Harlow Green Primary School

National Curriculum Medium Term Planning

Year Group: 6	**Topic Title/Theme:** Leaving a Legacy	**Term:** Summer
Entry Point: Children will begin by comparing images of pre and post Roman life in Britain and discussing and identifying the differences. This will then be used to frame discussions about the Romans and the impact that they have had on Britain and what ;egacy means.	**Exit Point:** The exit point for the topic will be the children leaving their own legacy through the Leaver's Assembly and the memory and PSE work about moving on and transition that they produce.	**Visits/Visitors or Special Arrangements:** • Residential/Outdoor and Adventurous Visit. • Transition Visits from other schools. • Vindolanda and the The Roman Army Museum
Topic Overview: The topic will develop in two parts over the term when children will look at the Romans and the events of Pompeii. They will think about how Romans have impacted upon the area that they live and the long-term effects on Britain and its culture. They will then switch their focus to Italy and the impact that Pompeii had on the community and the wider and longer-term impact on Italian culture. Within the topic, children will also be thinking about the legacy that humans have on earth and how they have evolved over time – and how that evolution might continue into the future. A major focus of the work will be on the children's own legacy as members of the Harlow Green community – what they have given to the school and what they can continue to give over the time that they are still here and beyond.		**Outdoor Learning:** • Children have worked upon lighting fires and producing their own tasks to show co-operation. **Subjects taught on a weekly basis:** • Physical Education • Music • MFL • Computing

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.

Science	History	History	DT	DT	R.E.	Science	Art	Art	Geography	Geography	PSHE
Evolution and Inheritance	Roman Britain (Public health)		Chariots		Islam – Muhammad and the Quran	Humans and Animals - Puberty	3D – sculpture		Pompeii		Transition and Moving on
PSHE			**PE**			**Computing**			**Music / MFL**		

PSHE – Summer 1

Statutory Guidance

Children will know

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- where to get advice e.g. family, school and/or other sources.

Procedural knowledge

Children will know how to;

- PW62 Make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs
- HW5 Recognise and respond to issues of safety relating to themselves and others and how to get help
- HW10 Recognise the factors influencing opinion and choice, including the media
- HW11 Recognise how their behaviour and that of others may influence people both positively and negatively
- HW25 Manage risk in everyday activities
- PW60 Understand the physical and emotional changes that take place during puberty, why they are taking place and the importance of personal hygiene
- PW65 Recognise how new relationships may develop
- PW68 Manage changing emotions and recognise how they can impact on relationships

Semantic knowledge

Children will know;

- The age of consent is 16.
- Consent means both parties agreeing and feeling comfortable with a decision.
- Sperm fertilizes an egg for a baby to be created.
- A healthy relationship is one that both parties feel comfortable in.

Overall Subject Intent

Children will continue to build upon prior knowledge of drugs and how they affect the body. They will consider how advertising has an impact upon the choices that they make. Children will also develop their knowledge of puberty and begin to look briefly at sex education and how babies are formed.

Writing Opportunity

- The children will complete an advert aimed at a specific audience.

Resources

- See Dimensions individual lesson resources.

Key Questions / Learning Journey Steps

What types of drugs are there?
How does advertising influence our choices?
Why is friendship important when forming close relationships?
Where do we come from?

Implementation

1. Health and Wellbeing
    - Lesson 4 Drugs Awareness: get Smart
    - Become familiar with the names of the most common drugs

Lesson 5 Substance Abuse – Get Smart

- Understand how advertising influences our choices

2. Relationships

Lesson 1 Forming Relationships – Changing Faces

- Know how and understand why close relationships are formed, especially during adolescence
- Understand why friendship is important in the establishment of close relationships

Lesson 2 Sexual Relationships Explanations

- Know about and understand the physical, mental and emotional changes that take place during puberty
- Learn about sex (and bust some myths!)

Growth	Possibilities	Health	Community
Develop an understanding of family budgeting and how to have a healthy budget.	Children will develop awareness that everyone has the potential to make and save money.	Children will develop their understanding of puberty and what will happen.	Children will support and encourage each other to achieve to their full potential.
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 – Summer 1			
National Curriculum	**Procedural knowledge**	**Semantic knowledge**	**Overall Subject Intent**
• 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.	Children will know how to; • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Work alone, or with team mates in order to gain points or possession. • Strike a bowled or volleyed ball with accuracy. • Field, defend and attack tactically by anticipating the direction of play. • 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 should know: • The wicket-keeper needs to remain behind the stumps. • Over-arm bowling needs to keep the bowling arm straight. • Defensive shots should keep the ball on the ground. **Writing Opportunity** • N/A	The children will learn how to play small-sided games of cricket correctly. They will develop their bowling to ensure that it is over-arm. There will be a greater emphasis on fielding and the different positions that should **Resources** • Cricket bats • Cricket balls • Stumps • Tees • Video clips

Key Questions / Learning Journey Steps	Implementation
How do I catch and throw a cricket ball?	• Use reaction balls to get children to field and control the ball. • Short passing with a partner to see how many catches can be done. • Passing relays.
How do I retrieve and throw? What is the job of the wicket keeper?	• Running on to the cricket ball and returning underarm to the wicket keeper. • Look at aiming for/just above the stumps. • Running after the ball and picking it up to return over-arm on the turn to the wicketkeeper. This shouldn't be aimed at the stumps. • Look at the job of the wicketkeeper and how they should remain behind the stumps.
How do I bowl over-arm?	• Begin by underarm bowling and look at where we need to bounce the ball for it to hit the stumps. • Put a flat marker on this position. • Introduce standing over-arm bowl windmill action and how to try to use our front arm as a guided. • Talk about the height we want to bowl the ball. Develop a run up bowling. • Bowl off between teams. First to hit the stump ono opposite ends gets point for team.
How do I hit the ball in different ways?	• Practice front foot shots from tees. • Look at the way that we move our body towards the ball. • Look at how to play defensive shots to keep the ball down. • Find the space batting game where children have points for different areas of the field when they hit the ball.
How do we play small-sided games.	• Cricket Festival with children playing against teams from the year group. • Look at how we score and what causes us to lose runs in quick cricket.

