

Core Subjects: Links to theme		Year Group:5/6 Topic Title: Out of this World	
English		Personal Development	Foundation Subjects
Newspaper report / script Diary Balanced argument biography	Core and British Values	Humanities and RE	
	Body Image and the Media (y5) Freedom of Speech, Thought and Action) (y6) Ambition Astronauts/researchers/inventors as role models; how their qualities can link to our own ambitions.	History <ul style="list-style-type: none"> Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline Use dates and terms accurately in describing events Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Geography <ul style="list-style-type: none"> Create maps of locations, identifying patterns Describe and understand key aspects of physical geography of a place Understand some of the reasons for geographical similarities and difference between countries Citizenship <ul style="list-style-type: none"> Generate lots of ideas and show a willingness to be wrong Religious Education <ul style="list-style-type: none"> Explain their own ideas about the answers to ultimate questions Explain why they own answers to ultimate questions may differ from those of others 	
	Outside Learning Opportunities	Art and Design and Design Technology	
Mathematics	Science – observations of sun movement / shadows Model orbit, and distance / relationship between planets and the sun Investigating shadows	Art and Design <ul style="list-style-type: none"> To use a variety of techniques to add interesting effects (e.g. reflections, shadows, directions of sunlight). Design Technology <ul style="list-style-type: none"> Use frameworks such as wire or moulds to provide stability and form. Design with the user in mind, motivated by the service a product will offer. 	
Scale, distance Large numbers Time zones	Leadership	Music	
	Communication Interview an astronaut Time management An astronaut's day – how would you prioritise the tasks?	Improvise and compose music for a range of purposes using the inter-related dimension of music Thoughtfully select elements for a piece in order to gain a defined effect. Develop an understanding of the history of music (Elgar and Holst)	
	Safeguarding		
Science	Healthy diet – obtaining the nutritional needs Adaptation to new planets Shadows Safer relationships		

Core Subjects: Links to theme		Year Group: 5/6 Topic Title: Walls and barricades			
English	Personal Development	Foundation Subjects			
	Core and British Values	Humanities and RE			
<p>Newspaper, Debate, recount</p>	<p>UK Parliament and Voting Systems (y5)</p> <p>Law Making and Enforcing (The Police and the Judiciary) (y5)</p> <p>The Separation of Power: The executive and the Judiciary (y6)</p> <p>Integrity - thoughtful discussion based on the human impact of walls e.g. The Berlin Wall/Apartheid/non-physical barriers.</p>	<p>History</p> <ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children. • Understand that no single source of evidence gives the full answer to questions about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Use original ways to present information and ideas. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Understand the concepts of change in history and how change impacted on life. • Use appropriate historical vocabulary to communicate. • Use literacy skills to exceptional standard to communicate information about the past. <p>Geography</p> <ul style="list-style-type: none"> • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, river, key topographical features and land-use patterns. • Identify and describe how the physical features affect the human activity within a location. • To describe and understand aspects of physical geography– the formation of sill. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristics and land use. • To use Ordinance Survey symbols to communicate understanding of location. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps). 			
Mathematics	Outside Learning Opportunities			Art and Design and Design Technology	
	<p>PE / Geography - Orienteering</p> <p>Drama – story of Troy / Tojan horse</p> <p>PE – barrier games</p>			<p>Art and Design</p> <ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Use a choice of techniques to add interesting effects. • Collect information, sketches and resources and present in a sketch book. • Use qualities of materials to enhance ideas. • Combine colours and tones to enhance a mood of a piece. • Choose a style of drawing suitable for the work. <p>Design Technology</p> <ul style="list-style-type: none"> • Join textiles with a combination of stitching techniques. • Design, make, evaluate and improve work, inspired from the work of others and creating original pieces of work. • Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles. 	
Science	Leadership	Music			
	<p>Creative leadership</p> <p>Drama – role-play e.g. how would you bring down the wall?</p> <p>Goal setting</p> <p>Steps towards success (related to bringing down barriers)</p>	<p>Music: Perform solos or as part of an ensemble. Listen to relevant music. Sing or play from memory with confidence.</p>			
	Safeguarding				
	<p>Water and household Safety</p>				

Core Subjects: Links to theme		Year Group: 5/6 Topic Title: Invaders (Anglo-Saxons)	
English		Personal Development	Foundation Subjects
		Core and British Values	
Newspaper, narrative, information text, diary		Law making and Enforcing (The Police and the Judiciary) (y5) Human Rights (y6) Individuality How life differed from today. Personalised mottos and coats of arms.	Humanities and RE <u>History</u> <ul style="list-style-type: none"> Select and use sources of evidence to deduce information about the past, giving reasons for choices. Seek out and analyse a wide range of evidence in order to justify claims about the past. Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. Use original ways to present information and ideas. <u>Geography</u> <ul style="list-style-type: none"> Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features 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. Use and create sketch maps Describe and understand key aspects of human geography including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water supplies.
		Outside Learning Opportunities	
		Music – perform composition representing a battle History – battle of Stamford Bridge Design and make an Anglo Saxon settlement. Runes	
Mathematics		Art and Design and Design Technology	
Compare and order dates		Leadership	<u>Art and Design</u> <ul style="list-style-type: none"> Develop and imaginatively extend ideas from starting points throughout the curriculum. Use a choice of techniques to add interesting effects. <u>Design Technology</u> <ul style="list-style-type: none"> 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 a group. Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
		Traits of a leader / Public speaking / Social skills Teach younger children in the school how to play an Anglo Saxon game.	
Science		Safeguarding	Music
<ul style="list-style-type: none"> Research food types – look at recipes from Anglo Saxon times Design a balanced meal using the Anglo-Saxon recipes 		Food hygiene. Road safety	<u>Music:</u> play and perform in solo and ensemble contexts, using their voices and playing instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes.

