HPS Upper Phase Curriculum Map

Curriculum Area		4 – Autumn	4 - Spring	4 – Summer	5 – Autumn	5 - Spring	5 - Summer	6 – Autumn	6 - Spring	6 - Summer
English	Key Texts	Varjak Paw Gregory Cool Viking Boy Iron Man	Krindlekrax The village that vanished Malala's magical pencil The Diver's Daughter	The Diver´s Daughter Charlotte's Web Hot like fire poems The Firework Maker's Daughter	There's a boy in the girls' bathroom The Ruin (animation) The Fastest Boy in the world by Elizabeth Laird Cosmic	Varmints The London Eye Mystery The Last Wild The Girl Who Stole an Elephant	Son of the Circus. A Victorian Story Street Child The Whole Story of Half a Girl The Highwayman	Goodnight Mr Tom Now or Never: A Dunkirk Story by Bali Rai	Beowulf The Leopard Princess The Wheel of Surya by Jamilia Gavin	Pig Heart Boy by Malorie Blackman
	Writing outcomes	Setting description Information text (Trinidad and Tobago) Narrative Recount	Persuasive formal letter Recount Diary entry Newspaper report	Character description Persuasive Speech Poem Instruction text	Letter Narrative Description Recount Newspaper report Information text (planets and space)	Report Advertisement Persuasive Letter Diary entry Narrative	Persuasive text Newspaper article Letter/ Narrative Poem	Description, diary entry, informal letter Newspaper report, narrative/recount	Newspaper report, narrative Persuasive speech, diary entry Narrative, letter	Editing and improving writing Balanced argument, persuasive speech
Mathematics	Topics	Number and place value Counting Comparing and ordering numbers Number patterns Addition Subtraction Multiplication Division Number and place value Rounding Estimating Graphs Roman numerals Fractions Decimals and percentages Time Money Measurement Mass, volume and length	Geometry Position and direction Fractions, decimals and percentages Addition Subtraction Multiplication Division Number and place value Symmetry Decimals and percentages Negative numbers Roman numerals Measurement Mass, volume and length Timetables	Area Geometry Fractions, decimals and percentages Timetables Time Multiplication Division Timetables Fractions, decimals and percentages Roman numerals Angles Measurement Mass, volume and length	Number and place value Numbers up to 1,000,000 Addition Subtraction Word problems Statistics Time Multiplication Division Multiplication Division Word problems Multi step with all operations Fractions	Fractions Decimals Percentages Measure Perimeter Area Geometry Properties of shape Properties of shape Geometry Position and direction Measurement Converting units Volume and capacity	Measurement Volume Perimeter Area Review Number and place value Roman numerals Fractions Multiplication Division Decimals Review	Number and place value Numbers up to 10 million Addition Subtraction Multiplication Division Fractions Geometry Properties of shapes Properties of shapes Geometry Angles Fractions Decimals Percentages Ratio Proportion Word problems Measurement Area Perimeter Volume Position and direction	Word problems Four operations Measurement Converting units Statistics Fractions Decimals Percentages Review Word problems Review all topics	Review all topics SATs Number and place value Word problems Fractions Decimals Percentages Four operations Measurement
Science	Topic/ Big Question	**Living things and their habitats** How can organisms from different habitats be classified and grouped? **Sounds** What is sound and how can it be changed?	**Electricity** How does electricity work?	**States of matter** How do materials change when they are heated or cooled? **Animals including humans** How do the different parts of our body contribute to processing food?	**Earth and Space** What is the relationship between the Sun, Earth and Moon in our solar system? **Forces** What are the effects/ impact of different forces?	**Properties and Changes of Materials** What are the properties of materials and how can they be changed?	**Living things and their habitats** How do different organisms reproduce and grow? **Animals including humans** What are the changes as humans develop to old age?	**Electricity** How do the components within an electrical circuit work? **Light** How does light enable us to see?	**Evolution and Inheritance** How have living things including humans changed over time?	**Animals including humans** What would a journey through the human body look like? **Living things and their habitats** How can living things be classified and subdivided?
	Threshold Concepts	- Observations - Pattern seeking - Grouping and classifying - Fair testing - Presenting and analysing data	- Observations - Pattern seeking - Grouping and classifying - Fair testing - Presenting and analysing data	- Observations - Pattern seeking - Grouping and classifying - Fair testing - Presenting and analysing data	- Observations - Pattern seeking - Grouping and classifying - Fair testing - Presenting and analysing data	- Observations - Pattern seeking - Grouping and classifying - Fair testing - Presenting and analysing data	- Observations - Pattern seeking - Grouping and classifying - Fair testing - Presenting and analysing data	- Observations - Pattern seeking - Grouping and classifying - Fair testing - Presenting and analysing data	- Observations - Pattern seeking - Grouping and classifying - Fair testing - Presenting and analysing data	- Observations - Pattern seeking - Grouping and classifying - Fair testing - Presenting and analysing data
	NC Links	Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things. Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases.	Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors.	Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey.	Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes	Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals. Describe the changes as humans develop to old age.	Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. 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. Use recognised symbols when representing a simple circuit in a diagram. Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans. Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.

						associated with burning and the action of acid on bicarbonate of soda.				
	Disciplinary Skills	Pupils work scientifically by: using and making simple guides or keys to explore and identify local plants and animals; making a guide to local living things; raising and answering questions based on their observations of animals and what they have found out about other animals that they have researched. Pupils work scientifically by: finding patterns in the sounds that are made by different objects such as saucepan lids of different sizes or elastic bands of different thicknesses. They might make earmuffs from a variety of different materials to investigate which provides the best insulation against sound. They could make and play their own instruments by using what they have found out about pitch and volume.	Pupils work scientifically by: observing patterns, for example, that bulbs get brighter if more cells are added, that metals tend to be conductors of electricity, and that some materials can and some cannot be used to connect across a gap in a circuit.	Pupils work scientifically by: grouping and classifying a variety of different materials; exploring the effect of temperature on substances such as chocolate, butter, cream (for example, to make food such as chocolate crispy cakes and ice-cream for a party). They could research the temperature at which materials change state, for example, when iron melts or when oxygen condenses into a liquid. They might observe and record evaporation over a period of time, for example, a puddle in the playground or washing on a line, and investigate the effect of temperature on washing drying or snowmen melting. Pupils work scientifically by: comparing the teeth of carnivores and herbivores, and suggesting reasons for differences; finding out what damages teeth and how to look after them. They might draw and discuss their ideas about the digestive system and compare them with models or images.	Pupils work scientifically by: comparing the time of day at different places on the Earth through internet links and direct communication; creating simple models of the solar system; constructing simple shadow clocks and sundials, calibrated to show midday and the start and end of the school day; finding out why some people think that structures such as Stonehenge might have been used as astronomical clocks. Pupils work scientifically by: exploring falling paper cones or cup-cake cases, and designing and making a variety of parachutes and carrying out fair tests to determine which designs are the most effective. They might explore resistance in water by making and testing boats of different shapes. They might design and make products that use levers, pulleys, gears and/or springs and explore their effects.	Pupils work scientifically by: carrying out tests to answer questions, for example, 'Which materials would be the most effective for making a warm jacket, for wrapping ice cream to stop it melting, or for making blackout curtains?' They might compare materials in order to make a switch in a circuit. They could observe and compare the changes that take place, for example, when burning different materials or baking bread or cakes. They might research and discuss how chemical changes have an impact on our lives, for example, cooking, and discuss the creative use of new materials such as polymers, super-sticky and super-thin materials.	Pupils work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences. They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow. Pupils work scientifically by: researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.	Pupils work scientifically by: systematically identifying the effect of changing one component at a time in a circuit; designing and making a set of traffic lights, a burglar alarm or some other useful circuit. Pupils work scientifically by: deciding where to place rear-view mirrors on cars; designing and making a periscope and using the idea that light appears to travel in straight lines to explain how it works. They might investigate the relationship between light sources, objects and shadows by using shadow puppets. They could extend their experience of light by looking a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters (they do not need to explain why these phenomena occur).	Pupils work scientifically by: observing and raising questions about local animals and how they are adapted to their environment; comparing how some living things are adapted to survive in extreme conditions, for example, cactuses, penguins and camels. They might analyse the advantages and disadvantages of specific adaptations, such as being on two feet rather than four, having a long or a short beak, having gills or lungs, tendrils on climbing plants, brightly coloured and scented flowers.	Pupils work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health. Pupils work scientifically by: using classification systems and keys to identify some animals and plants in the immediate environment. They could research unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system.
	Vocabulary	**Substantive Vocabulary** Habitat, environment, rainforest, ocean, desert, grassland, appearance, wings, fur, tail, vertebrate, backbone, mammals, amphibians, reptiles, fishes or birds, skeleton, invertebrate, snails and slugs, worms, spiders, insects, flowering plants, daisy's, apple tree, tulips, ferns, mosses, positive human impact, negative human impact, reserves, ecologically planned parks, garden ponds, population and development, litter, deforestation **Disciplinary Vocabulary** Investigate, predict, variables, results, identify, explain, observe, experiment, fair test, grouping **Substantive vocabulary** Volume, vibrations, soundproof, pitch, high, low, insulation, loud, quiet, materials, air particles, sounds, instruments, microphone, receiver, distance, pan pipe **Disciplinary Vocabulary** Investigate, predict, variables, results, identify, explain, observe, experiment, fair test	**Substantive Vocabulary** Electricity, circuit, wires, lamp, bulb, cell, battery, wires, switch, motors, buzzers, appliances, conductor, insulator, materials, electrical circuit, mains electricity, electrical circuit **Disciplinary Vocabulary** Investigate, predict, variables, results, identify, explain, observe, experiment, fair test, compare and contrast	**Substantive Vocabulary** Materials, gas, solids, liquids, water, paint, pencil, balloon – helium, perfume, empty container, temperature, melt, cooled, heated, ice lolly, candle, brick, butter, metal fork, holds shape, lava, water – ice, melted chocolate, water cycle, precipitation, collection, evaporation and condensation, reverse **Disciplinary Vocabulary** Investigate, observe, compare, contrast, record, identify, experiment, sorting, grouping **Substantive vocabulary** Teeth, molars, incisors, canines, dentist, dental hygiene, wisdom, premolars, carnivores, herbivores, ripping, chewing, grinding, biting, digestive system, mouth, oesophagus, stomach, large/small intestine, tongue, salivary glands, colon, stomach, anus, excretion, pancreas, liver, Food chain, prey, predators, producers, plants and animals. **Disciplinary Vocabulary** Similarities, differences, compare, contrast, function, model, observe, experiment, identify	**Substantive Vocabulary** Solar system, planets, Sun, Moon, Mercury, Venus, Mars, Jupiter, Saturn, Pluto, Earth, Neptune, Uranus, spherical, distance, scale, orbit, rotation, day, night, sky, position, axis, globe, shadow, sundial, moon cycle, phases, reflect light, waxing crescent, new moon, third quarter, waning gibbous full moon, first quarter centre, geocentric, heliocentric, theory, Galileo **Disciplinary Vocabulary** Describe, measure (distance), research, record, explain, draw (diagrams), investigate, compare, construct, justify **Substantive vocabulary** Forces, towards Earth, gravity, falling, centre, pull, push, effect, against, Newtons (N), force metre, weight, mass, planets, friction, slowing down, heat, surfaces, materials, air resistance, water resistance, streamlined, sink, mechanisms, simple/complex machines, levers, pulleys, gears, springs, direction **Disciplinary Vocabulary** Explore, design/make, investigate, fair test, observe, measure, compare, record results, present data, question, compare, identify, sort, categorise	**Substantive Vocabulary** Materials, properties, soft, hard, soluble, transparent, conductor, magnetic, mixture, solution, dissolve, solid, liquid, gas, solubility, solute, solvent, texture, impact, separation, reversible, substance, filter, sieving, evaporation, conductor, insulator, brightest blub, circuit irreversible, chemical change, reactant, product, inventors, Spencer Silver, Ruth Benerito **Disciplinary Vocabulary** Describe, compare, differences, group, observe, plan, investigate, identify patterns, research, fair test, explain, reasoning,	**Substantive Vocabulary** Animals, reproduce, external fertilisation, internal fertilisation, eggs, life cycle, stages, amphibian, insect, mammal, bird, frog, butterfly, chick, rabbit, flower, male/female parts, pollination, sexual reproduction, asexual reproduction, parent plant, stamen, pistil, environment, organism, rainforest, ocean, desert **Disciplinary Vocabulary** Sort, compare, describe, observe, identify, label, investigate, research, enquiry, similarities, differences **Substantive vocabulary** Human life cycle, gestation, infancy, childhood, adolescence, adulthood, old age, height, foetus, womb, pregnancy, 9 months, change, grow, develop, walk, eat, talk, voice deepens, wider hips, puberty, pubic hair, ovaries, hormones, hygiene, forgetful, wrinkles, white hair **Disciplinary Vocabulary** Describe, research, compare, observe, record, measure,	**Substantive Vocabulary** Circuit, component, symbols, wires, bulb, cell, battery, switch, buzzer, motor, electricity, voltage, blub brightness, loudness, simple circuit, parallel circuit, proximity, position, safety, precautions **Disciplinary vocabulary:** Diagrams, identify, compare, investigate, report, represent findings, design/create **Substantive vocabulary** Light, light source, travel, white light, rainbow, straight line, reflected, bend, sight/ seeing, object, periscopes, direction, refraction, shadows, mirror **Disciplinary vocabulary:** Discuss, justify, design /make, explain, investigate relationships, explore phenomena	**Substantive Vocabulary** Identical, parents, offspring, DNA, family, physical features, plants, animals, adaptations, environment, survive, natural selection, local animals, Alfred Wallace, humans, breeds, fossils, time, palaeontologists, Mary Anning, evolution, Charles Darwin, species **Disciplinary vocabulary:** Recognise, identify, observe, raise questions, compare, analyse, observe	**Substantive Vocabulary** Human circulatory system, heart, blood vessels, blood cells, function, chambers, nutrients, water transported, blood stream, factors, diet, exercise, drugs, lifestyle, substances, drugs (legal and illegal), harmful, healthy **Disciplinary vocabulary:** Diagrams, label, explain, sort, research, plan **Substantive vocabulary** Living things, animals, groups, characteristics, vertebrates, invertebrates, mammals, amphibians, reptiles, fish, birds, insects, plants, vascular, non-vascular, flowering, non-flowering, local environment, classification system, keys, micro-organisms, protists, fungi, bacteria, microbes, Carl Linnaeus, **Disciplinary vocabulary:** Classify, grouping, sort, observe identify, explore, research, justify
History	Topic/ Big Question	Vikings and Anglo Saxons How did the Vikings' attack on England affect the country?	Normans How did the battle of Hastings affect later life?	Middle Ages and Tudors What legacy did the Tudor dynasty leave behind in England?	Great Fire of London How did the Great Fire of London change the city?	Georgians How did trade and the Industrial Revolution shape/develop Georgian society?	Queen Victoria/ Victorians What changes did Victoria bring to Britain?	Modern Age World War 2 How significant was 'The Blitz'?	Modern Age What role did Propaganda play during World War 2?	Modern Age What impact did the Southall uprisings have on race relations in Southall and the UK?

HPS Upper Phase Curriculum Map

Threshold Concepts	Chronology, build an overview of world and British history, investigate and interpret the past, significant people, places and events, evidential and historical enquiry			Chronology, build an overview of world and British history, investigate and interpret the past, significant people, places and events, evidential and historical enquiry			Chronology, build an overview of world and British history, investigate and interpret the past, significant people, places and events, evidential and historical enquiry		
Substantive Concepts	Invasion, conflict, society, culture	Invasion, conflict, settlements, society, culture, technological advancements	Beliefs, society, culture, travel and exploration	Society, location, main events,	Society, culture, trade, technological advancements	Empire, trade, location, society,	Conflict, location, society, main events, technological advancements	Conflict, location, society, main events, technological advancements	Location, main events, society, culture
NC Links	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.	A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066. Changes in social history Legacy of Roman Culture (architecture, art or literature) on later periods of history.	A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066. Changes in social history. A significant turning point in British history.	A study of an aspect or theme in British history that extends pupils' chronological knowledge.	A significant turning point in British history. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066. A local history study (significant events, people, places in their own locality).
Substantive Knowledge	<u>Children need to know:</u> • Where the Vikings originated from (Scandinavia - Denmark, Norway and Sweden). • Britain was a rich country and the Vikings started to raid the country around 790. • The first monastery to be raided by the Vikings in Britain was Lindisfarne in 793 and why it was successful. • Where some Viking raids took place in Britain and locate on a map of the UK. • Other reasons why the Vikings invaded and settled in Britain (overcrowding, struggle to grow crops, eldest would only inherit land). • Overtime many Vikings settled in areas all over Britain. • The Vikings mostly focussed on England. • Some Vikings were peaceful and lived cohesively with Anglo-Saxons. • The Vikings did not only travel to Britain but traded, raided and settled around the world. • Vikings were excellent sailors. • The Vikings left relatively little evidence behind. • There were many changes between the Anglo-Saxon invasion and the Viking invasion. • There was a lot of conflict between the Anglo-Saxons and the Vikings over who would control the country. • Vikings introduced Danelaw (place names, customs, skilled crafts). • There were many changes between the Romans 43 CE coming to Britain and the Viking invasion.	<u>Children need to know:</u> • Edward the Confessor died on 6th January 1066 and the three main contenders for the English throne were William Duke of Normandy, Harald Hardrada and Harold Godwinson. • William Duke of Normandy was a direct relative of Edward the Confessor and for this reason he was the most legitimate. • Harold Godwinson was crowned King of England the day after Edward the Confessors death. • Harald Hardrada and William Duke of Normandy planned to invade and defeat Godwinson. • Hardrada was defeated by Godwinson at the battle of Stamford bridge and William defeated Godwinson at the Battle of Hastings 1066. • The reasons why William Duke of Normandy was successful at the Battle of Hastings (time to prepare, men less tired etc). • William was crowned King of England 25th December 1066. • William divided England up with between Norman barons and lords each with their own soldiers (feudal system). • William ordered castles to be built to keep individuals safe from English rebels (surrounded by water and located on hills). • French language was spoken in England by people in power and French customs were introduced. • Hundreds of French words were absorbed into the	<u>Children need to know:</u> • Life in Tudor times was both similar and different to our own. • The Tudors consists of everyone living in the time period not just monarchs. • The experience of people during Tudor times depended on where they lived, how rich they were and their gender. • The Tudors were a family which ruled England from 1485-1603 which was a long time ago but not as long as other topics they have studied. • What the war of the roses was, how it ended and led to the Tudor dynasty. • All nine Tudor monarchs and the timescale of each of their reigns. • The features/properties of Tudor buildings (e.g. wattle, and daub). • Henry VIII had to change the religion of Britain to divorce Catherine of Aragon. • Henry VIII's break from Rome (Catholicism) led to consequences (dissolution of monasteries – social and cultural impacts) • How exploration improved and expanded Tudor's power.	<u>Children need to know:</u> • How the GFOL started (inside a bakery on May 2nd, 1666). • How the fire spread. • How the fire ended. • Key features of houses and streets in the 17th century. • How the city of London's architecture played a key role in the quick spread of the fire. • The impact the fire had on London's population and physical environment. • The government's response to the fire (regulations passed). • John Evelyn's and Christopher Wren's plans for rebuilding London. • How living conditions improved in the capital city in many ways after the fire.	<u>Children need to know:</u> • What Georgian London was like in the mid to late 18th century. • Poverty and wealth living side by side but not interacting. • Identify characteristic features of architecture and dress. • All five Hanoverian Kings and the timescale of each of their reigns. • What countries Britain was trading with and what was being traded. • Britain relied on raw materials such as textile – cotton from countries including Indonesia, Persia and Africa to lead the Industrial Revolution. • What the industrial revolution was and the factors that started the process of industrialisation. • The different types of inventions and discoveries, for example, the spinning jenny). • The positive and negative impact the industrial revolution had on society.	<u>Children need to know:</u> • The Victorian era began in 1837 and ended with Queen Victoria's death in 1901. • This was a period of great change in ordinary people's lives and important milestones were identified. • During this time period Britain was one of the world's first industrialised nations. • The development of factories enabled new inventions and changed life in the home too. • Education was introduced to a much wider section of society. • Transport and communications became faster with the inventions of railways. • Britain was a great nation with a large navy enabling the import of raw materials and export manufactured goods. • Empire and how it encouraged emigration and migration.	<u>Children need to know:</u> • How WW2 started, and ended. • The names of some individuals who were leaders of countries involved in WW2 (Churchill, Roosevelt, Stalin and Hitler). • The countries involved (Axis and Allies) and the ones which remained neutral. • It is the world's most devastating war to date and affected everybody regardless of their age, gender etc (e.g. evacuation) • The Blitz was a bombing campaign undertaken by Nazi Germany. • 55,000 British civilian casualties were sustained through German bombing before the end of 1940. • London was bombed consecutively for 57 nights from 7 September 1940. • How Britain protected and defended itself during the Blitz (black-out, shelters). • Other cities in Britain were bombed not just London, for example, Manchester, Southampton and know the reasons why these large cities were attacked. • How the Blitz compared to the rest of the world – Dresden and Stalingrad.	<u>Children need to know:</u> • What propaganda is how some countries deployed it. • Why propaganda was used and the impact it had. • The six main forms of propaganda used in Britain (posters, radio etc). • How British propaganda (posters) compared to that of the Germans. • How propaganda has evolved since the Ancient Greeks (Battle of Marathon compared to Dunkirk).	<u>Children need to know:</u> • What discrimination and race is. • Who Gurdip Singh Chaggar and Blair Peach were and their significance in the Southall uprisings. • What an uprising means. • Where Southall is located in the UK. • What happened at the uprising and why it took place.