Growth	Possibilities	Health	Community
Children will have the opportunity to develop their understanding of the rules of cricket and	Children will realize that cricket is a sport that all can access. When looking at video clips etc	Children will be taking part in physical activity each week and understand the importance of	Children will be part of a team and understand how each has a role to play. Some

how to play games fairly. They will consider how the growth of sport in an area can have beneficial implications for the people who live there.	of cricket we will show that men/women, able-bodied/those with disabilities and any ethnic origin can successfully become cricketers.	this both physically and mentally. They will also look at safety and how cricketers protect themselves when playing due to the hard ball.	will then go the cricket festival and represent school. When looking at cricket around the world, there will be further opportunities to reflect upon the importance of cricket within some communities and the impact that it can have.
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.		

Computing – Summer 1 ESafety			
National Curriculum	**Procedural knowledge**	**Semantic knowledge**	**Overall Subject Intent**
• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Children will know how to; • Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.	Children will know; • Content rating symbols are used to advise about themes,. • Not all content is age regulated. • Content is age regulated to prevent emulation, harm and to protect mood.	Children will understand why it is important to look at the content rating on apps and other online devices. They will understand that these content ratings are regulated by bodies for specific reasons and some of the reasons that the ratings are given.
		Writing Opportunity	**Resources**
		• N/A	• Project Evolve – Online Reputation.

Key Questions / Learning Journey Steps	Implementation
Why do apps, films and games have content rating symbols?	Discuss with children the content rating symbols and describe what they mean/what content they may cover (e.g. PEGI icons for content, BBFC symbols for age ratings, etc). Talk about the limitations of these systems. Using the **springboard resource**, set learners a challenge of developing their own rating system for all apps on an app store. They could work in small groups to develop their own system in full, or you could agree the age boundaries together as a whole group then set each group an age rating to develop in more detail. Depending on learners' prior knowledge and experience, it may be necessary to discuss the PEGI and BBFC ratings as a starting point. Discussions should focus on the reasons why these systems exist and also the limitations of these systems. Learners will need to consider a number of factors when developing a system.

Computing – Summer 1			
National Curriculum	**Procedural knowledge**	**Semantic knowledge**	**Overall Subject Intent**
• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them • Use sequence, selection, and repetition in programs; work with	Children will know how to; • Use lists to create a set of variables. • Use IF THEN ELSE conditions to control events or objects. • Change the position of objects between screen layers (send to back, bring to front)	Children will know; • Variables are things that change in a game. • IF, THEN and ELSE conditions control events and objects. • Layers of screen allow things to be sent to the back or the front.	Children will learn to create their own code for a game and be able to refine and improve the variables within a game.
		Writing Opportunity	**Resources**

variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • 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	• Sequence, selection, and repetition in programs; work with variables and various forms of input and output	• N/A	• Year 6 – Programming A – Variables in games. All resources taken from NCCE website.

Key Questions / Learning Journey Steps	Implementation
What is a variable?	• Introduced to variables and see examples of real-world variables (score and time in a football match), then they will explore them in a Scratch project. • Design and make their own project including variables.
Why are variables used in a program?	• Understand that variables are used in programs, and that they can hold a single value at a time. • Complete an unplugged task that will demonstrate the process of changing variables.
What will improve a game?	• Apply the concept of variables to enhance an existing game in Scratch. Predict the outcome of changing the same change score block in different parts of a program, then they will test their predictions in Scratch.
How can I create my own game?	• Focus on the design elements of programming. • Pupils will first design the sprites and backgrounds for their project, then they will design their algorithms to create their program flow.
What do I do if my code doesn't work?	• Implement the algorithms that they created in Lesson 4 as code. • Identify variables in an unfamiliar project and learn the importance of naming variables.
How can I improve my game?	• Build on the project that they created in Lesson 5 and evaluate each other's projects, identifying features that they like, and features that could be improved further.

Growth	Possibilities	Health	Community
Children will develop the ability to use a computer to program.	Children should be given opportunities which broaden their horizons and to see that there are ever-increasing possibilities for careers as programmers.	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 – Summer 1			
National Curriculum	**Procedural Knowledge**	**Semantic Knowledge**	**Overall subject intent**
• 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. • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help • Speak in sentences, using familiar vocabulary, phrases and basic language structures • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.	Children will know how to; • Read and understand the main points and some of the detail in short written texts. • Use knowledge of grammar to enhance or change the meaning of phrases. • Refer to recent experiences or future plans, everyday activities and interests. • Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken.	Children will know; • Tell the time 15 minute intervals • Discuss and write weekend activities	The weekend – The children will ask and answer what the time is in French accurately. They will learn how to say what they do at the weekend in French and will integrate connectives into their work. They will write an account of what they do and at what time at the weekend.
		Writing Opportunity	**Resources**
		• Writing sentences in French • Writing a paragraph in French about the weekend • Translating in books	• Language angels • YouTube • BBc • iPad