Core Subjects: Links to theme	Year Group: 5/6 Topic Title: Disaster!	
English	Personal Development	Foundation Subjects
<p>Reading - Read aloud and understand the meaning of new words they meet. E.g. converge, tectonic plates.</p> <p>Reading – Explain and discuss their understanding of what they have read through debate.</p> <p>Writing – Identify the audience for and purpose of the writing.</p>	Core and British Values	Humanities and RE
Mathematics	<p>Challenging Discrimination (y5)</p> <p>Freedom of Speech, Thought and Action (y6)</p> <p>Service</p>	<p>Citizenship – Use financial skills to allow them to manage their money on a daily basis.</p> <p>Geography – Identify latitude, longitude, hemispheres and the world’s countries being able to identify the key aspects of countries physicality including volcanoes and earthquakes.</p> <p>History – Explore different disasters throughout a long period of time: continuity and change, causes and consequences; similarities and differences to make connections and analyse trends.</p> <p>History – Use historical enquiry skills when looking at disasters from the past and look at contrasting views with different types of evidence.</p>
<p>Number – Solve number and practical problems involving ordering numbers and the addition of data.</p> <p>Geometry – Describe positions on the full co-ordinates grid.</p> <p>Statistics – Calculate and interpret the mean as an average.</p>	Outside Learning Opportunities	Art and Design and Design Technology
Science	<p>DT</p>	<p>Art - Develop their mastery of art and design techniques including drawing, painting and sculpture with a range of materials– pencil, charcoal, paint and clay.</p> <p>DT– Generate and discuss their ideas on how to design their model of a volcano. Select a wide range of tools and equipment to perform practical tasks e.g. shaping and joining to create a volcano. Evaluate their ideas for their design.</p>
<p>Working Scientifically – Create simple models to describe scientific ideas.</p> <p>Physics – Concepts of pressure and up thrust with regards to a volcanic eruption.</p>	Leadership	Music, Languages and Physical Education
	<p>Creative leadership</p> <p>Traits of a leader</p> <p>Time management</p>	<p>Music – Improvise and compose music for a range of purposes using the interrelated dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory when exploring a volcano exploding.</p> <p>P.E. - Develop their strength, flexibility, strength and balance through dance. Create patterns and movement to represent a volcano.</p>
	Safeguarding	
	<p>e-safety</p> <p>Safer Relationships</p>	

Core Subjects: Links to theme	Year Group: 5/6 Topic Title: Greece Lightning	
English	Personal Development	Foundation Subjects
Newspaper, Diary, Non-Chronological report Instructions (making a pot)	Core and British Values	Humanities and RE
Mathematics	Law Making and Enforcing (The Police and the Judiciary) (y5) The Separation of Power: the Executive and the Judiciary (y6) Integrity – telling the truth, regardless of consequence Pride of Place – taking care of artefacts	History: <ul style="list-style-type: none"> Place Ancient Greece civilization on a timeline. Study Greek architecture and discuss main features. Study Ancient Greek pottery and establish what they tell us about life in the past. Research aspects of daily life using primary resources and compare and contrast findings. Use sources of information to make deductions about life in Ancient Greece. Research the Ancient Olympics and establish what they tell us about the past. Geography: <ul style="list-style-type: none"> Identify geographical features of Greece, name seas, and locate mountains. To use grid references to locate places on a map
Grid references Direction / location / position	Outside Learning Opportunities	Art and Design and Design Technology
Science	PE – dance in amphitheatre Archaeological dig	Art: <ul style="list-style-type: none"> Draw/ sketch Ancient Greek pots using observational drawing skills. Use research to influence the design and decoration of a modern pot based on those found in Ancient Greece. Construct and decorate a clay pot using coils or a thumb pot.
N/ A	Leadership	Music, Languages and Physical Education
	Public speaking – demonstrating confidence in class assembly / pop-up museum Attitude to failure – learn from mistakes when creating pots	PE: <ul style="list-style-type: none"> Explore dance to enact a fight between the Greeks and the Trojans.
	Safeguarding	
	e-Safety	

