

HISTORY**TO INVESTIGATE AND INTERPRET THE PAST**

Use sources of evidence to deduce information about the past.
 Select suitable sources of evidence, giving reasons for choices
 Understand that no single source of evidence gives the full answer to questions about the past.
 Refine lines of enquiry as appropriate.
 Use sources of information to form testable hypotheses about the past.

TO BUILD AN OVERVIEW OF WORLD HISTORY

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.
 Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times

TO UNDERSTAND CHRONOLOGY

Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).
 Use dates and terms accurately in describing events.
 Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.

TO COMMUNICATE HISTORICALLY

Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.
 Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.
 Use original ways to present information and ideas.

GEOGRAPHY**TO INVESTIGATE PLACES**

Name and locate some of the countries and cities of the world and identify their human and physical characteristics, including hills, mountains, rivers, key topographical features and land use patterns, and understand how these aspects have changed over time.

TO COMMUNICATE GEOGRAPHICALLY

Use the eight points of a compass, four figure grid reference, symbols and key (standard OS MAP) to communicate knowledge of the UK and the world.

TOPIC STATEMENT

We will begin by gaining an understanding of how learning about Ancient Greece helps us understand the shape of the world today. We will compare Modern British Values with those of an influential ancient civilisation. We will understand why a period so long ago is still so relevant to our lives today.

POSSIBILITIES**Responsibilities**

What legacy should we leave?

HOOK

Architecture Walk

WOW**ENQUIRY**

(THAT LEADS US TO OUR GOLDEN THREADS POWER, EXPLORATION AND DISCOVERY)

EXPLORE: Explore the influences around us from the Ancient Greeks?
DISCOVERY: Discover how much modern British values were based on Greek ideals.
POWER: What part did Greece play in world power?

SIGNIFICANT PERSON/EVENT/PLACE

Myron

SUGGESTED VOCABULARY

- Trigonometry
- Pythagorous
- Philosophy
- Democracy
- Citizenship
- Architecture
- Ostracized
- Corinthium
- Doric
- Ionic

LANGUAGES

FRENCH
READ FLUENTLY
 Read and understand the main points and some of the detail in short written texts. Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words. Read and understand the main points and opinions in written texts from various contexts, including present, past or future events. Show confidence in reading aloud, and in using reference materials.

UNDERSTAND THE CULTURE OF THE COUNTRIES IN WHICH THE LANGUAGE IS SPOKEN

Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken. Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.

P.E

GAMES – NET & WALL

Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending

Develop an understanding of how to improve in different physical sports and learn how to evaluate and recognise their own success

DANCE

Perform dances using a range of movement patterns

Compare their performances with previous ones and demonstrate improvement to achieve their personal best

COMPUTING

TO CODE

Motion - Set IF conditions for movements. Specify types of rotation giving the number of degrees. Looks - Change the position of objects between screen layers (send to back, bring to front). Control - Use IF THEN ELSE conditions to control events or objects. Sensing- Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions. Variables and Lists- Use lists to create a set of variables (scores) Operators- Use the Boolean operators $() < .0 .0 = 0 .0 > .0 .0 \text{and} () .0 \text{or} () .\text{Not} ()$,to define conditions. Use the Reporter operators $() + .0 .0 - .0 .0 * 0 .0 / 0$ to perform calculations. Pick Random $()$ to $()$.Join $()$ $()$,Letter $()$ of $()$.Length of $()$ $()$ Mod $()$ This reports the remainder after a division calculation Round $()$ $()$ of $()$. Sound- Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation. Draw- Combine the use of pens with movement to create interesting effects. Events- Set events to control other events by 'broadcasting' information as a trigger.

D.T

TO TAKE INSPIRATION FROM DESIGN THROUGHOUT HISTORY

Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. **TO DESIGN, MAKE, EVALUATE AND IMPROVE**
 Use prototypes, cross-sectional diagrams and computer aided designs to represent designs. Make products through stages of prototypes, making continual refinements

TO MASTER PRACTICAL SKILLS MECHANICS

Convert rotary motion to linear. CONSTRUCTION
 Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filling and sanding). Use innovative combinations of electronics (or computing) and mechanics in product designs. ELECTRICALS AND ELECTRONICS
 Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips). COMPUTING
 Write code to control and monitor models

ART

TO TAKE INSPIRATION FROM THE GREATS (CLASSIC AND MODERN)

Show how the work of those studied was influential in both society and to other artists. **TO DEVELOP IDEAS**
 Develop and imaginatively extend ideas from starting points throughout the curriculum. DRAWING
 Use a choice of techniques to depict movement, perspective, shadows and reflection Use lines to represent movement DIGITAL MEDIA
 Enhance digital media by editing (including sound, video, animation, still images and installations). SCULPTURE
 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. PRINT
 Build up layers of colours. Create an accurate pattern, showing fine detail. Use a range of visual elements to reflect the purpose of the work.

MUSIC

TO PERFORM (Instruments)

Play from memory with confidence. Perform solos or as part of an ensemble. Play expressively and in tune. Sustain a drone or a melodic ostinato to accompany singing. Perform with skilful playing (instrument). **TO COMPOSE**
 Create rhythmic patterns with an awareness of timbre and duration. Use drones and melodic ostinati (based on the pentatonic scale). Use digital technologies to compose, edit and refine pieces of music. **TO TRANSCRIBE**

Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. Use and understand simple time signatures.

TO DESCRIBE MUSIC

Choose from a wide range of musical vocabulary to accurately describe and appraise music including:

- dynamics
- tempo
- timbre
- texture
- expressive
- accompaniments
- drones
- cyclic patterns
- combination of musical elements
- cultural context.

R.E

GLOUCESTERSHIRE AGREED SYLLABUS SEE SUB LEADER DIRECTION

Identify and describe the core beliefs and concepts studied. Make clear links between texts/sources of authority and the key concepts. Make simple links between stories, teachings and concepts and how people live, individually and in communities. Offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers. Describe how people show their beliefs in how they worship and in the way they live. Make links between some beliefs and practices and life in the world today, expressing some ideas of their own clearly. Give good reasons for the views they have and the connections they make. Identify some differences in how people put their beliefs into action. Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live.

Kingdom of God

P.S.C.H.E

CAMBRIDGESHIRE SCHEME SEE SUB LEADER DIRECTION

YEAR 5

Relationships and Sex Education

Healthy and safer lifestyles: Growing and changing 2: Changing emotions and responsibilities. Healthy lifestyles

YEAR 6

Healthy and safer lifestyles: Keeping safe 1 Safety contexts and personal safety

Relationships and Sex Education