Key Questions / Learning Journey Steps	Implementation
What's the time?	• **Language angels lesson 1:** • Children learn how to tell the time in French • Time worksheet - language angels – writing time in words.
What activities might you do at the weekend?	• **Language angels lesson 2 –** • Matching cards to recap time • Teach children phrases about activities at the weekend • **Language angels lesson 3:** • **Listening task –** language angels
What did you do at the weekend?	• **Language angels lesson 4:** • Children to say phrases. • **Reading task –** language angels – read, translate, answer.
Can you write a paragraph about the weekend including opinions?	• **Language angels lesson 5:** • Teach children how to put all language learnt in unit together. • **Speaking task -** children will discuss activities using both positive and negative opinions. • **Writing task – Language angels -** children to write a text to someone about the weekend including activities and times. Differentiated worksheets with support on language angels.
Intercultural understanding	• Present information about an aspect of another country.

Growth	Possibilities	Health	Community
Children should develop knowledge of how to introduce themselves in French and how to introduce others.	Children are given the opportunity to learn another language to be able to communicate with others.	Children should accept a new language and should show resilience when learning new skills.	Children will have an understanding of differences within the community and learn that there are many different languages. They will begin to develop their French to introduce themselves and others.
Relevant RRSA Article	**Article 29:** We all have the right to develop our own personalities, talents and abilities		

Science – Summer 1

National Curriculum

- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Procedural knowledge

Children will know how to;

- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- Relate knowledge of plants to studies of evolution and inheritance.
- Recognise that living things have changed over time and that fossils provide information about living thigs that inhabited the Earth millions of years ago.
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
- Present findings in written form, displays and other presentations.
- Use test results to make predictions to set up further comparative and fair tests.
- Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.

Semantic knowledge

Children will know;

- Inherited characteristics are those passed in DNA to the next generation.
- Genes are made up of DNA.
- Variations are differences between individuals.
- Adaptations are traits that allow animals/plants to survive.
- Natural selection is where the strongest survive.

Overall Subject Intent

Children will be able to understand the difference between inheritance and adaptation. By the end of the unit, they will be able to combine their skills to decide on an adaptive trait that humans might evolve in the future and explain the advantages and disadvantages this adaptation would cause.

Writing Opportunity

- Children will write scientifically when producing a 'Guide to Evolution' for children using their knowledge of the unit.

Resources

- Inherited characteristics cards
- IPads
- David Attenborough 'Galapagos' documentary

Key Questions / Learning Journey Steps

Key Questions / Learning Journey Steps	Implementation
What are inherited characteristics?	• Discuss the meaning of inheritance. Study images of parents and their offspring. Identify similarities and differences. Introduce genes and genetic/environmental characteristics – use eye-colour model to demo how characteristics are passed from parents to offspring. Sort through inherited characteristics cards.
How do inherited characteristics lead to variation?	• Draw more than one example of how the offspring might look based on the characteristics of the parents, identifying the inherited characteristics from each parent. Play class Guess Who and note characteristics that are inherited. Identify variations between themselves and a classmate.
How are animals and plants adapted to suit their environment?	• Research variation and adaptation across specific animals and plants. Identify advantages and disadvantages of certain characteristics. • Explore how some animals and plants are adapted to extreme environments. Design an animal and a plant that should thrive and survive in a given environment.
How can adaptation lead to evolution?	• Play Extreme Survivor game - match the creature to the conditions. Watch an episode of David Attenborough's 'Galapogus' and make notes on how/why each animal had adapted and evolved. Discuss what they understand about adaptation and evolution as a reason for change.

	• Discuss how natural selection leads to evolution using peppered moths as an example. As whole class, generate 6 stages in the evolution of moths for a storyboard. Create storyboards.

Growth	Possibilities	Health	Community
Develop an understanding of how natural selection leads to evolution.	Offspring can have differences to parents as well as inherited characteristics.	Developing an understanding of how animals and humans have adapted to survive.	Develop the understanding of why we are all different through study of genetics.
Relevant RRSA Article	**Article 13:** I have the right to ask questions and to be given information.		

