



History

Topic: Ancient Greece

Key Substantive Concepts:

Foundations of the Modern World, Technology and Artefacts, Significant Individuals, Monarchy, People, Culture and Beliefs, Civilisation, Society and Governance

Sticky Knowledge:

1. The chronology and context of the Ancient Greek civilisation
2. What artefacts can tell us about life in Ancient Greece
3. The life and achievements of Alexander the Great
4. What we can learn from Ancient Greek myths and legends
5. How the Ancient Greeks have influenced tod

EQ1: Sources and Evidence: 'How can sources help us build a picture of the Greek Empire?'

- Using sources about each topic i.e. trade, war, religion, everyday life to understand that we build a picture of the past by using sources together. At the end of the lessons on this questions could be asked to choose their 3 most important sources to tell someone about the Greek Civilisation and explain why.

EQ2: Interpretations: 'Why do people still disagree about what happens to the Elgin marbles?' - Using a 'live' issue to look at how history is still important today. Could look at what the marbles are, how they were acquired and arguments about what should happen to them. This could conclude in a persuasive piece of writing advising the British museum on their future.

Vocabulary

Ancient, modern, etymology, influence, classical, architecture, city state, Athens, Sparta, Olympic Games, primary and secondary source, civilisation, power, democracy, culture, laws, justice, characteristics, Parthenon, Temple of Apollo, Theatre of Ephesus,

PSHE

Health and Wellbeing (Y6 strand)

Safety and the changing body (Y6 strand)

The Best I Can Bee

Computing

Hawks Year A	Coding A Text Adventures Unit 6.5	Networks Unit 6.6
	Review and consolidate understanding of vocabulary and concepts taught previously. Consider how 'simplified code' can be used to make programming more efficient. Make a computer program that simulates a physical system (3.7, 4.4) e.g. traffic lights, a football game. Introduce 'functions' and 'strings' – text variables. Apply new and prior knowledge when designing, making (and debugging) programs. Create a program that asks for user input (4.1L2&4). 6.5 Understand what a text-based adventure is and plan a story-based text adventure as a concept map (5.7). Create a text-based adventure using an interactive book creator tool (1.7, 3.7) using ideas from the concept map. Contrast a map-based game with a sequential story-based game.	6.6 Know the different between the 'World Wide Web' and the 'Internet'. Understand what a network is and that there is a network at school. Begin to understand that there are different network types. Find out about Tim Berners-Lee and consider major changes in technology over a lifetime.

Geography

Disciplinary Learning: Year 5/6 Mapping Lesson 1: pupils develop their understanding of how physical features and gradient are represented on maps and learn how hills and valleys are represented on Ordnance Survey maps through the use of contour lines.

Topic: Who Do We Think We Are?

Sticky Knowledge:

1. That geography and identity are interconnected – ancestry, education, wealth, health, income and where we choose to live are all part of our identity
2. That 'Britishness' is about a set of important shared values
3. That rural and urban landscapes hold different meanings for different people
4. That physical geography can contribute to humanitarian crises around the world, and the ways in which different agencies can work together to help people
5. The importance of being a global citizen in our increasingly interconnected world

Locational Knowledge	The geography of the DRC and its proximity to Rwanda
Place Knowledge	Key places and features that form part of the British identity, the physical and human geography of the Democratic Republic of Congo
Human and physical Processes	That somebody's identity is linked to their ancestry, education, wealth, health, income, and the place where they live, Using their geographical imaginations and personal experiences, students are able to question what it is about their favourite landscapes that makes them special, and what particular meaning they have attributed to these landscapes
Disciplinary Skills: Map Skills Field Work	Annotating maps of the local area with personal geographical points of interest, investigate why different people identify with different landscapes, work in groups to develop an Action Plan to assist people who have been affected by the humanitarian disaster in the Democratic Republic of Congo
Vocabulary	Diversity, social cohesion, identity, personal geography, gender, ethnicity, race, religion,



