



Harlow Green Primary School

National Curriculum Medium Term Planning

Year Group: 6	Topic Title/Theme: Peacekeepers	Term: Autumn
Entry Point: The entry point will be alongside English, where the children gradually uncover objects from a suitcase and use this to make predictions about the book. This also serves as an introduction to the war and to evacuation. Within this introduction we will also look at a timeline of key events in the 20 th Century and use this to understand when the Second World War was.	Exit Point: Presentation using cue cards about the way that London has changed as a result of the World War II.	Visits/Visitors or Special Arrangements: A rugby league player is coming in to work with the children during their rugby block. The children are visiting Safetyworks as part of their PSHE work.
Topic Overview: Children will learn about how people lived during the Second World War in England and understand how people's lives were affected by the war. They will learn how men, women and children's lives changed in different ways and the importance of the war effort in national victory. They will also study the location of different countries involved in the war and how the Blitz changed London, comparing the city before and after the war as well as the changes that can still be seen today. Children will use digital photography to produce portraits representing British forces. To understand the importance of Morse Code during wartime, they will design a Morse code transmitter in DT. In science, the children will study electricity and light. RE will focus on the Jewish religion and their festivals whilst PSE will focus on conflict and resolution, relating back to the children's understanding of why the war broke out.		Outdoor Learning: <ul style="list-style-type: none"> • Build air raid shelters (DT) • Cooking using rations (DT) Subjects taught on a weekly basis: <ul style="list-style-type: none"> • Physical Education • Music • MFL • Computing • PHSE – taught in Outdoor Learning and in a weekly slot on Friday afternoon.

Curriculum Drivers			
Growth	Possibilities	Health	Community
compassionate, well-rounded, adaptable, Numerate, literate, moral, learns from mistakes, patient, realistic confident, independent, knowledgeable,	open-minded, ambitious, able to communicate, inquisitive, curious, brave, inspirational, willing to have a go, imaginative,	Healthy, resilient, creative, comfortable Reflective, accepting, thriving, positive, self-belief, safe, happy,	Collaborative, considerate, responsible, polite, follows rules, respectful, understanding, caring, kind, trustworthy, sociable,
Children should develop socially, morally, spiritually and physically in positive ways. There should be a developing acceptance of how there are many ways to live and how the differences make us unique and important. Children should have thirst for knowledge which allows them to increase their understanding of the world in which they live and be able to adapt to ever-changing contexts.	Children should be given opportunities which broaden their horizons and to see that there are ever-increasing possibilities for them on a daily basis but as they mature and become adults.	All children should be healthy in mind and body in order to live happy successful lives as children and as they move into adulthood. They should also have the understanding and skills to keep themselves and others safe from harm in the real world and online.	Children should develop an understanding of the importance of community and what it means to be a positive member of a community on a local scale (in their class, school, local area) and on a more global scale, including what it means to use the internet safely and how their actions can have a lasting impact for others. They should also learn about different religious communities.

Wk1	Wk2	Wk3	Wk4	Wk4	Wk6	Wk7	Wk8	Wk9	Wk10	Wk11	Wk12
Science	History	History	History	Art	Art	Science	Geography	Geography	D.T.	RE	RE

Electricity	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – WW2 and its impact upon Britain.	Drawing – showing movement and reflection. Sketching techniques.	Light	UK Geography – London – coming back from the blitz (study of a small area of the UK)	Electricity - make a Morse Code transmitter.	Judaism
PE / Swimming		Music / MFL	PSHE / Outdoor learning		Computing	

PSHE - Autumn 1

Statutory Guidance	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
Internet safety and harms <ul style="list-style-type: none"> • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 	<ul style="list-style-type: none"> • HW9 Recognise their strengths and how they can contribute to different groups • HW14 Identify and talk about their own and others' strengths and weaknesses and how to improve • HW17 Self-assess, understanding how this will help their future actions • PW46 Identify the skills they need to develop to make their contribution in the working world in the future • PW48 Make connections between their learning, the world of work and their future economic wellbeing • PW54 Begin to set personal goals 	Children will know; <ul style="list-style-type: none"> • Value of having achievements recognised. • Setting goals gives you something to aim for. • Not everything we see online is true/real. 	Pupils will discuss their aspirations and know why it is important to set goals and take steps to work towards them. They will consider some of the jobs they may like to do in the future. They will continue to build their knowledge of internet safety by finding out about fake news and how to spot it.
		Writing Opportunity Newspaper report about best achievement.	Resources <ul style="list-style-type: none"> • Examples of edited photos. • Fake newspaper report.

Key Questions / Learning Journey Steps	Implementation
Why is it important to have aspirations? What are we good at? How could this help us achieve our dreams?	Core 1-Unit 3 Lesson 1-Identified Strengths-Big Dreams Pass a mirror around the circle and ask the children to say something positive about their reflection. Now imagine the mirror can see into the future. Say something you hope to achieve. Work with a partner that you wouldn't usually work with. Discuss talents each other have and how this could help to achieve dreams.
Why is a sense of achievement important? How can we encourage others to achieve their potential?	Core 1-Unit 3 Lesson 2-Identified Strengths-Big Achievers What is the best achievement you have had so far? How did it feel before and after? Who recognized your achievement? Write a newspaper report about your achievement.
Goals give us something to aim for. What are your goals?	Core 1-Unit 3 Lesson 3Setting Goals- 'Super Futures' Draw a picture of self and write around it things you are going to do to try to achieve your future goal/career. For example, go to university, learn a foreign language, practice the guitar every day.
Where can I find out about my chosen occupation?	Core 1-Unit 3 Lesson 4 -Setting Goals-I can do that! <ul style="list-style-type: none"> • Using the children's goals and aspirations from the previous lesson, ask the children to research their chosen profession/goal. Are there steps they can take towards achieving their aspiration?
How is it possible to spot fake news? Why do people write fake news? What must we be aware of when searching the internet?	Core 1-Unit 5-Lesson 6 Internet Safety- fake News <ul style="list-style-type: none"> • Look at some photos that have been edited for fun. How can you tell they are fake? Look at a fake newspaper story and look for evidence that it is fake. Explain that fake news is getting harder to spot. Look at the Power Point stories and decide if they are fake or not.

Growth	Possibilities	Health	Community
Develop an understanding of aspirations and goals. This will also link to how fake news and stories online can influence them and others.	Children will develop awareness of different jobs and opportunities.		Children will understand how they can impact on their community with the choices they make and directions in life they take.
Relevant RRSA Article	Article 6: Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.		