		• The Anglo-Saxon King Alfred the Great managed to defeat the Vikings. • Recap who the Anglo-Saxons were and where they came from (jute, Angles and Saxons). • King Cnut united the country.	English language, such as soldier, parliament, royal and army. • Similarly, to the Vikings the Normans focussed more of their attention on England. • The English were again ruled by a foreign power: the land they once owned was taken away from them and the taxes they paid went to the Normans.							
	Disciplinary Knowledge (Skills)	Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out (L1) Place periods of history on a timeline showing periods of time (L2) Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out (L4)	Place periods of history on a timeline showing periods of time (L2) Explain how events from the past have helped shaped today (L2, L3, L4) Know that people who lived in the past cooked and travelled differently and used different weapons (L2) Appreciate that weapons will have changed by the developments and inventions that would have occurred (L2) Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past (L4)	Place periods of history on a timeline showing periods of time (L2) Use mathematical skills to round up time differences into centuries and decades (L2) Explain how events have shaped our lives (L3, L4) Give more than one reason to give a historical argument (L4) Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out (L4) Research two versions of an event and say how they differ (L4)	Describe historical events from the different periods (L1 and L2) Use dates and historical language in their work (L2) Draw a timeline with different time periods outlined which show different information, such as periods of history, when famous people lived (L2) Use their mathematical skills to work out exact time scales and differences as need be (L2) Make comparisons between historical periods explaining how things have changed (L3) Appreciate that significant events in history have helped shape the country we have today (L3) Test out a hypothesis in order to answer a question (L5)	Appreciate that significant events in history have helped shape the country we have today (L1) Use dates and historical language in their work (L2) Use their mathematical skills to work out exact time scales (L2) Make comparisons between historical periods (L3) Have a good understanding as to how crime and punishment has changed over the years (L4)	Explain the role that Britain has had in spreading certain values across the world (L3) Appreciate that significant events in history have helped shape the country we have today (L4) Appreciate how historical artefacts have helped us understand more about British lives in the present and past (L4)	Identify where a period of history fits on a timeline (L3) Summarise the main events from a specific period in history, explaining the order in which key events happened (L3) Place features of historical events and people from past societies and periods in a chronological framework (L3) Describe features of historical events and people from past societies and periods they have studied (L1/L4/L5) Describe a key event from Britain's past using a range of evidence from different sources (L4/L5) Recognise and describe differences and similarities/changes and continuity between different periods of history (L4)	Look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint (L3) Identify and explain their understanding of propaganda (L1, L2, L3, L4) Pose and answer their own questions (L4) Describe a key event from Britain's past using a range of evidence from different sources (L1, L3, L4) Recognise and describe differences and similarities/changes and continuity between different periods of history (L3)	Place a specific event on a timeline by decade (L2) Describe features of historical events and people from past societies and periods they have studied (L1/L2) Trace the main events that define Britain's journey from a mono to a multi-cultural society (L2/L3/L4)
	Vocabulary	**Substantive Vocabulary:** Invade, settlements, Jutes, Angles, Saxons, Anglo, Picts, Scots, Northumbria, Mercia, Essex, West Sussex, Sussex, Kent, Kingdoms, Vikings, Danes, Northmen, Norsemen, heathen, Lindisfarne, Jarrow, Iona, the Anglo-Saxon chronicle, voyages, settlements, Romans, Alfred the Great, King, archaeology. **Disciplinary Vocabulary:** Timeline, primary/secondary sources, artefacts, chronology, timeline, compare, contrast.	**Substantive Vocabulary:** Normandy, Hastings, Stamford Bridge, Conqueror, invade, armour, weapons, settlements, Bayeux Tapestry, Domesday Book, Durham Church, Norman, Conquered, retreat, cavalry, armour, weapons, society, fleet, Hastings, Normans, Normandy, William the conquer, Harold of Hardrada, Harold Godwinson, Edward, defeat, battle. **Disciplinary Vocabulary:** Compare, contrast, Timeline, Chronology.	**Substantive Vocabulary:** Catholic, protestant, Church of England, Christianity, marriage, divorce, Church, monastery, rebel, reign, Battle of Bosworth, Henry VIII, War of the Roses Tudor, attack, Richard III, battle, annul, Elizabeth I, Mary I, Edward VI, Roache Abbey, dynasty, dismantles, dissolve, dissolution, John Blanke, Jacques Francis, Mary Rose, Trumpeter, Salvage diver, Shillings, wages, petition, Treasure of the Chamber, 1507, legacy **Disciplinary Vocabulary:** Cause, effect, change, similarities, differences, primary sources.	**Substantive Vocabulary:** Profiteers, rebuild, buildings, Thomas Farrier, destroyed, exploded, Samuel Pepys, architecture, community, source, spread, predict, temperature, flammable, monument, River Thames, St Pauls Cathedral, wattle and daub, Pudding Lane, London Gazette, London Lamentation, thatched roofs, wooden houses. **Disciplinary Vocabulary:** Timeline, prediction, hypothesis, similarities/differences, cause and effect chronological order, primary and secondary sources	**Substantive Vocabulary:** Georgians, Industrial revolution, middle/lower class, George I, II, III, IV and William IV, inventions, transport (steam trains), bridges (Iron Bridge), factories (cotton mills), heir, invention, middle/lower class, workhouses, prejudice, Morse code, Great junction canal, trade, transport, Metropolitan police, crime and punishment. **Disciplinary Vocabulary:** Comparisons, significant, sources (primary and secondary), chronological order, cause and effect.	**Substantive Vocabulary:** Queen Victoria, railways, William Powell, education, buildings, Victorians, reign, transport, travel, passengers, empire, **Disciplinary Vocabulary:** Comparisons, significant, sources (primary and secondary), chronological order, cause and effect, similarities/differences,	**Substantive Vocabulary:** The Blitz, Britain, Germany, Poland, Austria, America, Soviet Union, France, Italy, Australia, South Africa, Neville Chamberlain, Adolf Hitler, Western Europe, Anderson Shelter, Ealing, Southall, allies, axis, air raids, siren, debris, Home guard, debris, evacuated, battle of Britain, VE day. **Disciplinary Vocabulary:** Timeline, chronology, compare, contrast, eye-witness accounts, artefacts, primary/secondary sources, historical enquiry,	**Substantive Vocabulary:** Propaganda, influence, subliminal, indoctrinated, mediums, purpose, audience, Britain, Germany, persuasion, women, recruitment **Disciplinary Vocabulary:** Compare, contrast, enquiry, critical thinking, effectiveness, historical enquiry	**Substantive Vocabulary:** Southall, London, England, Uprising, Gurdip Sing Chaggar, Blair Peach, race, demonstration, local area. **Disciplinary Vocabulary:** Chronology, eye witness account, primary source, compare, contrast, enquiry, critical thinking, effectiveness, historical enquiry
	End Point Tasks	To write an explanation text detailing why the Vikings settled in Britain.	To write a fact file on William the Conqueror.	To write a letter in the role of Henry VIII to Catherine of Aragon explaining the reasons why he wants a divorce.	To write an experiment predicting the outcome and the reasons why.	To write a diary entry in the role of an inventor detailing a Georgian invention.	To write an autobiography based on Queen Victoria's life.	To write a narrative of experiencing an air raid during 'The Blitz.'	To design their own version of British propaganda poster and write paragraph(s) to justify their reasons why.	To write a newspaper report/article on the 1979 uprising.
Geography	Topic/ Big Question	Day and night (identify the position and significance of latitude, longitude etc.) Why is there day and night?	Scotland, Denmark and Trinidad and Tobago. How do Scotland (Highlands), Denmark (Copenhagen), Trinidad and Tobago (Pigeon Point) compare to each other?	Climate change and energy (climate zones, biomes, vegetation belts) How are we damaging the world through climate change and energy use?	The UK How do different parts of the UK compare to each other?	England, France and Canada How does life in a region in France and Canada compare to Westminster, England?	Economic growth What is economic growth and global trade?	North and South America What makes North and South America so unique?	Northern Ireland, Germany and Brazil What comparisons could be made between regions in Northern Ireland, Germany and Brazil?	Mountains, rivers and the water cycle Why are mountains, rivers and the water cycle so important?
	Threshold Concepts	Physical Geography Scale	Place (Comparison of regions) Physical Geography Human Geography	Human Geography Physical Geography Fieldwork	Place Physical Geography Human Geography	Place (Comparison of regions)	Human Geography Physical Geography	Place Human Geography Physical Geography	Place (Comparison of regions)	Human Geography Physical Geography

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	NC links	Identify the position and significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic circle, the Prime/Greenwich Meridian and time zones (including day and night).	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.	Describe and understand key aspects of: physical geography, including; climate zones, biomes, and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country and a region within North or South America.	Human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resource including energy, food, minerals and water.	Locate the world's countries, using maps to focus on North and South America concentrating on their environmental regions, key physical and human characteristics, countries and major cities.	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	Describe and understand key aspects of: physical geography, including; climate zones, biomes, and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
	Substantive Knowledge	**Children must know:** Where the Equator, tropics, Southern and Northern Hemisphere, North and South Poles are located on a world map That a line of latitude is a geographical coordinate that is used to specify the North and South sides of the Earth That a line of longitude is a geographical coordinate that is used to determine the East and West points on the Earth's surface That different UK cities will have varying lines of latitude and longitude e.g. London, Birmingham, Manchester, Liverpool, Edinburgh, Glasgow How to use map coordinates to find locations How to use a compass to find directions of given locations That key features of polar regions are: cold climates, ice-covered soil, wildlife, animals and plants The key physical geographical features of the UK i.e. coldest temperature recorded, hottest temperature recorded in the summer and winter, animals that live in the UK, number of daylight hours in the winter and summer That the climate of the tropics is heat, moisture, cloud and rain That the climate of the UK is mainly cool, cloudy and wet That the position of the Prime Meridian is the line drawn at North to South at 0 degrees longitude That the positioning of the time zones is located halfway around the world from the Prime Meridian or at approx. 180 degrees east (or west) of Greenwich, London That the time will be different to the UK depending on what the country is That the Earth rotates one complete turn every 24 hours to give us day and night	**Children must know:** That the three main topographical features of Scotland are: the Highlands, the Midland Valley and the Southern Uplands (Appearance: hills, mountains, coasts, rivers, lakes) Where Copenhagen is located on a map of Europe That Copenhagen is a region in Denmark That some of the physical features of Copenhagen are: hills, coastlines, seas, rivers, lakes, Oresund Bridge, That some of the human features of Copenhagen are: population, tourism, culture, cities, land, islands, bird species, That the longest river in Copenhagen is the Guden (160km in length) That the largest lake in Copenhagen is Lake Esrum That some famous landmarks in Denmark are: The Little Mermaid Statue, Tivoli Gardens and Nyhavn Harbour That Pigeon Point is a tourist region in Trinidad and Tobago That some human features of Pigeon Point are: Population, culture, settlement, hotels, airport, restaurants, shops, That some physical features of Pigeon Point are: beach, island, palm trees, water, hot climate, sea/ocean, park, cliffs That climate change can alter biomes - where species live and how they interact	**Children must know:** That a compass has four main cardinal directions: North, East, South and West That a compass has four ordinal directions i.e. NE, SE, SW and NW That climate is affected by different factors such as: latitude, ocean currents, wind and air masses, elevation How to use a compass to locate the North/South Poles That changes in climate can be caused by weather How to read and interpret data on bar and line graphs Some sources of renewable energy such as: wind, sun and water That greenhouse gases are certain gases in the atmosphere such as: water vapour, carbon dioxide, nitrous oxide and methane. That energy consumption is how things change and move That carbon pollution is when oil, coal and gas are burned into the environment. How to collect data about energy consumption – fieldwork enquiry That vegetation belts are areas with distinct plant types; determined by climate The reasons why adaptation needs to occur: climate, survival	**Children must know:** That England, Wales, Scotland, Ireland are the four different countries that make up the UK Where the four countries are located on a map of the UK That the capital city of England is London That the capital city of Wales is Cardiff That the capital city of Scotland is Edinburgh That the capital city of Ireland is Dublin Where other cities e.g. Manchester, Birmingham, Newcastle, Liverpool, Bristol etc are located in the UK The most populated counties of the UK The region in which they live is South East England That the main UK rivers are: River Thames, River Trent, River Severn and River Great Ouse That some of the UK coasts are The Channel Coast, the South Coast, the East Coast That there are three seas that surround the UK: The Celtic Sea, The Irish Sea and the North Sea How to use an atlas or digimap to plan a road trip to a seaside That topographical features of a map are: hills, mountains, coasts and rivers How to use an atlas to locate hills, mountains, and high grounds in the UK How to use OS maps, including 4 and 6 figure grid references, symbols and keys How to use the 8 point compass to locate That land use is a term used to describe the function of the land That in rural areas, land use can be used for farming and forestry That in urban areas, land use can be used for industry or housing That maps are useful as they contain symbols for different things How to use compass directions and locational/directional language to describe locations	**Children must know:** Some physical features of Westminster such as: Olympic Park, Tower Bridge, River Thames, famous landmarks i.e. Buckingham Palace Some human features of Westminster, such as: The London Eye, Big Ben (The Elizabeth Tower Clock), London Underground, History Museum, Science Museum, population, climate, Some physical features of France such as: River Seine, Rhine and Rhone, Mountain Alps, Some human features of France, such as: population, climate, Louvre Museum, Cathedral Notre-Dame de Paris, Eiffel Tower, castles, churches, beaches, coasts, Some physical features of Newfound Land, Canada such as: landscapes, hills, valleys, rivers, parks, oceans, mountains, hills, coastal terrain Some human features of Newfound Land, Canada such as: population, climate, houses, historic sites,	**Children must know:** The different types of settlement e.g., rural, urban, town, cities, villages How land is used in three different places: Southall, Glasgow and Llangollen How to use Google Maps to search for locations How and why trade has changed over time What has changed through time to allow trade to be carried out on a larger scale That not all popular food items are sourced in the UK That some food items are imported and exported within our border That Fairtrade is when fair prices are paid to producers in developing countries. The impact that Fairtrade has on communities, farmers, and manufacturers in less developed countries. That natural resources including, minerals, copper, iron, coffee, wheat, oil and water are globally distributed	**Children must know:** That the US, Canada, Greenland, Mexico, Cuba and Jamaica are some of the countries located in North America That Brazil, Argentina, Columbia, Chile, Peru and Columbia are some of the countries in South America That North America has states that make up the US That South America does not have any states That the capital city of the US is Washington DC, that the capital city of Canada is Ottawa, that the capital city of Greenland is Nuuk, that the capital city of Mexico is Mexico City, that the capital city of Cuba is Havana, that the capital city of Brazil is Brasilia, that the capital city of Argentina is Buenos Aires That Pearl Harbour is located on the island of Oahu, in Hawaii. How the landscapes compare in North and South America How the climate compares between North and South America The impact of the Amazon rainforest on the environment	**Children must know:** Where Belfast, Northern Ireland is on a map of the UK Some human features of Belfast: Population, Titanic Museum, Carrickfergus Castle, Stormont (The Parliament Building) Some physical features of Belfast: river Lagan, Titanic Quarter, climate and Lower Lagan Valley Where Berlin, Germany is on a map of Europe Some human features of Berlin: Population, Berlin Wall, Charlottenburg Palace, Bradenburg Gate, Reichstag Building Some physical features of Berlin: Climate, River Havel, Dahme and Spree Where Brazil is on a map of South America Some physical features of Brasilia: Climate, Lake Paranoa Some human features of Brasilia: Population, culture, transport, buildings, shops,	**Children must know:** That a river is a large stream of water that flows over land That the world's longest river is the River Nile at 6, 650km long That the second longest river is the River Amazon at 6,400km Where River Nile is located on a world map Where River Amazon is located on a world map That the water cycle is a continuous journey of water from oceans and lakes, to clouds, to rain, to streams, to rivers and back into the ocean again That the features of a river are: tributary, confluence, delta, estuary, floodplain, levee, meander, mouth, oxbow lake, source, waterfall and main channel That rivers are used in various ways around the world e.g. for transport, washing, leisure, irrigation That a mountain is an elevated portion of the Earth's crust, with steep sides Where the 'seven summits' are located on a world map The climate of different mountains Why the Himalayas/The Rockies are important for people living in the region e.g. habitats, underground mines
	Disciplinary Knowledge	Use maps, atlases, globes and digital/computing mapping to locate countries and describe features studied. Use the eight points of a compass, four figure grid references, symbols and key (including the use of	Use maps, atlases, globes and digital/computing mapping to locate countries and describe features studied. Demonstrate their knowledge and understanding of the wider world by investigating places	Use maps, atlases, globes and digital/computing mapping to locate countries and describe features studied Use the eight points of a compass, four figure grid references, symbols and key (including the use of	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied Understand simply what a number of places are like, how and why they are similar and different, and	Know simple spatial patterns in physical and human geography, the conditions which influence those patterns, and the processes which lead to change	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied Understand simply what a number of places are like, how and why they are similar and different, and	Use maps, atlases, globes, and digital/computing mapping to locate countries and some physical features studied. Understand simply what a number of places are like, how and why they are similar and different, and	Use maps, atlases, globes, and digital/computer mapping to locate physical features. Know simple spatial patterns in physical and human geography, the conditions which influence those

		Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world with teaching of latitude and longitude	beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments	Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world with teaching of latitude and longitude Use field work to observe, measure and record the human and physical features in the local area Ask and respond to questions and offer their own ideas Collect and record evidence with some aid Analyse evidence and draw conclusions e.g. make comparisons between locations/photos/pictures/ maps independently	Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present	how and why they are changing Know simple spatial patterns in physical and human geography, the conditions which influence those patterns, and the processes which lead to change Show simple understanding of the links between places, people and environments		how and why they are changing	how and why they are changing Know simple spatial patterns in physical and human geography, the conditions which influence those patterns, and the processes which lead to change Show simple understanding of the links between places, people and environments	patterns, and the processes which lead to change Show simple understanding of the links between places, people and environments
	Substantive Vocabulary	Region, area, similarities, differences, map, compass, atlas, mountains, hills, climate, land use, city, capital city, countryside, temperature, climate, Tropical climate, distance, Prime Greenwich meridian, equator, hemispheres, climate, latitude, longitude, Tropics of Capricorn and Cancer, Arctic and Antarctic circle, time zones, day, and night.	Region, area, similarities, differences, map, compass, atlas, mountains, hills, climate, land use, city, capital city, countryside, tourism, trade, import, export, castle, village, seasons, environment, agriculture, axis, industry, temperature, climate, tropical climate, distance, Vikings, beach, thatched roof, natural and man-made resources.	Climate, deforestation, energy, change, deterioration, biomes, latitude, ocean currents, wind, air masses, reduce/reuse/recycle, global change, carbon pollution, adaptation, evolution, vegetation belt, consumer, adaptation, ordinal directions, cardinal directions, water vapour, carbon dioxide, nitrous oxide and methane, water, sun, wind, energy consumption	Topographical, land, irrigation, farming fertile, Victorians, river, sea, coast, border, mountain, hill, locality, county, city, valleys, slope, summit, atlas, compass, grid	Population, tourism climate, vegetation, economy, land use, culture wildlife, equator, Indigenous Same inhabited, coordinates Northern Lights, summer Winter, Houses of Parliament, Big Ben, London Eye, River Thames, bridges tourism, London Underground, cosmopolitan capital, Buckingham Palace Olympic Park, museums, cultural institutions, historical and modern landmarks	Settlement, economic growth, land use economic activity, trade links, distribution of natural resources, minerals, water, energy, rural urban, agricultural farming, crops, fertile, soil, climate, import, export cost, supply chain, fair trade, fair living, geographical links distribution	Landscape, physical and human characteristics, Mount St Helens, Rockies, climate, economy, deforestation, rainforest, impact, agriculture, biodiversity, environment, fertile, ecosystem, forest floor, vegetation, longitude, latitude, barren	Region, area, similarities, differences, map, compass, atlas, mountains, hills, climate, land use, city, capital city, countryside, tourism, trade, import, export, castle, village, seasons, environment, agriculture, axis, industry, human feature, physical feature, temperature	Precipitation, evaporation, transpiration, condensation, infiltration, melting, freezing, ground water, surface water, estuary, bank, basin, bed, canal, confluence, delta, downstream, erosion, estuary, floodplain, fresh water, meander, tributary, watershed, source, mountain, mountain range, K2, Kilimanjaro, Everest, skiing, summit, snowboarding, blizzard, tourism, peak, ascent, avalanche, tributary, confluence, delta, estuary, floodplain, levee, meander, mouth, oxbow lake, source, waterfall and main channel
	Disciplinary Vocabulary	Investigate, label, compare, identify, locate ,	Observe, locate, discuss, research, list, compare,	Read, interpret, discuss, measure, record, collect, create, analyse	Explore, name, locate, research, compare, annotate, plan, investigate, describe,	Identify, describe, compare,	Investigate, discuss, annotate, research	Describe, identify, compare, annotate	Explore, annotate, locate, name, discuss, investigate, compare	Explain, describe, locate, name, identify
	End Point Task	Children will write an explanatory text about how day and night occur	Children will create a persuasive tourism leaflet or brochure on either Copenhagen (Denmark) or Pigeon Point (Trinidad and Tabago)	Children will plan and write a persuasive formal letter to inform the school on ways to save the planet, addressed to the Headteacher.	Children will plan and write a diary entry from the perspective of a Victorian child, working on farms and supporting their family.	Children will create a leaflet/brochure for either one, two or all three regions.	Children will write an information text about economic growth. Children can choose the aspect to focus on.	Children will write a persuasive leaflet encouraging tourists to visit North/South America.	Children will plan and write a comparative text about all three regions studied	Children will write an informative text (explanation) about how all three physical features (water cycle, mountains, and rivers) are linked.
Art and Design	Topic/ Big Question	Drawing How can the work of Kandinsky influence our own work focussing on scale and proportion to make accurate drawings?	Painting What techniques do Georgia O'Keeffe and J.M.W Turner use and how can they influence our own work?	Collage How can we create images of bodies in motion; using and developing knowledge of portraiture; transposing imagery using different media and techniques?	Drawing How can we use different tools to create artwork inspired by Jean-Michel Basquiat?	Painting How can we use the techniques Chris Ofili has used to recreate our own work?	Collage How can we explore experimental collage techniques and processes, layer and overwork materials with different media?	Drawing How can we refer to artists, architects and designers in history for inspiration or comparison in our own work?	Painting How can we use the work of Arpita Singh and create a portrait of ourself?	Collage How can we use the work of different photomontage artists and add elements to our work in response to our preferred style?
	Threshold Concepts	• **Explore** ideas about art (drawing, painting, collage or sculpture) • **Experiment** using a variety of materials/ techniques to communicate ideas • **Communicate** ideas in an imaginative and experimental manner, reflecting on the outcome • **Evaluate and analyse** the work of artists, comparing their work and your own.	• **Explore** ideas about art (drawing, painting, collage or sculpture) • **Experiment** using a variety of materials/ techniques to communicate ideas • **Communicate** ideas in an imaginative and experimental manner, reflecting on the outcome • **Evaluate and analyse** the work of artists, comparing their work and your own.	• **Explore** ideas about art (drawing, painting, collage or sculpture) • **Experiment** using a variety of materials/ techniques to communicate ideas • **Communicate** ideas in an imaginative and experimental manner, reflecting on the outcome • **Evaluate and analyse** the work of artists, comparing their work and your own.	• **Explore** ideas about art (drawing, painting, collage or sculpture) • **Experiment** using a variety of materials/ techniques to communicate ideas • **Communicate** ideas in an imaginative and experimental manner, reflecting on the outcome • **Evaluate and analyse** the work of artists, comparing their work and your own.	• **Explore** ideas about art (drawing, painting, collage or sculpture) • **Experiment** using a variety of materials/ techniques to communicate ideas • **Communicate** ideas in an imaginative and experimental manner, reflecting on the outcome • **Evaluate and analyse** the work of artists, comparing their work and your own.	• **Explore** ideas about art (drawing, painting, collage or sculpture) • **Experiment** using a variety of materials/ techniques to communicate ideas • **Communicate** ideas in an imaginative and experimental manner, reflecting on the outcome • **Evaluate and analyse** the work of artists, comparing their work and your own.	• **Explore** ideas about art (drawing, painting, collage or sculpture) • **Experiment** using a variety of materials/ techniques to communicate ideas • **Communicate** ideas in an imaginative and experimental manner, reflecting on the outcome • **Evaluate and analyse** the work of artists, comparing their work and your own.	• **Explore** ideas about art (drawing, painting, collage or sculpture) • **Experiment** using a variety of materials/ techniques to communicate ideas • **Communicate** ideas in an imaginative and experimental manner, reflecting on the outcome • **Evaluate and analyse** the work of artists, comparing their work and your own.	• **Explore** ideas about art (drawing, painting, collage or sculpture) • **Experiment** using a variety of materials/ techniques to communicate ideas • **Communicate** ideas in an imaginative and experimental manner, reflecting on the outcome • **Evaluate and analyse** the work of artists, comparing their work and your own.
	Substantive and disciplinary Vocabulary	Selecting Lines Shapes Proportion Direction Analysing Images Composing Experimenting	Irregular Shapes Surface Texture Brush strokes Light/dark Tone Contrast Careful	Position Arrange Motion Torn Represent Torso Limbs Figures Position	Pattern Shape Compare Evaluate mark Sketch Observe Annotate	Vibrant Unrealistic Viewfinder Contrasting Photo-real image Palettes Expressive Adjacent Fabric	Collage materials Layering Overworking Brusho dye Inks Stains Distortion Portrait Photographic	Element Line Shape Colour Texture Tone Pattern Form Enlarging	Acetate Simple Linear Outline Contour Enlarge Overwork Heavy Infill	Cubist Dimension Multi media Plane 2D and 3D Representing Figurative Adapt Develop

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		Exploring Linear Marks Reference. Concentric circles Respond Colour combination	Repeated Observe Viewfinder Application Enlarge Reflect Select Palette Watercolour Sketching Observation Landscape Wash Wet on wet Moistened Landscape Seascape Wash Environment Direct Observational Horizon	Overlapping Translucency Symbols Represent Event Adapt Modify Eileen Agar Negative and Positive images Silhouette Portrait Emotions	Design Reflect Inspired Experiment Thin Thick Media Brush Tools	Extend Select Media Tonking Sgraffito Applicators Layers Abstract Linear Acetate Transpose Layered	Facial Starting point Transposing Adapt Modify Edward Paolozzi Pop Art Photomontage Found imagery Found materials Scrap materials	Media Architecture	Still life Multi-media Angles View points Observational Built-up surface Inks Stains Dyes Adapt Transpose Arpita Singh Symbolism Narrative Zodiac Portrait Self Portrait Identity	Modify Layer Overwork Hannah Hoch Dada Photomontage Surreal Absurdist Romare Bearden David Hockney Photographic collage
Design & Technology	Big Question	**Food** How can we make a healthy Anglo-Saxon style oat cake for breakfast?	**Electrical systems** How can we use a battery powered table lamp to germinate seeds indoors throughout the year?	**Structures** How can we use renewable energy for toys in the future?	**Mechanical systems** How can a CAMS toy be used to produce movement to investigate how planets orbit the sun?	**Structures** How can we effectively use indoor space in highly urbanised areas to promote health and wellbeing?	**Food** How can we responsibly consume healthy food to reduce wastage?	**Electrical Systems** In areas of high crime rates, how can we prevent theft and damage of vehicles?	**Food** How can we overcome food shortages in a healthy and sustainable way?	**Textiles** How can we reduce the amount of plastic being dumped in landfill?
	Threshold concepts	**-Research** **-Design** **-Make** **-Evaluate** **-Technical knowledge** **-Cooking and Nutrition** **-Health and safety** **-Hygiene**	**-Research** **-Design** **-Make** **-Evaluate** **-Technical knowledge** **-Programming** **-Observation** **-Health and safety** **-IT knowledge**	**-Research** **-Design** **-Make** **-Evaluate** **-Technical knowledge** **-Programming** **-Observation-** **-Health and safety** **-IT knowledge**	**-Research** **-Design** **-Make** **-Evaluate** **-Technical knowledge** **-Programming** **-Observation** **-Health and safety** **-IT knowledge**	**-Research** **-Design** **-Make** **-Evaluate** **-Technical knowledge** **-Health and safety**	**-Research** **-Design** **-Make** **-Evaluate** **-Technical knowledge** **-Cooking and Nutrition** **-Health and safety** **-Hygiene**	**-Research** **-Design** **-Make** **-Evaluate** **-Technical knowledge** **-Programming** **-Observation** **-Health and safety** **-IT knowledge**	**-Research** **-Design** **-Make** **-Evaluate** **-Technical knowledge** **-Cooking and Nutrition** **-Health and safety** **-Hygiene**	**-Research** **-Design** **-Make** **-Evaluate** **-Technical knowledge** **-Programming** **-Observation** **-Health and safety** **-IT knowledge**
	NC links	Design-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. Generate, develop, model and communicate their ideas through discussion. Make- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. 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. Evaluate- Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world. Technical knowledge- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.	Design-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. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Make- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. 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. 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Technical knowledge Apply their understanding of computing to program, monitor and control their products

		Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	gears, pulleys, cams, levers and linkages] Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] Apply their understanding of computing to program, monitor and control their products	gears, pulleys, cams, levers and linkages] Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] Apply their understanding of computing to program, monitor and control their products	gears, pulleys, cams, levers and linkages] Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] Apply their understanding of computing to program, monitor and control their products		know where and how a variety of ingredients are grown, reared, caught and processed.	Apply their understanding of computing to program, monitor and control their products	Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.	
	Designing	Substantive knowledge Explore a range of fruits they would like to include based on appearance taste and texture. Learn the diet of Anglo-Saxons. Disciplinary knowledge Communicate a realistic criterion (whilst considering the audience). Produce an annotated sketch of their model oatcake.	Substantive knowledge Learn what a circuit is and what are the different components needed to make a circuit. Learn how to draw electrical circuit using symbols. Explore different lightening intensity to germinate the plants. Disciplinary knowledge Communicate a realistic criterion (for example, how many bulbs/cells do they want to power or intensify the light?) whilst considering the time frame and range of resources. Produce an annotated sketch of their model (indoor battery powered light). Research and deliberate the target audience and their needs/wants.	Substantive knowledge Look at different shape nets. Students need to know the basics of using the keyboard and mouse. Learn how to use CDA to design a product. Students to look at eco-friendly cars. Disciplinary knowledge Plan and design use CDA on how they want their eco-friendly toy car to look (patterns, size etc). Use a computer programme to generate a car template model. Research on solar car models invented to find out which model of car is more adaptable for a solar panel.	Substantive knowledge Learn how to use CAMS to produce toy movement. Learn how toys can promote analytical and critical thinking skills. Learn how to use CAM to design a toy. Learn how to produce questionnaires to carry out research. Disciplinary knowledge Generate innovative ideas by carrying out research using surveys, interviews, questionnaires, and web-based resources. Develop a simple design specification to guide their thinking. Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views.	Substantive knowledge Look at sustainable garden designs with limited space (space, area, window boxes, planter material Know the purpose of own design and who their audience is. Disciplinary knowledge Carry out research into user needs and existing products, using surveys, interviews, questionnaires, and web-based resources. Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources, and cost. Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches.	Substantive knowledge Learn healthy eating and its impact on the world. Look current initiatives to tackle the issue. Understand how key chefs have influenced eating habits to promote varied and healthy diets e.g., Jamie Oliver (Left Over Dinners & School Dinners), Vegan cheap meals. Look at the impact of food wastage on the environment and its people. Link to Sustainable Development Goals. Look current initiatives to tackle the issue. Look at different ingredient to make the final product. Disciplinary knowledge Generate innovative ideas of healthy meals to reduce wastage through research and discussion with peers. Adults to develop a design brief and criteria for a design specification. Explore a range of breads and roti and make design decisions to develop a final product linked to user and purpose. Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas.	Substantive knowledge Look at the current data on vehicle thefts within Southall and the preventative strategies currently employed. Learn the set of criteria to ensure design meets purpose and user needs. Learn what a circuit is and its different components. Explore how circuits can use buzzers and switches to create an alarm. Learn how to use the scientific diagrams to assess project success. Disciplinary knowledge Develop a set of criteria to ensure design meets purpose and user needs. Research types of circuits and components, considering their relevance and suitability to the criteria. Collaborate ideas to clarify and build on findings. Ideas will be communicated through scientific diagrams.	Substantive knowledge Explore food shortages of WW2 and the alternative during this period such as dried eggs. Explore where different foods originated from and how they were grown. Explore healthy recipes using the foods available at that time. Learn how to use computer technology to communicate ideas. Disciplinary knowledge Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. Children will explore a range of initial ideas and make design decisions to develop a final product linked to user and purpose. Use words and information and communication technology as appropriate to develop and communicate ideas.	Substantive knowledge Explore environmental issues facing the world today, specifically looking at the role of plastic pollution. Learn how to use CAD to design a pattern fi for purpose. Disciplinary knowledge Generate innovative ideas through research including surveys, interviews and questionnaires. Develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes including using computer-aided design. Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification.
	Making	Substantive knowledge Students need to know how to make an oatmeal. Students need to know the unit they will use to measure and cook the ingredients. Disciplinary knowledge Students to plan a step-by-step recipe including the ingredients, equipment etc. Students to measure the ingredients they need, to mix them in the right order and to check when they need to be pulled out of the oven. After that, they might decorate them.	Substantive knowledge Students need to know how to construct a circuit and build the lamp. Students need to know how to use the equipment safely. Students Disciplinary knowledge Students to generate a clear step by step checklist clearly outlining each of the stages and the different resources required. Students to select appropriate tools and equipment to use to shape, join, cut etc. Students to select appropriate electrical components based upon their purposes.	Substantive knowledge Students need to know how to correctly assemble the car safely. Students need to know what a circuit is and how to construct a circuit. Students need to learn the different electrical components and materials to make the car. Disciplinary knowledge Students to produce a clear plan of work, with different stages and steps in order to get the final product. Students to choose the most suitable electrical components and materials to build their product. Students to use CDA to prepare a template of the model of car they want. Students to assemble the car using cardboard, taking into account space needed.	Substantive knowledge Student need to know how to make a CAMS toy safely. Students need to look at different materials and equipment needed to make the toy. Disciplinary knowledge Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team. Select from and use a range of tools and equipment to make products that that are accurately assembled and well finished. Work within the constraints of time, resources and cost.	Substantive knowledge Students need to know how to use the materials and equipment safely. Disciplinary knowledge Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used. Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks. Use finishing and decorative techniques suitable for the product they are designing and making.	Substantive knowledge Know how to use appropriate equipment and utensils safely. Know how to measure ingredients accurately. Disciplinary knowledge Write a step-by-step recipe of the Kottu rotti, including a list of ingredients, equipment and utensils. Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. Make, decorate and present the food product appropriately for the intended user and purpose.	Substantive knowledge Learn how to make and assemble the different components to make an alarm system. Learn how to use Crumble to program the alarm system. Disciplinary knowledge Adults and children formulate a step-by-step plan to guide making, equipment, materials, and components. Competent, select and accurately assemble materials and securely connect electrical components to produce a reliable, functional product. Using Crumble microcontroller software, create and modify a computer control program to enable electrical product to respond to changes in the environment.	Substantive knowledge Explore the purpose of different ingredients and utensils. Learn how to cook a meal fit for purpose. Learn how to use the utensils and appliances to make the meal. Disciplinary knowledge Write a step-by-step recipe, including a list of ingredients, equipment and utensils Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. Make, decorate, and present the food product appropriately for the intended user and purpose.	Substantive knowledge Explore detailed lists of equipment and fabrics relevant to their tasks. Explore a range of tools and equipment, including CAD, to make products that are accurately assembled and well finished. Learn how to sew the design onto the bag. Disciplinary knowledge Formulate step-by-step plans and, if appropriate, allocate tasks within a team. Select from and use a range of tools and equipment, including CAD, to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost.
	Evaluating	Substantive knowledge To look at the healthy recipe proposed by Jamie Oliver. To look at a range of existing oatmeal brands. Disciplinary knowledge	Substantive knowledge Look at a range of battery-operated products. Disciplinary knowledge	Substantive knowledge Look at solar powered products existing in the market, particularly cars. Learn the benefits of solar powered cars.	Substantive knowledge Know and learn the success criteria of own design. Disciplinary knowledge	Substantive knowledge Look at a range of existing garden frames and its cost effectiveness. Learn what data to collect to evaluate project success.	Substantive knowledge Know the success criteria of the final product. Know what tools to use to record data e.g. tables/graphs/charts such as	Substantive knowledge Know the success criteria of own design, making sure it is fit for purpose. Disciplinary knowledge	Substantive knowledge Know the success criteria of own product, making sure it is fit for purpose. Learn what method to use to present the data. Disciplinary knowledge	Substantive knowledge Explore different textiles products linked to the final product. Know the success criterial to evaluate the success of the final product.