<table>
<tr><th colspan="4">History</th></tr>
<tr><th>National Curriculum</th><th>Procedural knowledge</th><th>Semantic knowledge</th><th>Overall Subject Intent</th></tr>
<tr>
<td rowspan="2">Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
Pupils should be taught about the Roman Empire and its impact on Britain.
A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</td>
<td rowspan="2">Children will know how to;
Use sources of evidence to deduce information about the past.
Select suitable sources of evidence, giving reasons for choices.
Describe the social, ethnic, cultural or religious diversity of past society.
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 (using terms such as: social, religious, political, technological and cultural).
Identify periods of rapid change in history and contrast them with times of relatively little change.
Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.
Use dates and terms accurately in describing events.</td>
<td>Children will know;
Romans tried to invade Britain more than once.
Romans managed to invade in AD43.
Boudicca was an Iceni tribe queen.
Hadrian's wall was built to separate the celts from the Romans.
Be able to name some of the things that the Romans left behind e.g. roads.</td>
<td>An understanding of the impact of Roman invasions on Britain (in particular to public health) and the legacy of the Romans. They will look at the reasons for the initial invasion and then the things that were left behind and which are still evident today.</td>
</tr>
<tr>
<td>Writing Opportunity
Chn to write a speech from Boudicca's perspective persuading people to join the Iceni tribe and fight the Romans.</td>
<td>Resources
Photos of Hadrian's wall
Maps / atlases
Artefacts and ruins for children to see on school trip as well as an interactive tour of a Roman fort</td>
</tr>
<tr><th colspan="2">Key Questions / Learning Journey Steps</th><th colspan="2">Implementation</th></tr>
<tr><td colspan="2">What happened during the Roman invasion of Britain?</td><td colspan="2">Inference - Look at pictures of what Britain was like before the Romans came – Celtic tribes (the idea that there was no law, no clean running water – all things that the Romans brought to Britain). Look at the different attempts the Romans made to invade Britain. Discuss how they conquered Britain and the spread of the Roman Empire. Answer questions related to invasions and come up with a timeline of events / invasions.</td></tr>
<tr><td colspan="2">Why did Boudicca lead a rebellion against the Romans?</td><td colspan="2">Discuss the story of Boudicca. Write a speech in role as Boudicca to persuade the Iceni tribe to fight the Romans.</td></tr>
<tr><td colspan="2">What beliefs did the Romans have?</td><td colspan="2">Look at the different Roman gods and goddesses and elements of Roman religion. Children to design their own god based on their knowledge.</td></tr>
<tr><td colspan="2">Why did Emperor Hadrian build a wall?</td><td colspan="2">Using maps / atlases, locate the start and finish of Hadrian's Wall and some key places along it. Look at the features of the wall, such as milecastles, turrets and forts, and how food was obtained and stored</td></tr>
<tr><td colspan="2">What was a Roman bathhouse?</td><td colspan="2">Create an information leaflet advertising a new Roman baths opening. Provide details about all the amenities. Include reference to aqueducts and the fact that if water was not in supply for the baths it had to be transported via aqueducts to where it needed to be.</td></tr>
<tr><td colspan="2">What legacy did the Romans leave?</td><td colspan="2">Link back to life before the Romans – how did life in Britain change as a result of Roman invasion.</td></tr>
</table>

Growth	Possibilities	Health	Community
Children will consider the expansion of the Roman Empire and army and its effect on life in Britain.	Children will speculate what Britain today would be like without Roman influence on public health, engineering etc.	Children will learn how aqueducts were important in transporting clean water and the Roman influence on public health in Britain.	Children will learn how different communities fought back against Roman invasion in Britain such as Boudicca and the Iceni tribe.
Relevant RRSA Article	**Article 31:** We all have the right to take part in cultural and creative activities.		

DT

National Curriculum

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products
- 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
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
- 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
- Understand how key events and individuals in design and technology have helped shape the world

Procedural knowledge

Children will know how to;

- Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).
- Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper).
- Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding).
- Convert rotary motion to linear using cams.
- Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).
- Ensure products have a high quality finish, using art skills where appropriate.

Semantic knowledge

Children will know;

- Cams change rotary to linear motion.
- Wood must be clamped firmly in place to saw.
- To achieve a good finish, planes and sand paper must be used.

Overall Subject Intent

Children will learn about how to use a CAM to change the direction of motion. They will then include this in a design. We will look at how designs are carried out from different viewpoints and the importance of ensuring that how a product is to be put together should be fully considered at the design stage. Children will use different tools and will understand the safety implications for each one.

Writing Opportunity

- Evaluation of design/make process.

Resources

- Wheels, axles
- Wood dowling
- Wood batons
- Card
- Lolly sticks
- Glue guns
- Glue
- Saws
- Rules
- Vice

Key Questions / Learning Journey Steps

What is a Roman Chariot?

Implementation

- Research lesson about Roman chariots, what they are used for and how they are made. Children to look at the different parts and research what each part is important for.
- Video clips to watch:

  Horrible histories chariot racing
  The chariots of Rome
  Chariot Race (Ben Hur)
- Key language – wheel, axle, carriage, shaft
- Begin by looking at a picture and getting children to make their inferences based upon the picture.

	• For research give children language and they must research using the given language.
What will our chariot design look like? How will it be put together? What materials will we need?	• Children to complete three initial designs for the shape of their chariot – labelled with the different parts. • They then choose one design and annotate – thinking about how it would be put together. • Create the materials list that they will need.
How can we make our own Roman Chariot?	• Children to use their plans to produce a Roman Chariot. • Look at safety when using the tools and how to measure and mark accurately.
Does our product meet the design specification?	• Children test and evaluate their product against the initial design specification.

Growth	Possibilities	Health	Community
Children will understand how the past has helped to shape where they now live. They will consider the influence on their local area and how past has shaped the world. They will research and should show an eagerness to use this research in their own design and work.	Children will see the different possibilities and opportunities that different activities can offer. They will have the chance to use different skills in a practical nature and see that they can achieve success through this,	Children will understand the importance of working safely with equipment and tools.	Children will understand how the sense of community has changed and what was once acceptable and a sign of community is now no longer part of society. They will realise that community changes and is based upon the morals and beliefs at a particular time.
Relevant RRSA Article	**Article 29:** Education must develop every child's personality, talents and abilities to the full.		