PE – Autumn 1

National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis]. Apply basic principles suitable for attacking and defending. 	<ul style="list-style-type: none"> Choose and combine techniques in game situations. Work alone or with team mates in order to gain points or possession. Defend and attack tactically by anticipating the direction of play. Choose the most appropriate tactics for a game. Uphold the spirit of fair play and respect in all competitive situations. Lead others when called upon and act as a good role model within a team. 	Children will know; <ul style="list-style-type: none"> Know differences with rugby and other sports (pass backwards, run with ball) Tell me how you tackle in tag rugby. What is the opposition? Three seconds to pass once tagged. 	Children will understand how to pass backwards while moving forwards and how to support the person with the ball. In the end, children will start to use their attack and defence skills and know how to work as part of a team.
		Writing Opportunity	Resources
		N/A	<ul style="list-style-type: none"> Tag rugby balls Tag rugby belts Cones Bibs

Key Questions / Learning Journey Steps	Implementation
How do you pass in tag rugby?	<ul style="list-style-type: none"> Passing drills getting children to hold the ball correctly and pass backwards. Introduce looping once the ball has been passed to support the player with the ball.
How do you tackle in tag rugby?	<ul style="list-style-type: none"> Grab a tag – focus on keeping own tag while trying to get tags from other players. Keep ball – five players have to pass the ball between themselves and keep it from the player who is tagging them.
Can you explain any attacking and defending strategies?	<ul style="list-style-type: none"> Look at how to beat a man – tunnel games where children learn about how to side-step. Look at how defenders move across to cover the space. Any direction tag – introduce to game without worrying about which direction the ball is passed and use to focus on how to support the person carrying the ball.
What tactics can you select in different game situations? What are the rules?	<ul style="list-style-type: none"> Watch short video of tag rugby and discuss the rules and how we need to apply them in games – revisit terms knock on, touch line, double tag, forward pass etc. Talk in detail about the offside rule in rugby and the importance of getting back behind the ‘man.’ Play games within class. Focus on decision making and how to attack the space. Show different line ups to attack and defend. Inter-school tournament between teams from the classes.
What could you do differently if you played tag-rugby again? Which skills could you use in other invasion games?	<ul style="list-style-type: none"> Discuss the performance and why teachers/children have selected different players as their player of the day.

Growth	Possibilities	Health	Community
Children will be encouraged to be competitive and to understand the importance of challenging themselves and each other within game situations.	Children will play in mixed gender teams and will realise that both genders can be equally effective when competing in sporting events and that there are no boundaries to prevent them from competing against each other.	Children will be given the opportunity to exercise regularly and discuss the effect that this exercise has on their bodies.	Children will work in teams and develop a sense of what it is like to work with others.
Relevant RRSA Article	Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.		

PE – Autumn 1

National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Perform dances using a range of movement patterns Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> Compose creative and imaginative dance sequences. Perform expressively and hold a precise and strong body posture. Perform and create complex sequences. Express an idea in original and imaginative ways. Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands). 	Children will know; <ul style="list-style-type: none"> The Jive involves kicks. A popular Jive song was ‘Bill Haley – Rock Around the Clock.’ The Hand Jive had set movements with the hands. 	Children will understand the importance of upbeat dancing in WWII Britain and be able to use expression in their own movements to show this.
		Writing Opportunity N/A	Resources <ul style="list-style-type: none"> Video of Jive Video of Jitterbug Music

Key Questions / Learning Journey Steps	Implementation
What was a popular WWII dance?	<ul style="list-style-type: none"> Lesson 1 – Watch video of the jive to see what dance is and think of vocabulary to describe how it is performed and why. Teach the first basic steps and how to stand. Learn the steps as a whole class and then get children in pairs to practise.
How can I work with a partner to combine basic steps to a dance?	<ul style="list-style-type: none"> Lesson 2 – Continue to practice the jive dance from previous week. Get children into partners to practise and think about how to combine ladies’ and men’s footwork.
How can I work with a partner to personalise a dance?	<ul style="list-style-type: none"> Lesson 3 – Watch video of the jive. In pairs, go over steps from previous lesson. Think about how to create a routine using the steps and movements from video. Children to create their own jive dance.
Did my performance entertain the audience and why?	<ul style="list-style-type: none"> Lesson 4 – Practise then perform jive in pairs. Groups to give feedback to each other. Teacher to video so that children can watch and improve critically their own performance.
What was the theme of dancing in WWII and why do you think this is?	<ul style="list-style-type: none"> Lesson 5 – Watch video of the jitterbug to see what dance is and think of vocabulary to describe how it is performed and why. Teach the first basic steps and how to stand. Learn the steps as a whole class and then get children in pairs to practise.
What approach would you use to swing or hold a partner in a dance?	<ul style="list-style-type: none"> Lesson 6 – Look at safely holding or swinging a partner in the jitterbug dance. Practise with a partner having a turn at holding and being held.
Why is expression important in a dance?	<ul style="list-style-type: none"> Lesson 7 – Practise routine from previous lesson including a swing / hold move. Think about facial expressions and how to perform for an audience.
In what ways can I refine and perform a jitterbug?	<ul style="list-style-type: none"> Practise then perform jitterbug in pairs. Groups to give feedback to each other. Teacher to video so that children can watch and improve critically their own performance.

Growth	Possibilities	Health	Community
Children will develop their understanding that there are different ways to live and that these differences make nations and their people unique.	Children will be imaginative and will communicate their ideas in different ways. They will see that dancing is something for all abilities and genders.	Children will be given the opportunity to exercise regularly and discuss the effect that this exercise has on their bodies.	Children will develop an understanding of different communities and their cultural influences. They will work as part of a team and co-operate with each other.
Relevant RRSA Article	Article 31: (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.		

Computing – Autumn 1 ESafety			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Pupils should be taught to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour. Identify a range of ways to report concerns about content and contact. Be discerning in evaluating digital content. 	<ul style="list-style-type: none"> I protect my password and other personal information. Pupils learn that the Internet is a great place to develop rewarding relationships. But they also learn not to reveal private information to a person they know only online. 	Children will know; <ul style="list-style-type: none"> What makes a secure password? 	Children to generate their own secure password and be able to explain why they need their own password. This will be written on a recorded on a spreadsheet for reference. The passwords that the children create will become their personal login for the computer.
		Writing Opportunity	Resources
		N/A	Project Evolve: Privacy and Security Scenario cards.
Key Questions / Learning Journey Steps		Implementation	
Would you use the same password for every online game and app?		<ul style="list-style-type: none"> Think about how many passwords children might have and what they have them for online. Look at scenario cards and discuss whether they make a secure password or not. Produce a password activity plan. 	

Growth	Possibilities	Health	Community
Children will develop an acceptance that they are all different and this will make their passwords and the way they protect themselves different.	Children understand that there are negative and positive possibilities and it is important to protect themselves as much as possible.	Children will understand how to keep themselves safe online.	Children will understand the importance of using computers and the internet safely and keeping themselves protected. They will understand the way adults keep PINs safe in the wider world.
Relevant RRSA Article	Article 16: (right to privacy) Every child has the right to privacy. The law should protect the child's private, family and home life, including protecting children from unlawful attacks that harm their reputation.		

