

**St Anne's CEVA
Primary School**



**Year Groups 5/6
Terms 3/4
Curriculum B**

Learning Theme Big Question:

Who holds the power?

Why is this so important?

To understand how we got to today's world. To understand the impact of power/slavery

Other questions worth asking:

Is the world fair? Who are the greatest world leaders?

Who uses power for good or evil? Why is trade so important?

What was power like in the past?

What will be your real life project?

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

Who rules the world?

When did women first get the vote?

Why can't we vote?

How do we change who is in power?

Who's in charge of us?

What's an MP?

What is power?

How can you use power?

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

HC8 Ancient Greece – a study of Greek life and achievements and their influence on the western world

Science

E1 associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit (Y6)

E2 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 (Y6)

E3 use recognised symbols when representing a simple circuit in a diagram. (Y6)

Geography

GL1 Locate the world's countries

GHP2b Economic activity including trade links

GHP3 The distribution of natural resources including energy, food, minerals and water

GSF1 use maps, atlases and globes to locate countries and describe features studied

RE

Unit 8 What do people believe about life?

Computing

Find out and Share

Cultural

British values: democracy, rule of law

What maths POS can you incorporate?

formulae in mathematics and science

solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate

use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places

convert between miles and kilometres

recognise when it is possible to use formulae for area and volume of shapes

calculate the area of parallelograms and triangles

recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

How will you incorporate English across the curriculum?

Myths

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

Communication

Enquiry

Information processing

Reasoning

Problem Solving

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

Investigative

Enquiring

Critical

Analytical

Understanding

Realistic

Future thinking - responsible



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

'Rule the school for the day', - Like a real government

Make a plan in teams, - Have political party teams – name, manifesto, promote party

Have a whole school vote

What are the big ideas? (Concepts and values)

Aspirations (traveller focus)

Why do we have rulers? POWER
What is democracy?
Slavery
Woman's rights
Human rights
Children's rights

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

Longleat
Houses of parliament
Bristol – slave trade
Belgium – poppy fields
Brean Down
The Mayor

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

The Hunger Games – clips
The Boy in the Striped Pyjamas
Mandela
12 years a slave – clips
Percy Jackson – lightning thieves
Greek Myths
Oral story – Apollo

What can we make?

A Prison
Food to trade
Pottery
Weapons

What can we use? (High quality resources)

Role models

Maps
Resource boxes
Internet
Films/books

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

Mythology
Debate
Parliament
Democracy
Suffragettes
Government
Manifesto

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

Flyers/posters – past, current, elections
Place cards
Voting slips
Greek artefacts

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

Slaves
Trading role play games
Parliament

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)