Art

Half Term 1- Art and Design Skills

- 1. Painting: impressionism**
 Investigating great impressionists paintings
Making skills - Developing mastery of painting techniques
Formal elements Developing understanding of colour through practical painting exercises
Generating ideas Learning how artists represent ideas through painting
Knowledge of artists Understanding techniques of impressionist painters
- 2. Drawing: zentangle patterns**
 Using drawing for relaxation
Making skills - Improving drawing skills through intuitive pattern making
Formal elements Developing skills in using line, pattern and colour
Generating ideas Helping pupils to achieve mindfulness through art
Knowledge of artists Applying intuitive pattern making to own work
 Evaluating Peer and small group evaluations to improve outcomes
- 3. Craft: zentangle printing**
 Creating repeating patterns using their zentangle designs
Making skills - Using polyprint tiles to create elaborate zentangle patterns
Formal elements Developing skill, knowledge and understanding of patterns
Generating ideas Expressing own ideas and feelings through pattern
Knowledge of artists Investigating the structure of William Morris patterns
 Evaluating Using self and peer review to critically analyse their outcomes
- 4. Design: making a hat**
Making skills - Creating 3D sculptural forms using basic art materials
Formal elements Creating 3D forms from 2D materials
Generating ideas Creating imaginative forms
 Evaluating Correcting and improving outcomes
- 5. Learning about... the work of Edward Hopper**
Formal elements Discussing line, form, colour and patterns in Hopper's work
 Evaluating Discussing great artists in history
Knowledge of artists Critically deconstructing and analysing a piece of art
 SMSC Articulating thoughts and feelings orally

Half Term 2 – Make My Voice Heard

Exploring the themes of graffiti art, sculpture, drawing and painting and the messages they carry

- Making skills**
 Creating 3D forms in clay
 Developing drawing and painting skills
- Formal elements**
 Developing understanding of line, tone and 3D form

- Generating ideas**
 Designing ideas for the fourth plinth in Trafalgar Square
- Knowledge of artists**
 Learning about Kathe Kolwitz's portraits, Picasso's compositions, Wallinger's sculptures and Graffiti

Evaluating
 Correcting and improving Outcomes

SMSC
 Understanding the role of art in wider society

Design and Technology – Textiles

Designing and Making a Waistcoat

Using the skills they've developed over the past few years, children select fabrics, use templates, pin, decorate and stitch to create a waistcoat for a person or purpose of their choosing

<p>Design</p> <ul style="list-style-type: none"> Designing a waistcoat in accordance to specification linked to set of design criteria to fit a specific theme Annotating designs <p>Make</p> <ul style="list-style-type: none"> Using a template when pinning panels onto fabric Marking and cutting fabric accurately, in accordance with a design Sewing a strong running stitch, making small, neat stitches and following the edge Tying strong knots Decorating a waistcoat -attaching objects using thread and adding a secure fastening Learning different decorative stitches Sewing accurately with even regularity of stitches <p>Evaluate</p> <p>Evaluating work continually as it is created</p>
<p>Knowledge</p> <ul style="list-style-type: none"> To understand that it is important to design clothing with the client/ target customer in mind To know that using a template (or clothing pattern) helps to accurately mark out a design on fabric To understand the importance of consistently sized stitches



French

Portraits – Describing People

Learning adjectives for describing people's physical appearance and their personality. Creating simple sentences ensuring that the adjectives agree with the gender of the noun.

Meet my French Family

This unit draws on vocabulary and grammar learned in Years 3, 4 and 5, introduces family and relations vocabulary, the possessive adjective, my, and how to express likes and dislikes

Music

Half Term 1 - Developing Melodic Phrases

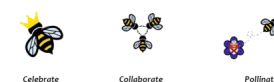
How does music bring us together?

Half Term 2 - Understanding Structure and Form

How does music connect us with our past?

PE

	Autumn 1: Tag Rugby	Autumn 2: Hockey
Knowledge	What constitutes a try and what doesn't How to grip a ball and the importance of carrying it in 2 hands Know when to pop pass and when to pocket pass What position I need to get into when passing left and how it changes when I pass to my right How to 'roll' my hands when changing position and making catches To close the space when defending and be wary of the dummy pass. What a knock on and forward pass are What offside is To run on to the ball at pace To organise attacking lines in a staggered formation either side of the ball That each team has a limited number of tackles before possession of the ball changes to the other team When the referee might play advantage and when he/she won't That we can operate as a team with a full back That when we get the ball in the centre of the pitch near our opponent's line we stretch their defence	If using Quick Sticks, that everybody plays right handed and I can only use the flat side of the stick That I can't lift the stick higher than my waist That I need to use the flat side of the stick only The technique for push passing How to receive a ball by cushioning its impact How to carry out a jab tackle That I need to move to space after passing When to pass a ball and when to dribble When defending, to close the space To use the width of the pitch when attacking How to play in a formation How to make the most of a numerical advantage The rules of hockey and how to officiate a game To demonstrate the school games' values
Skills	Pop pass and pocket pass Tag someone safely Send and receive a ball on the run and under pressure Pass well to my left and right Pass a rugby ball backwards consistently Pass accurately Dummy a pass Pass missing out players in a line Take a tap penalty with a dummy half Attack in staggered lines Organise my position so that I receive passes on the run Apply skills effectively Develop game understanding and compete in a game of Tag Rugby	Hold the stick correctly Dribble the ball with my head up Indian dribble Push pass accurately Jab tackle Send and receive under pressure Pass and move Work with a partner to get past a defender Develop a range of attacking skills and strategies Develop my skills in different positions Support my teammates by communicating with them Respect the rules of the game and decisions of my peers Adapt tactics in a game if they are not working