Computing – Autumn 1			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
Computing – KS2 <ul style="list-style-type: none"> 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. Use technology safely, respectfully and responsibly. 	<ul style="list-style-type: none"> Choose the most suitable applications and devices for the purposes of communication. Use many of the advanced features in order to create high quality, professional or efficient communications. 	Children will know; <ul style="list-style-type: none"> What Tinkercad does. Children can manipulate shapes on screen. 	Children will be able to use Tinkercad programme to 3D model using editing skills.
		Writing Opportunity	Resources
		N/A	<ul style="list-style-type: none"> NCCE Planning Year 6 Tinkercad accounts.

<ul style="list-style-type: none"> Identify a range of ways to report concerns about content and contact <p>Art and design – KS2</p> <ul style="list-style-type: none"> To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials <p>Design and technology – KS2</p> <ul style="list-style-type: none"> Generate, develop, model and communicate their ideas through computer-aided design <p>Mathematics – KS2 (Y6)</p> <ul style="list-style-type: none"> Recognise, describe and build simple 3D shapes, including making nets 			
Key Questions / Learning Journey Steps		• Implementation	
1. What is 3D modelling?	This lesson introduces learners to the concept of 3D modelling by creating a range of 3D shapes that they select and move. They also examine the shapes from a variety of views within the 3D space.		
2. Making changes	This lesson examines the similarities and differences between working digitally with 2D and 3D graphics. Learners initially discuss the similarities and differences they have identified so far, then move on to combine 3D shapes, including lifting the 3D object, to produce a house. Learners then colour their 3D shapes, followed by adding further shapes and undertaking further reflection on the similarities and differences between working digitally with 2D and 3D graphics.		
3. Rotation and position	During this lesson, learners will produce a 3D model of a physical object, which will contain a number of different 3D objects. 3D objects will need to be rotated and placed into position in relation to other 3D objects.		
4. Making holes	During this lesson, learners will produce a 3D model of a pencil holder desk tidy. The 3D model will contain a number of 3D objects that are of specific dimensions and use other 3D objects as placeholders to create holes with them.		
5. Planning my own 3D model	During this lesson, learners will resize and enhance their 3D model of a pencil holder desk tidy. Learners will also plan their own 3D model of a photo frame, which will be developed during the next lesson.		
6. Making my own 3D model	During this lesson, learners will produce their own 3D model based on their planning during the previous lesson. They will evaluate their work and make improvements based on feedback from their peers.		

Growth	Possibilities	Health	Community
Children will develop the ability to use a computer to present information independently in different forms.	Children will understand that there are negative and positive possibilities when researching information and it is important to protect themselves as much as possible.	Children will understand the positives and negatives of using computers and being online. Children will develop awareness that too much time on a computer is unhealthy.	Children will understand the importance of using computers and the internet safely and keeping themselves protected. They will understand the way adults keep PINs safe in the wider world and use their own passwords securely.
Relevant RRSA Article		Article 13: Every child must be free to express their thoughts and opinions and to access all kinds of information as long as it is within the law.	

Music			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	<ul style="list-style-type: none"> Perform solos or as part of an ensemble. Create rhythmic patterns with an awareness of timbre and duration Use digital technologies to compose, edit and refine pieces of music. Read and create notes on the musical stave 	Children will know; <ul style="list-style-type: none"> How make the note longer (duration) Ways to improve a note or sound. Music can be made with physical and electronic instruments (Garage Band). Name all of the musical notes. List a full range of musical vocabulary taught. 	The children will appraise a wide-range of music across the genres. They will compose and refine their own music using instruments as well as digital technology. They will improvise and compose independently, creating tunes that flow well and sound appropriate. They will play instruments simultaneously or sing as an ensemble. They will perform confidently knowing how to produce the best quality sound.
		Writing Opportunity	Resources
			<ul style="list-style-type: none"> Charanga Garage Band Glockenspiels BBC Bitesize
Key Questions / Learning Journey Steps		Activity	
How can I create and describe music?		<ul style="list-style-type: none"> Use different instruments to create sounds – describe the sounds using musical vocabulary Listen and appraise – Happy Musical vocab on a3 paper in groups 	
Can you play a simple tune?		<ul style="list-style-type: none"> Listen and appraise – top of the world Play glockenspiel 	
Can you play along to the song?		<ul style="list-style-type: none"> Listen and appraise – Don't worry be happy. Play own instruments Perform skills learnt 	
Can you compose music?		<ul style="list-style-type: none"> Listen and appraise – walking on sunshine Warm up / Sing song Compose – instruments and voices Garage band Perform skills learnt 	
Can you improvise during the instrumental?		<ul style="list-style-type: none"> Listen and appraise – Love will save the day Warm up / Improvise How to improve performance – provide constructive feedback for each group Final performance. 	
Can you perform as a group?		<ul style="list-style-type: none"> Listen and appraise – Happy Warm up task Begin to learn the song Perform skills learnt 	
Christmas songs		<ul style="list-style-type: none"> Sing and play Christmas songs 	

Growth	Possibilities	Health	Community
Children will develop acceptance of how there are many ways to live and our music choices are personal and make us unique.	Children can become performers regardless of talent.	Children will develop and understanding of how music can be used to express themselves therefor supporting their own well being.	Children will understand how to evaluate the performance of others in a positive way.
Relevant RRSA Article	Article 29: Education must develop every child's personality, talents and abilities to the full.		

Science – Autumn 1

National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> • Pupils should be taught to: • Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches • Use recognised symbols when representing a simple circuit in a diagram. 	<ul style="list-style-type: none"> • Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. • Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. • Use recognised symbols when representing a simple circuit in a diagram 	Children will know; <ul style="list-style-type: none"> • Know the circuit symbols and their names. • Metal conducts electricity. • Wood and plastic are good electrical insulators. • The longer wire, the dimmer the bulb. • More components make bulb dimmer. • Thicker wires make bulbs brighter. • More cells make bulbs brighter. 	Children will have an understanding of how to represent a complete electrical circuit by drawing components. They will also know how to make bulbs brighter and dimmer and explain how to fix problems within a circuit.
		Writing Opportunity <ul style="list-style-type: none"> • Science investigation write up about brightness of a bulb/volume of a buzzer. • Comprehension about different types of electricity. 	Resources <ul style="list-style-type: none"> • Wires • Bulbs • Batteries • Switches • Buzzers • Battery holders

Key Questions / Learning Journey Steps	Implementation
What are the circuit symbols?	<ul style="list-style-type: none"> • Experiment with circuit components. • Introduce circuit symbols.
How many ways can you create a complete circuit?	<ul style="list-style-type: none"> • Make circuits to meet a specification.
How do you draw a circuit?	<ul style="list-style-type: none"> • Draw circuits they have made using correct circuit symbols and annotate/label.
What would you recommend to fix a broken circuit?	<ul style="list-style-type: none"> • Children given circuits that wouldn't work. They have to explain why it wouldn't and then fix it. Test to see if it works.
Can electricity exist in different forms?	<ul style="list-style-type: none"> • Look at differences between static and current electricity. • Children to produce table showing the different types. • Answer comparison type SATs questions comparing the two electrical types.
Can you make a bulb brighter or dimmer?	<ul style="list-style-type: none"> • Introduce children to the investigative question. • Make predictions. • Follow science investigation structure – prediction, fair test, equipment, method, results, conclusion, evaluation.