		To evaluate and compare mass produced oatcakes products with their own handmade oatcakes. To compare Jamie Oliver choice of ingredients to our choice of ingredients.	investigate and analyse a range of existing battery-powered products. evaluate OWN ideas and products against their own design criteria and identify the strengths and areas for improvement in their work.	Disciplinary knowledge Analyse existing solar powered products in the market, particularly cars. Evaluate, test and assess the functioning and design of their own products in comparison with their own original ideas. Find points of success in their product as well as offering ideas for improvement.	Compare the final product to the original design specification. Test products with the intended user, where safe and practical, and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. Consider the views of others to improve their work. Investigate famous manufacturing and engineering companies relevant to the project.	Disciplinary knowledge Investigate and evaluate a range of existing frame structures. Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests. Research key events and individuals relevant to frame structures.	star diagrams. Disciplinary knowledge Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams. Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements. Understand how key chefs have influenced eating habits to promote varied and healthy diets e.g. Jamie Oliver (Left Over Dinners & School Dinners), Vegan cheap meals.	Develop a set of criteria to be used to continually evaluate the effectiveness of their product for purpose and user and modify as required. Test the system to demonstrate the effectiveness of own alarm to demonstrate its effectiveness for the intended user and purpose.	Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g., tables/graphs/charts such as star diagrams. Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements.	Disciplinary knowledge Investigate and analyse textile products linked to their final product. Compare the final product to the original design specification. Test products with intended user, where safe and practical, and critically evaluate the quality of the design, manufacture, functionality, and fitness for purpose. Consider the views of others to improve own design.
	Technical knowledge	Substantive knowledge To know how to follow a recipe, to measure ingredients, to know names of baking utensils and to assess when their product is ready in the oven. Disciplinary knowledge To understand the steps involved in cooking an oatmeal.	Substantive knowledge Learn technical vocabulary relevant to the project. Disciplinary knowledge Understand and use electrical systems in their products such as switches, buzzers and bulbs.	Substantive knowledge Know how to make a complex circuit Know how to add a motor to a circuit. Know how to build a solar panel and how to connect it to the circuit. Disciplinary knowledge To understand and know the vocabulary to talk about complex circuits.	Substantive knowledge Understand that mechanical systems have an input, process and an output. Understand how cams can be used to produce different types of movement and change the direction of movement. Disciplinary knowledge Know and use technical vocabulary relevant to the project.	Substantive knowledge Understand how to strengthen, stiffen and reinforce 3-D frameworks. Know technical vocabulary relevant to the project. Disciplinary knowledge Use technical vocabulary relevant to the project.	Substantive knowledge Know how to use utensils and equipment including heat sources to prepare and cook food. Understand about seasonality in relation to food products and the source of different food products. Understand nutritional values in food products. Know relevant technical and sensory vocabulary. Disciplinary knowledge Use relevant technical and sensory vocabulary. Research the seasonality of foods and their nutritional value.	Substantive knowledge Children will need to understand the electrical components and concept of circuits that will be used in their product. Learn the different symbols to represent the different components of a circuit. Learn how to use computer software to program, monitor and control own product. Learn technical vocabulary relevant to the project. Disciplinary knowledge Draw on own prior learning and experience in computer software to program, monitor and control their product. Use technical vocabulary relevant to the project.	Substantive knowledge Know how to use utensils and equipment including heat sources to prepare and cook food. Learn to use relevant technical and sensory vocabulary. Disciplinary knowledge Understand about seasonality in relation to food products and the source of different food products. Use relevant technical and sensory vocabulary.	Substantive knowledge Know that A 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics. Fabrics can be strengthened, stiffened and reinforced where appropriate. Disciplinary knowledge Draw own knowledge to select appropriate materials to strengthen and increase the durability of the product.
	Cooking and nutrition	Substantive knowledge To learn about the nutritious value of having oats and fruits in cakes compared to fruits and chocolate. To learn about hygiene when cooking ingredients. To learn how to use the utensils correctly. Disciplinary knowledge To follow cooking instruction correctly. To cook a healthy oatmeal.	N/A	N/A	N/A	N/A	Substantive knowledge Understand the principles of a healthy and varied diet. Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed. Disciplinary knowledge Apply the principles of a healthy and varied diet. Prepare and cook a savoury dish using a range of cooking techniques.	N/A	Substantive knowledge Understand and apply the principles of a healthy and varied diet. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Disciplinary knowledge Prepare and cook a savoury dish using a range of cooking techniques.	N/A
	Vocabulary	Substantive Vocabulary Utensils, healthy eating, King Alfred, vegetarian, Name of products, Disciplinary Vocabulary Cook, measure, mix, taste, smell, collaborate, research, plan, evaluate	Substantive Vocabulary Circuit, battery-powered, bulb, wire, crocodile clips, germinate, seeds, seedlings, insulator, conductor, Disciplinary Vocabulary Research, design, evaluate, plan, produce, explore, model, investigate	Substantive Vocabulary cam, snail cam, off-centre cam, peg cam, pear shaped cam follower, axle, shaft, crank, handle, housing, framework rotation, rotary motion, oscillating motion, reciprocating motion, annotated sketches, exploded diagrams, mechanical system, input movement, process, output movement, user, purpose, design brief, specification, functionality, innovation Disciplinary Vocabulary Design, evaluate, analyse, research, develop, produce, compare, investigate	Substantive Vocabulary cam, snail cam, off-centre cam, peg cam, pear shaped cam follower, axle, shaft, crank, handle, housing, framework rotation, rotary motion, oscillating motion, reciprocating motion, annotated sketches, exploded diagrams, mechanical system, input movement, process, output movement, user, purpose, design brief, specification, functionality, innovation Disciplinary Vocabulary Design, evaluate, analyse, research, develop, produce, compare, investigate	Substantive Vocabulary frame structure, stiffen, strengthen, reinforce, triangulation, stability, shape, join, temporary, permanent, design brief, design specification, prototype, annotated sketch, purpose, user, innovation, research, functional Sustainable, urbanisation, indoor space, apartments, mindfulness, health and wellbeing Disciplinary Vocabulary Research, produce, assemble, compare, investigate, analyse, develop	Substantive Vocabulary ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs, fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, portion sizes, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble, design specification, innovative, design brief Disciplinary Vocabulary research, evaluate, Cook, measure, mix, taste, smell, collaborate, research, plan, evaluate, explore, investigate	Substantive Vocabulary Series circuit, parallel circuit, names of switches and components, input device, output device, system, monitor, control, program, flowchart function, innovative, design specification, design brief, user, purpose Disciplinary Vocabulary Explore, design, collaborate, plan, assemble, develop, demonstrate, draw	Substantive Vocabulary Ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble design specification, innovative, Disciplinary Vocabulary Research, evaluate, design, cook, measure, mix, taste, smell, collaborate, plan, explore, investigate	Substantive Vocabulary Computer aided design (CAD), computer aided manufacture (CAM) font, lettering, text, graphics, menu, scale, modify, repeat, copy, flip design brief, design criteria, design decisions, innovative, prototype seam, seam allowance, wadding, reinforce, right side, wrong side, hem, template, pattern pieces names of textiles and fastenings used, pins, needles, thread, pinking shears, fastenings, iron transfer paper annotate, functionality, innovation, authentic, user, purpose, mock-up, prototype Disciplinary Vocabulary

HPS Upper Phase Curriculum Map

										Explore, research, design, make, evaluate, investigate, analyse, compare,
Computing Unit 1	Unit	Coding	Spreadsheets	Logo Animation	Coding	Spreadsheets	Game Creator	Coding	Blogging	Networks
	Outcomes for Children	Pupils can use sketching to design a program. Pupils can show how an object repeats an action and explain this. Pupils can make an object respond to user keyboard input. Pupils can create an algorithm modelling the sequence of a simple event.	Pupils can use the formatting tools to format numbers. Pupils can add a formula to a cell to automatically make a calculation in a cell. Pupils can use the timer, spin button to explore number. Pupils can use data from a spreadsheet to create a line graph. Pupils can use a spreadsheet to explore budgeting and place value.	Pupils know common instructions are in logo and how to type them. Pupils can create logo instructions as well as using pu and pd commands. Pupils can create flowers or crystals using logo. Pupils can create a simple animation (using paper flick book), understand animation frames and make a simple animation using 2animate. Pupils know what the onion skill tool is and how to use it for an animation. Pupils can use stop motions, backgrounds and sounds to more complex animations.	Pupils can use sketching to design a program and reflect upon their design. Pupils can explain how their program simulates a physical system. Pupils know some ways that text variables can be used in coding. Pupils can create a game which has a timer and score pad. Pupils can code a program that informs others	Pupils can create a formula in a spreadsheet to convert units of measure. Pupils can use a spreadsheet to work out which letters appear most often. Pupils can use these calculations to solve a real-life problem. Pupils can create simple formulae that use different variables. Pupils can use a spreadsheet to model a real-life situation and come up with solutions that can be practically applied.	Pupils can review and analyse a computer game. Pupils can design the setting for their game so that it fits with the selected theme. Pupils can create a character and decide upon, and change, the animations and sounds that the characters make. Pupils can write informative instructions for their game so that other people can play it. Pupils can evaluate their own and peers' games to help improve their design for the future.	Pupils can follow through plans to create the program. Pupils can explain how to move code from one tab to another in 2Code Pupils can attribute variables to user input. Pupils can create flowcharts for algorithms using 2Chart. Pupils can follow through the code of how a text adventure can be programmed in 2Code.	Pupils understand how a blog can be used as an informative text. Children can work collaboratively to plan a blog. Pupils understand that the way in which information is presented has an impact upon the audience. Pupils understand the approval process that their posts go through and demonstrate an awareness of the issues surrounding inappropriate posts and cyberbullying. Pupils can assess the effectiveness and impact of a blog.	Pupils know the difference between the World Wide Web and the internet. Pupils will know about their school network. Pupils will consider some of the major changes in technology which have taken place during their lifetime and the lifetime of their teacher/another adult.
	Substantive Vocabulary	Action, alert, control, input, output, object, repeat, timer, simulation, variable, selection.	Average, charts, columns, advance mode, cells, copy and paste, formula, equals tool	Logo, RT, BK, FD, LT, Repeat, SETPC, SETPS, PU, PD Animation, flipbook, frame, onion skinning, background, play, video clip, stop motion, sound	Action, algorithm, alert, bug, code design, control, command, citations, debugging, design mode, event, get input, IF, IF/Else, Input, object, output, repeat, selection, simulation, sequence, timer, variable	Average, columns, copy and paste, charts, equals tool, formula, formula wizard, move cell too, input, output, rows, random tool, rows, selection, spin tool, timer	Animation, computer game, customise, evaluation, image, instructions, interactive, screenshot, texture, perspective, playability	Algorithm, Flowchart Bug, Command, Function, Simulation, Input/Output, variable.	Audience, Blog, Blog page, Blog post, Collaborative, Blog page, Icon	Internet, Local area network (LAN), World Wide Web, Wide area network (WAN), Network, Router, Network cables, Wireless
Computing Unit 2	Unit	Online Safety	Writing for different audiences on a word document	Effective search Hardware investigators	Online Safety Databases	3D Modelling	Word Processing (Microsoft Word)	Online Safety; Spreadsheets	Text Adventures	Quizzing
	Outcomes for Children	Pupils know how to protect themselves from online identity theft and know what a digital footprint is. Pupils know the risks and benefits of installing software including apps. Pupils know what plagiarism is and the consequences of it. Pupils know how to cite sources correctly. Pupils know the positive and negative influences of technology on health and the environment.	Pupils can look and discuss different writing, for example, font, size and use text formatting for the audience and purpose. Pupils can use 2connect to mind map ideas for a community campaign. Pupils can use knowledge learned from previous topics to create a persuasive letter or poster. Pupils have assessed their texts using criteria to judge the suitability for the audience.	Pupils to locate information on the search results page. Pupils can do a google search to answer a series of questions. Pupils can assess whether an information source is true and reliable. To understand and recall the different parts of a computer.	Pupils to think critically about the information that they share online both about myself and others. Pupils know who to tell if they are upset by something that happens online and can use the SMART rules as a source of guidance when online. Pupils to think critically about what they share online, even when asked by a usually reliable person to share something and know how to create good passwords. Pupils can use images and digital technology to create effects not possible without technology. Pupils have experienced how image manipulation could be used to upset them or others. Pupils are able to cite all sources when researching and explain the importance of this. Pupils can search, create and fill databases.	Pupils know what the 2Design and Make tool is for and explore the different viewpoints in 2Design and Make whilst designing a building. Pupils have adapted one of the vehicle models by moving the points to alter the shape of the vehicle while still maintaining its form. Pupils have explored how to edit the polygon 3D models to design a 3D model for a purpose. Pupils have refined one of their designs to prepare it for printing. Pupils have printed their design as a 2D net and then created a 3D model. Pupils have explored the possibilities of 3D printing.	Pupils will be able to create a word processing document altering the look of the text and navigating around the document. Pupils know how to add images to a word document. Pupils can edit their images within Word to best present them alongside text. Pupils can add appropriate text to their document, formatting in a suitable way. Pupils can consider paragraph formatting such as line spacing, drop capitals. Pupils can add tables to present information. Pupils know what a word processing tool is for.	**Online Safety** Children understand how what they share impacts upon themselves and upon others in the long-term. Children know about the consequences of promoting inappropriate content online and how to put a stop to such behaviour when they experience it or witness it as a bystander. Children can talk about the positives and negative aspects of technology and balance these opposing views. **Spreadsheets** Children can create a spreadsheet to answer a mathematical question relating to probability. Children can use the formula wizard to create formulae. Children can make practical use of a spreadsheet to help plan actions. Children can use a spreadsheet to model a real-life situation and come up with solutions that can be applied to real life.	Children can use 2Connect to record their ideas. Children can use the full functionality of 2Create a Story Adventure mode to create, test and debug using their plan. Children can create their own text-based adventure based upon a map. Children can use coding concepts of functions, two-way selection (if/else statements) and repetition in conjunction with one another to code their game.	Children have used the 2DIY activities to create a picture-based quiz. Children have used 2Quiz to make and share a science quiz. Children have considered the audience's ability level and interests when setting the quiz. Children have tried out the different types of Text Toolkit grammar games. Children have chosen an appropriate Text Toolkit tool to make their own grammar game. Children have used a 2Investigate quiz to answer quiz questions. Children have designed their own quiz based on one of the 2Investigate example databases
	Substantive Vocabulary	Plagiarism, copyright, identify theft, spam, phishing, email, malware, cookies, computer virus, digital footprint,	Font, bold, italic, underline	Search, search engine, website, spoof website, Internet browser, internet. Motherboard, RAM, CPU, graphics card, Monitor speakers, keyboard, mouse.	**Online Safety** Online safety, identity theft, plagiarism, shared image, reputable, smart rules, encryption, bibliography, reference **Databases**	CAD, 2D, 3D, modelling, net, points, polygon, points, template, 3D printing	Copyright, cursor, document, font, in-built styles, merge cells, paragraph formatting, readability, template, text formatting, text wrapping, word art, word processing tool	**Online Safety** Digital footprint, Password, Phishing, PEGI rating, Screen time, Spoof website **Spreadsheets** Average, Cells, Formula, Random tool, Spin Tool, Move cell tool	Text-based adventure, Concept map, Debug, Sprite, Function	Audience, Collaboration, Concept map, Database, Quiz

