







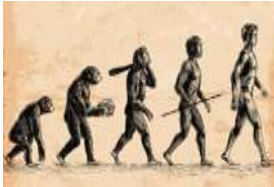



















Subject	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
History	<p><b>Big Question:</b> What made Baghdad a thriving centre of learning, culture, and trade during the golden age of the Islamic civilization in 900 CE?</p> <p>Baghdad 900 CE</p> <p>NC: A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilisation, including a study of Baghdad c. AD 900; Mayan civilisation c. AD 900; Benin (West Africa) c. AD 900-1300.</p> 		<p><b>Big Question:</b> Why was the Transatlantic Slave Trade such a significant event in history, and how did it impact the lives of enslaved Africans, the Americas, and Europe?</p> <p>The Transatlantic Slave Trade</p> <p>NC: Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study Understand how our knowledge of the past is constructed from a range of sources. A study of an aspect or theme in British history that extends pupils' chronological</p>  <p>knowledge beyond 1066</p>		<p><b>Big Question:</b> How has the concept and history of human rights evolved over time, and what impact has it had on shaping societies and promoting equality and justice?"</p> <p>History of Human Rights</p> <p>NC: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> 	

Geography		<p><b>Big Question:</b> Why is Mediterranean Europe such a special and diverse place, and how have its geography, history, and culture shaped the lives of the people who live there?</p> <p>Mediterranean Europe</p> <p>NC: Locational and Place Knowledge Locate the world's countries, using maps to focus on Europe Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> 		<p><b>Big Question:</b> How has globalisation connected people, cultures, and economies around the world, and what are the positive and negative impacts it has had on our lives and the planet?</p> <p>Globalisation</p> <p>NC: Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time</p> 		<p><b>Big Question:</b> What are the major geographical challenges and opportunities facing the United Kingdom, and how do they impact the lives of people, the environment, and the future of the country?</p> <p>British Geographical Issues</p> <p>NC: Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> 
Science	<p><b>Big Question:</b> How does the circulatory system work to keep our bodies healthy, and what are the important roles of the heart, blood vessels, and blood in this incredible process?</p> <p>The Human Body</p> <p>NC: Animals Including Humans</p>	<p><b>Big Question:</b> What is the purpose of classification in the natural world, and how do scientists organise living things into different groups based on their shared characteristics?</p> <p>Classification</p> <p>NC: Living Things and their Habitats</p>	<p><b>Big Question:</b> How did humans evolve over time, and what were the key adaptations and milestones that led to the development of modern humans?</p> <p>Evolution</p> <p>NC: Evolution and Inheritance Recognise that living things have changed over time and</p>	<p><b>Big Question:</b> How do electricity and circuits work, and how can we use our understanding of them to create and power devices that make our lives easier and more enjoyable?</p> <p>Electricity</p> <p>NC: Electricity</p>	<p><b>Big Question:</b> What is light, and how does it travel and interact with objects to create colours, shadows, and reflections?</p> <p>Light</p> <p>NC: Light Recognise that light appears to travel in straight lines</p>	

	<p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> 	<p>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</p> <p>Give reasons for classifying plants and animals based on specific characteristics</p> 	<p>that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> 	<p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>Compare and give reasons for the variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off positions of switches</p> <p>Use recognized symbols when representing a simple circuit in a diagram</p> 	<p>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</p> <p>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</p> 	
Art	<p><b>Big Question:</b> How does Damien Hirst's butterfly art challenge our perceptions of beauty, life, and the delicate balance between art and nature?</p> <p><b>Topic: Baghdad 900CE</b></p> <p>Artist: Islamic Art/Damien Hirst</p> <p>Area: Digital</p> <p>Sketchbooks and Knowledge</p> <p>Movement: Islamic Art/Young British Artists</p>		<p><b>Big Question:</b> How does Esther Mahlangu's artwork celebrate the rich culture and traditions of the Ndebele people?</p> <p><b>Topic: Transatlantic Slave Trade</b></p> <p>Artist: Estha Mahlangu</p>  <p>Area: 3D Sketchbooks and Knowledge Art</p> <p>Artwork: Various Clay Pots</p> <p>2019</p>		<p><b>Big Question:</b> Why did Pablo Picasso create the powerful painting 'Guernica,' and what message is he trying to convey about the impact of war on innocent people?</p> <p><b>Topic: The History of Human Rights</b></p> <p>Artist: Pablo Picasso</p> <p>Area: Painting</p> <p>Sketchbooks and Knowledge</p> <p>Movement: Cubism</p>  <p>Artwork: Guernica 1937</p>	

	 <p>Artwork: Islamic Art/ Damien Hirst – Psalm: Beatus qui intelligit</p>					
<b>Design and Technology</b> 		<p><b>Big Question:</b> What delicious and healthy Mediterranean-inspired dishes can children create for a 'Come Dine with Me' experience, and how do these foods contribute to a balanced and nutritious diet?</p>  <p>Food:</p> <p>Celebrating Culture and Seasons</p> <p>Create a Mediteranien inspired Come Dine with me recipe.</p>		<p><b>Big Question:</b> How can you design and create a fashionable waistcoat while incorporating sustainable and ethical principles, using recycled materials to inspire a more eco-friendly and socially responsible approach to fashion?</p>  <p>Textiles:</p> <p>Combining Different Fabrics:</p> <p>Desing and create a waistcoat (Make links with globilisation and ethical production</p>		<p><b>Big Question:</b> How can you design and build a model bin lorry using pulleys and gears to create a functional and efficient waste collection vehicle, promoting the understanding of simple machines and the importance of waste management in our communities?</p>  <p>Mechanical Systems:</p> <p>Pulleys or Gears</p> <p>Create an electric bin lorry</p>
<b>Personal, Social, Emotional and Health Education (PSHE)</b>	Rights, Rules and Responsibilities	My Emotions  Anti-Bullying	Family and Friends	Personal Safety	Relationships and Sex Education  Diversity and Communities	Managing Safety and Risk  Managing Change

						
<b>Music</b> 	Pulse Y6 Unit 1	Voice Y6 Unit 2	Rhythm Y6 Unit 3	Pitch Y6 Unit 4	Technology, Structure & Form Y6 Unit 5	20th Century Music Y6 Unit 6
<b>Computing</b> 	Computing systems and networks - Communication and collaboration	Creating media – Web page creation	Programming A – Variables in games	Data and information - Introduction to Spreadsheets	Creating media – 3D Modelling	Programming B - Sensing Movement
<b>Religious Education (R.E)</b> 	Islam What is the best way for a Muslim to show commitment to God?	Christianity Do Christmas celebrations and traditions help Christians understand Jesus?	Is Christianity still a strong religion 2000 years after Jesus was on Earth	Christianity Is anything ever eternal?	Islam Does belief in Akhirah help Muslims lead good lives? Part 1	Islam Does belief in Akhirah help Muslims lead good lives? Part 2
<b>Physical Education (P.E)</b> 	Football Tag Rugby Gymnastics	Football Tag Rugby Gymnastics	Dance Hockey Basketball	Dance Hockey Basketball	Cricket Athletics Rounders	Cricket Athletics Rounders  Swimming
<b>Languages</b> 	Revision Months, seasons Weather Geography of France Colours through flags	Countries Points of a compass Prepositions Languages Nationalities	Where you live in detail Around town	Directions Poetry	Conversations on a variety of topics Holidays Transport	Clothes Snacks Café Ice creams