RE			
Gateshead Agreed Syllabus	**Procedural knowledge**	**Semantic knowledge**	**Overall Subject Intent**
The calendar The Muslim Year and its festivals encompassing: • Ramadan • Eid-ul-Fitr • Eid-ul-Adha [links back to the story of Abraham] **Principal beliefs** **Artefacts and symbols** -The prayer mat • Eid cards • The rosary	Children will know how to; • Explain the practices and lifestyles involved in belonging to a faith community. • Explain how religious beliefs shape the lives of individuals and communities. • Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. • Explain some of the different ways that individuals show their beliefs.	Children will know; • Muhammad is the most important prophet in Islam. • Eid al Adha is a celebration to honour the Prophet Ibrahim's willingness to listen to what Allah had asked him to do.	Children will recap their knowledge of the Islamic faith and then develop their understanding of key people and festivals.
		Writing Opportunity	**Resources**
		• Write about the story of Muhammad -explaining/informing. explanation text • Children to write a diary about their Hajj pilgrimage.	• Articles from Islam box to show the 5 Pillars. • Prayer Mat

Key Questions / Learning Journey Steps	Implementation
Who was the prophet Muhammad and why is he important to Muslims?	• Recap the beliefs of the religion. Find out about who Muhammad was. • Re-tell the story of Muhammad and the origins of Islam and the Quran.
What is Eid al Adha?	• Look at the Eid celebration. Think about why it is carried out and what happens. • Children to produce an Eid card and write a message inside explaining to someone what they are celebrating and why.
Why is Hajj important?	• Look at what Hajj is and why it is important. Talk through the rituals associated with the Hajj festival.

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.
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.		

PSHE – Summer 2

Statutory Guidance

- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- 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

Procedural knowledge

Children will know how to;

- PW65 Recognise how new relationships may develop
- PW63 Recognise that positive friendships and relationships can promote health and wellbeing
  PW66 Reflect on the many different types of relationships that exist
- PW68 Manage changing emotions and recognise how they can impact on relationships
- PW64 Identify how to find information and advice through help lines
- PW67 Judge what kind of physical contact is acceptable or unacceptable in relationships

Semantic knowledge

Children should know;

- Healthy relationships are mutually beneficial for both parties.
- Gender identity is the gender that we consider ourselves to be.

Overall Subject Intent

The main focus will be of relationships and identity. Children will consider what it is like in a heathy relationship and what can be done if a relationship becomes unhealthy. They will then consider gender and how part of self-relationships involve being comfortable with ones gender identity.

Writing Opportunity

- Writing a guide to keeping our bodies clean and hygienic.

Resources

- Examples of toiletries (pictures)

Key Questions / Learning Journey Steps

Why is friendship important in forming close relationships?
What happens during puberty?
How can a relationship be defined as being healthy or unhealthy?
What does gender identity mean?
Where do we come from?

Implementation

<u>Additional Units for Summer 2 – Sex and Relationships Unit</u>

Lesson 3 – Healthy Relationships – It must be love

- Understand why friendship is important in the establishment of close relationships

Know the features of a healthy relationship

Lesson 4 – Unhealthy Relationships – Jeremy Smile

- Understand what an unhealthy relationship is and know how to deal with relationship issues

Lesson 5 – Gender Issues Relationships – Trans: Across

- Know about gender identities and have an awareness of transgender issues
- Understand the difference between being transgender and transvestite

During this unit the children will also be taught a bespoke PSHE lesson about Where we come from? That is part of the school's sex education policy.

Growth	Possibilities	Health	Community
Children will become more aware of how they will grow and develop over the next few years and what this growth means in terms of their body and the changes which may occur.	Children will become aware of the possibilities open to them in terms of relationships and will be able to consider what makes a healthy relationship.	Children will develop their understanding of personal hygiene and how to look after and care for their bodies during puberty. They will also think about how to care for their emotional health in a relationship.	Children will become more tolerant of different identities and will develop an understanding that all identities contribute to the community.

Relevant RRSA Article	**Article 24:** You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

PE – Summer 2

National Curriculum	Procedural knowledge	Semantic knowledge	Overall Subject Intent
• Use running, jumping, throwing and catching in isolation and in combination. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Children will know how to; • Combine sprinting with low hurdles over 60 metres. • Choose the best place for running over a variety of distances. • Throw accurately and refine performance by analysing technique and body shape. • Show control in take off and landings when jumping. • Compete with others and keep track of personal best performances, setting targets for improvement.	Children will know; • Rotating to throw the shot gives more power. • We push from the ground to get power to sprint. • Batons pass from bottom to top.	Children will be competing in various athletics events each week and will try to beat their own targets. This will help them to understand what a PB is and different techniques to try to improve.
		Writing Opportunity	**Resources**
		• N/A	• Cones • Balls • Javelins • Shot putt • Hurdles

Key Questions / Learning Journey Steps	Implementation
• Each week children will do a rotation of 3 different events – one running, one jumping and one throwing. Children to record their scores, times and distances each week and improve • Each session to end in a competitive race.	
How do I use power to throw for distance?	• Javelin Throw • Cricket Ball throw – aim for distance lines. • Shot Putt driving the ball from the shoulder. Show how to rotate to throw and talk about the effect of this.
How do I jump over a distance?	• Long jump – two feet and landing on 2 feet. • One foot and landing (need a crash mat for this.) • Hop, skip and jump. Marker at the end of each stage. What is the best part of your jump? How can you improve it?
How can I run for speed?	• Sprint starts and how to push from the ground to get power. Running style using arms and legs to drive the power. • Short sprints – how far can you get in 5 second? Put a cone and then try beat target. • Sprint races. • Sprint relay. Look at how to change the baton and how to hold it when running.
How can I increase my running stamina?	• Squares – walk, jog, run, sprint. Repeat moving around in the square. Then try to gradually remove the walking, Increase the size of the square. • Long distance run with a pace setting.
How can I jump over objects on the run?	• Hurdle technique. Children to practice on a small hurdle and think about their leading leg. Look at what happens with their stride pattern. • Hurdles race.

