



History

Chronological Unit: Were Books More Valuable in the Past?

Key Substantive Strands:

Sticky Knowledge:

- 1.The key characteristics and features of a book within a historical and cultural context
- 2.How the first civilisations recorded and traded information
- 3.How books were made in the past, by whom and who had access to books and reading
- 4.The key features of the Georgian and Victorian periods
- 5.The impact of the printing press and compulsory education

Historical Enquiry:

EQ1: Sources and Evidence

With support of an evidence pack, pupils work in groups to explore the question, sort the evidence into the different points of view and consider the value of books relating to: the time and effort that went in to making them in the past; the value of materials used; the numbers of people that could read; the types of things being written/printed; the cost of e-books as opposed to hard copies etc. Pupils use the evidence to make a judgement and produce a presentation or display piece to present their case to the rest of the class giving reasons.

PSHE

Relationships (Half Term 1)

Changing Me (Half Term 2)



Computing

Computer Science	
Understanding how Computers and networks work, learning foundation principles of Computer Programming.	
Computer programming and game creation Coding A Text Adventures Unit 6.5	How computers/networks work 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 (4.1,2&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	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

Does global trade connect us in a positive or negative way?

Sticky Knowledge:

- 1.That countries import and export food as part of global trade
- 2.What the 'global supply chain' is, and the three stages – primary, secondary and tertiary
- 3.The main exports of the UK and where we export them to around the world
- 4.What being 'fairtrade' means and how this benefits people around the world
- 5.That the exported goods of a countries are different due to their human and physical geography

Locational Knowledge:

The location of key exporters of different goods around the world and their positions relative to each other, and how this is linked to the different stages of the global supply chain

Place Knowledge:

The natural resources available, land mass, and climate of a country determine what types of food they export and import,

Human and Physical Processes:

That trade is the buying and selling of goods and services we want and need', gain an understanding of the geographical concept of scale, and track how the scale at which trade can be carried out on has increased through time, from local to global, the idea of global citizenship: our actions impacting others in other locations around the world, that climate, resources, skills, technology, and communication systems affect trade and the most valuable export of a country

Disciplinary Learning:

Use maps and atlases to locate the source of a range of popular food products from a typical shopping list

Vocabulary:

Import, export, natural resources, climate, resources, skills, technology, and communication systems



Hawks Learning Overview – Summer Term – Foundation Subjects



Art

[Still life](#)
[5 lessons](#)
[\(Memory box\)](#)

[Using a range of drawing techniques to create personal interpretations of familiar objects and memories](#)

Summer

Making skills

Developing techniques, including control and use of materials, including negative drawings

Formal elements

Learning about line and tone through drawing

Generating ideas

Producing personal interpretations of cherished objects

Knowledge of artists

Investigating the work of Cezanne, Fumke and Nicholson

Evaluating

Critically reviewing results and outcomes in light of evaluation

SMSC

Representing memories and experiences of their time at school

DT

Digital World - Navigating the World

Design

- Writing a design brief from information submitted by a client
- Developing design criteria to fulfil the client's request
- Considering and suggesting additional functions for my navigation tool
- Developing a product idea through annotated sketches
- Placing and manoeuvring 3D objects, using CAD
- Changing the properties of, or combine one or more 3D objects, using CAD

Make

- Considering materials and their functional properties, especially those that are sustainable and recyclable (for example, cork and bamboo)
- Explaining material choices and why they were chosen as part of a product concept
- Programming an N,E, S,W cardinal compass

Evaluate

- Explaining how my program fits the design criteria and how it would be useful as part of a navigation tool
- Developing an awareness of sustainable design
- Identifying key industries that utilise 3D CAD modelling and explain why
- Describing how the product concept fits the client's request and how it will benefit the customers
- Explaining the key functions in my program, including any additions
- Explaining the key functions and features of my navigation tool to the client as part of a product concept pitch
- Demonstrating a functional program as part of a product concept

Technical Knowledge

- To know that accelerometers can detect movement
- To understand that sensors can be useful in products as they mean the product can function without human input

Citizens
of Earth

RE

Key Question:
What does it mean for a Muslim to follow God?

MFL

French Weather
Exploring the French speaking world

Music

[Using Chords and Structure](#)

How does music shape our way of life?

[Respecting Each Other Through Composition](#)

How does music connect us with our environment?

PE

Summer 1

Cricket

To slide my bat over the crease when running
What a position of anticipation looks like when fielding
How to grip the bat correctly, take up a suitable stance and strike the ball consistently well
To bowl from the crease line and that my foot can land on the line itself
Which ground fielding technique to use and why
Which calls I should use when batting
That I can leave my crease to hit balls
Why I might leave my crease
How to bowl leg spin
What overthrows are
Why it is important for outfielders to walk in with the bowler as he/she runs up
To work as a team ensuring that I back up for possible overthrows
The importance of great communication when batting

Catch consistently well under pressure
Throw accurately overarm
Pull a ball from a short delivery to the leg side
I can bowl with a short run up and straight arm with some accuracy
Perform a range of fielding techniques confidently and consistently
Bowl with a run up
Bowl with consistent accuracy and length
Pick up and return a ball with one hand quickly and consistently well
Use my feet to get to the pitch of the ball when batting
Show tactical awareness as a fielder
Bowl out of the back of my hand
Play a square cut shot
Link my skills and perform in a competitive game
Bowl by running in close to the wickets

Summer 2

Leadership

That leaders are creative and enthusiastic
That we can change activities if they are not working
A variety of ways of picking teams and the pros and cons associated with each
What inappropriate behaviour looks like and some strategies for dealing with it
How to work independently
The importance of clear instructions
That the team needs a plan before an activity begins
How to speak encouragingly to teammates