Growth	Possibilities	Health	Community
Develop an understanding of how availability of electricity and electrical devices has evolved and changed for children since World War II.	Children can all be scientists regardless of gender.	Developing an understanding of the importance of health and safety using electricity.	Develop the understanding of why it is important to be eco-friendly by turning off lights when not being used.
Relevant RRSA Article	Article 13: I have the right to ask questions and to be given information.		

History			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Develop a chronologically secure knowledge and understanding <ul style="list-style-type: none"> of British, local and world history, establishing clear narratives within and across the periods they study. Study of an aspect or theme in British history that extends pupils' chronological <ul style="list-style-type: none"> knowledge beyond 1066. 	<ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate. Give a broad overview of life in Britain and some major events from the rest of the world. Describe the characteristic features of the past including ideas, beliefs, attitudes and experiences of men, women and children. Describe the main changes in a period of history. Show an awareness of propaganda and how historians must understand the social context of evidence studied. Use sources of evidence to deduce information about the past. 	Children will know; <ul style="list-style-type: none"> Some long and short term factors that started World War II Allies were Britain, America and France. Axis Powers were Germany, Italy and Japan. What is conscription? Women helped on the Home Front. What an evacuee is. What is rationing. 	Children will gain knowledge of why World War Two started They will know how the war affected different groups in society and how people worked together to rebuild Britain. They will look at how life changed in Britain during and after the war.
		Writing Opportunity <ul style="list-style-type: none"> Write speech to be delivered by the Prime Minister. Comprehension about a soldier and his diary with a focus on true/false style retrieval questions. 	Resources <ul style="list-style-type: none"> WW2 chronology cards Ration amount information Menu sheets Videos / clips of WW2 footage Propaganda Posters Make, do and mend information
Key Questions / Learning Journey Steps		Implementation	
What caused WWII? Why did WW2 start?		<ul style="list-style-type: none"> Discuss the outbreak of WW2. Listen to Neville Chamberlain's declaration of war in 1939 – discuss how people across the country would be feeling Chronology of WW2 Cause of WWII 5 Ws: Who What Where When Why https://www.storyboardthat.com/lesson-plans/introduction-to-world-war-ii/causes 	
Who was called up to fight?		<ul style="list-style-type: none"> Battle of Britain and the role of the RAF Reading comprehension based upon an interview/diary of a soldier from the war – True False style questions 	
How did WWII affect society? Why was the Home Front important in the war?		<ul style="list-style-type: none"> Look at the role of women during the war, in particular The Women's Land Army 	
What would your life have been like if you had been alive in World War II?		<ul style="list-style-type: none"> Read diary extracts from children who were evacuated / look at an evacuee's suitcase – chn decide what they would pack 	
What did the government attempt to do to raise morale ?		<ul style="list-style-type: none"> Design / produce a propaganda poster to help with the war effort. Also, look at propaganda from other countries. What does this show us about the job of the government during wartime. Churchill style propaganda speech 	
How was Britain rebuilt/repared after the war?		<ul style="list-style-type: none"> Look at Make, Do and Mend Make a wartime menu using only rationed foods for a family of 4 Speculate what Britain would be like if they hadn't won the war 	

Growth	Possibilities	Health	Community
Children will develop a thirst for knowledge and an understanding of the world they live in, understanding how it could have been different if events in history were different.	Children have possibilities to work in the armed forces in a variety of different jobs and this impact can be felt by a great number of people.	Children will know the role the armed forces play in keeping them safe and appreciate the sacrifices that have to be made to do this.	Children will understand the idea of the Commonwealth and also how societies often pull together and support one another in times of great need.
Relevant RRSA Article	Article 38: I have the right to be protected during a war and not allowed to fight or become involved.		

Art			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> • 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] 	<ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight) • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement. 	Children will know; <ul style="list-style-type: none"> • Shading can add texture and shadow. • Lines can show movement. • Reflections in water are similar shapes. 	Children will understand how to use different sketching techniques to show shadows, reflections and movement. They will experiment with different tones in their shading and use this to produce a final piece.
		Writing Opportunity <ul style="list-style-type: none"> • Evaluation of final art piece and explanation of decisions regarding the use of color and shading. 	Resources <ul style="list-style-type: none"> • Photographs taken during visitor session. • Art pencils • Sketch books • Pictures • Colouring pencils

Key Questions / Learning Journey Steps	Implementation
Who were some famous WWII artists?	<ul style="list-style-type: none"> • Art study of different artists • Include short comprehension
Which techniques can I use when I draw?	<ul style="list-style-type: none"> • Drawing techniques – hatching, cross hatching etc.
How do I create perspective and shadow in sketches?	<ul style="list-style-type: none"> • Showing shadow – using an apple. Look at shading and creating perspective using lines. Think about the direction of the light
How do I show reflection in water?	<ul style="list-style-type: none"> • Drawing reflections on water
How do we show movement in an object?	<ul style="list-style-type: none"> • Plane with lines to show propeller moving.
How can I combine my skills in a final sketch?	<ul style="list-style-type: none"> • Children to draw a final piece that shows a range of skills. They must have a plane flying over water with the reflection.
What were the strengths in my composition?	<ul style="list-style-type: none"> • Evaluation template. • Children to peer assess others and give an opinion on their work.

Growth	Possibilities	Health	Community
Children will learn from mistakes and grow an understanding of	Children will be able to communicate their thoughts in a way that they choose and understand that having a choice is important.	Children will be given the opportunity to be creative and to reflect on what they have done in a safe and supportive environment.	Artwork and portraits will look at different cultures and communities and children will have the opportunity to appreciate how people may look differently to one another.
Relevant RRSA Article	Article 31: (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.		