HPS Upper Phase Curriculum Map

					Avatar, binary tree, charts, collaborative, data, database, find, record, sort, group and arrange, statistics and reports, table					
Spanish	Cross-curricular links	Numbers to 10,000. Animals	Sports and Health Spanish Speaking countries	Weather My School	Classroom phrases/ routines Places in town and directions	Likes and Dislikes Meals and drinks	The four Seasons Professions	Clothes Means of transport	Your house Earth, my planet and pollution	What time is it? Music and Film
	Speaking skills	• Answer a range of questions and give basic information with support. • Say simple phrases with correct pronunciation. • Sing Spanish songs with the proper pronunciation. • Asking for the time and weather. • Naming countries, sports, and school vocabulary with proper pronunciation. **Challenge:** • Say sentences with phrase structure and vocabulary learnt.			• Ask and answer simple questions and talk about their interests. • talk to a classmate about what they like and dislike. • Singing Spanish songs by heart. • Asking for and giving directions; discussing houses and food. • Apply knowledge of language rules and conventions when building short sentences. **Challenge:** • Create a range of their own sentences to ask.			• Speak with increasing confidence, fluency and spontaneity, improving the accuracy of their pronunciation and intonation. • Give a short prepared talk, on a topic of choice, including expressing opinions. • Join in a short conversation. • Speak with another person to ask and answer simple questions and give opinions. Use simple phrases and sentences independently to describe people, places, things and actions, with good pronunciation. **Challenge:** • Make a presentation to the class.		
	Listening skills	• Understand a range of familiar spoken words and phrases. • Sort words according to sounds. • Recognise negative statements. • Understand questions about time and weather. • Listening to Spanish cartoons paying attention to pronunciation. **Challenge:** • Understand a range of sentences and questions that follow phrases structures and use vocabulary learnt.			• Understand the main points from a short spoken passage made up of familiar language in simple sentences. • Listening to Spanish songs paying attention to cognates. • Recognise different accents from different Spanish Speaking countries. **Challenge:** • Understand the main points from a longer spoken passage made up of some less familiar language in simple sentences			• Understand and respond to spoken and written language from a variety of authentic sources. • Listen to and understand the main points and some detail from a short spoken passage. • Listen and understand a short passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly. **Challenge:** • Understand the main points from a longer spoken passage made up of less familiar language in simple and complex sentences.		
	Reading skills	• Understand and read out familiar written phrases. • Follow a short text while listening and reading, saying some of the text. • Read a wider range of words, phrases and sentences aloud. • Apply phonic knowledge to decode text. • Recognise negative statements and questions. **Challenge:** • Understand and read out a range of whole sentences that follow phrases structures and use vocabulary learnt.			• Understand the main point(s) and some of the detail from short written texts or passages in clear printed script. • Recognise typical conventions of word order and compare with English. **Challenge:** • Understand the main point(s) and some of the detail from longer written texts or passages			• Understand the main points and opinions in written texts from various contexts. • Read aloud with confidence, enjoyment and expression, in chorus or individually. • Apply knowledge of word order and sentence construction to support understanding of written text. **Challenge:** • Discover and develop an appreciation of a range of writing in Spanish.		
	Writing skills	• Write one or two short sentences from a model and fill in the words on a simple form. • Recognise and apply simple agreements (e.g. gender, plural, singular). • Select the correct words to complete short sentences. • Copying simple phrases structures. • Use question forms. **Challenge:** • Write one or two short sentences following phrases structures and vocabulary learnt without a model.			• Write a few short sentences with support using expressions which they have already learnt. • Remember simple grammatical structures and apply them in new contexts. • Use 1st, 2nd and 3rd person singular forms of familiar verbs. • Joining simple sentences using “y/Pero”. **Challenge:** • Write a few longer sentences without support.			• Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt. • Know how to use a bilingual dictionary to check their spelling and the gender. • Use 1st, 2nd and 3rd person singular forms of familiar verbs. • Write a short, simple text using simple sentences on a familiar topic, adapting language already learnt with reasonable spelling. **Challenge:** • Write a short text using simple sentences on a new topic, using the dictionary and adapting language already learnt with reasonable spelling.		
	Vocabulary	Los números Once Doce Trece Catorce Quince Dieciséis Diecisiete Dieciocho Diecinueve Veinte Treinta Cuarenta Cincuenta Sesenta Setenta Ochenta Noventa Cien Doscientos Trecientos Cuatrocientos Quinientos Seiscientos Setecientos Ochocientos Novecientos Mil Diez mil Los animales Tengo una… Tengo un… No tengo una… No tengo un… Una vaca Un caballo Una cabra Un burro Un gallo Una gallina Un perro	Los deportes ¿A qué te gusta jugar? Me gusta jugar… No me gusta jugar… ¿Cuál es tu deporte favorito? Mi deporte favorito es... El futbol El tenis El baloncesto La natación Ir en bicicleta Correr El rugby Patinar sobre hielo El hockey Esquiar La equitación La gimnasia Los países de habla hispana Europa África América del sur América del norte América central Cristóbal Colon España Guinea Ecuatorial Brasil Argentina Uruguay Paraguay Méjico Chile Colombia Cuba Perú Ecuador El Salvador Nicaragua Bolivia	¿Qué tiempo hace? Hoy hace… Ayer hizo… Mañana hará… Frio Calor Viento Sol Está lloviendo Llueve Lluvia Está nevando Nieva Nieve Hay niebla Hay tormenta Rayo Trueno Está nublado Arcoíris Nube Mi escuela Asignaturas Mi asignatura favorita es Yo estudio… Matemáticas Geografía Historia Ciencias Lenguaje Educación física Música Arte El maestro La maestra La clase Yo tengo… Yo no tengo… Una goma Un lápiz Un sacapuntas	¿Puedo beber agua por favor? Si puedes No puedes ¿Puedo ir al baño por favor? Silencio ¿Puedo…? Escuchar Leer Escribir Hablar Mirar No entiendo No se Repite por favor Levantar la mano Y pero La ciudad ¿Dónde está el…? ¿Dónde está la…? La calle El edificio Correos El hospital El ayuntamiento El supermercado El banco La piscina La carnicería La pescadería La panadería El estadio La biblioteca La librería La estación de autobuses La estación de trenes El aeropuerto …está a la derecha …está a la izquierda …esta todo recto	¿Qué te gusta? ¿Qué no te gusta? Me gusta… Me gustan… No me gusta… No me gustan… ¿Qué te encanta? ¿Qué no te encanta? Me encanta… Me encantan… No me encanta… No me encantan… El color… Rojo Verde Azul Amarillo Naranja El chocolate El futbol Las matemáticas Las ciencias La música El español Bebidas y comidas ¿Qué vas a beber? Voy a beber… Agua Un café Un café con leche Un Chocolate caliente Un te Un zumo Leche Un refresco ¿Qué vas a comer? Voy a comer… Un bocadillo Una pizza Una galleta Un pastel	Las cuatro estaciones En primavera hace… En verano hace… En otoño hace… En invierno hace… Frio Calor Lluvia Sol Viento Nieva Los árboles Las hojas caen Las hojas crecen Las flores salen Las frutas salen Las setas Los pájaros Cantar ¿Cuantas estaciones hay? Hay cuatro estaciones ¿Qué meses son…? Enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre. Las profesiones ¿Qué hace el …? ¿Qué hace la…? La carpintera hace … El carpintero hace… La cocinera hace… El cocinero hace… La bailarina baila… El bailarín baila… La dentista arregla… El dentista arregla… El medico cura… La medico cura… La bombera apaga… El bombero apaga…	La ropa Hoy hace … Frio Calor Me pongo… Un abrigo Un bañador Una bufanda Mi pijama Las sandalias Las botas Los calcetines La camisa La camiseta Los pantalones El pantalón Las chanclas Los guantes La chaqueta Los zapatos El gorro El chándal La sudadera ¿Qué ropa vas a llevar? Voy a llevar… los medios de transporte A mí me gusta viajar… En barco En avión En bici En autobús En elefante En tren En coche En taxi En moto En helicóptero En ambulancia En camión Voy a la … La escuela	Mi casa ¿Dónde está…? …está en el… La cocina Cocinar El comedor Comer El dormitorio Dormir El salón Leer La chimenea El cuarto de baño Ducharse Regar las plantas Jardín El coche El garaje El gato El tejado Lavar los platos El hall El recibidor Limpiar Mi padre Poner la mesa Hacer la cena Sacar la perra Ensuciar La tierra Los coches Las fabricas Los aviones La contaminación Los ríos Los bosques Las selvas Los mares Los animales El elefante El cocodrilo	¿Qué hora es? Es la una en punto Son las… Dos Tres Cuatro Cinco Seis Siete Ocho Nueve Diez Once Doce Y cuarto Menos cuarto Y media La mañana La tarde La noche Minutos Segundos El reloj El despertador La música Los instrumentos Toco… El clarinete El arpa el piano El triangulo El violín Los címbalos La trompeta La batería La guitarra ¿Qué quieres ver? Quiero ver una… Película de miedo Película de acción Película de dibujos Película de aventuras

		Un gato Una oveja Un cerdo Un pavo Una tortuga Un pez Una cotorra Un conejo	República Dominicana Venezuela Guatemala Honduras Costa Rica Panamá	Una regla Un libro Una libreta Una carpeta Una mochila Un cuaderno Lápices de colores Una pizarra	La primera a la derecha La segunda a la derecha La primera a la izquierda La segunda a la izquierda Al lado de… Delante de… Detrás de…	Pan Queso Una tostada Un cruasán Espaguetis Una sopa El desayuno El almuerzo La comida La cena	El arquitecto diseña… La arquitecta diseña… La piloto vuela… El piloto vuela… La mecánica arregla… El mecánico arregla… La cartera reparte… El cartero reparte… La peluquera corta… El peluquero corta… La maestra enseña… El maestro enseña… Muebles La comida En el teatro Los dientes A la gente El fuego Casas Aviones Los coches Las cartas El pelo A los niños	La playa El parque La ciudad El cine ¿A dónde vas? ¿Cómo vas? Voy en…	La serpiente La jirafa El oso polar La ballena El pingüino El flamenco El oso panda El tigre El tucán Vamos a… Cuidar Limpiar Ahorra energía Ahorra agua Reciclar Reusar Basura Papelera	Una comedia Un drama El cine ¿Cómo se llama? El actor La actriz El director La película
Music Unit 1	Unit & Songs	Mamma Mia by Abba	Stop!	Blackbird by the Beatles	Livin' on a Prayer	Make You Feel My Love	Dancing in the street	Happy by Pharrell William	Benjamin Britten's Friday Afternoons: A New Year Carol	Music and Me
	Listen & Appraise	Listen and Appraise the song Mamma Mia and other Abba songs: ● Mamma Mia by Abba ● Dancing Queen by Abba ● The Winner Takes It All by Abba ● Waterloo by Abba ● Super Trouper by Abba ● Thank You For The Music by Abba	Stop! - Grime ● Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop) ● Radetzky March by Strauss (Classical) ● Can't Stop The Feeling! by Justin Timberlake (Pop with soul, funk and disco influence) ● Libertango by Astor Piazzolla (Tango)	Blackbird by The Beatles ● Yellow Submarine by The Beatles ● Hey Jude by The Beatles ● Can't Buy Me Love by The Beatles ● Yesterday by The Beatles ● Let It Be by The Beatles	Listen and Appraise the song Livin' On A Prayer and other Classic Rock songs: ● Livin' On A Prayer by Bon Jovi ● We Will Rock You By Queen ● Smoke On The Water by Deep Purple ● Rockin' All Over The World by Status Quo ● Johnny B. Goode by Chuck Berry ● I Saw Her Standing There by The Beatles	Listen and Appraise the song Make You Feel My Love and other Pop Ballads: ● Make You Feel My Love by Bob Dylan - Adele version ● Make You feel my Love - Bob Dylan version ● So Amazing by Luther Vandross ● Hello by Lionel Richie ● The Way You Look Tonight by Jerome Kern ● Love Me Tender by Elvis Presley	Listen and Appraise: ● Dancing In The Street by Martha And The Vandellas ● I Can't Help Myself (Sugar Pie Honey Bunch) sung by The Four Tops ● I Heard It Through The Grapevine sung by Marvin Gaye ● Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terrell ● You Are The Sunshine Of My Life sung by Stevie Wonder ● The Tracks Of My Tears sung by Smokey Robinson And The Miracles	Listen and Appraise the song Happy and other songs in different styles about being happy: ● Happy by Pharrell Williams ● Top Of The World sung by The Carpenters ● Don't Worry, Be Happy sung by Bobby McFerrin ● Walking On Sunshine sung by Katrina And The Waves ● When You're Smiling sung by Frank Sinatra ● Love Will Save The Day sung by Brendan Reilly	Listen and Appraise: 1. A New Year Carol and some more of Britten's Friday Afternoons songs with their cover versions.	Listen to a selection of music from the four featured artists ● Anna Meredith - Something Helpful ● Shiva Feshareki - O and V-A-C Moscow ● Eska - Heroes & Villains and Shades Of Blue ● Afrodeutsche - And! and The Middle Middle ● Option to listen to artists from the Inspirational Women timeline
	Musical Activities	Warm Up Games (including vocal warm ups) Flexible Games (optional extension work) Learn to Sing the Song Play Instruments with the Song Improvise with the Song (and optional extension activities) Compose with the Song	Warm Up Games (including vocal warm ups) Flexible Games (optional extension work) Learn to Sing/Rap the Song Compose your own lyrics with the Song.	Warm-up Games (including vocal warm-ups) Flexible Games (optional extension work) c. Learn to Sing the Song Play Instruments with the Song Improvise with the Song Compose with the Song	Warm Up Games (including vocal warmups) Flexible Games (optional extension work) Learn to Sing the Song Play Instruments with the Song Improvise with the Song (and optional extension activities) Compose with the Song	Warm Up Games (including vocal warmups) Flexible Games (optional extension work) Learn to Sing the Song Play Instruments with the Song Improvise with the Song (and optional extension activities) Compose with the Song	Warm Up Games (including vocal warmups) Flexible Games (optional extension work) Learn to Sing the Song Play Instruments with the Song Improvise with the Song (and optional extension activities) Compose with the Song	Learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Warm-up Games b. Flexible Games (optional extension work) c. Learn to Sing the Song (and Extended) with vocal warm ups d. Play Instruments with the Song e. Improvise with the Song f. Compose with the Song	Learn about the interrelated dimensions of music through: 1. Games 2. Singing	Children will watch some or all of the videos and discuss together the key words and themes that arise. First, children will get to know the artists, a video that introduces Anna, Shiva, Eska and Afrodeutsche. Then, in groups, children will create their own music over the six week which they will then perform.
	Perform the Song	perform and share your learning as you progress through the Unit of Work.	Perform and share your learning as you progress through the Unit of Work.	Perform and share your learning as you progress through the Unit of Work.	Perform and share your learning as you progress through the Unit of Work	Perform and share your learning as you progress through the Unit of Work	Perform and share your learning as you progress through the Unit of Work	Perform and share your learning as you progress through the Unit of Work.	Perform and Share your learning as you progress through the Unit of Work	Perform and share your learning as you progress through the Unit of Work. Work towards a performance at the end of the 6 steps/weeks, where you can showcase everything that has taken place and all the children can perform
	Substantive and disciplinary vocabulary	Pulse, rhythm, improvise, compose, verse, chorus, bridge, disco, groove, lyrics, performing, pitch, beat, recapping, tempo, verse, appraising, dynamics,	Backing, beat, grime, tempo, structure, verse, chorus, texture, pulse, beat, appraising, dynamics	Rhythm, pulse, tempo, pitch, dynamics, structure, verse, chorus, lyrics, dynamics, beat	Pulse, rhythm, pitch, tempo, dynamics, chorus, cover, bridge, arrangements, verse, beat, pitch,	Ballad, balance, backing, verse, chorus, cover, harmony, improvise, melody, pop music, pitch	Ballad, balance, backing, verse, chorus, cover, harmony, improvise, melody, pop music, pitch, producer, texture, composing, pulse	Rhythm, tempo, texture, chorus, coda, composing, drum loops, funk, groove, hip-hop, hook, lyrics, melody, melodic, ostinato, outro, performing, producer, rapping, structure/form/shape, style, style indicators, swing, synthesizer, syncopation, turntables, unison, urban contemporary and verse	Pulse, dynamics, arrangements, backing, bossa nova, call and response, composing, ensemble, gospel, improvise, organ and original	A Capella, Appraising, Arrangements, Backing, Balance, Bridge/middle 8 , call and response, coda, composing, ending, dynamics, introduction, melody, outro, ostinato, performing, producer, texture, timbre, unison and universe
Music Unit 2	Unit & Songs	Instrument playing: the glockenspiel	Lean on Me	Classical Music	Three Note Bossa The Five Note Swing	The Fresh Prince of Bel Air	Reflect, Rewind and Play	Classroom Jazz 2: Bacharach Anorak and Meet The Blues.	You've got a Friend – Carole King	Reflect, Rewind and Play
	Listen & Appraise	This is a six-week Unit of Work that continues to teach about the language of music through playing the	Lean On Me by Bill Withers ● He Still Loves Me by Walter Williams and Beyoncé	- La Quinta Estampie Real anon 13th century (Early Music)	Listen and Appraise the songs Three Note Bossa and The Five Note Swing.	Listen and Appraise the Fresh Prince of Bel Air and other Hip Hop tunes: ●	Listen and Appraise the songs. Rewind and reflect:	Listen and Appraise the two main tunes and other supporting tunes: • Bacharach Anorak	Listen and Appraise the song You've Got A Friend and other songs by Carole King:	Listen and Appraise: Reflect: L'Autrier Pastoure Seoit (The other day a shepherdess was sitting)