English – Hawks Half Term 1

Weeks	Genres and Key Outcomes	Key Objectives	Key Text
1-2	Descriptive writing, diary extracts, use of dialogue	to make notes about a setting based around mood and feelings, to use subordinating conjunctions in order to extend descriptive sentences, to make inferential judgements about a character, to write expanded descriptive sentences, to plan and write diary extract exploring a dilemma, to write a conversation between characters exploring speech punctuation and tone, to use direct and reported (indirect) speech and informal language	The Lost Thing – Shaun Tan
2-5	<p>First Person Narrative Writing - To predict and make inferences, to use a range of sentence structures in descriptive and narrative writing, convey character through a diary entry</p> <p>Non-Fiction Writing - biography writing, information text (encyclopaedia)</p>	<p>predict what might happen from details stated and implied, make inferences from details stated and implied, use a range of sentences, evaluate and edit my work, show understanding of a character through a diary entry, o use brackets, dashes or commas to show parenthesis, provide reasoned justifications for my views, use inference skills in order to write a letter, plan and write a narrative drawing on ideas from reading, consider a novel as a whole, use impersonal language, to write a C.V, o identify the features of, plan and write a biography, articulate and justify answers, arguments and opinions in a debate, to use an impersonal style in my non-fiction writing</p>	Darwin’s Dragons – Lindsay Galvin



English – Hawks Half Term 2

Weeks	Genres and Key Outcomes	Key Objectives	Key Text
1-4	Third Person Narrative Writing – use of sentence structure, figurative language, vocabulary and dialogue to advance action, convey character and to build tension and suspense	use retrieval and inference to understand character, understand and write using imagery and figurative language, identify the thoughts and feelings of characters, introduction to DADWAVERS, writing a third person narrative, suggest mood and atmosphere through vocabulary, use of sentence structure to build tension and suspense, use dialogue to convey character and advance the action, evaluate my writing: proof reading, editing and making improvements where necessary	Who Let the Gods Out? – Maz Evans
5-7	Non-Fiction writing – identifying the audience and purpose for writing, planning and employing a range of genre-specific sentence structures, punctuation and writing techniques to Newspaper Report		Adventures of Oddyseus – Hugh Lupton



