

**HISTORY**

TO UNDERSTAND CHRONOLOGY

Use dates and terms accurately to describe events/understand concepts of continuity and change over time

TO INVESTIGATE AND INTERPRET THE PAST

Use sources of evidence to deduce information about the past. Understand that no single source of evidence gives the full answer to questions about the past. Use sources of information to form testable hypotheses about the past. Seek out and analyse a wide range of evidence in order to justify claims about the past.

Refine lines of enquiry.

TO BUILD AN OVERVIEW OF WORLD HISTORY

Identify continuity and change in the history of the locality of the school. Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.

TO COMMUNICATE HISTORICALLY

Use appropriate historical vocabulary to communicate: dates, time period, era, chronology, continuity, change, century, decade, legacy Use original ways to present information and ideas.

TOPIC STATEMENT

We will look at the lives and legacies left behind by significant persons. We will look at our local area and explore how it has changed over time and consider whether there are any local issues that will change it further.

POSSIBILITIES

How will you contribute to the legacy of our school?

ENQUIRY

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

What is a legacy?  
What is the legacy of Brockworth?  
How has Brockworth changed?

HOOK

WOW

SIGNIFICANT PERSON/EVENT/PLACE

Charles Darwin, Greta Thunberg, Winston Churchill, Nelson Mandela, Brockworth

SUGGESTED VOCABULARY

- continuity
- propaganda
- evolution
- racism
- activist
- legacy
- chronology
- decade
- hypotheses

**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.

**GEOGRAPHY**

**SUMMER TERM**

**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  $() < () . 0 = 0 . () > () , () \text{and} () , () \text{or} () , \text{Not} ()$  , to define conditions. Use the Reporter operators  $() + () , () - () , () * () , () / ()$  to perform calculations. Pick Random  $()$  to  $()$  ,Join  $()$   $()$  ,Letter  $()$  of  $()$  ,Length of  $()$  ,  $() \text{ Mod } ()$  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**

Ensure products have a high quality finish, using art skills where appropriate.  
**TO DESIGN, MAKE, EVALUATE AND IMPROVE**  
 Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).  
 Make products through stages of prototypes, making continual refinements.  
**TO MASTER PRACTICAL SKILLS**  
**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.

**ART**

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

Give details (including own sketches) about the style of some notable artists, artisans and designers.  
**TO DEVELOP IDEAS**  
 Spot the potential in unexpected results as work progresses.  
 Use the qualities of materials to enhance idea  
**TO MASTER TECHNIQUES**  
**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.  
**COLLAGE**  
 Mix textures (rough and smooth, plain and patterned).  
 Combine visual and tactile qualities.  
 Use ceramic mosaic materials and techniques.  
**TEXTILES**  
 Show precision in techniques.  
 Choose from a range of stitching techniques  
 Combine previously learned techniques to create pieces.

**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**

Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently.

Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority.

Using evidence and examples, show how and why people put their beliefs into action in different ways.

**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