasons for each of his marriages
- About Mary I and her attempt to convert England to Catholicism
- That there was violent conflict between Protestants and Catholics at this time, examining the causes and effects of this

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 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 know:

- That British monarchs belonged to different 'houses' or families.
- When key houses or families were in power.
- That Richard III was the last monarch from the House of York and Elizabeth I was the last Tudor monarch.
- Both monarchs were seen as heroes by some and as villains by others, examining some of the reasons and events behind this including; Battle of Bosworth, War of the Roses, defeat of the Spanish Armada and execution of Mary Queen of Scots.
- That historical evidence can be interpreted in different ways and that some types of evidence are more reliable than others.

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

- *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.*
- *Identify and give reasons for and 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	
King	Centuries	Monarch	Descendent	Catholic	Rome
Queen	Wives	Evidence	Establish	Protestant	Pope
Long time ago	Marriage	Execution	Convert	Tudor	
Church	Divorce	Stake	Conflict	Church of England	
Religion					

History 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): Pupils should be taught to:

- 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

National Curriculum (Skills): Pupils should be taught to:

- plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- identify scientific evidence that has been used to support or refute ideas or arguments
- report and present 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
- use test results to make predictions to set up further comparative and fair tests

Higher attaining pupils may also learn that:

- light travels as waves but also as particles, and that this is the basis of Einstein's quantum theory

Prior Learning

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

- recognise that they need light in order to see things and that the dark is the absence of light
- notice that light is reflected from surfaces
- recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- recognise that shadows are formed when the light from a light source is blocked by a solid object
- find patterns in the way that the size of shadows changes
- ask relevant questions and use different types of scientific enquiries to answer them
- set up simple practical enquiries, comparative and fair tests
- make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- gather, record, classify and present data in a variety of ways to help in answering questions
- identify differences, similarities or changes related to simple scientific ideas and processes
- report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- use straightforward scientific evidence to answer questions or to support their findings
- use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

Key Vocabulary

Tier 1		Tier 2		Tier 3	
Light	Shadow	Reflection/ Reflected	Surfaces	Waves	
Dark	Sun	Prediction	Source	Particles	
Fair	Eyes	Conclusion	Observation		
Straight	Object	Variables	Cast Relationship		

Science Assessment

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE
 The logo for Firs Primary School is centered on the page. It features a stylized sun or flower icon on the left, composed of several overlapping semi-circular segments in shades of yellow and orange. To the right of the icon, the words "Firs Primary School" are written in a large, light blue, sans-serif font. The word "Firs" is on the top line, "Primary" is on the middle line, and "School" is on the bottom line. Two short horizontal yellow bars are positioned below the word "School", one on the left and one on the right, acting as decorative dashes.			

Design and Technology

National Curriculum: 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

Key Lines of Enquiry: What was the Tudor diet? What were the benefits and disadvantages compared to our diet today?

Curriculum Intentions – including climate/environmental link (key knowledge to be learned):

- Know that in the past, before the industrial revolution made the transport of food over long distances possible, people had to eat locally produced and seasonally grown fruit, vegetables and grain
- How food used to be preserved in Tudor times, and how we preserve food today
- Know which fruit, vegetables and grains are grown in England and at what time of year
- Know which fruit and vegetables have to be grown outside of the UK due to the climate and/or seasonal restrictions
- Know how and where different types of meat come from e.g. which animals, and different types of farming and fishing methods there are including cage/battery/intensive meat production, free range, organic and sustainable fishing methods
- Understand the impact that food production, transport and storage has on the environment e.g. carbon footprints, over-fishing, production of plastic packaging, use of anti-biotics and pesticides, reduction of biodiversity and deforestation for the creation of agricultural land
- Understand sustainable and environmentally friendly alternatives to the above
- Understand that fresh produce is more healthy and nutritious than processed food, and differentiate between the two
- Learn where to find the ingredients on processed foods, and which ingredients are healthy/unhealthy
- Learn how to prepare vegetables and follow a recipe to make Tudor soup (pottage)
- Make suggestions for how to improve/adapt the pottage recipe, and review their adaptation

Age Related Subject Skills (Progression Guidance):

- *Know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world*
- *Know that seasons may affect the food available*
- *Understand how food is processed into ingredients that can be eaten or used in cooking*
- *How to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source*
- *How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking*
- *Know that recipes can be adapted to change the appearance, taste, texture and aroma*
- *Know that different foods contain different substances - nutrients, water and fibre - that are needed for health*
- *Understand the need for correct storage*
- *Measure accurately*
- *Work out ratios in recipes*