		glockenspiel. The learning is focussed around exploring and developing playing skills through the glockenspiel or, if you have previous knowledge or players in your class, the recorder. This unit builds on the previous unit, Glockenspiel Stage 1	● Shackles by Mary Mary ● Amazing Grace by Elvis Presley ● Ode To Joy Symphony No 9 by Beethoven ● Lean On Me by The ACM Gospel Choir	- The Arrival Of The Queen Of Sheba - Handel (Baroque) - Moonlight Sonata by Beethoven (Romantic) Bridal March/Chorus by Wagner (Romantic) -Rhapsody In Blue by Gershwin (20th Century) - Einstein On The Beach by Philip Glass (Contemporary)		Fresh Prince Of Bel-Air by Will Smith ● Me, Myself And I by De La Soul ● Ready Or Not by The Fugees ● Rapper's Delight by The Sugarhill Gang ● U Can't Touch This by MC Hammer ● It's Like That by Run DMC	● Three Note Bossa The Five Note Swing Fresh Prince Of Bel-Air by Will Smith ● Me, Myself And I by De La Soul ● Ready Or Not by The Fugees ● Rapper's Delight by The Sugarhill Gang ● U Can't Touch This by MC Hammer ● It's Like That by Run DMC	• Speaking my peace • Take the A train • Meet the blues • Back o'town blues • One o'clock jump	● You've Got A Friend by Carole King ● The Loco-Motion sung by Little Eva, written by Carole King ● One Fine Day sung by The Chiffons, written by Carole King ● Up On The Roof sung by The Drifters, written by Carole King ● Will You Still Love Me Tomorrow by Carole King ● (You Make Me Feel Like) A Natural Woman) by Carole King	Rewind: I want you back by the Jackson 5 Reflect: Composers and composition (Joe Boden) Reflect: Armide Overture by Jean-Baptise Lully – Baroque Rewind: Take the 'A' Train by Duke Ellington and Billy Strayhorn Reflect: Composers and composition (Joe Boden) Reflect: The marriage of Figaro: Overture by Mozart – classical Rewind: Walking on Sunshine by Katrina And the Waves Reflect: Composers and composition (Joe Boden) Reflect: Erlkonig by Schubert – romantic Rewind: Don't worry, be happy by Bobby Mcferrin Reflect: Composers and composition (Joe Boden) Reflect: Sonata For Horn in F by Hindemith – 20th century Rewind: The loco-motion sung by Little Eva Reflect: Composers and composition (Joe Boden) Reflect: Homelands by Nitin Sawhney – contemporary Rewind: Man in the Mirror by Michael Jackson Reflect: Composers and composition (Joe Boden)
	Musical Activities	Perform the instrument following the assigned tasks.	Warm Up Games (including vocal warm ups) b. Flexible Games (optional extension work) c. Learn to Sing/Rap the Song d. Compose your own lyrics with the Song	• Listen and Appraise Classical music • Continue to embed the foundations of the interrelated dimensions of music using voices and instruments • Singing • Play instruments within the song • Improvisation using voices and instruments • Composition • Share and perform the learning that has taken place	Warm Up Games (including vocal warm ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song d. Play Instruments with the Song e. Improvise with the Song (and optional extension activities) f. Compose with the Song	Warm Up Games (including vocal warm ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song d. Play Instruments with the Song e. Improvise with the Song (and optional extension activities) f. Compose with the Song	Warm Up Games (including vocal warm ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song d. Play Instruments with the Song e. Improvise with the Song (and optional extension activities) f. Compose with the Song	Musical Activities - learn about the interrelated dimensions of music through: 1. Playing instruments and 2. Improvising	Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Warm Up Games (including vocal warm ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song d. Play Instruments with the Song e. Improvise with the Song f. Compose with the Song	Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: ● A composition activity using the Music Explorer resource ● Rhythm Grid work ● The Language of Music ● Rewind and Replay (Revision) - revisit songs from the year
	Perform the Song	Perform and share your learning as you progress through the unit of work.	Perform and share your learning as you progress through the unit of work.	Perform and share your learning as you progress through the unit of work.	Perform and share your learning as you progress through the Unit of Work	Perform and share your learning as you progress through the Unit of Work	Perform and share your learning as you progress through the Unit of Work	Perform and share your learning as you progress through the unit of Work.	Perform and share your learning as you progress through the unit of Work.	Perform and share your learning as you progress through the unit of Work.
	Substantive and disciplinary vocabulary	Pulse, rhythm, pitch, tempo, dynamics, chorus.	Pulse, rhythm, pitch, tempo, dynamics, gospel.	Orchestra, pulse, rhythm, pitch, tempo, dynamics, chorus.	Pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation	Pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation	Pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation	A Capella, ballad, bridge, chord, coda, dynamics, ensemble, harmony, improvise, melodic, notation, syncopation, timbre	Appraising, Bossa Nova, cover, composing, decks, funk, improvise, interlude, Motown, Neo-Soul, offbeat, ostinato, pentatonic scale	Rhythm, pitch, tempo, texture, structure, arrangements, back beat, balance, classical music, crossover, ending, groove, lyrics
P.E Unit 1	Physical Activity	Ball skills	Gymnastics	Athletics	Basketball	Gymnastics	Athletics	Basketball	Gymnastics	Athletics
	Disciplinary Skills	• Physical: Tracking a ball • Physical: Throwing • Physical: Catching • Physical: Dribbling • Social: Supporting others • Social: Co-operation • Social: Communication • Social: Managing games • Emotional: Perseverance • Emotional: Honesty • Emotional: Respect • Emotional: Challenging self • Thinking: Decision making	• Physical: Individual point and patch balances • Physical: Straight roll • Physical: Barrel roll • Physical: Forward roll • Physical: Straight jump • Physical: Tuck jump • Physical: Star jump • Physical: Rhythmic gymnastics • Social: Collaboration • Social: Communication • Social: Respect • Emotional: Confidence	• Physical: Pacing • Physical: Sprinting technique • Physical: Relay changeovers • Physical: Jumping for height and distance • Physical: Push and pull throwing for distance • Social: Collaborating with others • Social: Supporting others • Emotional: Perseverance • Emotional: Determination	•Physical: Throwing and catching • Physical: Dribbling • Physical: Intercepting • Physical: Shooting • Social: Communication • Social: Collaboration • Emotional: Perseverance • Emotional: Honesty and fair play • Thinking: Planning strategies and using tactics • Thinking: Observing and providing feedback	Physical: Symmetrical and asymmetrical balances Physical: Straight roll Physical: Forward roll Physical: Straddle roll Physical: Backward roll Physical: Cartwheel Physical: Bridge Physical: Shoulder stand Physical: Handstand Social: Responsibility Social: Collaboration Social: Communication Social: Respect Emotional: Confidence	• Physical: Pacing • Physical: Sprinting technique • Physical: Relay changeovers • Physical: Jumping for height and distance • Physical: Push and pull throwing for distance • Social: Collaborating with others • Social: Supporting others • Emotional: Perseverance • Emotional: Determination	• Physical: Throwing and catching • Physical: Dribbling • Physical: Intercepting • Physical: Shooting • Social: Communication • Social: Collaboration • Emotional: Perseverance • Emotional: Honesty and fair play • Thinking: Planning strategies and using tactics • Thinking: Observing and providing feedback	Physical: Symmetrical and asymmetrical balances Physical: Straight roll Physical: Forward roll Physical: Straddle roll Physical: Backward roll Physical: Cartwheel Physical: Bridge Physical: Shoulder stand Physical: Handstand Social: Responsibility Social: Collaboration Social: Communication Social: Respect Emotional: Confidence	Physical: Pacing • Physical: Sprinting technique • Physical: Relay changeovers • Physical: Jumping for height and distance • Physical: Push and pull throwing for distance • Social: Collaborating with others • Social: Supporting others • Emotional: Perseverance • Emotional: Determination

		• Thinking: Developing tactics • Thinking: Creativity	• Thinking: Observing and providing feedback • Thinking: Selecting and applying actions • Thinking: Evaluating and improving	• Thinking: Observing and providing feedback		Thinking: Observing and providing feedback Thinking: Selecting and applying actions Thinking: Evaluating and improving sequences	• Thinking: Observing and providing feedback		Thinking: Observing and providing feedback Thinking: Selecting and applying actions Thinking: Evaluating and improving sequences	• Thinking: Observing and providing feedback
	Horizontal/ Vertical/Diagonal Curriculum Links	ENGLISH Learning vocabulary - accuracy, consistency, creative, track, focus, control Sharing and communicating ideas Discussing and agreeing on a plan Communication skills MATHS Estimating distances Addition	ENGLISH Learning of key vocabulary - Extension, body tension, momentum, inversion, pathways Understand and safely follow instructions Structuring and providing feedback to others MATHS Learning degrees of rotation through jumps Creating an understanding of inversion through shoulder stands and bridges	ENGLISH Learning of key vocabulary – Consistent, downsweep, upsweep, bounding, momentum Communicating ideas Reading and communicating coaching cards Structuring feedback for peers MATHS Making 90° angles at the elbow in sprinting Timing peers with a stopwatch Measuring distance jumped and thrown with measuring tapes and cones SCIENCE Understanding the effect exercise has on the body Learning the names of muscles Understanding how the body reacts to different exercises Exploring transferring weight to create power in throws	ENGLISH Learning of key vocabulary - interception, protective, opponent, defending, attacking, possession Understand and follow instructions Understand rules and apply them to game situations Discussing tactics and communicating these with a partner and group MATHS Creating goals set distances apart Estimating halfway distances between thrower and receiver for bounce passes Adding points to discover final placing in the tournament	ENGLISH Learning of key vocabulary - Inversion, symmetrical, asymmetrical, aesthetics, synchronisation Understand and safely follow instructions Structuring and providing feedback to others Reading and understanding resource cards MATHS Learning degrees of rotation through jumps Creating an understanding of inversion through shoulder stands, bridges and cartwheels Mirroring and matching movements Creating symmetrical and asymmetrical shapes	ENGLISH Learning of key vocabulary – Consistent, downsweep, upsweep, bounding, momentum Communicating ideas Reading and communicating coaching cards Structuring feedback for peers MATHS Making 90° angles at the elbow in sprinting Timing peers with a stopwatch Measuring distance jumped and thrown with measuring tapes and cones SCIENCE Understanding the effect exercise has on the body Learning the names of muscles Understanding how the body reacts to different exercises Exploring transferring weight to create power in throws	ENGLISH Learning of key vocabulary - interception, protective, opponent, defending, attacking, possession Understand and follow instructions Understand rules and apply them to game situations Discussing tactics and communicating these with a partner and group MATHS Creating goals set distances apart Estimating halfway distances between thrower and receiver for bounce passes Adding points to discover final placing in the tournament	ENGLISH Learning of key vocabulary - Inversion, symmetrical, asymmetrical, aesthetics, synchronisation Understand and safely follow instructions Structuring and providing feedback to others Reading and understanding resource cards MATHS Learning degrees of rotation through jumps Creating an understanding of inversion through shoulder stands, bridges and cartwheels Mirroring and matching movements Creating symmetrical and asymmetrical shapes	ENGLISH Learning of key vocabulary – Consistent, downsweep, upsweep, bounding, momentum Communicating ideas Reading and communicating coaching cards Structuring feedback for peers MATHS Making 90° angles at the elbow in sprinting Timing peers with a stopwatch Measuring distance jumped and thrown with measuring tapes and cones SCIENCE Understanding the effect exercise has on the body Learning the names of muscles Understanding how the body reacts to different exercises Exploring transferring weight to create power in throws
P.E Unit 2	Physical Activity	Basketball	Fitness	Dance	Netball	Fitness	Dance	netball	Fitness	Dance
	Disciplinary Skills	• Physical: Throwing and catching • Physical: Dribbling • Physical: Intercepting • Physical: Changing direction and speed • Physical: Shooting • Social: Working safely • Social: Communication • Social: Collaboration • Emotional: Honesty and fair play • Emotional: Perseverance • Thinking: Planning strategies and using tactics • Thinking: Observing and providing feedback	Physical: Strength Physical: Speed Physical: Power Physical: Agility Physical: Coordination Physical: Balance Physical: Stamina Social: Supporting others Social: Working safely Emotional: Perseverance Emotional: Determination Thinking: Identifying areas of strength and areas for development	Physical: Performing a variety of dance actions Physical: Using canon, unison, formation, dynamics, character, structure, space Physical: Balance Physical: Control Physical: Technique Social: Collaboration Social: Consideration Social: Inclusion Social: Respect Emotional: Empathy Emotional: Confidence Thinking: Observing and providing feedback Thinking: Selecting and applying skills	Physical: Passing Physical: Catching Physical: Footwork Physical: Intercepting Physical: Shooting Physical: Dodging Social: Communication Social: Collaboration Emotional: Perseverance Emotional: Honesty and fair play Thinking: Planning strategies and using tactics Thinking: Selecting and applying skills Thinking: Decision making	Physical: Strength Physical: Speed Physical: Power Physical: Agility Physical: Coordination Physical: Balance Physical: Stamina Social: Supporting and encouraging others Social: Working collaboratively Emotional: Perseverance Emotional: Determination Thinking: Analysing data	• Physical: Performing a variety of dance actions • Physical: Using canon, unison, formation, dynamics, character, structure, space, emotion, matching, mirroring, transitions • Social: Collaboration • Social: Consideration and awareness of others • Social: Inclusion • Social: Respect • Social: Leadership • Emotional: Empathy • Emotional: Confidence • Thinking: Creating • Thinking: Observing and providing feedback • Thinking: Using feedback to improve • Thinking: Selecting and applying skills	Physical: Passing Physical: Catching Physical: Footwork Physical: Intercepting Physical: Shooting Physical: Dodging Social: Communication Social: Collaboration Emotional: Perseverance Emotional: Honesty and fair play Thinking: Planning strategies and using tactics Thinking: Selecting and applying skills Thinking: Decision making	Physical: Strength Physical: Speed Physical: Power Physical: Agility Physical: Coordination Physical: Balance Physical: Stamina Social: Supporting and encouraging others Social: Working collaboratively Emotional: Perseverance Emotional: Determination Thinking: Analysing	• Physical: Performing a variety of dance actions • Physical: Using canon, unison, formation, dynamics, character, structure, space, emotion, matching, mirroring, transitions • Social: Collaboration • Social: Consideration and awareness of others • Social: Inclusion • Social: Respect • Social: Leadership • Emotional: Empathy • Emotional: Confidence • Thinking: Creating • Thinking: Observing and providing feedback • Thinking: Using feedback to improve • Thinking: Selecting and applying skills
	Substantive Skills	I am beginning to use simple tactics. I am learning the rules of the game and am beginning to use them honestly. I can dribble, pass, receive and shoot the ball with some control. I can find space away from others and near to my goal. I can move with a ball towards goal with increasing control. I can provide feedback using key words. I can track an opponent to slow them down. I understand my role as an attacker and as a defender. I understand the benefits of exercise.	I can collect and record personal fitness data and I can recognise my strengths. I can complete exercises with control. I can persevere when I find a challenge is hard. I can provide feedback using key words. I can use key points to help me to improve my sprinting technique.	I can choose actions and dynamics to convey a character or idea. I can copy and remember set choreography. I can explain what happens to my body when I exercise and how this helps to make me healthy. I can provide feedback using appropriate language relating to the lesson. I can respond imaginatively to a range of stimuli relating to character and narrative. I can use changes in timing and spacing to develop a dance. I can use counts to keep in time with others and the music.	I can communicate with my team and move into space to keep possession and score. I can identify how different activities can benefit my physical health. I can identify when I was successful and what I need to do to improve. I can often make the correct decision of who to pass to and when. I can pass, receive and shoot the ball with some control under pressure. I can stay with an opponent and I confident to attempt to intercept. I can use feedback provided to improve my work.	I can analyse my fitness data to identify areas of improvement. I can choose the best pace for a running event and maintain speed. I can encourage and motivate others to work to their personal best. I can identify how different activities can benefit my physical health. I can work with others to manage activities. I understand the different components of fitness and how to test them. I understand what my maximum effort looks and feels like and I am determined to achieve it.	I can accurately copy and repeat set choreography. I can choreograph phrases individually and with others considering actions and dynamics. I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing. I can identify how different activities can benefit my physical health. I can lead a group through short warm-up routines. I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus. I can suggest ways to improve my own and other	can create and use space to help my team. I can pass, receive and shoot the ball with increasing control under pressure. I can select the appropriate action for the situation and make this decision quickly. I can use feedback provided to improve the quality of my work. I can use marking, and/or interception to improve my defence. I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.	I can change my running technique to adapt to different distances. I can collect, record and analyse data to identify areas where I have made the most improvement. I can work with others to organise, manage and record information at a station. I encourage and motivate others to work to their best. I understand that there are different areas of fitness and how this helps me in different activities. I understand the different components of fitness and ways to test and develop them.	I can accurately copy and repeat set choreography. I can choreograph phrases individually and with others considering actions and dynamics. I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing. I can identify how different activities can benefit my physical health. I can lead a group through short warm-up routines. I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus. I can suggest ways to improve my own and other

		I work cooperatively with my group to self-manage games.	I can work safely with others. I show balance when changing direction.	I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group. I show respect for others when working as a group and watching others perform.	I know what position I am playing in and how to contribute when attacking and defending. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to apply this.		people's work using key terminology. I can use counts when choreographing to stay in time with others and the music. I can use feedback provided to improve my work.	I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve. I understand that there are different areas of fitness and how this helps me in different activities.	I work to my maximum consistently when presented with challenges.	people's work using key terminology.
	Horizontal/ Vertical/Diagonal Curriculum Links	ENGLISH Learning of key vocabulary - Interception, protective, opponent, defend, attack, travelling, possess Understand and follow instructions Understand rules and apply them to game situations Communication with a partner and group MATHS Addition and counting Estimating distances	ENGLISH Learning of key vocabulary – Co ordination, personal, technique, agility, stamina, continuous Reading task cards and following instructions MATHS Recording data on a record sheet Analysing data to discover areas that show the most improvement Timing a partner in fitness challenges SCIENCE Understanding that humans have different components of fitness Exploring exercises to develop different areas of fitness	ENGLISH Learning of key vocabulary - stimulus, dynamics, formations, canon, unison, relationships Understand and follow instructions Communication with a partner and group to express an idea MATHS Counting to stay in time with music and a group Using distances to create accurate formations MUSIC Exploring rhythm Counting music to create movement	ENGLISH Learning of key vocabulary - Interception, opponent, defend, attack, possession, conceding Understand and follow instructions Understand rules and apply them to game situations Communication with a partner and team MATHS Using half a netball court or specific thirds of the court Adding scores in the tournament to get a final placing Creating goals set distances apart	ENGLISH Learning of key vocabulary – Co ordination, personal, technique, agility, stamina, continuous Reading task cards and following instructions MATHS Recording data on a record sheet Analysing data to discover areas that show the most improvement Using stopwatches to time a partner in fitness challenges Placing cones set distances apart SCIENCE Understanding that humans have different components of fitness Exploring exercises to develop different areas of fitness Learning about muscles and what they are used for	ENGLISH Learning of key vocabulary- stimulus, dynamics, formations, unison, relationship, phrase Understand and follow instructions Communication with a partner and group to express an idea Forming opinions and structuring verbal feedback MATHS Counting to stay in time with music and a group Using distances to create accurate formations MUSIC Expressing an understanding of rhythm through movement Counting music to create movement	ENGLISH Learning of key vocabulary - Interception, opponent, defend, attack, possession, conceding Understand and follow instructions Understand rules and apply them to game situations Communication with a partner and team MATHS Using half a netball court or specific thirds of the court Adding scores in the tournament to get a final placing Creating goals set distances apart	ENGLISH Learning of key vocabulary – Co ordination, personal, technique, agility, stamina, continuous Reading task cards and following instructions MATHS Recording data on a record sheet Analysing data to discover areas that show the most improvement Using stopwatches to time a partner in fitness challenges Placing cones set distances apart SCIENCE Understanding that humans have different components of fitness Exploring exercises to develop different areas of fitness Learning about muscles and what they are used for	ENGLISH Learning of key vocabulary – Opponent, consecutive, forehand, backhand, technique, accuracy Understand and follow instructions Understand rules and apply them to game situations when playing and umpiring Communicating tactics and discussing what made them and their team successful MATHS Creating areas sets distances apart
P.E Unit 3	Physical Activity	Tag rugby	Football	Cricket	Tag Rugby	Football	cricket	Tag rugby	Football	cricket
	Disciplinary Skills	• Physical: Passing • Physical: Catching • Physical: Dodging • Physical: Tagging • Physical: Scoring • Social: Communication • Social: Collaboration • Social: Inclusion • Emotional: Honesty and fair play • Emotional: Perseverance • Emotional: Confidence • Thinking: Planning strategies and using tactics • Thinking: Observing and providing feedback	Physical: Dribbling Physical: Passing Physical: Ball control Physical: Tracking/ jockeying Physical: Turning Physical: Receiving Social: Communication Social: Collaboration Social: Cooperation Emotional: Honesty Emotional: Perseverance Thinking: Selecting and applying tactics Thinking: Decision making	Physical: Underarm and overarm throwing Physical: Catching Physical: Over and underarm bowling Physical: Long and short barrier Physical: Batting Social: Collaboration and communication Social: Respect Emotional: Honesty Thinking: Observing and providing feedback Thinking: Selecting and applying strategies	• Physical: Throwing • Physical: Catching • Physical: Running • Physical: Dodging • Physical: Scoring • Social: Communication • Social: Collaboration • Emotional: Perseverance • Emotional: Confidence • Emotional: Honesty and fair play • Thinking: Planning strategies and using tactics • Thinking: Observing and providing feedback • Thinking: Selecting and applying skills	• Physical: Dribbling • Physical: Passing • Physical: Ball control • Physical: Tracking / jockeying • Physical: Turning • Physical: Goalkeeping • Physical: Receiving • Social: Communication • Social: Collaboration • Social: Cooperation • Social: Respect • Emotional: Honesty • Emotional: Perseverance • Thinking: Selecting and applying tactics • Thinking: Decision making	• Physical: Underarm and overarm throwing • Physical: Catching • Physical: Over and underarm bowling • Physical: Long and short barrier • Physical: Batting • Social: Collaboration and communication • Social: Respect • Emotional: Honesty • Thinking: Observing and providing feedback • Thinking: Selecting and applying strategies	• Physical: Throwing • Physical: Catching • Physical: Running • Physical: Dodging • Physical: Scoring • Social: Communication • Social: Collaboration • Emotional: Perseverance • Emotional: Confidence • Emotional: Honesty and fair play • Thinking: Planning strategies and using tactics • Thinking: Observing and providing feedback • Thinking: Selecting and applying skills	Physical: Dribbling • Physical: Passing • Physical: Ball control • Physical: Tracking / jockeying • Physical: Turning • Physical: Goalkeeping • Physical: Receiving • Social: Communication • Social: Collaboration • Social: Cooperation • Social: Respect • Emotional: Honesty • Emotional: Perseverance • Thinking: Selecting and applying tactics • Thinking: Decision making	• Physical: Underarm and overarm throwing • Physical: Catching • Physical: Over and underarm bowling • Physical: Long and short barrier • Physical: Batting • Social: Collaboration and communication • Social: Respect • Emotional: Honesty • Thinking: Observing and providing feedback • Thinking: Selecting and applying strategies
	Substantive Skills	I am learning the rules of the game and I am beginning to use them to play honestly. I can communicate with my team and move into space to help them. I can defend an opponent and attempt to tag them. I can move with a ball towards goal with increasing control. I can pass and receive the ball with some control. I can provide feedback using key words. I understand my role as an attacker and as a defender. I understand the benefits of exercise. I work cooperatively with my group to self-manage games.	I am beginning to use simple tactics. I am learning the rules of the game and I am beginning to use them to play honestly and fairly. I can dribble, pass, receive and shoot the ball with some control. I can find space away from others and near to my goal. I can move with a ball towards goal with increasing control. I can provide feedback using key words. I can track an opponent to slow them down. I understand my role as an attacker and as a defender. I understand the benefits of exercise.	I am developing a wider range of fielding skills and I am beginning to use these under some pressure. I can identify how different activities can benefit my physical health. I can identify when I was successful and what I need to do to improve. I can strike a bowled ball with increasing consistency. I can use feedback provided to improve my work. I can work collaboratively with others to score runs. I can work co-operatively with others to manage our game. I understand the need for tactics and can identify when to use them in different situations.	I can communicate with my team and move into space to keep possession and score. I can identify how different activities can benefit my physical health. I can identify when I was successful and what I need to do to improve. I can often make the correct decision of who to pass to and when. I can pass and receive the ball with some control under pressure. I can tag opponents and close down space. I can use feedback provided to improve my work. I know what position I am playing in and how to	I can create and use space to help my team. I can dribble, pass, receive and shoot the ball with increasing control under pressure. I can select the appropriate action for the situation and make this decision quickly. I can use feedback provided to improve the quality of my work. I can use marking, tackling and/or interception to improve my defence. I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.	I am developing a wider range of fielding skills and I am beginning to use these under some pressure. I can identify how different activities can benefit my physical health. I can identify when I was successful and what I need to do to improve. I can strike a bowled ball with increasing consistency. I can use feedback provided to improve my work. I can work collaboratively with others to score runs. I can work co-operatively with others to manage our game. I understand the need for tactics and can identify when to use them in different situations.	I can create and use space to help my team. I can pass and receive the ball with increasing control under pressure. I can select the appropriate action for the situation and make this decision quickly. I can tag opponents individually and when working within a unit. I can use feedback provided to improve the quality of my work. I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.	I can create and use space to help my team. I can dribble, pass, receive and shoot the ball with increasing control under pressure. I can select the appropriate action for the situation and make this decision quickly. I can use feedback provided to improve the quality of my work. I can use marking, tackling and/or interception to improve my defence. I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.	I am developing a wider range of fielding skills and I am beginning to use these under some pressure. I can identify how different activities can benefit my physical health. I can identify when I was successful and what I need to do to improve. I can strike a bowled ball with increasing consistency. I can use feedback provided to improve my work. I can work collaboratively with others to score runs. I can work co-operatively with others to manage our game. I understand the need for tactics and can identify when to use them in different situations.

