



## History

### Topic: Ancient Sumer

#### Key Substantive Concepts:

Civilisation, Society and Governance, Technology and Artefacts, Invasion and Conflict, Trade and Migration, Monarchy,

#### Sticky Knowledge:

1. That historians consider Ancient Sumer to be the first civilisation
2. That historians define civilisation to be a society with government, means of symbolic communication and urban development
3. That technological advances such as irrigation led to a food surplus, and how this led to trade and power structures in society
4. About conflict and warfare in Ancient Sumer
5. That artefacts such as the Standard of Ur contain a wealth of information about the past, but can also be misleading

#### **EQ1: Sources and Evidence: ‘How have historians built a picture of life in Ancient Sumer?’**

-Using sources to build a picture of an ancient society...because so much of our understanding of the history of Sumer is based on artefacts such as the Standard of Ur, these can be used to look at war, trade, society and governance and the importance of agriculture in early civilisation.

#### **EQ2: Similarity and Difference: ‘How can we compare life in Sumer with other ancient societies?’**

- Based on evidence examined through EQ1, compare life in Ancient Sumer with the Ancient Greeks and/or the Ancient Egyptians, identifying similarities and differences and using own knowledge to explain the causes of these.

#### Vocabulary

Ancient Sumer/Sumerian, Mesopotamia, Tigris, Euphrates, Standard of Ur, Civilisation, Urban Development, Irrigation, Surplus, Power Structures, Governance, Culture

## PSHE

### Family and relationships (Y6 strand)

### Identity (Y6 strand)

Our Green and Pleasant Land

## Computing

#### Half Term 1:

#### Half Term 2:

Online Safety	Data Handling
Online safety Unit 6.2	Databases Unit 5.4 Spreadsheets unit 6.9 (Excel)
6.2 Recap risks online including sharing location, secure websites, spoof websites, phishing, and other email scams. Recap the steps that can be taken to protect ourselves online - including protecting our digital footprint, where to go for help, smart rules and security software. Understand the impact of what is shared online (6.4, 4.2) and the consequences of promoting inappropriate content. Know how to report or stop inappropriate activity. Recognise a need to find a balance between being active and digital activities	5.4 Use a database (2.5, 4.2). Search a database and use it to answer questions. Contribute to a class database. Create own database. Know what a database 'field' and 'record' is and correctly add information and populate the database. Understand how to word questions so that they can be effectively answered using a search of their database. .9 Understand what a spreadsheet is and within the capabilities of the software learn how to: - Navigate using cell references - Enter data into cells - Understand and use key vocabulary - Use formulae to carry out basic calculations

## Geography

### Topic – Mountains, volcanoes and earthquakes

1. The key physical geographical features of Mount Everest – its location, relative size, landscape, topography and weather – and the dangers these pose to human life
2. The key physical geographical features of Snowdon – its location, relative size, landscape, topography and key physical features
3. The structure of the Earth and the role of plate tectonics in forming mountains
4. The three main ways in which mountains are formed – fold, fault block and dome – and mountains exemplifying each
5. The role of plate tectonics in the formation of volcanoes, the reasons for volcanic eruptions and the human consequences
6. Where earthquakes happen and why, including the role of plate tectonics, and the human consequences

#### Locational Knowledge

The location of Mount Everest - the continent and the countries in which the Himalayan range is located, the location of mountain ranges in the UK, the location of Snowdon, where volcanoes can be found around the world and why (plate tectonics), where earthquakes happen around the world and why (plate tectonics), the location of the San Andreas Fault

#### Place Knowledge

that Everest is 8,849 metres above sea level (29,028 feet). It is just one of 30 peaks of the Himalayan range, the seven highest peaks in each continent, the mountain ranges of the UK, Snowdon – its topography, features and bodies of water, some of the major volcanoes in North and South America and the UK and Ireland