Growth	Possibilities	Health	Community
Children will be prepared to try something new and will increase their understanding of activities and how to improve at them.	Children will see that athletics offers possibilities through different activities and sports and that there is something for everybody to try. They will also discuss the Paralympics and watch those with disabilities and how they are still able to compete.	Children will understand the importance of exercise and how we can increase our stamina and strength by practicing. They will know that exercise can make the heart stronger and improve overall health.	Children will be encouraged to support each other in their athletic activities and understand that a community, or team, will support at all times. We will discuss the Olympics and how all sports/nationalities etc come together as an Olympic community.
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.		

P.E. - Summer 2			
National Curriculum	**Procedural Knowledge**	**Semantic Knowledge**	**Overall Subject Intent**
• Develop flexibility, strength, technique, control and balance • Play competitive games and apply basic principles suitable for attacking and defending	Children will know how to; • Use forehand and backhand when playing racket games. • Work alone, or with team mates in order to gain points or possession. • Choose and combine techniques in game situations	Children will know: • Forehand • Backhand • Skills for a rally • Rules of tennis	The children will learn how to confidently play a game of tennis. They will use skills including forehand and backhand to perform rallies and will understand playing a game to gain points.
		Writing Opportunity	**Resources**
		• N/A	• Rackets • Balls • Tennis nets • Cones

Key Question / Learning Journey Steps	Implementation
How can you track and catch a tennis ball?	• Egg and spoon • Throwing and catching skills • Partners – throw ball over cones, must catch before 2 bounces. • Throwing and hitting back with racket. • Rules of tennis – scores etc
What are the skills needed to perform a forehand and backhand action? How can you keep a rally going using a range of different shots?	• Forehand skill • Backhand skill • Passing the ball back and forewards • Once confident, moving into spaces to pass and retrieve the ball. • Pass the ball • Cooperative rallying – how many time can you pass the ball?
Can you hit a ball on target?	• Court targets
Can you take part in a simple game of tennis?	• Domes and dishes • Cannon ball – hitting large ball to other side
Can you compete with others?	• Games of tennis

Growth	Possibilities	Health	Community
Children will be encouraged to work cooperatively and supportively.	Children will work in mixed ability pairs and be encouraged to think about the possibilities that tennis can offer to them.	Children will be encouraged to develop their fitness and learn the importance of warming up and cooling down before a tennis lesson.	Children will look at how tennis can be accessible to everyone in the community and the impact that events such as Wimbledon can have on the community when British players are successful.
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.		

Computing – Summer 2 ESafety

National Curriculum

- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behavior.
- Identify a range of ways to report concerns about content and contact.

Procedural knowledge

Children will know how to;

- Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.

Semantic knowledge

Children will know;

- We should only share details on line that we are comfortable with.
- There are consequences to over-sharing information.

Overall Subject Intent

Children have already been spoken to about online safety. This lesion will link with work on relationships about what they should be sharing online and the consequences of sharing too much information.

Writing Opportunity

- N/A

Resources

- Project Evolve – Online Relationships

Key Questions / Learning Journey Steps

How can things shared on line have positive and negative consequences?

Implementation

- Look at the different things that children share on-line. Do they think that these details will change as they get older?

Concentrate on:

- Who they share with.
- How what they share might differ depending on who they share with.
- What types of content/information they should not share.
- Some of the consequences of oversharing.

Look at different scenarios and see if the information shared is appropriate and whether the response is appropriate.

Get children to give advice to those who are asking for it.

Computing – Summer 2

National Curriculum

- Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- 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,

Procedural knowledge

- Use the Boolean operators
- () < ()
- () = ()
- () > ()
- ()and()
- ()or()
- Not() to define conditions.
- Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions
- Use IF THEN ELSE conditions to control events or objects

Semantic knowledge

Children will know;

- Micro:bits can be programmed.
- If, then and else statements direct the flow of the program.
- Variables change and can be displayed on the Micro:bit.

Overall Subject Intent

Children will be able to create a working step counter by considering the controllable inputs they will need to include and what this will then create as an output.

Writing Opportunity

- N/A

Resources

- **Year 6 – Programming B – Sensing**
- NCCE Website for all resources and lesson plans.

evaluating and presenting data and information			

Key Questions / Learning Journey Steps	Implementation
What is a controllable device?	In this lesson, learners will be introduced to the micro:bit as an input, process, output device that can be programmed. Learners will familiarise themselves with the device itself and the programming environment, before creating their own programs. They will then flash their programs to the device.
How can I determine the flow of a program?	In this lesson, learners will explore how if, then, else statements are used to direct the flow of a program. They will initially relate if, then, else statements to real-world situations, before creating programs in MakeCode. They will apply their knowledge of if, then, else statements to create a program that features selection influenced by a random number to create a micro:bit fortune teller project.
What conditions control variables?	In this lesson, learners will initially use the buttons to change the value of a variable using selection. They will then develop their programs to update the variable by moving their micro:bit using the accelerometer to sense motion. Finally, they will learn that a variable can be displayed after it is updated or in response to an input.
How do operands work?	In this lesson, learners will initially work at code level by applying their knowledge from the previous lesson to make their micro:bit perform the function of a compass. They will then design a program which will enable the micro:bit to be used as a navigational device. To code this, they will adapt the code they completed to make the compass.
Which variables should I include in a project?	In this lesson, learners will be working at the design level. They will pick out features of a step counter, a piece of technology with which they are likely to be familiar. They will then relate those features to the sensors on a micro:bit. Having seen a simulated example of a micro:bit step counter, learners will pick out features which they will be able to include in their design. In the main activity, learners will design the algorithm for their step counter project. Finally, they will connect the battery pack to their micro:bit to set it up as a portable device.
How can I find and fix bugs?	In this lesson, learners will use the design that they have created in Lesson 5 to make a micro:bit-based step counter. First they will review their plans, followed by creating their code. Depending on their level of confidence, they can use a scaffolded or part-complete project, otherwise they can start a new project. Learners will test and debug their code, using the emulator and then the physical device. To successfully complete this project, learners will need to use all four programming constructs: sequence, repetition, selection, and variables.

