

SCIENCE

Animals including humans
(PLEASE SEE SCIENCE SCHEME)

HISTORY

Seek out and analyse a wide range of evidence in order to justify claims about the past.

Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. Identify continuity and change in the history of the school and locality

Compare some of the times studied with those of other areas of interest around the world.

Identify periods of rapid change in history and contrast them with times of relatively little change

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

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

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.

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.

Create maps of locations identifying patterns such as land use, climate zones, population densities, height of land.

TOPIC STATEMENT

As scientists we will study the changing influences that humans have had on the environment, both positive and negative. By a study through the decades we will choose our own topical issues where there is an evident transition in mindsets. For example the use of plastics, the role of women, the use of gender.

POSSIBILITIES

Adapting to change.

ENQUIRY

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

EXPLORE current issues that make the headlines.

DISCOVER how self-aware you are.

POWER- What power does science hold?

HOOKWOW

Current events

SIGNIFICANT PERSON/EVENT/PLACE

Steve Jobs

SUGGESTED VOCABULARY

- United Nations
- Functionality
- Influence
- Transition
- Gender
- Issue
- Adaptation
- Capitalism
- Geneva Conventions
- Gyre

LANGUAGES

**FRENCH
WRITE
IMAGINATIVELY**

Understand the main points and opinions in spoken passages
 Give a short prepared talk that includes opinions
 Refer to recent experiences or future plans, everyday activities and interests
 Vary language and produce extended responses
 Be understood with little or no difficulty
 Read and understand the main points and some of the detail in short written texts
 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
 Use dictionaries or glossaries to check words
 Refer to recent experiences or future plans, as well as to everyday activities
 Include imaginative and adventurous word choices
 Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty)
 Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken
 Write short texts on familiar topics

P.E

**GAMES – STRIKING
& FIELDING**

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

ATHLETICS

Use running, jumping, throwing and catching in isolation and in combination

Develop flexibility, strength, technique, control and balance

COMPUTING

TO CONNECT

Collaborate with others online on sites approved and moderated by teachers.

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

D.T

**TO TAKE INSPIRATION
FROM DESIGN
THROUGHOUT HISTORY**

Create innovative designs that improve upon existing products

**TO DESIGN, MAKE,
EVALUATE AND IMPROVE**
 Ensure products have a high quality finish, using art skills where appropriate.

MATERIALS
 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).

TEXTILES
 Create objects (such as a cushion) that employ a seam allowance.
 Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration).
 Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).

ART

**TO TAKE
INSPIRATION FROM
THE GREATS
(CLASSIC AND
MODERN)**

Create original pieces that show a range of influences and styles

TO DEVELOP IDEAS

Collect information, sketches and resources and present ideas imaginatively in a sketch book.
 Use the qualities of materials to enhance ideas.

DRAWING

Choose a style of drawing suitable for the work (e.g. realistic or impressionistic

COLLAGE

Mix textures (rough and smooth, plain and patterned).

Combine visual and tactile qualities.

Use ceramic mosaic materials and techniques.

Show precision in techniques.

TEXTILES

Choose from a range of stitching techniques.
 Combine previously learned techniques to create pieces

MUSIC

TO PERFORM

Perform solos or as part of an ensemble.

Sing or play expressively and in tune.

Sing a harmony part confidently and accurately.

Perform with controlled breathing (voice) and skilful playing (instrument).

TO COMPOSE

Combine a variety of musical devices, including melody, rhythm and chords.

Thoughtfully select elements for a piece in order to gain a defined effect.

Convey the relationship between the lyrics and the melody.

TO TRANSCRIBE

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

Read and create notes on the musical stave.

Understand the purpose of the treble and bass clefs and use them in transcribing compositions.

Understand and use the # (sharp) and b (flat) symbols.

Use and understand simple time signatures.

TO DESCRIBE MUSIC

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

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.

LIFE GETS HARD/HINDUS

P.S.C.H.E

**CAMBRIDGESHIRE
SCHEME SEE SUB
LEADER DIRECTION****YEAR 5**

Citizenship: Citizenship 1
 Rules and rights,
 Understanding and
 practising democracy

Citizenship: Citizenship 2
 Me in my community,
 Similarities and differences

YEAR 6

Healthy and safer lifestyles:
 World of drugs 1. Drugs
 and their uses

Healthy and safer lifestyles:
 World of drugs 2. Keeping
 healthy