Core Subjects: Links to theme		Year Group: 5 / 6 Topic Title: Mexico and the Mayans	
English Historical diary Own version of a myth or legend. Newspaper article Travel guide	Personal Development	Foundation Subjects	
	Core and British Values	Humanities and RE	
	Challenging Discrimination (y5) Challenging Prejudice (y6) Service	<u>History</u> <ul style="list-style-type: none"> Study a non-European society that provides a contrast with British history (Mayan civilization AD 900). Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Understand our knowledge of the past is constructed from a range of sources. <u>Geography</u> <ul style="list-style-type: none"> Develop a chronologically secure knowledge and understanding of British, local and world history. Use maps, atlases and globes and digital / computer mapping to locate countries and describe features studied. Identify the position and significance of latitude, longitude, the Greenwich Meridian and Time zones. Describe and understand key aspects of physical and human geography. Compare an area of Mexico with an area of the UK 	
	Outside Learning Opportunities	Art and Design and Design Technology	
	History – archaeological dig		
Mathematics Money (travel planning) Distances Time zones	Leadership	<u>Art and Design</u> <ul style="list-style-type: none"> To create sketchbooks to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. <u>Design and Technology</u> <ul style="list-style-type: none"> Understand and apply the principles of nutrition and learn how to cook. Select from and use a wider range of materials and components, including ingredients, according to their functional properties and aesthetic qualities. 	
Science Investigate how materials are used to keep people cool in a hot country.	Communication skills Support structure	Music	
	Safeguarding	<u>Music</u> <ul style="list-style-type: none"> Perform, listen to, review and evaluate music across a range of historical periods. Improvise and compose music for a range of purposes using the internet – related dimensions of music (pitch, duration, dynamics, tempo, timbre, texture and structure). 	
	Internet safety Prevent		

Core Subjects: Links to theme		Year Group: 5 / 6 Topic Title: Rule Britannia (Vikings)	
English Narrative, diary / recount, letter, information text	Personal Development	Foundation Subjects	
	Core and British Values	Humanities and RE	
	Challenging Discrimination (y5) Human Rights (y6) Integrity Ambition	History <ul style="list-style-type: none"> Use sources of evidence to deduce information about the past. Describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children. Understand that no single source of evidence gives the full answer to questions about the past. Seek out and analyse a wide range of evidence in order to justify claims about the past. Use original ways to present information and ideas. Describe the social, ethnic, cultural or religious diversity of past society. Select suitable sources of evidence, giving reasons for choices. Use sources of information to form testable hypothesis about the past. Understand the concepts of continuity and change over time, representing them along with evidence on a timeline, using dates and terms accurately in describing events. Use appropriate historical vocabulary to communicate. Geography <ul style="list-style-type: none"> Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, river, key topographical features and land-use patterns. Describe how countries and geographical regions are interconnected and independent. Describe and understand key aspects of human geography including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	
	Outside Learning Opportunities		
History – archaeological dig DT - weaving			
Mathematics	Leadership	Art and Design and Design Technology	
Compare and order dates	Traits of a leader Public speaking Social skills	Art and Design <ul style="list-style-type: none"> Develop and imaginatively extend ideas from starting points throughout the curriculum. Use a choice of techniques to add interesting effects. Use a variety of techniques to add interesting effects. Use tools to carve and add shapes, texture and pattern. Show precision in techniques. Combine previously learned techniques to create pieces. Design Technology <ul style="list-style-type: none"> Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploding diagrams, prototypes, pattern pieces and computer-aided design. 	
Science	Safeguarding	Music and Languages	
	River safety Household safety	Languages Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words.	

Core Subjects: Links to theme	Year Group: 5/6 Topic Title: All the World's a stage	
English	Personal Development	Foundation Subjects
Playscripts – analyse good ones and write own. Compare film/play? Who was William Shakespeare? Study a Shakespeare play. Synopsis of events (Olivia) Setting description (read setting at start of Pygmalion.) Programmes with synopsis and actors' biographies.	Core and British Values	Humanities and RE
Mathematics	Service How does theatre contribute to society? How does putting on a play help us to show teamwork and commitment to each other, as well as giving us the opportunity to show individuality? Directing a play	History -Timeline of the history of theatre (Greek – Italian commedia dell 'arte – Shakespeare – Victorian – political theatre) -Music Hall and Victorian Theatre. -The Victorians – contrast life for rich and poor. Cockneys/Eliza Dolittle. -Compare Greek theatre with theatre today. -What can we learn about a historical era from part of a playscript? GEOGRAPHY: -Aerial views of a stage set. -London and the River Thames? Other rivers in capital cities
Taught discretely – not linked to Theme. (Y6 investigate pricing etc. for putting on a film/show)	Outside Learning Opportunities	Art and Design and Design Technology
	Role play Market stalls Gardening	Art - Design and create a backdrop for a scene from a play (own script or existing play.) Design. Watercolour backdrops. Design personalised front cover and layout of programme for Olivia. DT – Design and make a model stage set, with moving parts – curtains or winchable flats (see backdrops above) to “fly in”.
Science	Leadership	Music, Languages and Physical Education
Taught discretely – not linked to Theme.	Creative leadership Traits of a leader Time management	MUSIC - Songs for the show. Victorian music hall songs. Gilbert and Sullivan. P.E. – Choreograph dances for the show. Computing -Use and search the internet effectively and safely
	Safeguarding	
	: Explore theatre as a force for change. Role-play, freeze frames.	