PSHE - Autumn 2

Statutory Guidance	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members. • The importance of spending time together and sharing each other's lives that others' families, either in school or in the wider world, sometimes look different from their family. • That they should respect those differences and know that other children's families are also characterised by love and care that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 	<ul style="list-style-type: none"> • HW4 Recognise and respect similarities and differences between people. • HW8 Recognise stereotyping and discrimination. • HW26 Take responsibility for their own safety and the safety of others and be able to seek help in an emergency. • PW62 Make responsible, informed decisions. • PW66 Reflect on the many different types of relationships that exist. 	<p>Children will know;</p> <ul style="list-style-type: none"> • What stereotyping is. • Different forms of discrimination. • Gender is irrelevant to the jobs we can aspire to do in the future. • Families can have different structures. • What Immunisations are. • Marriage represents a formal and legally recognised commitment. • There are many different types of relationships. 	<p>Children will learn about segregation and how this has a negative impact on lives. They will learn that stereotyping and discrimination is not right and should be challenged. They will learn that families can be made up in very different ways and they will find out about why marriage is an important relationship. They will learn the importance of looking out for signs of illness and speaking to a trusted adult if they are concerned. They will also learn what immunisation is and why it is important.</p>
		Writing Opportunity	Resources
		<p>Write the definitions of 'Oath, Vow, And Agreement.</p>	
Key Questions / Learning Journey Steps		Implementation	
<p>What does discrimination mean? Give examples of this. How does discrimination affect people?</p>		<p>Core 2 –Unit 3-Lesson 1 Race and Ethnicity-United States? Ask the children to tell you what they know about America. Is it a wealthy country or a developing country? Divide the children by eye colour without telling them what you are doing. Tell the children about who Martin Luther King and Rosa Parks were. Explain the impact they had on changing society. Look at some segregation laws. How would these have impacted on people's lives? Share the 'I have a dream...' speech. Explain to the children that you have segregated them by eye colour. How would they feel if this really happened?</p>	
<p>Ask the pupils what they aspire to do in the future?</p>		<p>Core 2-Unit 3- Lesson 2 Gender Stereotypes-Jobs 4 All Ask the pupils what they aspire to do in the future? Ask them how they would feel, despite all their relevant learning and achievement, if they couldn't get a job because they were the wrong gender. On a silhouette outline of a man and a woman, ask pupils to jot down on post-it notes which skills each gender has and which jobs they are most suited to doing? Show the pupils a range of pictures of people who have jobs that break stereotypes and discuss. What have the pupils learnt about gender? It is irrelevant!</p>	
<p>What is a stereotype? Give an example. What are your ambitions?</p>		<p>Core 2-Unit 3- Lesson 3 Culture-Cultural Feast Ask pupils to draw simple stick drawings to represent the people who make up their family. Explain that all families are different. There is no right or wrong make up of a family and, for some, family does not include relations but those people whom they feel safe with</p>	

	and who love them. Discuss and agree a definition of 'family'. Ask the pupils to think about and list the things that make their family unique.
What are the clues to look for if you suspect someone may be unwell? What should you do if you think you are unwell?	Core 1- Unit 1- Lesson 4 Physical Illness-Bleugh! When a human or animal is unwell it is important to find out why and this often comes from asking questions. Introduce the word diagnosis. Give the pupils a set of symptoms cards and <ul style="list-style-type: none"> ask them to group the cards into seen and unseen symptoms. Ask the pupils what they should do if they notice any signs or symptoms of physical illness.
What are vaccinations and how do they work? Why is it important that we have them?	Core 1-Unit 1- Lesson 6 Immunisation-One Sharp Scratch Ask the pupils if they have ever had any jabs? What do they think they were for? In small groups, discuss and answer the following questions:- <ul style="list-style-type: none"> Why don't we like injections? How are they good for us? What would happen to us if we didn't have the injection? Introduce the word 'immunisation' and discuss its meaning.
From what you know about the word 'vow', what makes marriage such an important relationship? What are the different types of marriage and who can get married?	Core 2 – Unit 4- Lesson 3 Marriage-I Promise <ul style="list-style-type: none"> What does promise mean? Are promises important? Why? Ask pupils to share a time when they promised to do something. Did they honour their promise? Ask pupils to look up the following words in the dictionary 'Oath, Vow, Agreement'. Discuss marriage. Why do people get married? Who can get married? Where can people get married? What is the difference between a civil and religious marriage and a civil partnership?

Growth	Possibilities	Health	Community
Children will learn about how they can grow as individuals but this may be impacted on by the thoughts and opinions of others.	Children learn about roles in society that help manage, decide and lead.	Children will learn about keeping healthy and ensuring they are informed to make the right decision based on reliable information.	Children will learn about being a responsible member of the community and how stereotypes and discrimination can impact on them.
Relevant RRSA Article	Article 19: Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them		

PE – Autumn 2

National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> Field, defend and attack tactically by anticipating the direction of play. Choose the most appropriate tactics for a game. Work alone, or with team mates in order to gain points or possession. 	<p>Children will know;</p> <ul style="list-style-type: none"> You can only hit the ball with the flat side of the stick. Feet cannot be used in hockey unless you are in goal. The stick cannot be raised above the waist. Passes are push passes. 	<p>Children will develop the ability to dribble and pass a hockey ball using only the flat side. They will start to use these skills in small-sided games, where they must work as a team to keep possession of the ball.</p>
		Writing Opportunity	Resources
		N/A	<ul style="list-style-type: none"> Hockey balls Hockey sticks Cones Bibs

Key Questions / Learning Journey Steps	Implementation
<p>How do I move a hockey ball effectively?</p>	<p>Activity All ch to have a hockey stick and ball each, ask ch to dribble around the area – whilst dribbling the ch need to think about the correct teaching points for how to dribble THEN – Group discussion – allow ch to discuss in small groups what they think the TP’s are – Then teacher to pick ch to give a teaching points Activity – King/queen of the court - All ch but 2 have a ball – ch to dribble around in netball court – the aim is for the ch to keep there ball from being knocked out of the area by the ch without a ball – when ball is knocked out ch to stand out</p>
<p>Which side of the stick do I use? How do I pass and stop a ball in hockey?</p>	<p>Activity – <i>Identifying how to pass</i> - Ch to count how many passes they do in a minute – Allow ch to discuss what they think is the correct technique – THEN teacher to question ch to discover correct technique and teacher to show ch how to stop ball correctly - Then allow ch to practice passing the ball between them increasing distance between as they get confident with passing Activity – Passing under pressure - Two pairs join together and play piggy in the middle (3v1) – In order to score 2 passes must be made, if the piggy gets it they get a point, 1st to 5 points then swap piggy</p>
<p>How do I pass on the move? How do I shoot?</p>	<p>Activity – Passing on the move - Ch in pairs to dribble around the playground passing the ball between them Activity – Passing and shooting - Ch in pairs to dribble and pass the ball to get near goal to shoot the ball. When they get to a cone they must pass the ball to their partner and do this for 3 cones, then child with ball at last cone shoots in to the goal – Have 5 areas set up</p>
<p>How can I win a hockey game?</p>	<p>Activity 1 – Tackling - Ch in pairs take it in turns to try to tackle partner who is trying to dribble round them – ch to count how many times they successfully tackle their partner THEN allow ch to discuss what they think is the tackling technique THEN teacher question children to gain correct technique - Then ch to go back and try again and once again see how many times they tackle their partner</p>