Hawks Science - Autumn Half Term 1



Celebrate



Collaborate



Pollinate

Year 6 – Animals, including Humans

National Curriculum Objectives	Sticky Knowledge	Vocabulary	
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> The heart pumps blood around the body. Oxygen is breathed into the lungs where it is absorbed by the blood. Muscles need oxygen to release energy from food to do work. (Oxygen is taken into the blood in the lungs; the heart pumps the blood through blood vessels to the muscles; the muscles take oxygen and nutrients from the blood.) 	Oxygenated, Deoxygenated, Valve, Exercise, Respiration Circulatory system, heart, lungs, blood vessels, blood, artery, vein, pulmonary, alveoli, capillary, digestive, transport, gas exchange, villi, nutrients, water, oxygen, alcohol, drugs, tobacco.	
		Key Scientists	Linked Texts
		Justus von Liebig (Theories of Nutrition and Metabolism) Sir Richard Doll (Linking Smoking and Health Problems) Leonardo Da Vinci (Anatomy)	Pig-Heart Boy (Malorie Blackman) Skellig (David Almond) A Heart Pumping Adventure (Heather Manley)
Prior Learning	Key Question(s):	Future Learning	
In Year 5 children should: <ul style="list-style-type: none"> Describe the changes as humans develop to old age. Know the life cycle of different living things, e.g. Mammal, amphibian, insect bird. Know the differences between different life cycles. Know the process of reproduction in plants. Know the process of reproduction in animals. 	<ul style="list-style-type: none"> Why do we need oxygen? How do we breathe? Do fish and plants breathe? Do all living things need oxygen? How does the size of a person's lungs affect their lung capacity? Are there ways to increase/decrease our lung capacity? Is lung capacity fixed? Why do we have blood? How does our heart work? How does size of muscle affect our pulse rate? How does exercise effect our pulse rate? How might the circulatory system of an elephant, a hummingbird, or a polar bear differ? Is the air you breathe out, the same as that you breathe in? 	In Key Stage 3 children will learn about: <ul style="list-style-type: none"> the hierarchical organisation of multicellular organisms: from cells to tissues to organs to systems to organisms. the tissues and organs of the human digestive system, including adaptations to function and how the digestive system digests food (enzymes simply as biological catalysts) calculations of energy requirements in a healthy daily diet the consequences of imbalances in the diet, including obesity, starvation and deficiency diseases the structure and functions of the gas exchange system in humans, including adaptations to function the effects of recreational drugs (including substance misuse) on behaviour, health and life processes. 	
		Explorify – Starter Activities, Discussions and Activities: Activities - Explorify Year 5-6/Animals, Including Humans	

Teaching Ideas

<u>Comparative tests</u>	<u>Identify & Classify</u>	<u>Observation over time</u>	<u>Pattern Seeking</u>	<u>Research</u>	<u>BIG Question – Assessment Opportunity</u>
How does the length of time we exercise for affect our heart rate? Can exercising regularly affect your lung capacity? Which type of exercise has the greatest effect on our heart rate?	Which organs of the body make up the circulation system, and where are they found?	How does my heart rate change over the day? How much exercise do I do in a week?	Is there a pattern between what we eat for breakfast and how fast we can run?	How have our ideas about disease and medicine changed over time?	How do our choices affect how our bodies work? Why does my heart beat? <u>TAPS Skills Assessment Opportunity:</u> Year 6 Animals, Including Humans <u>PLAN Exemplification of Activities and Assessment</u> Year 6 Animals Including Humans



Hawks Science - Autumn Half Term 2



Year 6 – Evolution & Inheritance

National Curriculum Objectives	Sticky Knowledge	Vocabulary					
<ul style="list-style-type: none"> •Know about evolution and can explain what it is. •Know how fossils can be used to find out about the past. •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- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago 	<ul style="list-style-type: none"> •Life cycles have evolved to help organisms survive to adulthood. •Over time the characteristics that are most suited to the environment become increasingly common. <p><i>NB: The following could be duplicated in Year 6 Living things and their habitats.</i></p> <ul style="list-style-type: none"> •Organisms best suited to their environment are more likely to survive long enough to reproduce. Organisms are best adapted to reproduce are more likely to do so. •Organisms reproduce and offspring have similar characteristic patterns. •Variation exists within a population (and between offspring of some plants) •Competition exists for resources and mates 	<p>Fossils, Adaptation, Evolution, Characteristics, Reproduction, Genetics, Variation, Inherited, Environmental, Mutation, Competition, Survival of the Fittest, Evidence,</p> <table border="1" data-bbox="1427 425 2628 838"> <tr> <td data-bbox="1427 425 2158 495">Key Scientists</td> <td data-bbox="2158 425 2628 495">Linked Texts</td> </tr> <tr> <td data-bbox="1427 495 2158 838"> <p>Charles Darwin and Alfred Russel Wallace (Theory of Evolution by Natural Selection)</p> <p>Jane Goodall (Chimpanzees)</p> </td> <td data-bbox="2158 495 2628 838"> <p>One Smart Fish (Christopher Wormell)</p> <p>The Molliebird (Jules Pottle)</p> <p>Our Family Tree (Lisa Westberg Peters)</p> </td> </tr> </table>		Key Scientists	Linked Texts	<p>Charles Darwin and Alfred Russel Wallace (Theory of Evolution by Natural Selection)</p> <p>Jane Goodall (Chimpanzees)</p>	<p>One Smart Fish (Christopher Wormell)</p> <p>The Molliebird (Jules Pottle)</p> <p>Our Family Tree (Lisa Westberg Peters)</p>
Key Scientists	Linked Texts						
<p>Charles Darwin and Alfred Russel Wallace (Theory of Evolution by Natural Selection)</p> <p>Jane Goodall (Chimpanzees)</p>	<p>One Smart Fish (Christopher Wormell)</p> <p>The Molliebird (Jules Pottle)</p> <p>Our Family Tree (Lisa Westberg Peters)</p>						
Prior Learning	Key Question(s):	Future Learning					
<p>From Key Stages 1 & 2, children should:</p> <ul style="list-style-type: none"> •Understand there is a variety of life on Earth •Know that some animal’s differences are important to their survival •Know how animals and plants reproduce •Know how fossils form over time 	<ul style="list-style-type: none"> •Why are we all different? •What is variation, and why is it important? •How did life begin on Earth? •How do we change? •What is evolution? •What evidence is there for evolution? •How does evolution happen? •What reasons do animals become extinct? •Polar Bears habitat is rapidly changing, what possible futures do they face and can we predict which is most likely? •How did Darwin come up with the theory? •Why was his theory not initially accepted? 	<p>In Key Stage 3 children will learn about: ☒</p> <ul style="list-style-type: none"> •heredity as the process by which genetic information is transmitted from one generation to the next •the variation between individuals within a species being continuous or discontinuous, to include measurement and graphical representation of variation •the variation between species and between individuals of the same species means some organisms compete more successfully, which can drive natural selection •changes in the environment may leave individuals within a species, and some entire species, less well adapted to compete successfully and reproduce, which in turn may lead to extinction •the importance of maintaining biodiversity and the use of gene banks to preserve hereditary material. <p>Explorify – Starter Activities, Discussions and Activities:</p> <p>Activities - Explorify</p> <p>Year 5-6/Evolution and Inheritance</p>					

