



Topic Main Driver	Essential Knowledge
<p>World War 2 <i>History</i></p>	<p>History</p> <ul style="list-style-type: none"> • Understand why WW2 started • Understand Neville Chamberlain, Adolf Hitler and Winston Churchill as significant individuals in this period of history. • Understand the events around Dunkirk, evacuation of the beaches, the military manoeuvres that led to the evacuation, the role of the 'little ships', what we mean by 'Dunkirk spirit' • Look at how the events at Dunkirk influenced public perception of the war • To compare and contrast Kindertransport with evacuation, looking for similarities and differences • Look at Anne Frank as a significant individual. • Learn about the Holocaust and how Jewish people were discriminated against • Learn about the D-Day landings and their significance • Look at the events that brought WW2 to a close • Sequence chronically key events across the period on timelines • To use sources to inform their options and understanding. Look at bias and propaganda and how these were used during WW2. <p>Geography</p> <ul style="list-style-type: none"> • Locate UK and European key cities on maps • Look at the Geography of Dunkirk/ South East England and the beaches and how these physical features influenced human action <p>Art</p> <ul style="list-style-type: none"> • Observational drawing of poppies • Look at the work of Georgia O'Keeffe - be influenced by her work and use of shade and tone to draw/ paint poppies • Learn about how to use watercolour washes and different techniques to paint poppies • Use fimo clay (fine clay) to make 3d sculpture of poppies • Use paper to create 3d sculpture of poppies <p>DT</p> <ul style="list-style-type: none"> • Cams - little ships
<p>Maya History Geography</p>	<p>History</p> <ul style="list-style-type: none"> • Learn about when the Mayan period was and place key events across the period on timelines. • Look at how we know about Mayan civilisation - how historical sources were found and have influenced what we know today, • Look at the Mayan numerical system, calendar system and comparing this to modern day • Learn about Mayan everyday life in terms of, children, instruments, food and clothing and celebrations. • Learn about farming processes, food and the importance of chocolate. • Look at the Mayan religion in terms of creation, kings, gods <p>Geography</p> <ul style="list-style-type: none"> • Locate where the Mayans lived on maps and • Look at where traditional Mayan ingredients are grown/ sources (corn, lime and tomatoes) • Investigate climate and how this affects food production then and now. • Climate zones



	<p>DT</p> <ul style="list-style-type: none">• Make chocolate using a traditional Mayan recipe• Make traditional Mayan food (tortillas, cornmeal, salsa and guacamole) following a recipe
<p>People and Places Geography</p>	<p>Geography</p> <ul style="list-style-type: none">• Analyse OS maps (on different scales) and compare to Google maps and Magic maps• Look at map symbols• Use and understand 8 cardinal points (N, NE, E, SE, S, SW, W, NW)• Look at bearings and how to use a compass (including magnetic north)• 4/6 figure grid references and use this to sketch maps of the local area.• Compare and contrast urban and rural areas locally in terms of both physical and human geography• Understand contours on a map and how this relates to a 3d image/ real life - use Grand Canyon as stimulus• <p>Art</p> <ul style="list-style-type: none">• Paint using different size brushes• Investigate tints and tones within greyscale (acrylic)• Look at the work on Ansel Adams (black and white photography) and be inspired by his work• Look at the work of Frida Kahlo and be inspired by her work and life• Self-portrait - proportions of a face and accurate observational drawing• Pastels - skill development and technique 
<p>Egyptians</p>	<p>History</p> <ul style="list-style-type: none">• To place the Ancient Egyptians on a timeline of other ancient civilisations & British history.• To establish what society was like in Britain during the Ancient Egyptian civilisation.• Understand that the Ancient Egyptians wrote in hieroglyphs and simplified versions such as demotic & hieratic scripts.• Look at the importance of Rosetta stone and the significant individual Champollion• To study the finding of Tutankhamun's tomb and the significant individuals Howard Carter & Lord Carnarvon.• Investigate the validity of sources and the ethics around archaeological dig• To understand who the pharaohs were and place pharaohs and dynasties on timeline.• Recognise that the Ancient Egyptians buried their dead to enable them to reach the afterlife.• Understand that the burial methods and mummification changed over centuries and varied due to social status.• To place a range of pyramids in chronological order and describe the development of pyramids and the move to rock cut tombs.• To investigate the technology available at the time and how this could have been used to build the pyramids• To know the Ancient Egyptian creation story and understand that there are many versions of the story - compare and contrast.• Learn about Ancient Egyptian mythology• Look at the daily lives of Egyptians in terms of homes, food, farming, clothing, jewellery and writing• To understand the vital role of the Nile for the Ancient Egyptians and know that the Ancient Egyptians regarded the river as a god. <p>Geography</p> <ul style="list-style-type: none">• Locate Ancient Egyptian and label maps and compare this to modern day Egypt• Locate the Fertile Crescent and River Nile and identify the countries in that area today.• Appreciate that the effect of the River Nile has been changed by the construction of the Aswan High Dam.



	<p>Art</p> <ul style="list-style-type: none"> • Clay - hand building - make a model of a mummy • 3d materials - Mod roc - bandages - focus on finish quality • Painting - using fine brushes on a small scale • Working on a large scale and with other children to produce a painting replica of an Egyptian tomb <p>DT</p> <ul style="list-style-type: none"> • Gain an understanding of the structure of an Egyptian tomb. • Use a range of tools to cut out pieces of card accurately. • Score accurately along lines to create precise folds. • Create a 3D shape from several pieces of 2D card. • Understand how the perspective of the tomb is created in the model. • Join card with accuracy and with different methods • Mechanical systems - moving water - investigation • Joining techniques - lashing <p>Museum visit - Manchester</p>
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Christmas Card	Water colour - different techniques including drip painting
Calendar	-
Mother's Day	Water colour - rose painting using tints, tones and hues
Easter	Experimenting with mark making and patterns

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science 	Earth and Space Space Presenters	Forces May the Forces be with You	Properties of Materials Music Festival Materials	Changes of Materials Changing Materials	Living Things and Their Habitats The Art of Living	Animals including Humans Life Explorers
MUSIC 	Getting Started with Music Tech	Emotions and music Styles	Exploring Key and time signatures	Introducing chords	Words Meanings and expressions	Identifying important musical elements
ICT 	Coding effectively	Spreadsheets	Databases	Game creator	Modelling	Concept Maps *word processing skills taught in English
PSHE 	Scarf Me and my relationships	Valuing differences	Keep Safe Link with computing safety unit 5.2	Rights and respect	Being my best	Growing and changing
PE 	Swimming Invasion Games	Swimming Dance	Swimming Gymnastics	Swimming Creative Games	Swimming Athletics	Swimming Striking and fielding
RE 	Hinduism	God	Islam	Jesus	Judaism	Church
French	Phonetics Lesson 3 So I have a pet	Weather (intermediate)	The date (intermediate)	My Home (intermediate)	Habitat (intermediate)	Clothes (intermediate)