	<p>Activity 2 – Defending</p> <p>1. Ch in groups of 3 – 1 defender and 2 children trying to pass the ball between them, swap defender every time they get the ball – Aim is for the ch to identify where is best to stand to defend the ball? – THEN allow children to go back and try defending again</p> <p>2. In same groups – 1 person defender, 2 attackers – defender passes ball to 1 of the attackers and then closes them down - Attackers take it in turns to pass ball to defender (defender has 4 tries then swap roles) – Q - what are we trying to do when we chase the ball down?</p>
<p>What do I need to improve at? How can I use tactics when I play?</p>	<p>Activity - Tactics</p> <p>Q - What are tactics? Why are they important?</p> <p>- Ch in groups of 5 – set up a square playing area – Teacher demonstrate size of area</p> <p>- 3 ch are attackers and 2 are defenders – Allow attackers and defenders time to discuss the tactics they are going to use – then let ch play for 3 minutes</p> <p>THEN – let groups discuss the tactics they have used and then rotate roles and discuss new set of tactics</p>
<p>How can I play as part of a team?</p>	<p>Inter-school tournament with children playing against teams from the other classes to see how well they can sue the skills taught and team play in their games.</p>

Growth	Possibilities	Health	Community
<p>Children will be encouraged to be competitive and to understand the importance of challenging themselves and each other within game situations.</p>	<p>Children will play in mixed gender teams and will realise that both genders can be equally effective when competing in sporting events and that there are no boundaries to prevent them from competing against each other.</p>	<p>Children will be given the opportunity to exercise regularly and discuss the effect that this exercise has on their bodies.</p>	<p>Children will work in teams and develop a sense of what it is like to work with others.</p>
<p>Relevant RRSA Article</p>	<p>Article 31 - (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</p>		

Computing – Autumn 2 Esafety			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> 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 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 Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<ul style="list-style-type: none"> Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder. 	Children will know; <ul style="list-style-type: none"> What is a creative common. Anything shared on the internet is in the public domain. There are laws and rules about whether we can use pictures from the internet. Know some of the creative commons symbols. 	Children will have an awareness that there is copyright and ownership legislation on the internet and they must adhere to this when they are copying images or text into work. They will also be aware of the penalties that can be given for not following these rules.
		Writing Opportunity N/A	Resources <ul style="list-style-type: none"> Project Evolve – Copyright and Ownership
Key Questions / Learning Journey Steps		Implementation	
Why must you acknowledge sources that you use from the internet?		Discuss why you can/can't reuse images from the internet and why. Introduce language around copyright and ownership Children to complete Search, Reuse and Reference sheet about pictures that can and can't be used and those that they can edit.	

Computing – Autumn 2			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> 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. Use technology safely, respectfully, and responsibly. 	<ul style="list-style-type: none"> Collaborate with others online on sites approved and moderated by teachers. Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, 	Children will know; <ul style="list-style-type: none"> Websites are created using HTML code. To build a website you must use copyright free images. A website needs to look attractive and be easy to navigate. Home Pages should provide links to different areas in the web site. Hyperlinks provide links to other websites. 	Children will understand that coding has its own language and that it is used to control the screen. They will be able to use their own simple codes and be able to spot and debug when there are problems.
		Writing Opportunity	Resources

<ul style="list-style-type: none"> Recognise acceptable/unacceptable behaviour. <p>English links</p> <ul style="list-style-type: none"> Writing composition: Identifying the audience for and purpose of the writing, selecting the appropriate form, and using other similar writing as models for their own. 	without express written permission, from the copyright holder.	N/A	<ul style="list-style-type: none"> NCCE Unit Powerpoint Word
Key Questions / Learning Journey Steps		Implementation	
What makes a good website?	In this lesson learners will explore and review existing websites and evaluate their content. They will have some understanding that websites are created using HTML code.		
How would you lay out your web page?	Learners will look at the different layout features available in Google Sites and plan their own web page on paper. Homework: Learners will look at two of their favourite websites and sketch them on the worksheet provided, detailing the similarities and differences. Note: For the homework activity, teachers could provide printed 'home page' images for anyone who doesn't have internet access at home.		
Copyright or copyWRONG?	During this lesson learners will become familiar with the terms 'fair use' and 'copyright'. They will gain an understanding of why they should only use copyright-free images and will find appropriate images to use in their work from suggested sources. Homework: Learners answer a series of questions based on copyright and fair use.		
How does it look?	Today learners will revise how to create their own web page in Google Sites. Using their plan from previous lessons, learners will create their own web page/home page. They will preview their web page as it will appear on different devices and suggest or make edits to improve the user experience on each device.		
Follow the breadcrumbs	During this lesson learners will begin to appreciate the need to plan the structure of a website carefully. They will plan their website, paying attention to the navigation paths (the way that pages are linked together). They will then create multiple web pages for their site and use hyperlinks to link them together as detailed in their planning.		
Think before you link!	Learners will consider the implications of linking to content owned by other people and create hyperlinks on their own websites that link to other people's work. They will then evaluate the user experience when using their own website and that of another learner.		

Growth	Possibilities	Health	Community
Children will develop the ability to use a computer to create a web page.	Children should be given opportunities which broaden their horizons and to see that there are ever-increasing possibilities for careers as programers/web page creators. Children will know the possible consequences of using material from the internet that is not suitable or that they are not allowed to use.	They should also develop their understanding and skills to keep themselves and others safe from harm in the real world and online.	Children will understand the importance of using computers and the internet safely and keeping themselves protected. They will understand the way adults keep PINs safe in the wider world and use their own passwords securely.
Relevant RRSA Article	Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.		