			I work cooperatively with my group to self-manage games.	I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to use this.	contribute when attacking and defending. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to apply this.	I recognise my own and others strengths and areas for development and can suggest ways to improve. I understand that there are different areas of fitness and how this helps me in different activities.	I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to use this.	I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve. I understand that there are different areas of fitness and how this helps me in different activities.	I recognise my own and others strengths and areas for development and can suggest ways to improve. I understand that there are different areas of fitness and how this helps me in different activities.	I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to use this
	Horizontal/ Vertical/Diagonal Curriculum Links	ENGLISH Learning of key vocabulary - Interception, opponent, defend, attack, consecutive, possession Understand and follow instructions Understand rules and apply them to game situations Communication with a partner and group MATHS Keeping the score in matches and the number of tags made Estimating distances	ENGLISH Learning of key vocabulary - Interception, opponent, defend, attack, tracking, possession Understand and follow instructions Understand rules and apply them to game situations Communication with a partner and group MATHS Adding scores in the tournament to get a final placing Creating goals set distances apart	ENGLISH Learning of key vocabulary - Fielders, continuous, striking, tracking, bowling Understand and follow instructions Understand rules and apply them to game situations Communicating ideas and discussing what made them and others successful MATHS Setting wickets at 2m intervals Creating areas 7m x 7m Degrees of release in throws and bowling	ENGLISH Learning of key vocabulary - Interception, opponent, defend, attack, possession, conceding Understand and follow instructions Understand rules and apply them to game situations Discussing tactics and communicating these with a partner and team MATHS Adding scores in the tournament to get a final placing Estimating distances	ENGLISH Learning of key vocabulary - Interception, opponent, defend, attack, tracking, possession, maintain Understand and follow instructions Understand rules and apply them to game situations Discussing and communicating tactics with a partner and group MATHS Adding scores in the tournament to get a final placing Creating goals set distances apart	ENGLISH Learning of key vocabulary - Fielders, continuous, striking, tracking, bowling Understand and follow instructions Understand rules and apply them to game situations Communicating ideas and discussing what made them and others successful MATHS Setting wickets at 2m intervals Creating areas 7m x 7m Degrees of release in throws and bowling	ENGLISH Learning of key vocabulary - Interception, opponent, defend, attack, possession, conceding Understand and follow instructions Understand rules and apply them to game situations Discussing tactics and communicating these with a partner and team MATHS Adding scores in the tournament to get a final placing Estimating distances	ENGLISH Learning of key vocabulary - Interception, opponent, defend, attack, tracking, possession, maintain Understand and follow instructions Understand rules and apply them to game situations Discussing and communicating tactics with a partner and group MATHS Adding scores in the tournament to get a final placing Creating goals set distances	ENGLISH Learning of key vocabulary - Fielders, continuous, striking, tracking, bowling Understand and follow instructions Understand rules and apply them to game situations Communicating ideas and discussing what made them and others successful MATHS Setting wickets at 2m intervals Creating areas 7m x 7m Degrees of release in throws and bowling
P.E Unit 4	Physical Activity	Fundamentals	Handball	Tennis	Volleyball	handball	Tennis	Volleyball	Handball	Tennis
	Disciplinary Skills	Physical: Balancing • Physical: Running • Physical: Hopping • Physical: Jumping • Physical: Dodging • Physical: Skipping • Social: Supporting and encouraging others • Social: Respect • Social: Communication • Social: Taking turns • Emotional: Challenging myself • Emotional: Perseverance • Emotional: Honesty • Thinking: Selecting and applying skills • Thinking: Observing others and providing feedback • Thinking: Identifying strengths and areas for development	Physical: Ball control • Physical: Throwing and catching • Physical: Moving with the ball • Physical: Dribbling • Physical: Shooting • Social: Working Safely • Social: Communication • Social: Respect • Emotional: Honesty and Fair Play • Emotional: Perseverance • Thinking: Planning strategies • Thinking: Observing and providing feedback	Physical: Underarm throwing • Physical: Catching • Physical: Forehand • Physical: Backhand • Physical: Ready position • Social: Collaboration • Social: Respect • Social: Supporting others • Emotional: Honesty • Emotional: Perseverance • Thinking: Decision making • Thinking: Understanding rules • Thinking: Selecting and applying skills and tactics	•Physical: Volley • Physical: Set • Physical: Dig • Physical: Serve • Physical: Ready position • Social: Communication • Social: Respect • Social: Supporting and encouraging others • Emotional: Confidence • Emotional: Perseverance • Emotional: Honesty • Thinking: Using tactics • Thinking: Selecting and applying skills • Thinking: Identifying strengths and areas for development	Physical: Throwing and catching • Physical: Moving with the ball • Physical: Dribbling • Physical: Intercepting • Physical: Shooting • Social: Collaboration • Social: Communication • Emotional: Honesty and Fair Play • Emotional: Perseverance • Thinking: Planning strategies and using tactics • Thinking: Observing and provide feedback	• Physical: Forehand groundstroke • Physical: Backhand groundstroke • Physical: Forehand volley • Physical: Backhand volley • Physical: Underarm serve • Social: Collaboration • Social: Communication • Social: Respect • Emotional: Honesty • Thinking: Decision making • Thinking: Selecting and applying tactics	• Physical: Volley • Physical: Set • Physical: Dig • Physical: Serve • Physical: Ready position • Social: Communication • Social: Respect • Social: Supporting and encouraging others • Emotional: Confidence • Emotional: Perseverance • Emotional: Honesty • Thinking: Using tactics • Thinking: Selecting and applying skills • Thinking: Identifying strengths and areas for development	• Physical: Throwing and catching • Physical: Moving with the ball • Physical: Dribbling • Physical: Intercepting • Physical: Shooting • Social: Collaboration • Social: Communication • Emotional: Honesty and Fair Play • Emotional: Perseverance • Thinking: Planning strategies and using tactics • Thinking: Observing and provide feedback	Physical: Forehand groundstroke Physical: Backhand groundstroke Physical: Forehand volley Physical: Backhand volley Physical: Underarm serve Social: Collaboration Social: Communication Social: Respect Emotional: Honesty Thinking: Decision making Thinking: Selecting and applying tactics
	Substantive Skills	I am able to jump and turn a skipping rope. I can change direction quickly. I can identify when I was successful. I can link hopping and jumping actions. I demonstrate balance when performing other fundamental skills. I understand how the body moves differently at different speeds. I understand why it is important to warm up.	I am learning the rules of the game and am beginning to use them honestly. I can defend an opponent to slow them down. I can find space away from others and near to my goal. I can provide feedback using key words. I can throw, catch, dribble and shoot the ball with some control. I understand my role both as a defender and as an attacker. I work co-operatively with my group to self-manage games.	I am learning the rules of the game and I am beginning to use them to play honestly and fairly. I can communicate with my teammates to apply simple tactics. I can explain what happens to my body when I exercise and how this helps to make me healthy. I can provide feedback using key terminology and understand what I need to do to improve. I can return to the ready position to defend my own court. I can sometimes play a continuous game. I can use a range of basic racket skills. I share ideas and work with others to manage our game.	I am developing a wider range of skills and I am beginning to use these under some pressure. I can identify how different activities can benefit my physical health. I can identify when I was successful and what I need to do to improve. I can use feedback provided to improve my work. I can use the rules to referee a game. I can work co-operatively with others to manage our game. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to use these.	I can lead others and contribute my ideas to group work. I use feedback provided to improve my work. I can apply defensive skills individually and as a team to gain possession, deny space and stop goals. I can dribble, pass, receive and shoot the ball with some control under pressure. I communicate with my team and move into space to help to maintain possession. I understand the need for tactics and can identify when to use them in different situations. I understand the rules and can apply them honestly most of the time including when refereeing.	I am developing a wider range of skills and I am beginning to use these under some pressure. I can identify how different activities can benefit my physical health. I can identify when I was successful and what I need to do to improve. I can use feedback provided to improve my work. I can work cooperatively with others to manage our game. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to apply this.	I am confident to make decisions when refereeing. I can select the appropriate action for the situation and make this decision quickly. I can use a wider range of skills with increasing control under pressure. I can use feedback provided to improve the quality of my work. I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve. I understand that there are different areas of fitness and how this helps me in different activities.	I am confident to lead others and can contribute appropriate ideas to group work. I can confidently apply defensive skills individually and as a team to gain possession, deny space and stop goals. I can create and use space to help my team to maintain possession and create scoring opportunities. I can perform a range of skills with control and can select the appropriate action for the situation under pressure. I can work in collaboration with others to self-manage games so that they run smoothly. I recognise my own and others' strengths and areas for development and can suggest ways to improve. I use the rules of the game honestly and consistently when playing and refereeing.	I am developing a wider range of skills and I am beginning to use these under some pressure. I can identify how different activities can benefit my physical health. I can identify when I was successful and what I need to do to improve. I can use feedback provided to improve my work. I can work cooperatively with others to manage our game. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to apply this.
	Horizontal/ Vertical/Dia	MATHS Counting	ENGLISH	ENGLISH	ENGLISH	ENGLISH	ENGLISH	ENGLISH	ENGLISH	ENGLISH

HPS Upper Phase Curriculum Map

	gonal Curriculum Links	Measuring distances Understanding scales ENGLISH Communicating with others Expressing ideas Learning key vocabulary: accelerate, decelerate, dodging, sprinting Listening to and following instructions SCIENCE Understanding changes to the body when exercising	Learning of key vocabulary: grip, attack, interception, opponent, defend, possession. Understand and follow instructions. Communicate with team-mates, opponents and officials. MATHS Estimating distances.	Learning of key vocabulary – Opponent, consecutive, forehand, backhand, outwit Understand and follow instructions Understand rules and apply them to game situations Communicating tactics and discussing what made them successful MATHS Adding numbers in 'Rally for points'	Learning of key vocabulary – opponent, consecutive, technique, accuracy Understand and follow instructions Understand rules and apply them to game situations when playing and refereeing Communicating tactics and discussing what made them and their team successful MATHS Estimating distances	Learning of key vocabulary: principle, interception, opponent, transfer, angle, possession. Understand and follow instructions. Discuss tactics and communicate with team-mates, opponents and officials. MATHS Estimating distances. Using angles to close down space.	Learning of key vocabulary – Opponent, consecutive, forehand, backhand, technique, accuracy Understand and follow instructions Understand rules and apply them to game situations when playing and umpiring Communicating tactics and discussing what made them and their team successful MATHS Creating areas sets distances apart	Learning of key vocabulary – opponent, consecutive, technique, accuracy Understand and follow instructions Understand rules and apply them to game situations when playing and refereeing Communicating tactics and discussing what made them and their team successful MATHS Estimating distances	Learning of key vocabulary: principle, interception, opponent, transfer, angle, possession. Understand and follow instructions. Discuss tactics and communicate with team-mates, opponents and officials. MATHS Estimating distances. Using angles to close down space.	Learning of key vocabulary – Opponent, consecutive, forehand, backhand, technique, accuracy Understand and follow instructions Understand rules and apply them to game situations when playing and umpiring Communicating tactics and discussing what made them and their team successful MATHS Creating areas sets distances apart
PSHE & Relationship Education	Theme	Health and Wellbeing	Living in the Wider World	Relationships	Health and Wellbeing	Living in the Wider World	Relationships	Health and Wellbeing	Living in the Wider World	Relationships
	Vocabulary	Goal Energy Nutrients Fibre Smoking Drug Risks Alcohol Parliament Manipulated Trust Victim Bully Bystander Legal Illegal Activity Physical activity Benefits Manipulated Trust Critical thinking	Charity Fundraising Spending Essential & non-essential Saving Crisis Human rights Safety Managing risks Hazards Stereotypes Labelling Spam and offensive messaging Seeking help Risks online Communicating Trust Emotions Feelings Sharing Getting help	Penis Vagina Emotions Rights Responsibilities Friendship Growth mind set Fixed mind set Positive Body change Puberty Testicles Nipple Pubic hair Breast Menstruation Period Fallopian tube Womb Egg Sanitary products	Goal Achieve Healthy Balance Nutrients Fibre Labels Fair/unfair Excluded Included Risks Legal Illegal Misconceptions Peer pressure Assertive Allergies	Charity Fundraising Payslip Deductions Tax Budgeting Saving Migration Forced migration Information sharing Gender stereotypes Confidence& self-belief Assumptions Mental health Wellbeing Emotions and feelings Sharing Refugee Asylum	Puberty Penis, testicles, sperm, vagina, Period and sanitary products Hygiene Belonging Included Excluded Growth mind set Fixed mind set Physical changes Emotional changes Body changes Voice deepens Body hair Pubic hair Internet Social media Critical thinking Keeping safe Getting help	Goal Healthy Exercise Active Benefits Alcohol Risks Effects Cannabis Volatile substance abuse Debate House of commons Differences Trust Appearance ideals Sun damage Healthy lifestyle Active lifestyle Mental health Physical health	Charity Fundraising Salary Earnings Value of money Influences Homelessness Stereotype Hidden homelessness Risks Preventing Gender Male and female behaviours Manipulating and pressure sleep physical health mental health wellbeing stress and anxiety transition	Qualities Puberty Emotional behaviour Relationships Physical behaviour Positive communication Negative communication Positive friendships Negative friendships Relationship Positive and negative relationship Personal information Communication Wet dream Erection Period Physical changes Emotional changes **Sexual intercourse lesson (parents can withdraw from this lesson):** Sexual intercourse Sperm Egg Fertilised Embryo embedded Pregnancy Birth
	Mind Up	Getting focused (Lessons 1 – 3)	Sharpening your senses (Lessons 4 – 9)	It's all about attitude (Lessons 10 – 12) Taking action mindfully (Lessons 13 – 15)	Getting focused (Lessons 1 – 3)	Sharpening your senses (Lessons 4 – 9)	It's all about attitude (Lessons 10 – 12) Taking action mindfully (Lessons 13 – 15)	Getting focused (Lessons 1 – 3)	Sharpening your senses (Lessons 4 – 9)	It's all about attitude (Lessons 10 – 12) Taking action mindfully (Lessons 13 – 15)
R.E	Big Questions	Autumn What do Muslims believe? What do Jewish people believe about God?	Spring How can religious leaders inspire us? What does it mean be a Buddhist?	Summer What do sacred texts within Hinduism say about God? What contribution can religion make to our society?	Autumn What does Buddhism teach us about human experience? What is significant to Christians about Jesus's life and teaching?	Spring In what ways can the art and architectural design express different beliefs? What is the place of festivals, worship and celebration within religious communities?	Summer How is human identity and belonging shaped by faith within Hinduism? What does it mean to be a Muslim?	Autumn Does religion help to understand human suffering? Why are places of worship important for Judaism and other religions?	Spring In what ways do Christians in different denominations worship? How can religion and humanism promote peace and justice in our society?	Summer What happens in the mosque? What happens in a Gurdwara?
	Threshold Concept	• Beliefs and teachings • Human experiences, • Practices and lifestyles.	• Beliefs and teachings • Human experiences, • Practices and lifestyles. • Similarities and differences-	• Beliefs and teachings • Human experiences, • Practices and lifestyles. • Similarities and differences- • Society • Morality/Law	• Beliefs and teachings • Human experiences, • Practices and lifestyles. • Similarities and differences-	• Beliefs and teachings • Human experiences, • Practices and lifestyles. • Similarities and differences-	• Beliefs and teachings • Human experiences, • Practices and lifestyles. • Similarities and differences-	• Beliefs and teachings • Human experiences, • Practices and lifestyles. • Similarities and differences-	• Beliefs and teachings • Human experiences, • Practices and lifestyles. • Similarities and differences-	• Beliefs and teachings • Human experiences, • Practices and lifestyles. • Similarities and differences-
	Substantive Knowledge	Autumn 1: Children need to know: • Who the Prophet Muhammad was and why he is important. • Recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like.	Spring 1 Children need to know: • What it means to be inspired by someone. • Similarities and differences in the way in which Jesus has been portrayed in Art across the world. • Retell the story of feeding 5000, one of Jesus miracles.	Summer 1 Children need to know: • Appreciate the ancient, complex and pluriform nature of Hinduism. • The immense diversity in the canon of Hindu sacred writings. • Hindu scriptures are divided into those that are heard from God (Shruti) and those that are	Autumn 1: Children need to know: Buddhism: • Understand beliefs about compassion, happiness and suffering in the light of the teachings of the Buddha. • Learn about Bodhgaya, and the reasons why many people	Spring 1 Children need to know: • Compare Christian and Muslim ideas about art. • Connect ways in which art and actions can reveal what people believe about God • Suggest reasons why some people may be critical of religious art/ architecture, and why some	Summer 1: Children need to know: • Learn about the 4 aims of Hindu life. Dharma: religious or moral duty. Artha: economic independence and providing for family. Kama: pleasure and enjoyment of life. Moksha: ultimate liberation from the cycle of birth and	Year 6 Autumn 1 Children need to know: • The idea that most religious traditions teach about some form of life after death, which can bring comfort to people as they face suffering, or if they are bereaved. • Some people believe that death is the end	Year 6 Spring 1 Children need to know: • What happens in church at different times of the week. • Reasons why some Christians pray, read the bible, take communion or help people. • Why Christians use music in Worship	Year 6 Summer 1 Children need to know: How prayer is integrated into the daily life of a Muslim, how it shows obedience to Allah and how it provides great spiritual benefit to Muslims. • Each of the principal features within the mosque, using the correct terminology, and explain their purpose

