

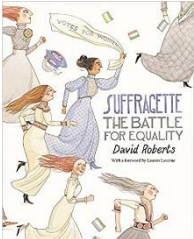
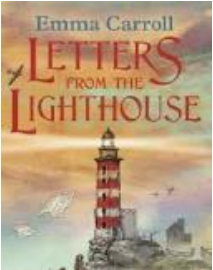
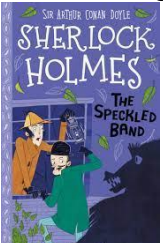





	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Curriculum Intent	Children will learn about how the development of industry has shaped us as a nation and the legacy of reform acts in the Victorian era. They will learn more about food production and consider the sustainability of the food we eat. They will also learn in which to take responsibility for themselves through making healthier choices.	Children will think about different causes for the migration of people. They will make curriculum links between geography and maths when conducting fieldwork.	Children will look at the different interpretation of historical events and the significant impact of WW2 above other events. They will pose and answer their own historical questions about key events using primary and secondary sources. Children will also gain an understanding of the impact of war on the Home Front.	Children will make links with their historical learning so far so consider how this has impacted global populations throughout history. They will start to look at how the news is produced and begin to find ways of spotting fake stories from real ones.	Children will recognise how differences between people, their beliefs and their personalities affect behaviour and their view of the world. Children will develop an understanding of the importance of resolving conflict fairly and understand the role of non-violent protest in social and political change. They will learn to communicate effectively through a range of media about racial issues to suit subject, audience and purpose.	The children understand how to use their creative skills and that of others to work collaboratively towards and end performance goal.
Core Text	<p>Literacy and guided reading text Cogheart by Peter Bunzl</p> 	<p>Literacy text The Arrival by Shaun Tann</p>  <p>Guided reading text - Cogheart</p>	<p>Literacy and guided reading text Suffragette – The Battle for Equality By David Roberts</p> 	<p>Literacy and guided reading text Letters from the Lighthouse by Emma Carroll</p>  <p>Beyond the lines (short film)</p>	<p>Guided reading</p>  <p>Pandora (Short film)</p> 	

Hook / Enrichment Opportunities	Design a mechanical	Exploring the contents of the man's suitcase		World War 2 Day		residential Kent Police safety day
Global / Community Ideas (If Applicable)						Year 6 Production 'Aladdin'
Key Curriculum Outcomes	<p>Maths: Place value Written methods for the four operations including long multiplication and long division</p> <p>Literacy: Cogheart – Diary writing Non-chronological report</p> <p>History: Industrial Revolution Children will use historical sources to suggest what both living and working conditions were like. They will also explore some of the great inventions from this period and the impact that they had upon British society.</p> <p>DT: Come Dine with Me Children will learn how to prepare and cook a meal. They will learn the journey of food from farm to fork.</p> <p>Science: Electrical circuits: Children to draw circuit diagrams using recognised symbols.</p>	<p>Maths Fractions (equivalent fractions, comparing fractions, converting fractions, adding, subtracting, multiplying and dividing fractions)</p> <p>Literacy The Arrival – Narrative Setting description</p> <p>Geography: Fieldwork Children will learn what geographical tools geographers use, such as maps, grid references, field sketches and surveys. They will learn how to safely collect fieldwork data as well as how to present and evaluate their findings.</p> <p>DT: Electrical systems - children will design their own steady hand game.</p> <p>Science: Light – children will learn how the eye works and investigate reflection and refraction</p>	<p>Maths Fractions, decimals and percentages – equivalence Decimals Finding percentages</p> <p>Literacy Suffragette – persuasive letter/petition, writing a speech</p> <p>History: Twentieth Century Conflict Children will use primary secondary sources to find out for WW2 started. They will draw conclusions about they think the Treaty of Versailles was fair as well as understanding Hitler's rise to power. They will consider a variety of arguments to decide whether WW2 was avoidable or inevitable.</p> <p>Science: Circulatory and digestive systems – children will learn about healthy diets and exercise, as well as the impact of both medicinal and recreational drugs. Children will investigate changes in heart rate through physical activity, learn about the function of blood vessels, as well as the workings of our circulatory and digestive systems.</p>	<p>Maths Measures – area, perimeter, volume Geometry</p> <p>Literacy: Letter of the Lighthouse - narrative, balanced argument</p> <p>Geography: Population - Children will learn how populations are distributed around the planet as well as the causes for any changes in population. They will understand the uses of population pyramids. They will make suggestions about how countries can be affected by both a growing and aging population.</p> <p>Science: Evolution and inheritance – children will learn that we inherit characteristics from our parents, they will describe the process of natural selection, explain how fossils are formed</p>	<p>Maths Shape Algebra Ratio</p> <p>Literacy: Pandora - Non-chronological reports</p> <p>History: Civil Rights Children will use sources to study the American Civil Rights movement and racial segregation, focusing on the wider causes and effects of racism and prejudice. They will develop an understanding of the importance of resolving conflict fairly and understand the role of non-violent protest in social and political change.</p> <p>Science: Evolution and inheritance</p> <p>DT: Mechanisms – automated toys</p> <p>PSHE: The Media – children will learn how the news is produced, how to manage</p>	<p>Maths Statistics Consolidation</p> <p>Geography: Globalisation – Children will learn what globalisation is and how it has changed the way in which we communicate. They will also learn about the influence globalisation has on fashion, food and trade as well as making predictions about where globalisation might take us.</p> <p>Science: Classification of living things – children will classify living things including microorganisms and plants and sort according to their properties.</p>

	<p>Children to make electric circuits and investigate how components can be changed.</p> <p>PSHE: Healthy eating – children will learn about making healthy options and the importance of exercise</p> <p>RE: What difference does it make to believe in Ahimsa, Grace and Ummah?</p> <p>Computing: Coding</p> <p>PE: gymnastics, fitness</p> <p>MFL: French</p>	<p>PSHE: Emotional regulation</p> <p>RE: What matters most to Christians and humanists?</p> <p>Computing: Networks, understanding binary</p> <p>PE: Indoor athletics, hockey</p> <p>MFL: French</p>	<p>PSHE: Healthy eating – children will learn about the importance of sleep, dental health and medicines.</p> <p>RE: Is it better for religions to express themselves through art or architecture?</p> <p>Computing: Online safety, blogging</p> <p>PE: dance, tag rugby</p> <p>MFL: French</p> <p>Art: Macro art</p>	<p>and what we can learn from them and look at how certain animals have adapted to suit their environments.</p> <p>PSHE: The Media – children will learn how the news is produced, how to manage their feelings about the news and how to spot fake news.</p> <p>RE: Is it better to express your religion in arts and architecture or in charity and generosity?</p> <p>Computing: Text adventures</p> <p>RE: What can religions teach us about racism?</p> <p>PE: volleyball, netball</p> <p>MFL: French</p> <p>Art: Landscapes</p>	<p>their feelings about the news and how to spot fake news.</p> <p>Computing: Quizzing</p> <p>RE: What do religions say to us when times get hard?</p> <p>PE: badminton, cricket</p> <p>MFL: French</p>	<p>PSHE: SRE education</p> <p>RE: What do religions say to us when times get hard?</p> <p>Computing: Spreadsheets</p> <p>PE: athletics, dodgeball/handball /volleyball</p> <p>MFL: French</p> <p>Art:</p>
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