MFL			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. Listen attentively to spoken language and show understanding by joining in and responding Speak in sentences, using familiar vocabulary, phrases and basic language structures 	<ul style="list-style-type: none"> Read and understand the main points and opinions in written texts from various contexts, including present, past or future events. Use knowledge of grammar to enhance or change the meaning of phrases. Understand the main points and opinions in spoken passages. Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken. 	Children will know; <ul style="list-style-type: none"> Recognise and understand what a pronoun is in both English and French Be able to say what the key personal pronouns are in French. Work out the endings for regular –ER, -IR and -RE verbs. Begin to conjugate in French a regular –ER verb, a regular –IR verb and a regular –RE verb. Name the countries and languages involved in WW2. Identify 2 difference between city and country life during the war. 	Regular verbs - The chn will begin to understand where and how to use verbs correctly within their writing. They will use the correct endings so that their writing makes grammatical sense. WW2They will also decode pieces of writing about ww2 and will learn about different countries and languages relating to ww2 through stories and comprehensions.
		Writing Opportunity	Resources
		Write story as life as an evacuee	<ul style="list-style-type: none"> Language angels Flashcards

Key Questions / Learning Journey Steps	Implementation
Can you recognise and understand a personal pronoun in French? Can you identify the stem and ending of a verb?	<ul style="list-style-type: none"> Personal pronouns – match up the pronoun in French and English Verb stems and endings- activity- identify stem and ending for regular verbs
Can you choose an appropriate ending for a French verb? (To be completed as part of French lesson over 3 weeks- then revisited every lesson)	<ul style="list-style-type: none"> Regular –er verbs- look at pronoun and verb ending Regular –ir verbs- look at pronoun and verb ending Regular –re verbs- look at pronoun and verb ending
Can you decode French words?	<ul style="list-style-type: none"> Dictionary task starter Watch, listen to presentation in French on WW2 (Lesson 1) READING
Can you identify the countries and languages that link to WW11?	<ul style="list-style-type: none"> Intercultural understanding Countries and language identification on both sides of War
What was life like for an evacuee ?	<ul style="list-style-type: none"> Reading and listening about World war 2 (Lesson 3 slides) True or false questions- whole class Wk 4 story listening task (grid)
Can you write a story about the life of an evacuee in French?	<ul style="list-style-type: none"> Writing task Write a story in the style of an evacuee Use word bank and sentence starters to help- positive and negative comparatives
Intercultural understanding- What was life like in France during WW2 ?	<ul style="list-style-type: none"> https://www.bbc.co.uk/history/ww2peopleswar/stories/28/a2970128.shtml Discuss similarities and differences of lives of children on France and England during WW2

Growth	Possibilities	Health	Community
Children will develop social skills using another language.	Children will learn how different languages are useful and relevant in a fast changing, modern world.	Children will begin to understand safety in a foreign country.	Children will develop and understanding of the importance of tolerance in a global community.
Relevant RRSA Article	Article 30: Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live		

Science – Autumn 2


National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Understand 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 eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes. 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. 	Children will know; <ul style="list-style-type: none"> Light travels in straight lines. Light is reflected off objects. Parts of the eye – iris, cornea, retina, optic nerve, lens, pupil. The angle of incidence is the angle that light hits a surface at. The angle of reflection is the angle it comes away at. Angle of incidence = angle of reflection. White Light = ROYGBIV. 	Children will understand how light is produced and how we see. They will understand the light spectrum and how it displays itself in things like rainbows and explain that this occurs because light has split.
		Writing Opportunity <ul style="list-style-type: none"> To write up a science investigation about how light travels through different mediums including water and oil. 	

Key Questions / Learning Journey Steps	Implementation
How do we see things?	<ul style="list-style-type: none"> Learn about how light travels in straight lines and is reflected off objects into our eyes, enabling us to see things. Explore how light is reflected using mirrors and torches. <p>Vocab understanding exercise. Short passage containing key vocabulary from the subject of light. Vocab style questions to see if children have comprehended the meaning of the words.</p>
How does the eye work?	<ul style="list-style-type: none"> Learn parts of the eye. Label and write paragraph explaining how we see?
Can light bend?	<ul style="list-style-type: none"> Learn about the angle of incidence and reflection and draw accurate ray diagrams using protractors.
What is a periscope and how does it work?	<ul style="list-style-type: none"> Investigate how periscopes work and make their own.
Can you explain the light spectrum?	<ul style="list-style-type: none"> Look at what the light spectrum is and where the children may have seen it in every day life.
What is refraction? How does light travel through different mediums?	<ul style="list-style-type: none"> Learn about how light can be refracted in prisms and water. Investigate refraction using glasses of water and different objects. Write up experiment about light travelling through different mediums.
What is a prism and how does light travel through it? How do we see colour?	<ul style="list-style-type: none"> Learn about the colour of light and how we see colour. Make a colour wheel. Explore how light is refracted in prisms. Draw diagrams to show the different angles of refracted light. <p>Vocab understanding exercise. Short passage containing key vocabulary from the subject of light. Vocab style questions to see if children have comprehended the meaning of the words. Same exercise as at the start.</p>

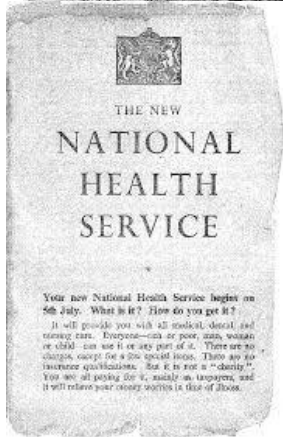
Growth	Possibilities	Health	Community
Develop an understanding of how light travels.	Children can all be scientists regardless of gender.	Developing an understanding of the importance of health and safety using	Develop the understanding of why it is important to be eco-friendly by turning off lights when not being used.
Relevant RRSA Article	Article 13: I have the right to ask questions and to be given information.		

Geography			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom. Understand geographical similarities and differences through the study of human and physical geography of a region of the UK. Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. 	<ul style="list-style-type: none"> Collect and analyse statistics in order to draw clear conclusions about locations. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. Describe how locations around the world are changing and explain some of the reasons for change. Describe and understand key aspects of human geography. Name and locate some of the countries and cities of the world and their identifying human and physical characteristics and understand how some of these aspects have changed over time. 	Children will know; <ul style="list-style-type: none"> A city has a cathedral and university. A town is a built up area. A county is how the country is divided and governed. Children were evacuated to the country from the cities to be safe. Read along and then up for 6 figure grid references. The points of a compass are North, South, East, West, North East, North West, South East and South West. 	Children will have an understanding of where children were evacuated to and which cities were bombed. Children will understand how London has been built up to the city it is today and be able to use geographical skills involving the eight compass points and 6-figure grid references to locate areas in London.
		Writing Opportunity	Resources
		<ul style="list-style-type: none"> Children to produce a tourist guide to London. 	<ul style="list-style-type: none"> Maps / Atlases Ipads Google earth Web sites
Key Questions / Learning Journey Steps		Implementation	
Where were key evacuation areas located?		<ul style="list-style-type: none"> Research which cities in Great Britain were bombed most severely. Mark cities on a map. Discuss differences between towns, cities and counties. Identify where in England children were evacuated from/to and give reasons why. 	
How do we give the position of different locations on a map?		<ul style="list-style-type: none"> Activity 1 Tube map of London. Escaping from Germans, catching spies, etc. Children to follow 8 compass point around the stations to locate where they are. Activity 2 Map of London with potential German bombing sites. Children to locate them on the map from 6 figure grid references. They are then to be given six figure grid references where spies are hidden and mark these on the map. 	
How was the physical and human geography of London affected by the Blitz?		<ul style="list-style-type: none"> Identify the changes that the Blitz caused to London e.g. damage caused, housing changes, population changes. Produce population graph showing changes over time and why the population of London continued to drop following the war. Comprehension questions from pictures of London landscape – inference from the pictures. Compare at different times. Give reasons why it would look different at different times. Making links. 	
What changes occurred in London after the war? If you went to London today, what would you see?		<ul style="list-style-type: none"> Learn about life in London today and identify changes that were made following World War II that are still relevant, Create a tourist guide to London today. 	
Growth	Possibilities	Health	Community
Develop an understanding of how some families were forced to live apart during the war and the different ways families may live today.	Children will develop an awareness that everyone can have a positive impact following war/a disaster regardless of gender or age.	Children will know the impact the war had on cities and housing and improvements that were made in the social sector following the war.	Children will understand that life in cities and communities changed during the war and afterwards.
Relevant RRSA Article	Article 27: I have the right to a good standard of living so that my so that my physical, social and mental needs are met.		