See when children might get bored because there is a lack of challenge
Recognise when the teams are unfair
Sort teams quickly and efficiently
Arrange tasks for maximum involvement for everyone
Suggest ways to manage inappropriate behaviour effectively
Lead a warm up effectively
Work with others to apply a plan

Keep going, when things are not necessarily going as I would want them to

Hawks Science – Summer Term – Earth and Space

National Curriculum Objectives	Sticky Knowledge	Vocabulary				
<ul style="list-style-type: none"> •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 •Describe the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky. 	<ul style="list-style-type: none"> •Stars, planets and moons have so much mass they attract other things, including each other due to a force called gravity. Gravity works over distance. •Objects with larger masses exert bigger gravitational forces. •Objects like planets, moons and stars spin. •Smaller mass objects like planets orbit large mass objects like stars. •Stars produce vast amounts of heat and light. •All other objects are lumps of rock, metal or ice and can be seen because they reflect the light of stars. 	<p>Earth, Sun, Moon, Axis, Rotation, Day, Night, Phases of the Moon, star, constellation, waxing, waning, crescent, gibbous. Mercury, Venus, Mars, Jupiter, Saturn, Uranus, Neptune, planets, solar system, day, night, rotate, orbit, axis, spherical, geocentric, heliocentric.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <th style="width: 50%;">Key Scientists</th> <th style="width: 50%;">Linked Texts</th> </tr> <tr> <td> <p>Claudius Ptolemy and Nicolaus Copernicus <i>(Heliocentric vs Geocentric Universe)</i></p> <p>Neil Armstrong <i>(First man on the Moon)</i></p> <p>Helen Sharman <i>(First British astronaut)</i></p> <p>Tim Peake <i>(First British ESA astronaut)</i></p> </td> <td> <p><i>The Skies Above My Eyes</i> <i>(Charlotte Guillain & Yuval Zommer)</i></p> <p><i>George’s Secret Key to the Universe</i> <i>(Lucy and Stephen Hawking with Christophe Galfard)</i></p> <p><i>The Way Back Home</i> <i>(Oliver Jeffers)</i></p> </td> </tr> </table>	Key Scientists	Linked Texts	<p>Claudius Ptolemy and Nicolaus Copernicus <i>(Heliocentric vs Geocentric Universe)</i></p> <p>Neil Armstrong <i>(First man on the Moon)</i></p> <p>Helen Sharman <i>(First British astronaut)</i></p> <p>Tim Peake <i>(First British ESA astronaut)</i></p>	<p><i>The Skies Above My Eyes</i> <i>(Charlotte Guillain & Yuval Zommer)</i></p> <p><i>George’s Secret Key to the Universe</i> <i>(Lucy and Stephen Hawking with Christophe Galfard)</i></p> <p><i>The Way Back Home</i> <i>(Oliver Jeffers)</i></p>
Key Scientists	Linked Texts					
<p>Claudius Ptolemy and Nicolaus Copernicus <i>(Heliocentric vs Geocentric Universe)</i></p> <p>Neil Armstrong <i>(First man on the Moon)</i></p> <p>Helen Sharman <i>(First British astronaut)</i></p> <p>Tim Peake <i>(First British ESA astronaut)</i></p>	<p><i>The Skies Above My Eyes</i> <i>(Charlotte Guillain & Yuval Zommer)</i></p> <p><i>George’s Secret Key to the Universe</i> <i>(Lucy and Stephen Hawking with Christophe Galfard)</i></p> <p><i>The Way Back Home</i> <i>(Oliver Jeffers)</i></p>					
Prior Learning	Key Question(s):	Future Learning				
<p>In Key Stage 1 and in Year 3 children should:</p> <ul style="list-style-type: none"> •Understand changes in weather patterns and seasons. •Compare how things move on different surfaces. •Notice that some forces need contact between two objects, but magnetic forces can act at a distance. •Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing 	<p>How does temperature/size/day length/year length change as you get closer/further to the sun? How does distance from a light source affect how much light hits an object? Does having more moons result in more light hitting a planet? How could you test this? How does speed/size of a meteorite affect the size of the moon crater formed? If the moon became heavier as a result of meteorite collisions what would happen to its position relative to Earth? If the mass of the Earth is 80x that of the moon, why is the gravity at the Earth’s surface only 6x greater than at the surface of the moon? Why do we have day/night/months/years/seasons? Why does day length change? Why does shadow size change over the course of a day?</p>	<p>In KS3 children will learn about:</p> <ul style="list-style-type: none"> •Gravity forces between Earth and Moon, and between Earth and Sun (qualitative only) •Our Sun as a star, other stars in our galaxy, other galaxies •The seasons and the Earth’s tilt, day length at different times of year, in different hemispheres the light year as a unit of astronomical distance <p>Explorify – Starter Activities, Discussions and Activities:</p> <p>Activities - Explorify</p> <p>Year 5-6 / Earth and Space</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>How does the length of daylight hours change in each season?</p>	<p>How could you organise all the objects in the solar system into groups?</p>	<p>Can you observe and identify all the phases in the cycle of the Moon?</p>	<p>Is there a pattern between the size of a planet and the time it takes to travel around the Sun?</p>	<p>What unusual objects did Jocelyn Bell Burnell discover?</p> <p>How do astronomers know what stars are made of?</p> <p>How have our ideas about the solar system changed over time?</p>	<p>Sun, Earth & Moon: What is moving and how do we know?</p> <p>TAPS Skills Assessment Opportunity: Year 5 Earth and Space</p> <p>PLAN Exemplification of Activities and Assessment Year 5 Earth and Space</p>