Teaching Ideas

<u>Comparative tests</u>	<u>Identify & Classify</u>	<u>Observation over time</u>	<u>Pattern Seeking</u>	<u>Research</u>	<u>BIG Question – Assessment Opportunity</u>
<p>What is the most common eye colour in our class?</p>	<p>Compare the skeletons of apes, humans, and Neanderthals – how are they similar, and how are they different?</p> <p>Can you classify these observations into evidence for the idea of evolution, and evidence against?</p>	<p>How has the skeleton of the horse changed over time?</p>	<p>Is there a pattern between the size and shape of a bird’s beak and the food it will eat?</p>	<p>What happened when Charles Darwin visited the Galapagos islands?</p> <p>What ideas did American geneticist Barbara McClintock have about genes that won her a Nobel Prize?</p>	<p>What is evolution, how does it happen and how do scientists know?</p> <p><u>TAPS Skills Assessment Opportunity:</u> Year 6 Evolution</p> <p><u>PLAN Exemplification of Activities and Assessment</u> Year 6 Evolution and Inheritance</p>



Hawks Timetable



Celebrate

Collaborate

Pollinate

	Monday	Tuesday	Wednesday	Thursday	Friday
0845 - 0900	Independent Reading	Independent Reading	Independent Reading /1-1 Readers	Independent Reading	Friday Book Club
0900 - 0915	Spelling Test, Input and New Spellings Out	Maths Fluency Fluent in Five Arithmetic NCETM RtP Criteria		Maths Fluency Fluent in Five Arithmetic NCETM RtP Criteria	
0915 - 1030	Maths	Maths	Maths	Maths	Arithmetic New method each week to feed into fluent in five
					PSHE
1045 - 1200	Grammar	English	English	English	RE
	English				
1300 - 1330	Guided Reading	Guided Reading	Guided Reading	French Revision (HT1) Music (HT2)	Guided Reading
1330 - 1345	Vocabulary and Spelling New Root Word	Vocabulary and Spelling New Tier Two Vocab	Vocabulary and Spelling Root Word Retrieval	Vocabulary and Spelling Tier Two Retrieval	Vocabulary and Spelling Consolidation and Quiz
1345 - 1445	PE	Geography (HT1) History (HT2)	Science	Computing (HT1) French (HT2)	Art (HT1) DT (HT2)
1445-1500	Class Assembly	Rev. James Assembly	Collective Worship	Collective Worship	Celebration Assembly (every other week)
1500 - 1510	Class Story	Class Story	Class Story	Class Story	Class Story