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 - Summer 2			
National Curriculum	**Procedural knowledge**	**Semantic knowledge**	**Overall subject intent**
• Develop an understanding of the history of music. • Improvise and compose music for a range of purposes using the inter-related dimensions of music	Children will know how to; • Convey the relationship between the lyrics and the melody • Describe how lyrics often reflect the cultural context of music and have social meaning • Create songs with verses and a chorus • Create rhythmic patterns with an awareness of timbre and duration	Children will know; • Play notes on a stave ascending and descending • Use sharps and flats when composing and performing • Read music on a stave including appropriate notes and timings	The children will explore notation in more depth to play the boomwhackers and other percussion instruments. They will know how to read music on a stave to play in time and will choose different sounds to create a textured effect when playing.
		Writing Opportunity	**Resources**
		• Evaluation of music on whiteboards	• Boomwhackers • Charanga • YouTube

Key Questions / Learning Journey Steps	Implementation
How can you play sharp and flat notes?	• Listen and describe • Boomwhackers • Playing different scales
How can you read music on a stave?	• Listen and describe • Look at staves and musical notes • Reading music/writing music • Playing boomwhackers
How can you follow written music to play an instrument?	• Listen and describe • Playing boomwhackers – music on a stave • Reading music
How can you follow written music to play an instrument?	• Listen and describe • Playing boomwhackers
Can you play sharps and flats?	• Listen and describe • Playing boomwhackers – sharps and flats
Can you perform using sharps and flats?	• Listen and describe • Playing boomwhackers – perform as a group • 2 boomwhackers each

Growth	Possibilities	Health	Community
The chn will gain an understanding of the history of a musical phenomenon. They will learn about different issues and the significance of the music at certain points.	The chn can share the knowledge they have learnt with others. They can listen to music they maybe wouldn't listen to and can have their own opinion. Their music choice may be influenced.	Children will listen to different songs that allow them to express themselves.	The chn will be able to share their knowledge of different genres and cultures with others.
Relevant RRSA Article	**Article 29:** We all have the right to develop our personalities, talents and abilities.		

Science – Summer 2

National Curriculum

- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Procedural knowledge

Children will know how to;

- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- Relate knowledge of plants to studies of evolution and inheritance.
- Recognise that living things have changed over time and that fossils provide information about living thigs that inhabited the Earth millions of years ago.
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
- Present findings in written form, displays and other presentations.
- Use test results to make predictions to set up further comparative and fair tests.
- Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.

Semantic knowledge

Children will know:

- The Charles Darwin is credited with the theory of evolution.
- Fossilisation has six stages:
- Death
- Decomposition
- Transportation
- Weathering and burial
- Fossilization
- Erosion and discovery
- Humans have evolved over time.

Overall Subject Intent

Children will develop an understanding of evolution and how it links to humans. They will think about what we have discovered from fossils and how this reveals to us information in the evolutionary journey.

Writing Opportunity

- Children will create a guide to evolution that could be used in schools.

Resources

- Fossils

Key Questions / Learning Journey Steps	Implementation
Who was Charles Darwin?	• Charles Darwin Comprehension • Research Charles Darwin and find out more about him. Horrible Histories, Series 4, Episode 2 - song called 'Charles Darwin: Natural Selection'. Learn the lyrics and sing along. • Complete a Great Scientists mini-biography.
What are the key ideas of the Theory of Evolution?	• Watch clip explaining Theory of Evolution and go through ppt discussing the theory linked to the Galapagos Finch and how it links to previous lessons on survival and animals and plants having to adapt to environments. • Produce a short 'Guide to Evolution' for schools to use to help children.
How do fossil records helps us to understand evolutionary relationships?	• Recall the fossilisation process. Compare fossils to living things and note their similarities and differences.
How have human beings evolved?	• Compare modern humans with Homo Neanderthalensis and Australopithecus Afarensis in terms of physical appearance and skeletons.
How does human intervention affect evolution?	• Explain how humans have affected the evolutionary process through selective breeding of plants and animals. Design your own cross-breed dog using selective breeding – what would it look like?

	• Decide on an adaptive trait that humans might evolve in the future and explain the advantages and disadvantages this adaptation would cause.

Growth	Possibilities	Health	Community
Develop an understanding of the stages of human development.	Study life expectancy and how humans now live longer.	Developing an understanding of how humans develop through different stages at life.	Develop the understanding of how to stay fit and active as we get older and the positive aspects of aging.
Relevant RRSA Article	**Article 13:** I have the right to ask questions and to be given information.		