#### Human and Physical Processes

The differing definitions of a mountain, the structure of the Earth, the role of plate tectonics in forming mountains, that mountains can be formed in different ways – fold, fault and block, and mountains exemplifying each, the ways in which mountains change over time, the role of plate tectonics in forming volcanoes, volcanoes, in various shapes and sizes, primarily occur at the boundary between tectonic plates, the difference between constructive, destructive and transform plate boundaries, Why and how volcanic eruptions happen, the structure of a volcano and how might you recognise this in cross section, some of the major volcanoes in North and South America and the UK and Ireland, the role of plate tectonics in the formation of earthquakes, the different magnitudes of an earthquake and how do these impact differently, the significance of the San Andreas Fault on the landscape and people of California, the potential dangers of the San Andreas Fault in the future

#### Disciplinary Skills – Field and Map Work

Compare Mt Everest to mountains in the UK, the key features of an OS map, covering: compass directions, the key, four and six-figure grid references, grid squares, scale, use an OS map to answer questions about a locality

#### Vocabulary

Altitude, peak, ridge, glacier, moraine, crevasse, weather, climate, habitable/inhabitable, summit, avalanche, earthquakes. Volcano, plate. Plate tectonics, magnitude, lahar, fold, fault block, dome, constructive, destructive and transform plate boundaries



# Hawks Learning Overview – Spring Term – Foundation Subjects



## Art

[Photography  
\(6 lessons\)](#)

[Creating fun and  
inspirational art using  
photography, photomontage  
and drawing methods](#)

Spring

### Making skills

Developing skills in making art through digital processes  
Creating works of art through cutting, tearing and ripping  
Images

### Generating ideas

Expressing ideas about art through messages, graphics, text and images

### Knowledge of artists

Learning about the work of Hannah Hoch, Jenny Holzer and Edvard Munch

### Evaluating

Critically discussing their own and other's work, adapting and improving work as it Progresses

### SMSC

Making art with a wider message for society

## Design and Technology [Electrical Systems](#)

Spring – Electrical Systems - Steady Hand Game

### Design

- Designing a steady hand game - identifying and naming the components required
- Drawing a design from three different perspectives
- Generating ideas through sketching and discussion
- Modelling ideas through prototypes
- Understanding the purpose of products (toys), including what is meant by 'fit for purpose' and 'form over function'

### Make

- Constructing a stable base for a game
- Accurately cutting, folding and assembling a net
- Decorating the base of the game to a high quality finish
- Making and testing a circuit Incorporating a circuit into a base

### Evaluate

- Testing own and others finished games, identifying what went well and making suggestions for improvement
- Gathering images and information about existing children's toys
- Analysing a selection of existing children's toys

### Technical Knowledge

- To know that batteries contain acid, which can be dangerous if they leak
- To know the names of the components in a basic series circuit including a buzzer

### Additional Knowledge

- To know that 'form' means the shape and appearance of an object
- To know the difference between 'form' and 'function'
- To understand that 'fit for purpose' means that a product works how it should and is easy to use



## French

[Half Term 1: Meet my French family](#)

[Half Term 2: Clothes - getting dressed  
in France](#)

## Music

[Gaining Confidence Through Performance](#)

How does music improve our world?

[Exploring Notation Further](#)

How does music teach us about our community?

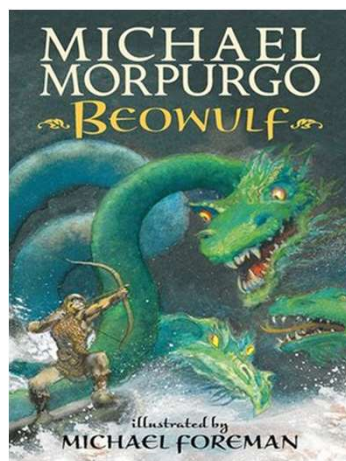
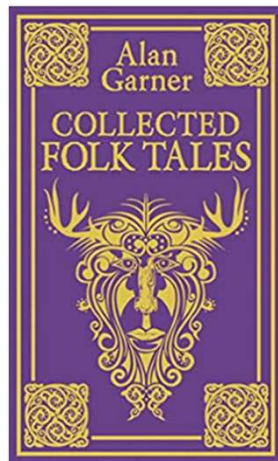
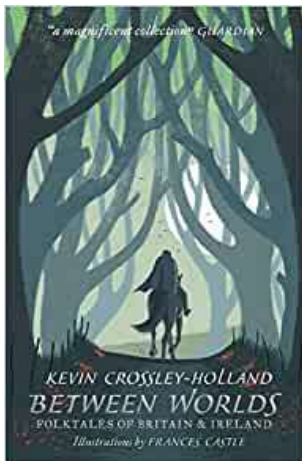
## PE