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

Year 1/2 Objectives

- *Know where food comes from*
- *Use appropriate equipment to weigh and measure ingredients*
- *Prepare simple dishes safely and hygienically, without using a heat source*
- *Use techniques such as cutting*
- *Name and sort foods into the five groups of the 'eat well' plate*
- *Know that everyone should eat at least five portions of fruit and vegetables every day*

Year 3/4 Objectives

- *Know that a healthy diet is made up from a variety and balance of different foods and drinks, as depicted in the 'eat well' plate*
- *Know that to be active and healthy, food is needed to provide energy for the body*
- *Measure using grams*
- *Follow a recipe*

Key Vocabulary

Tier 1			Tier 2				Tier 3	
Meat	Sheep	Soup	Peel	Sustainable	Nutrients	Ethical	Free-range	Biodiversity
Beef	Cow	Slice	Chop	Intensive	Nutritious	Climate	Organic	Agricultural
Pork	Pig	Mix	Grate	Texture	Processed	Preserve	Pottage	Anti-biotics
Lamb	Chicken	Unhealthy	Healthy	Aroma	Natural		Carbon-footprint	Pesticides
Fish	Egg	Taste	Recipe	Local	Seasonal		Abattoir	Battery farm
Fruit	Vegetable	Soup	Farm	Ingredients	Hygiene			

Design and Technology Assessment

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



RE

Key Line of Enquiry: What can we learn from religions about deciding what is right and wrong? (focus on Christianity, Judaism and Sikhism)

Curriculum Intentions (Key Knowledge and Skills to be learned)

Children will be able to:

- identify personal, family, school values/codes for living which influence their own behaviour (e.g. FIRSY values)
- describe similarities and differences between the codes for living used by Christians and the followers of Sikhism and Judaism
- reflect on how having a code for living might help believers with difficult decisions
- ask and respond to questions about the importance of having a set of beliefs or values to guide choices and decisions in daily life
- apply ideas about what really matters for themselves, including ideas about love, forgiveness, truth, consequences and honesty
- reflect on and explain the consequences of what they say and do for other people and respond sensitively to different needs and wants

Children will also learn:

- What the Ten Commandments are
- Why the Ten Commandments appear in the Christian Bible and in the Jewish Torah (<https://www.bbc.com/bitesize/clips/ztd2hyc>)
- The seven deadly sins in Christianity and compare them to the five vices in Sikhism

Prior Learning

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

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Key Vocabulary

Tier 1		Tier 2			Tier 3
Anger Steal Murder Father Mother Choices	Love Forgiveness Truth Honesty Beliefs Holy	Lust Greed Pride Attachment Envy Covet Idol	Gluttony Greed Sloth Wrath Adultery Neighbour Goods	Vices Consequences Code Scripture Values	Sabbath Commandments Sikhism Judaism Christianity Torah Bible Guru Granth Sahib

RE Assessment

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MFL

National Curriculum: Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing

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

Year 5

- Pupils will learn about how gender is reflected in different languages including English, French, German and Spanish, also making links to other languages already spoken by pupils in the class
- Pupils will learn how word order varies in different languages (using a colour coded system such as Colourful Semantics to demonstrate this). Most languages are either SOV (including Latin, Urdu, German, Punjabi or SVO (including English, Romance languages, Czech and Russian)
- Pupils will learn about how to support new arrivals to the school and the skills required to be a ‘Young Interpreter’
- Pupils will have an introduction to Spanish including;
 - countries where Spanish is spoken, the names of some of the other Romance languages (French, Italian, Romanian, Portuguese) and that Romance languages evolved from Latin in around 500-900 AD
 - how to greet others in Spanish and reply to questions (Hello/Goodbye, How are you? What’s your name?)

Year 6

- Pupils will learn about the origins of writing and different world scripts
- Pupils will learn that different languages have different sound/symbol links
- Pupils will learn how to use dictionaries from other languages to work out pronunciations through the use of phonetic spellings
- Pupils will learn about how to support new arrivals to the school and the skills required to be a ‘Young Interpreter’
- Pupils will have an introduction to Russian including;
 - countries where Russian is spoken, the names of some other East Slavic languages (Ukrainian, Belarusian) and some West Slavic languages (Polish, Slovak, Czech),
 - how to greet others and reply to questions (Hello/Goodbye, How are you? What’s your name?)

