

Time Traveller



Year Group: 5/6

Cycle B

<p>History</p> <ul style="list-style-type: none"> Changes in fashion and leisure from 1066 until the present day. 	<p>Geography Climate/Environment</p> <ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
<p>Computing</p> <ul style="list-style-type: none"> Technology in Our Lives 	
<p>Art</p> <ul style="list-style-type: none"> Great architects through time. 	<p>Climate/Environment</p> <ul style="list-style-type: none"> Rising global temperatures and sea levels over time
<p>Design and Technology</p> <ul style="list-style-type: none"> Research, design, make and evaluate a model house in a chosen architectural style. 	<p>Science</p> <ul style="list-style-type: none"> 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 20th Century including 50s, 60s, 70s and 80s
- They will contrast the fashions of the 20th 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 Hair Same	Girl Boy Different	Lifestyle Style Society Religion Male Decade Influence	Education Wealth Class Female Centuries Similar Impact	Upper class	
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History Assessment

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE
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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.
- 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.

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 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

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.

- 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.

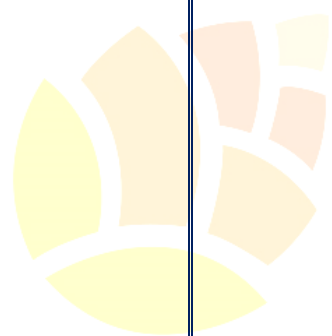
Key Vocabulary

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>

Forever Firs
Primary
— School —

Art and Design Assessment

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



Firs

Primary
— School —

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 18th, 19th and 20th 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

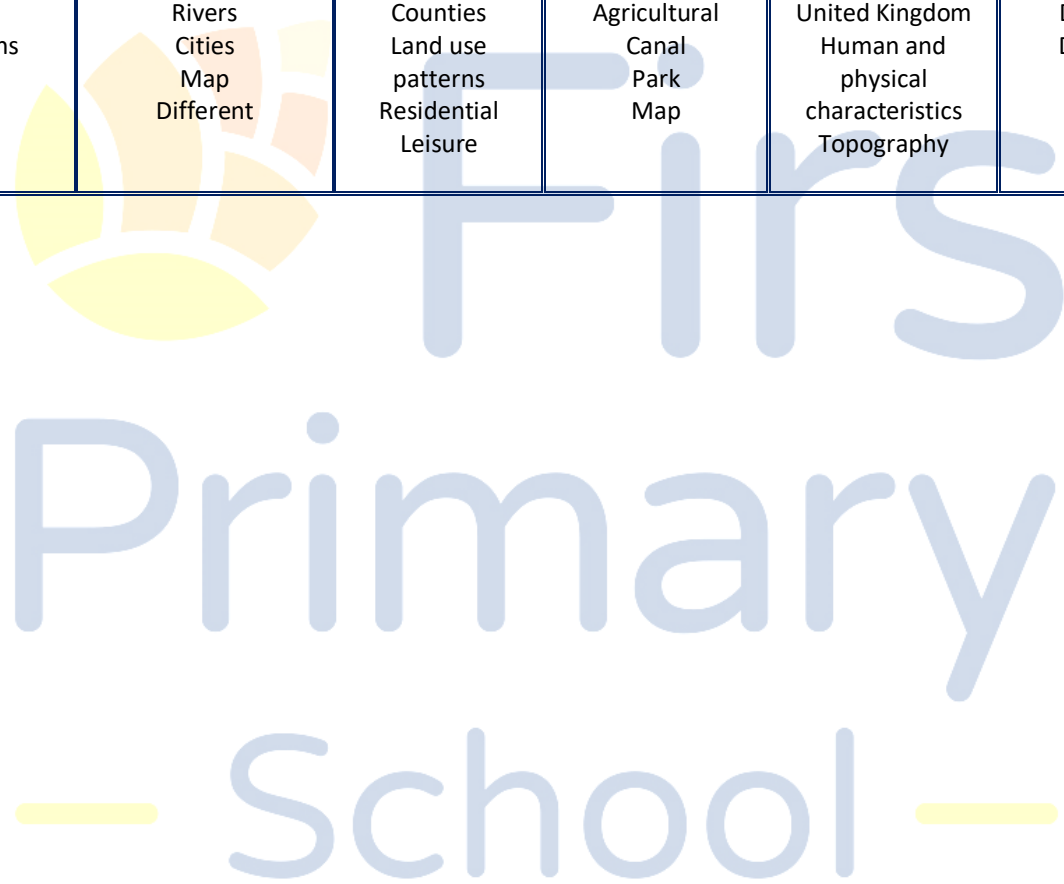
- Recognise and use OS map symbols, including completion of a key and understanding why it is important
- Draw a sketch map from a high viewpoint

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



Computing

National Curriculum:

understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration § use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

Computing Strand: Technology in Our Lives

Topic Links: To understand how and why communication technology has developed overtime

Age Related Subject Skills (Progression Guidance - DDAT):

- *Pupils explore issues relating to online searching, including how to use effective keywords, using directories and subject categories, and how to analyse the usefulness and relevancy of the results. They learn to conduct searches that provide them with the most helpful and relevant information*
- *Pupils learn to collaborate electronically by blogging -mailing and working on shared documents using the pupil sites of the DLG. This can be extended to working with other schools*
- *Pupils learn that connected devices exchange packets of data and this can convey a range of information from a text to a video call*
- *Pupils develop skills for evaluating websites, online information and advertising by rating the trustworthiness and usefulness of websites, and learning to identify the different types of online advertising*

Upper Key Stage 2

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|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Know how chatrooms and social media and connect people from long distances • Take part in a forum including responding with text and media • Begin to discuss how the internet works including networks and IP addresses | <ul style="list-style-type: none"> • Know how being able to connect with people from long distances can enhance collaboration • Discuss the many uses for the internet • Know how information is transported on the internet including understanding networks and IP addresses |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Other Key Areas of Learning:

- Children will be able to say how they communicate to people using technology today: zoom, skype, text, phone call, email, social media messenger
- Children will be able to say the advantages and disadvantages of ‘typing’ communication, compared to ‘face-to-face’ communication
- They will be able to identify the hardware and software needed to communicate with others using technology.

Prior Learning

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

- Discuss where they have seen and used technology.
- Sort pictures of what is and isn’t classed as technology and discuss what each one is used for
- Know how technology can be used to send messages (Class dojo, email etc.)

Key Vocabulary

Tier 1		Tier 2		Tier 3	
talk	face-to-face	social media		software	network
speak	website	chatrooms		hardware	
type	camera			IP address	
read	web-cam				
images					

Computing Assessment

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



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

Science Assessment

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