		• How important stories about the Prophet Muhammad are. • Explain how a Mosque looks rather empty because it does not have any pictures or statues. • To notice Islamic patterns and architecture. • Rituals for prayer (minbar) • How important the Qur'an is to Muslims. • What happens at the celebrations of Eid-ul-Fitr and Ramadan. Autumn 2: Children need to know: • How ideas of God are expressed in the Jewish tradition and family life. • The Torah as a sacred text illustrating how Jewish people try to live. • How religious artefacts and texts can be a source for learning and for beliefs as they are used in family life. • How the words of the Torah affect what a Jewish person eats. • Explain why following Jewish food laws or keeping the laws of following Shabbat might be done differently by orthodox or progressive Jews.	• Describe the difference between magic tricks and miracles. • Understand what is inspiring to Christians about a miracle story of Jesus, what it shows about him. • Describe and understand one of Jesus' parables and analyse the impact of his teaching. • Jesus' teaching on happiness through the Beatitudes. Consider similarities and differences between what makes them happy in contrast with what the Beatitudes say. • Why Christians call Good Friday to the day Jesus died. Spring 2 Children need to know: • The key events in the Buddha's life. • How the Buddha was enlightened. • Who Siddhartha Gautama was and how he became the Buddha. • The effect of following the Five Precepts of the Buddha. • The Three Treasures of the Buddha and Buddha's teachings (the Dhamma and the Sangha) • Buddha's choice to care more about truth than about pleasure.	remembered (Smiriti) • For Hindus, God is encountered in all things in the created world, including people, animals, plants, stars and planets. • Most Hindus believe in one supreme and all-powerful God (Shruti) and those that are remembered (Smriti) Summer 2 Children need to know: • The Golden rule as the overall behaviour rule that each religion has. • The Ten Commandments that Jewish people follow. • In Christianity they will learn how the Beatitudes develop the idea of the golden rule. • How Humanists come to decisions about how to act. They will identify some values that matter to them. • Temptation as shown in the stories of the Bible and how it can affect people's behaviour. • The life and work of at least one religious figure.	go to visit the site of Siddhartha's enlightenment. • Ideas to do with Buddhist practice – freshness, calmness, beauty, peace. • Symbols and images found in a Vihar • To understand the story of Kisagotami, and how it relates to the Buddha's Nobel Truths Autumn 2 Children need to know: • Explore creatively some words and actions of Jesus which continue to inspire Christians today e.g The Parable of the Two Builder • Why do Christians call Good Friday 'good'? Include the terms incarnation (Jesus as God as a human being) and salvation. • The impact that believing in Jesus can have on a Christian's life and how Jesus has inspired some examples of contemporary inspirational Christians, • Connect the story of the feeding of the five thousand with an example of Christian life or action	would defend it as important. • Weigh up which has greater impact – art or charity? • Consider what the world would be like without great art or architecture. What about a world without charity or generosity? • Use Bible quotes to produce a piece of Art. • Describe and recount two Muslim teachings about Charity • Understand why mosques matter to the Muslim community. • Research about two big Muslim charities. • Find out information about Christian Aid • Weight the impact of these charities. Spring 2 Children need to know: • Describe how believers express the meaning of religious festivals through symbols, sounds, actions, story and rituals. • Analyse the deep meaning of the festivals: does light conquer darkness (Diwali)? Is love stronger than death (Easter)? Can God free people from slavery (Pesach)? Is it good to say sorry (Yom Kippur)? Does fasting make you a better person? How? (Ramadan and Eid-ul-Fitr; Lent). • Understand the four most common services that Christians might attend in Holy week; Palm Sunday, Maundy Thursday, Good Friday. • Retell the story of Rama and Sita, identifying the significance of this story to Hindu beliefs/celebrations about Divali. • Identify the difference between Ramadan and Eid-ul-Fitr. • Retell the Passover Story and analyse its significance for Jewish people. • Look for similarities and differences between sacrifice at Easter and Id as the end of a time of sacrifice.	death, and reunion with God • Concept of Reincarnation • Describe some ways in which Hindus express their faith through puja, aarti and bhajans. • Learn about an important sacred text: the Bhagavad Gita. • Hindu religious ritual; the OM, blessing food, the aarti ceremony, singing hymns (bhajans). • ideas of karma – how actions bring good or bad karma. • The role of deities in helping Hindus achieve moral aims. • Analyse Hindu moral teachings in action in the lives of Mahatma Gandhi. Summer 2 Children need to know: • The meaning and significance of the Five Pillars of Islam as an expression of ibadah (worship and belief in action). Shahadah (belief in one God and his Prophet); salat (daily prayer); sawm (fasting); zakat (alms giving); hajj (pilgrimage). • How the Five Pillars of Islam affect the lives of Muslims, moment by moment, daily, annually, in a lifetime. • The importance of the Holy Qur'an for Muslims: how it was revealed to the Prophet Muhammad, how it is used, treated, learnt. • The design and purpose of a mosque/masjid and explain how the architecture and activities, such as preparing for prayer, reflect Muslim beliefs. • Know people who memorise the Qur'an and why (hafiz, hafiza).	of life, and that there is no afterlife. • Key concepts about life after death in Christianity (such as judgement, heaven, salvation through Jesus) • Key concepts about death and Hinduism (karma, soul, samsara, reincarnation and moksha) • similarities and differences in ceremonies that mark the end of life on Earth and how these express different beliefs. • Be familiar with prayers, liturgies, meditation texts and songs/hymns used when someone has died, and find connections with the beliefs they address. Autumn 2 Children need to know: • Differences between Anglican and Baptist churches. • Make links between Christian beliefs and features of these places of worship. • Why a Hindu pilgrimage is important to Hindus. • Make links between Hindu beliefs and worship. • Key features Hindu of worship at home and worship in a mandir. • Key differences between Orthodox and Reformed synagogues. • How Jews use Torah, the home as well as the synagogue to worship • How different aspects of worship; silence, nature and being together, help Christians connect to God. • How places of worship support people in times of need Identify key features in different places of worship.	• Look for similarities and differences in types of musical worship • What happens during holy communion and why it is regularly celebrated by most Christians. • How Catholic Christians prepare to take their first holy communion. • The similarities and differences in the way that different Christians prepare for and celebrate holy communion • Christian community projects and their reasons for them. • The life of Rosa Parks and why she stood up for the rights of Black people. Spring 2 Children need to know: • what Christians mean about humans being made in the image of God and being 'fallen'. • The meanings of some big moral concepts, e.g. fairness, freedom, truth, honesty, kindness, peace. What do they look like in everyday life? • A Humanist's code for living • Christian codes for living, which can be summed up in Jesus' two great commandments: 'Love God and love your neighbour'. • The story of the Good Samaritan (Luke 10:25–37) and Jesus' attitude on the cross (Luke 23:32–35). • That values can clash, and that doing the right thing can be difficult. • Give examples of similarities and differences between Christian and Humanist values. • The fruit of the actions according to Jesus.	• Why there are different expectations for men and women with regard to prayer at the mosque and why they are segregated during prayer. • The functions of the mosque other than prayer (e.g. education in the madrasa, charitable activities, legal aid and inter-faith activities). • Why cleanliness is so important within the prayer hall. • What is involved in ritual ablution (wudu) before prayer and why this must be undertaken. Summer 2 Children need to know: • Know that gurdwara means 'the doorway to the Guru.' • Identify and describe the role of the principal features of a gurdwara (washing rooms, shoe racks, Diwan Hall, takht, manji, chauri, Sach Khand, Nishan Sahib, pictures of the Gurus, kitchen, langar). • Why the Sri Guru Granth Sahib is treated like a person • The reason for the continuous reading of scripture (Akhand Path). • The key elements of Sikh worship and explain how the Sikh understanding of God's oneness influences SIkh worship. • The reason why the Nishan Sahib (saffron-coloured Sikh flag) is flown outside of every gurdwara. • How the gurdwara help to build Sikh identity and sense of community and the characteristics of the langar. The importance of Gurmukhi as the language used for worship within the gurdwara.

HPS Upper Phase Curriculum Map

	Disciplinary Knowledge	Acquire a wide knowledge and deep understanding across two religions. Understand how beliefs are conveyed through sacred books and leaders. Reflect on how religious beliefs influence people's choices in life. Identify core values in each religion. Explore what Jewish people may mean when they describe God as both personal and transcendent. Examine the Jewish concept of Shekhinah (the divine presence) and compare this to pupils' own ideas about spiritual reality. Appreciate the reason why, in some branches of Judaism, God is written as G-d.	Reflect on what makes a leader inspiring Develop an appreciation for the way different cultures represent Jesus in Art. Understand the key messages in the teaching of Jesus. Identify the symbolism used to describe the figure of Jesus. Evaluate how inspiring the teachings of Jesus are in today's world. Appreciate that Buddhism is an ancient and complex religious system that is not centred on belief in God or in gods. Understand that Buddhism is the fourth-largest religion in the world. Recognise the enormous importance of the Buddha to Buddhists and the inspiration that he has provided to many people of other faiths. Recognise the great commitment required of Buddhists who join the Sangha.	Identify core beliefs in Hinduism. Analyse the life and work of one religious leader. Explain some of the different ways that individuals show their beliefs. Compare and contrast different values in different religions. Reflect on how each religion's teachings contribute to society. Acknowledge that, despite the fact a growing number of people identify as non-religious, religion continues to be important in society. Recognise the educational role of faith communities in running schools of religious character. Be aware of the many different ways in which religious and nonreligious communities seek to counter injustice and promote social wellbeing. Compare and contrast the different systems of value that help people know what is right or wrong.	Show awareness of a teaching of the Buddha and how makes a difference to Buddhists today. Identify some of the features of Buddhist practice or Buddhist symbols Ask and respond to questions about their own and others' experiences about suffering, compassion and calmness. Make connections between Biblical stories and Christian lives. Respond thoughtfully to inspiring Biblical stories. Give examples of how Christians are inspired by Jesus Give reasons of why a leader can be inspiring. Reflecting on who is inspiring for them.	Use some engaging stimuli to appreciate Art and observe architectural styles Compare and contrast Muslim and Christian Art. Understand the significance of Art in each religion. Retell stories associated to different festivals in 4 religions. Analyse the deep meaning of the festivals. Make connections between stories, symbols and beliefs Recognise and identify some differences between religious festivals and other types of celebrations Identify similarities and differences in the way festivals are celebrated within and between religions Explore ideas about what is worth celebrating and remembering in religious communities and in their own lives	Analyse how the life of Gandhi shows Hindu beliefs in action. Look for similarities and differences between the life of a Hindu child and the life of a child from another religion or a non-religious child. Give simple reasons for the different aspects of puja. Describe two of the four aims in Hindu life; Dharma and Moksha. Describe what the five pillars of Islam are Give examples of how each pillar might affect the life of a Muslim Identify three reasons why the Qur'an is important to Muslims Give an example of how following the teaching of the Qur'an might affect what a person does in their life Describe what the Mosque is like and the reasons behind its design.	Give reasons why non-religious people and Christians might choose to live their life in similar or different ways because of their beliefs Make links between what happens in a Christian funeral and the Christian beliefs about life after death. Find similarities and differences between their own views about life after death and the beliefs of Hindus, Christians, Muslims or non-religious people. Interpret a range of artistic expressions of afterlife Give reasons why places of worship might be considered to be valuable in religious communities. Give examples of how places of worship support believers in difficult times, explaining why this matters to believers. Make connections between how believers feel about places of worship in different traditions Select and describe the most important functions of a place of worship for the community Outline how and why places of worship fulfil special functions in the lives of believers	Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes. Describe what happens in church at different times of the week. Analyse why Rosa stood up for her rights and the rights of others Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others. Reflect on why children hold the values which they do, and how these values make a difference to their lives. Give reasons for why doing the right thing can be difficult. Identify the values found in stories and texts. Consider some direct questions about values: is peace more valuable than money? Understand the significance of the story of the Good Samaritan (Luke 10:25–37) and Jesus' attitude on the cross (Luke 23:32–35). Reflect on why people do good things and bad things.	Show an awareness of the central place that prayer (Salah) plays in Islamic life. Recognise the variety of activities that take place within mosques in addition to prayer and the expected behaviour in a mosque. Give reasons for the physical, mental and spiritual preparation for prayer is so important. Identify similarities and differences between mosques and other places of worship. Understand what the role and duties of an imam are within the mosque and the Muslim community. Appreciate the importance of the gurdwara for Sikh worship and community life. Recognise that any house that houses the Guru Granth Sahib becomes a gurdwara. Understand that there are many types of gurdwara from grand and beautiful structures to humble houses. Appreciate the importance of morning and evening prayer and the Akhand Path in the gurdwara. Recognise how the Sikh principle of Sewa is demonstrated in the langar.
	Disciplinary Vocabulary	Acquire Understand Identify Reflect Appreciate Examine Explore	Identify Appreciate Analyse Evaluate Understand Recognise	Identify Analyse Reflect Understand Explain Compare and contrast Recognise Show awareness	Compare and contrast Make links Respond thoughtfully Give reasons and examples	Identify similarities and differences Explore ideas Recognise and identify Make connections Analyse Compare and contrast Appreciate	Describe Look for similarities and differences Give reasons Analyse Identify Reflect	Find similarities and differences Give examples Give reasons Make connections Describe Outline and explain Identify	Suggest/Infer Describe Analyse Discuss Understand Consider Identify Reflect Give reasons	Show awareness Appreciate Recognise Understand Reflect Give reasons Identify
	Substantive Vocabulary	Autumn 1: Allah, Ramadan, Eid-ul-Fitr, The Holy Qur'an, Prophet Muhammad, calligraphy. Shahadah, holy or sacred place, Mosque, minbar, wudu, madrassah Autumn 2: Torah, ritual, sacredness Mezuzah, tefillin, a song called 'Adon Olam', the Almighty, Orthodox and progressive Jewish practice, Sefer Torah, kosher, Shabbat	Spring 1: Inspiring, Christian festivities today(Holy Week, Easter Sunday) Jesus, Jesus' parables. Good Friday. Spring 2: The Buddha Suffering, Clear thinking, meditation precepts, Enlightened, compassion, the Sangha, The Dharma, Nirvana.	Summer 1: Hinduism, Sanskrit, sacred language, Shruti, Smiriti, Vedas, Ramayana, Mahabhrarata, Bhagavad Guita, Brahman. Summer 2: Christians – Jewish – Hinduism – Buddhism golden rule- Ten Commandments – The Beatitudes-Humanists Moral choice-Temptations	Autumn 1: The Buddha Suffering, Clear thinking Enlightenment, Meditation Precepts, Compassion The Sangha, The Dharma Nirvana Autumn 2: Good Friday, Incarnation, Salvation, Blessed, Beatitudes, parables.	Spring 1: cathedrals and mosques, calligraphy, sacred places, architecture. Easter, Divali in Hinduism, Pesach in Judaism and Eid ul Fitr. Spring 2: Palm Sunday, waving palms; Maundy Thursday, washing feet; sorrow of Good Friday services; Rama and Sita, Passover, sacrifice, Ramadan, Eid.	Summer 1: Dharma, Artha: Kama: Moksha, karma, reincarnation, Hindu deities, Puja, the Bhagavad Gita, aarti and bhajans. Summer 2: Ibadah, Shahadah, salat, sawm (fasting); zakat (alms giving); hajj (pilgrimage). Holy Qur'an, Prophet Muhammad,	Autumn 1: Suffering, death, afterlife, reincarnation, karma, salvation, judgement, heaven, hell, purgatory, Purification, mourning, Funeral service, hymns Autumn 2: Anglican Church, Baptist Church, pastors, priests, baptistery, Holy Communion, Hinduism, Mandir; Murti: Puja: OM, Orthodox Judaism, Reform Judaism, synagogue, Hebrew, Ark, Torah, bimah, commandments, Ner Tamid, Kumbh Mela, Mezuzah: Kiddush cup.	Spring 1: Bible, cross/crucifix, palm cross, pictures of Jesus or the holy family, grace before meals. Spring 2: Values, moral concepts: fairness, freedom, truth, honesty, kindness, peace. Code for living,	Summer 1: Mosque, masājid (place of worship), prayer hall, prayer gallery, congregation, ritual ablution, wudu facilities, niyyah, shoe racks, Qibla, carpet, prayer mat, Qur'an, Five Pillars, madrasa, minaret, dome, crescent symbol, Adhan, mihrab, minbar, the five daily prayers: fajr, zuhr, asr, maghrib and isha. Allahu Akbar (God is great – said at the start of prayer). Summer 2: Gurdwara, Harmandir Sahib, Sri Guru Granth Sahib, Diwan Hall, takht, manji , chauri, Divine Knowledge, chakar, Akhand Path, gurpurb, congregation, langar, granthi (one who reads from the Guru Granth

										Sahib), Sach Khand, rumalla (the cover for the Guru Granth Sahib), Shabad, kirtan , Anand Sahib, huka,
	National Curriculum Links	A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives. B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews. C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry. C2. Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect. C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.			A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives. B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews. C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry. C2. Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect. C3. 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