Art			
National Curriculum	**Procedural knowledge**	**Semantic knowledge**	**Overall Subject Intent**
• To create sketch books to record their observations and use them to review and revisit ideas. • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	Children will know how to; • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form. • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book	Children will know; • Sculpting is 3D art. • Henry Moore has abstract sculptures with literal names. • Clay needs to be smoothed and moulded to prevent it from cracking.	• Children will make two human figure sculptures based on the artwork of two different artists – Henry Moore and Giacometti.
		Writing Opportunity	**Resources**
		• Evaluation of final art piece and explanation of decisions regarding the design.	• Clay • Wire / straws / spaghetti • Pictures of Henry Moore and Giacometti's sculptures. • Sketch pencils

Key Questions / Learning Journey Steps	Implementation
How does Henry Moore produce sculptures of human forms?	Show the children examples of the work of Henry Moore and encourage them to ask and answer questions about his reclining figures. Use sketch books to comment on Moore's sculptures – what do they show/ represent? How are they made?
How can I sketch a sculpture of a human figure in the style of Henry Moore?	Use sketch books to sketch out design of a sculpture to make in clay next lesson. Explore designs and make modifications.
How can I produce a sculpture of a human figure in the style of Henry Moore?	Make clay sculpture. Model the process. Evaluate and make modifications.
How does Giacometti produce 3D human figures?	Show the children examples of the work of Giacometti and encourage them to ask and answer questions about his model figures. Answer questions about the artist and his body of work.
How can I design a 3D human figure in the style of Giacometti?	Use sketch books to sketch out design of a human figure out of wire and tape or straws and tin foil next lesson. Explore designs and make modifications.
How can I produce a 3D human figure in the style of Giacometti?	Make human sculpture using foil and straws (or wire and tape) Refine and evaluate.

Growth	Possibilities	Health	Community
Children will modify / adapt sculpture designs to fit a brief.	Children will be able to communicate their thoughts about an artist's work and reflect on their opinions.	Children will be given the opportunity to be creative and to reflect on what they have done in a safe and supportive environment.	Children will have the opportunity to appreciate how different artists portray the human form through sculpture.
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.		

Geography			
National Curriculum	**Procedural knowledge**	**Semantic knowledge**	**Overall Subject Intent**
• Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • Understand geographical similarities and differences through the study of human and physical geography of a region in a European country.	Children will know how to; • Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night) • Describe how locations around the world are changing and explain some of the reasons for change. • Describe and understand key aspects of: • **Physical geography**, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.	Children will know; • Pompeii is in Italy. • Children will know how volcanoes erupt and the impact that this can have on a community in the short-term and also the long-term significance. • Red Zones are areas where people shouldn't live on a volcano.	Children will build up an understanding of the events and geography of Pompeii. They will look at the impact of volcanoes on a community and the geography of what causes an eruption. They will then understand why Pompeii is important today and what it reveals about volcanic eruptions.
		Writing Opportunity	**Resources**
		• Leaflet about Pompeii to be created as a visitor's guide.	• Atlases • Maps • Photographs • I-pads • Letters • Materials to make volcano • Timeline cards

Key Questions / Learning Journey Steps	Implementation
Where is Pompeii?	• Mapwork locating Pompeii and surrounding areas. Also use to mark on equator, latitude, longitude etc.
What happened at Pompeii?	• Research investigation task to find out what happened in Pompeii including producing a timeline (possibly coming down a volcano as lava) and also some notes on the key information. Children to use various sources to conduct their research.
How might the impact of Pompeii affect different people.	• Look at two letter about Pliny and Pliny's uncle. Discuss the events and how they had an impact on others. Children to write diary entries about how Pompeii has affected others.
Why do volcanoes erupt?	• Make a volcano with mod rock/resources and make it erupt. Look at the science behind volcanoes and link to plate tectonics. Write an illustrated explanation for a children's science page about volcanoes.
What is Pompeii like today?	• Look at Pompeii today and how it has been preserved as a site of importance. There is little information given to visitors – what could we do to improve this? Use images and text to create a Pompeii leaflet about the importance of the site.
Will Vesuvius erupt again?	• Look at Mount Vesuvius today and the plans for what will happen when it erupts again. Talk about the 'Red Zone'. Discuss and debate whether anybody should be allowed to live there and why this should be the case.

Growth	Possibilities	Health	Community
Children will continue to grow their knowledge and understanding of the world around them and the way that the world they live can impact upon humans.	Children will see the braveness that others have demonstrated during difficult events.	Children will understand that there can be external factors that can affect health, but that they should always take the necessary precautions to protect themselves as much as they are able.	Children will think about what happens when there is a problem in a community and how it can have a lasting impact on the future of that geographical area.
Relevant RRSA Article	**Article 29:** Education must develop every child's personality, talents and abilities to the full.		

PSHE – Summer 2 Focus Week	
Statutory Guidance	**Overall Subject Intent**
Pupils should know: • How important friendships are in making us feel happy and secure, and how people choose and make friends.	This unit is intended to provide children with the opportunity to reflect upon their time at school and then think about the next stage in their educational journey. They will look at memories from different year groups and reflect upon the friendships they have made. There will be lots of opportunity to discuss their achievements during their time at Harlow Green and also how they have developed personally and as a class during this time.

Key Questions / Learning Journey Steps	Implementation
What legacy have I left behind at Harlow Green? What will I remember about my time?	• Transition Activity Book • Memories and special events sheets. Thinking about how they will be remembered in addition to how they remember school. • Preparation for a leaver's assembly/show and sharing their memories and recollections about how they have grown throughout their time at school.
What are my expectations for the future? How do I want to begin the next stage of my journey?	• Transition Activity book • Transition meetings/visits to secondary school. • Transition discussions and activities designed to give children an understanding of how to make a good first impression at secondary school and also to think about what life will be like in secondary school.

Growth	Possibilities	Health	Community
Children to reflect upon their time at school and think about the growth they have achieved. They will then consider their future growth.	Children will discuss and become aware of the possibilities that are available to them in secondary school.		Children will understand how they have contributed to the school community and what this means and also take time to consider how they want to play a role in the community at secondary school.
Relevant RRSA Article	**Article 29**: We all have the right to develop our personalities, talents and abilities.		

Leaving a Legacy