	Spring 1	Spring 2
	<b>Gymnastics – Matching, Mirroring and Contrast</b>	<b>Badminton</b>
Knowledge	<p>Some interesting ways of transition from one move to another</p> <p>How to perform an Arabesque</p> <p>To use gymnastic terminology in my feedback</p> <p>How to mirror in unison with my partner</p> <p>The importance of timing and how to ensure I work in synchrony with my partner</p> <p>How to communicate and negotiate to agree a sequence as a group</p> <p>How to perform effectively in canon</p>	<p>How to grip a racket</p> <p>To keep the racket head below waist height when striking a serve</p> <p>Why it is important to serve in different ways</p> <p>Where to stand and how to position my body to serve</p> <p>To vary my serve</p> <p>That I need to move my opponent around the court</p> <p>To target my opponent's weaknesses</p> <p>The variety of different shots that are open to me</p> <p>When to play certain shots</p> <p>How to keep score</p> <p>How to umpire</p>
Skills	<p>Perform matching moves with a partner within a sequence</p> <p>Hold balances on different numbers of points of contact</p> <p>Control an Arabesque</p> <p>Contrast my partner's moves so that we work at different levels and in different pathways</p> <p>Perform a sequence, mirroring a partner's symmetrical and asymmetrical shapes</p> <p>Perform a sequence with a partner, which moves from matching moves to contrasting</p> <p>Work as a group to demonstrate fluent routines involving mirroring and contrasts</p> <p>Perform elements of unison and canon in a group routine</p>	<p>Assume a position of readiness</p> <p>Hit a forehand</p> <p>Perform a forehand and backhand serve</p> <p>Serve with accuracy</p> <p>Move quickly to be in a position to consistently return a shuttle</p> <p>I can serve long and short</p> <p>Demonstrate a split step and understand its use</p> <p>Chasse in to the net to retrieve shots</p> <p>Play deft shots</p> <p>Smash</p> <p>Drop shot</p> <p>Perform different shots consistently and with accuracy</p> <p>Compete in an intra school badminton tournament</p> <p>Demonstrate the school games values</p>



## English - British and Irish Folklore

### Key Texts:



Text	Text Type	Purpose
Everyone needs to be able to tell a story	Narrative – traditional tales and oral tradition	To entertain
The Legend of White Mare Crag	Descriptive Writing – setting description of a local folk tale	To describe, create atmosphere and entertain
The Wildman	Newspaper Report	To inform
Mythical Beasts of Britain and Ireland	Information Text	To inform and entertain
A Journey Through the Folklore of Britain	Persuasive Writing	To persuade

## Maths

### Half Term 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Year 5	Fractions A	Fractions A	Fractions A	Fractions A	Multiplication and Division B	Fractions B
Year 6	Fractions	Fractions	Fractions	Fractions	Measure – Converting Units	Ratio

### Half Term 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Year 5	Shape	Shape	Shape	Position and Direction	Decimals	Decimals
Year 6	Ratio	Algebra	Algebra	Decimals	Fractions, Decimals and Percentages	Area, Perimeter and Volume

## Science

### National Curriculum Objectives

- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object and the impact of gravity on our lives.
- Identify the effects of air resistance, water resistance and friction, which act between moving surfaces.
- Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

### Sticky Knowledge

- Air resistance and water resistance are forces against motion caused by objects having to move air and water out of their way.
- Friction is a force against motion caused by two surfaces rubbing against each other.
- Some objects require large forces to make them move; gears, pulley and levers can reduce the force needed to make things move

### Working Scientifically Strands and Practical Enquiries

<u>Comparative tests</u>	<u>Identify &amp; Classify</u>	<u>Observation over time</u>	<u>Pattern Seeking</u>	<u>Research</u>
How does the angle of launch affect how far a paper rocket will go?	Can you label and name all the forces acting on the objects in each of these situations?	How long does a pendulum swing for before it stops?	How does surface area of parachute affect the time it takes to fall?	How do submarines sink if they are full of air?
How does the surface area of an object affect the time it takes to sink?				