DT			
National Curriculum	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<ul style="list-style-type: none"> Understand and use electrical systems in their products [for example, series circuits] Incorporating switches, bulbs, buzzers and motors] Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Use research and develop design criteria to inform the design of innovative, functional, Appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated Sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and Computer-aided design 	<ul style="list-style-type: none"> Evaluate the design of products so as to suggest improvements to the user experience. Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips). 	Children will know; <ul style="list-style-type: none"> What is the code called using dots and dashes? Morse Code Transmitters were used to send messages in World War 2. A net is a flattened version of a 3D shape. Recognize nets for cubes, cuboids and other shapes. A circuit needs to have a power source and an output. Switches need to have parts that conduct to meet together. 	Children will know that electrical circuits are used for real life purposes. They will know how Morse Code Transmitters were used in wartime and how to create a circuit for this purpose.
		Writing Opportunity <ul style="list-style-type: none"> Reading from the internet to carry out research and to note take. Evaluation of design/make process. 	Resources <ul style="list-style-type: none"> Buzzers Wires Cells Cell holders LED lights Card Sellotape
Key Questions / Learning Journey Steps		Implementation	
How could messages be transmitted during the war?		<ul style="list-style-type: none"> Look at various pictures and descriptions of morse code transmitters from World War II. Make reflections and predictions about what it will be used for and why and when it is from and how it is made. Children then read short explanation text and answer questions to show understanding. Children produce their own design for a transmitter – thinking about the circuit and also how they want the finished product to look. 	
How can we make our own morse code transmitter?		Exploded diagram of a design for a transmitter. Look at layout features and how annotations are used. <ul style="list-style-type: none"> Make transmitter using electrical equipment and also using junk modelling and card to house the circuit. 	
How would you evaluate your product against the design specification?		<ul style="list-style-type: none"> Children evaluate their work and consider any improvements that need to be made. 	
Growth	Possibilities	Health	Community
Children will develop their knowledge of how communication has grown and developed, but has always been an important part in societies.	Children will understand the importance of developing different skills and how all jobs have an important role in a society.	Children will understand the importance of working safely with electrical equipment.	Children will understand how communication within a community is important in different ways and this is particularly true during times of great national stress.
Relevant RRSA Article	Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full.		

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Gateshead Agreed Syllabus 2018	Procedural Knowledge	Semantic Knowledge	Overall Subject Intent
<p>The calendar Rosh Hashana – The New Year Yom Kippur – The day of atonement Sukkot – Tabernacles Chanukah</p> <p>Principal beliefs</p> <ul style="list-style-type: none"> - Beliefs about the Messiah and the kingdom the Messiah will establish <p>Narrative</p> <ul style="list-style-type: none"> -The years in the desert – The Promised Land -The story of Judah the Maccabee. 	<ul style="list-style-type: none"> • Explain the practices and lifestyles involved in belonging to a faith community. • Explain some of the different ways that individuals show their beliefs. • Explain how religious beliefs shape the lives of individuals and communities. 	<p>Children will know;</p> <ul style="list-style-type: none"> • There is a God and Jews are waiting for the Messiah to come. • Rosh Hashanah is Jewish New Year. • Rosh Hashanah is the start of the 10 days of repentance. • The end is Yom Kippur. • Apple dipped in honey is eaten at Rosh Hashanah. • Sukkot remembers the years Jews spent in the desert. • A Sukkah has green at the top, an open door and should be temporary and flimsy. 	<p>Children will have a greater understanding of the Jewish religion and be able to relate this to the local community in Gateshead. They will understand the key beliefs and why Jewish people hold particular celebrations.</p>
		<p>Writing Opportunity</p> <ul style="list-style-type: none"> • Letter to a friend inviting them to Sukkah. 	<p>Resources</p> <ul style="list-style-type: none"> • Recording device. • Images and artefacts of Sukkah. • Materials for building a sukkah. • EMTAS Contact – Michael Glickman. • Artefacts for the 3 festivals
Key Questions / Learning Journey Steps		Implementation	
What gods or deities do Jewish people worship?		Find out about Jewish beliefs about the Messiah and the kingdom the Messiah will establish. Draw symbols and explain their relevance.	
How and why do Jewish people celebrate Rosh Hashana and Yom Kippur?		<p>Pictures showing Rosh Hashana Celebration. How do children know it is a special celebration? What does it have in common to celebrations they are familiar with? What is different?</p> <p>Video clips and internet to answer; What is the purpose of the shofar? / What is the significance of the foods? What are the key beliefs and traditions? / Make connections in Judaism between repenting and being forgiven.</p>	
 <p>Example image of Rosh Hashanah greeting.</p>		Children to be given a Rosh Hashana card - label the symbols showing their meaning, comment on how the greeting inside expresses Jewish belief and write a message to the person receiving the card expressing their hopes for that person over the coming year.	
<p>Why are some people important to followers of this religion? Why is the story of the Promised Land important to Jewish people?</p>		<p>Children to be given an image of a Jewish family celebrating the festival of Sukkot in their sukkah. Answer key questions.</p> <p>Introduce the story of the years in the desert and the promised land.</p> <p>Make Sukkah out of junk modelling equipment.</p> <p>Write a letter to a friend inviting them to have dinner with you in your sukkah. Include image.</p>	
Growth	Possibilities	Health	Community
Children should develop an acceptance and understanding of how other religions celebrate.	Children should learn that there are many different festivals within different religions and cultures.	Children should understand that reflecting on their behavior and actions assists with maintaining a happy and healthy mind.	Children should learn about how the Jewish community celebrate and the importance of celebrating with family. Children will develop a greater understanding of the Jewish community in their locality.
Relevant RRSA Article	Article 30: Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people.		

Peace Keepers



“In the days to come the British and American peoples will for their own safety and for the good of all walk together side by side in majesty, injustice and in peace.”

Winston Churchill, addressing a joint session of the US congress, 26 December 1941