Age Related Subject Skills (Progression Guidance):

Year 5 (applicable knowledge and skills in bold)

- *Understand numbers in multiples of 10 up to 100*
- *Understand and give simple directions*
- *Say that they don’t understand and ask for something to be repeated*
- **Give information**
- **Use short sentences when asking and answering questions**
- **Prepare a short talking task alone or with a partner and present this with reasonable pronunciation**

Year 6 (applicable knowledge and skills in bold)

- *Follow short descriptions in order to find specific information*
- **Devise and perform a short sketch in role play situation**
- *Demonstrate creativity and imagination in using known language in new contexts*
- **Listen attentively and understand more complex phrases and sentences**
- *Understand longer and more complex phrases or sentences*
- *Use spoken language confidently to initiate and sustain conversations and to tell stories*

<ul style="list-style-type: none"> • Listen to a story or poem and identify key words and phrases • Show understanding of a short text containing familiar and unfamiliar language • Retrieve information from a text • To make predictions based on existing knowledge • Read aloud to a partner or small group • Write a simple poem • Write short sentences in a presentation or booklet • Write simple instructions accurately • Write sentences on a range of topics using a model • Use agreements of adjectives • Manipulate language by changing an element in a sentence • Look at further aspects of everyday lives from the perspective of someone from another country • Learn about places of interest/ importance within the county studied 	<ul style="list-style-type: none"> • Prepare a short presentation on a familiar topic • Be understood when speaking in a different language • Use knowledge of word order and sentence construction to support the understanding of written text • Read and understand the main points and some detail from a short-written passage • Read aloud with confidence • Write sentences using some description • Apply a range of linguistic knowledge to create simple, written pieces that can be understood • Use dictionaries to support writing • Understand and use negatives • Recognise patterns in the foreign language • Present information about an aspect of culture • Compare and contrast countries where language is spoken with this country • Investigate famous people / events from the chosen country to be studied • Investigate cultural differences
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Prior Learning

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

- Identify and pronounce accurately the names of some countries and towns
- Sing a song from memory on a related topic
- Listen with care
- Ask and answer simple questions with correct intonation
- Remember a sequence of spoken words
- Speak clearly and confidently
- Initiate a conversation when working with a partner
- Understand words displayed in the classroom
- Write familiar words and simple phrases from a model
- Identify phonemes that are the same as or different from English or other languages they know
- Identify counties where selected language is spoken
- Investigate aspects of lifestyle in selected country e.g. food or leisure activities

Year 6 Forever Firs pupils working at ARE should already be able to:

- See Year 5 progression statements above
- Recall that German has four more letters than the English alphabet and the sounds that these make
- Recall and compare greetings in German, Slovak and Roma

Key Vocabulary (English)

Tier 1		Tier 2		Tier 3	
Language Hello Goodbye Greeting	Wave	Communication Verbal Non-verbal Alphabet Pronunciation Interpreter Origins	Greeting Translator Subject Verb Object Gender Scripts	Romance languages Slavic languages	

Key Vocabulary (MFLs)

Spanish

Russian



Firs Primary — School —

MFL Assessment

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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

Computing Strand: Handling Data

Topic Links: To use the data loggers (Log Box) to record levels of light e.g. Compare the brightness of different light sources.

<https://www.tts-group.co.uk/blog/2017/03/30/data-logging-outdoors-made-easy.html>

Age Related Subject Skills (Progression Guidance - DDAT):

- *Modelling:* Pupils learn how to use a spreadsheet to model data
- *Working with data:* Pupils learn to search, sort and graph information

Upper Key Stage 2

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| <ul style="list-style-type: none"> • To know what a data logger can be used for • To create an investigation to use the data logger to record information • To begin to link the data logger components to variables in science | <ul style="list-style-type: none"> • Use and interpret information from a data logger • To use computing programmes linked with the data logger • To choose how to record and represent information from a data logger using a computer |
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Other Key Areas of Learning:

- Children will know data loggers can be used to record temperature, light and sound.
 - <https://www.youtube.com/watch?v=2q4cVchd3F0>
 - <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

Prior Learning


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

- 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
- 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

Key Vocabulary

Tier 1		Tier 2		Tier 3	
Record	Investigate	Data	Accuracy	Probe	Reliability
Programmes	Light	Graph	Environments	Lux	Snap shot
Sound	Levels	Retrieve			Continuous
Temperate	Save				

Computing Assessment

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