

St Anne's CEVA Primary School



Year Groups 5/6
Terms 3/4
Curriculum A

Learning Theme Big Question:

What made the world turn?

Why is this so important?

To understand about change
Sense of belonging – where we came from

Other questions worth asking:

How have people in history influenced our lives today?
How does change in the world impact on our lives?
Is change always a positive thing?

What will be your real life project?

What matters to children? (Children's questions about the big

question) What was the impact on the world when women were allowed to vote? How does voting change a country? How did Nelson Mandela make a change? What impact would it make if everyone had food and water? When did global warming start? How has the Internet helped and hindered the world? How have people attempted to help but failed? Why did Ghandi protest with no violence? Why has technology changed from what it used to be? What could we do to make our use of technology safer? What was the world like when people didn't have gadgets? How have people changed over the years? What is the story behind our human race? Who was the first scientist? How has the world and its technology changed over the centuries? How have gadgets improved modern life? How have work environments changed for the better over the years? Has technology made our world better or worse? How have scientists programmed technology? Why are some countries richer than others? How did transport change the lives of people? What keeps the world spinning? How does war change the world?

What do we want the children to know? (Knowledge) Links to Main subject NC PoS:

History

HS1 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
HS2 note connections, contrasts and trends over time, develop appropriate use of historical terms
HS3 Address, and sometimes, devise historically valid questions about change, cause, similarity and difference, and significance
HS4 construct informed responses that involve thoughtful selection and organisation of relevant historical information
HS5 understand how our knowledge of the past is constructed from a range of sources
HC6 a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Geography

GL4 Identify position & significance of Equator, Northern/Southern Hemispheres, Arctic/ Antarctic Circles
GL5 Identify position & significance of Latitude, Longitude, Tropics of Cancer/ Capricorn, Prime/ Greenwich Meridian & time zones (incl night/day)
GP4 Of a region within North or South America
GSF1 use maps, atlases and globes to locate countries and describe features studied
Science
ES1 describe the movement of the Earth, and other planets, relative to the Sun in the solar system (Y5)
ES2 describe the movement of the Moon relative to the Earth (Y5)
ES3 describe the Sun, Earth and Moon as approximately spherical bodies (Y5)
ES4 use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. (Y5)

RE

Unit 7 How do people express their beliefs, identity and experience?

Art

A1 develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
A2 to create sketch books to record their observations and use them to review and revisit ideas
A3 to improve their mastery of art and design techniques with a range of materials [for example, pencil, charcoal, paint, clay], including:
A3a - drawing, A3b - painting
A4 about great artists in history.

Design and Technology

DT2 - 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
DT4 - Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
DT5 - 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
DT6 - Investigate and analyse a range of existing products
DT8 - Understand how key events and individuals in design and technology have helped shape the world
DT9 - Apply their understanding of how to strengthen, stiffen and reinforce more complex structures
DT11 - Understand and use mechanical systems in their products [for example. Gears, pulleys, cams, levers and linkages]

Computing

Understanding % Challenges

Cultural

British values: individual liberty

What maths POS can you incorporate?

How will you incorporate English across the curriculum?

What do we want them to be able to do better? (Key skills and NC skills)

Reason
Creative thinking



What do we want them to be like? (Values, dispositions and attitudes)

Analytical
Inquisitive

How do the children want to celebrate and share their learning? (End of theme celebration of learning)

Create their own museum
Perform speeches
Art exhibition
Science museum

What are the big ideas? (Concepts and values)

What can be done to help people that feel / are persecuted?
Should one person have control over others?
Is change always a good thing?
Conflict resolution
Perseverance

Where can we visit? Who can visit us? (Real life experiences)

M shed
Bristol Museum
Bath costume museum
London – power houses of England
Madame Tussauds

What books/films can we use? (High quality literature)

Street child – Berlie Doherty
I have a dream – Martin Luther King
The Queen's Speech
Christmas Day clips
Clips from films
'Treason'

What can we make?

Clothes
Portraits
Money
Apps
Games

What can we use? (High quality resources)

North Somerset museum boxes
Pictures/newspapers
Artefacts
Stocks

What big words will we use? (High level vocabulary)

Chronological, population, statistics, structure, culture, work, industry, leisure, emigration, immigration, transport media, fashion, peace, movement, technology, society Acts of Parliament, factory, report, law, politician, diet, different, same as, cause, effect, fashion, reasons, result, stereotype, apartheid, discrimination, tolerance, understanding, freedom, justice, perseverance

What can we collect? (Tactile display to aid learning)

Biographies
Technology through the ages
Newspaper headlines

What can our role –play area be? (Outdoor imaginative play)

Portrait artists
Scripting own speeches
Art portrait studio

What did the children think? (Review)

(To be completed at end of theme)

What do they need next/more of? (Extend during next learning theme)

(To be completed at end of theme)

What will I do next time to make this learning theme even better? (Develop)

(To be completed at end of theme)