

## History



### - World War II and the Battle of Britain

#### National Curriculum Links:

Pupils should be taught:

- About a significant turning point in British history, for example: The Battle of Britain.

#### Learning Outcomes:

Children will be able to:

- explain what World War II was and where, when and why it took place.
- explain the causes of evacuation and empathise with experiences and feelings of evacuees.
- evaluate a range of primary and secondary sources to explain why Britain faced the risk of an invasion in June 1940 and reach a judgement about how serious that threat was.
- explore what the Blitz was and which areas were most likely to be affected.
- explain what rationing was, why it was necessary, how it impacted on people's lives and how the Dig for Victory campaign helped.
- interpret numerical and written evidence to explain and justify why Hitler needed to defeat the British Royal Air Force before launching an invasion of Britain in 1940.
- identify, describe, explain and evaluate the relative importance of the factors which contributed to Britain winning the Battle of Britain in 1940 and make a judgement as to which of these they feel were most significant;
- describe the role of women during WW2 and that their jobs entailed
- explain what the Holocaust was and describe some events that happened.
- describe and explain the reasons for the signing by King John of the Magna Carta in 1215 and evaluate and reach a judgement about why, like the Battle of Britain, it can be considered an important turning point in British history.

## Foreign Languages

### - French: This is France

#### National Curriculum Links:

Pupils should be taught to:

- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- engage in conversations; ask and answer questions; express opinions and respond to those of others
- understand basic grammar: the conjugation of high-frequency verbs.

#### Learning Outcomes:

Children will be able to:

- write phrases from memory and adapt these to create new sentences to express ideas clearly in the context of learning about the neighbours of France, using the correct form of 'de'.
- engage in conversations; ask and answer questions in the context of calculating distances.
- broaden their vocabulary and develop their ability to understand new words.
- write sentences to describe people, places, things and actions in writing in the context of the famous landmarks of Paris in
- understand basic grammar rules appropriate to the language being studied, building sentences in the context of famous French people.
- use the correct form of être - present or past imperfect tense.

## PSHE

### Relationships (Year 5 and Year 6)

#### Learning Outcomes: (Jigsaw)

Children will be able to:

- compare different types of friendships and the feelings associated with them.
- explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.
- apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.

### Changing Me (Year 5)

#### Learning Outcomes: (Jigsaw)

Children will be able to:

- explain how boys and girls change during puberty and why looking after myself physically and emotionally is important.
- summarise the process of conception.
- understanding that these changes might happen at different times to their friends



## Physical Education

### Striking & Fielding (NUF), Athletics & Fitness (NUF), Cricket, Rugby, Bikeability and Swimming

#### National Curriculum Links:

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.
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## Art

### - Propaganda Posters and Still Life Poppies (Art)

#### Art National Curriculum Links:

Pupils should be taught to:

- record, review and revisit observations and ideas
- improve their mastery of art and design techniques
- about great artists

#### Learning Outcomes:

##### WW2 Propaganda Posters

Children will:

- explore and design Propaganda Posters from WW2.
- use their pencil and sketching skills to design their own posters.
- identify the style, colour and fonts of WW2 Propaganda posters.
- improve their mastery of art through their Propaganda poster design, and evaluating their work.

##### Still life poppies

Children will:

- look at the work of various artists, using slides, photographs and group discussions.
- create a tonal drawing
- create a colour media drawing of poppies using form, space and colour.
- produce an effective still life composition of poppies.

## Religious Education

### Islam: Does belief in Akhirah (life after death) help Muslims lead good lives? (P4C)

#### Learning Outcomes: (Northumberland Agreed Syllabus)

Children will be able to:

- explain how knowing that actions have consequences makes a difference to the choices made.
- explain how my beliefs about right and wrong, actions and consequences make a difference to the choices made.
- describe some of the ways that Muslims try to lead lives respectful to God.
- explain how believing in Akhirah influences Muslims to do their best to lead good lives.
- identify why leading a good life might be a good idea and why people think this.
- recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.
- ask questions about life after death and explore how what I believe about this might influence my life.

## Science

### Properties and Changes of Materials

#### National Curriculum Links:

##### Pupils should be taught to

- compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- demonstrate that dissolving, mixing and changes of state are reversible changes
- explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda

#### Learning outcomes:

Children will be able to:

- sort and classify materials according to their properties
- compare and group together everyday materials on the basis of their thermal conductivity by investigating thermal conductors and insulators
- compare and group together everyday materials on the basis of their electrical conductivity by investigating the best electrical conductors.
- compare and group together everyday materials on the basis of their solubility by investigating dissolving
- explain that dissolving, mixing and changes of state are reversible changes by separating different mixtures
- explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible

#### Scientific Enquiry:

- [Thermal Conductivity](#): thermal conductors and insulators
- [Electrical Conductivity](#): electrical conductors
- [Solubility of materials](#): focusing on dissolving
- [Reversible and irreversible changes](#)

### Outdoor Learning Opportunities

#### History:

- Creating a vegetable garden based on those formed during the 'Dig for Victory' campaign.
- Creating air raid shelters using materials found outdoors.

## Maths

### Year 5: (White Rose)

- **Geometry (Properties of shapes / Position & Direction) - Measurement (converting measures and volume)**

#### National Curriculum Links:

Pupils should be taught to (properties of shapes):

- **3G-1** Recognise right angles as a property of shape or a description of a turn and identify right angles in 2D shapes presented in different orientations.
- **4G-2** Identify regular polygons, including equilateral triangles and squares, as those in which the side-lengths are equal, and the angles are equal. Find the perimeter of regular and irregular polygons.
- **4G-3** Identify line symmetry in 2D shapes presented in different orientations. Reflect shapes in a line of symmetry and complete a symmetric figure or pattern with respect to a specified line of symmetry.
- identify 3d shapes from 2d representations
- know that angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- draw given angles and measure them in degrees
- identify: angles at a point and one whole turn, angles on a straight line and other multiples of 90.
- use the properties of rectangles to deduce related facts and find missing lengths and angles
- distinguish between regular and irregular polygons based on reasoning about equal sides and angles
- **Pupils should be taught to (position and direction):**
- **4G-1** Draw polygons, specified by coordinates in the first quadrant, and translate within the first quadrant.
- identify, describe and represent the position of a shape following a reflection or translation.

Pupils should be taught to (converting measures and volume):

- Convert between different units of metric measure
- Understand and use approximate equivalences between metric units and common imperial units
- Estimate volume and capacity
- Solve problems involving converting between units of time
- Use all four operations to solve problems involving measure, using decimal notation

### Core Books

- Goodnight Mr Tom
- The Boy in the Striped Pyjamas
- The Lion, The Witch and The Wardrobe

## Maths

### Year 6: (White Rose)

- **Geometry (Properties of Shapes) - Statistics**
- **Problem Solving and Investigations**

#### National Curriculum Links:

Pupils should be taught to (properties of shape):

- draw 2d shapes using given dimensions and angles
- recognise, describe and build simple 3d shapes, including making nets
- compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons
- illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
- recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles

Pupils should be taught to (statistics):

- interpret and construct pie charts and line graphs and use these to solve problems
- calculate and interpret the mean as an average.

Pupils should be taught to (problem solving and investigations):

- recall mathematical skills and apply to investigations.

## Computing

### - 3D Modelling - Sketch Up

#### National Curriculum Links:

Pupils should be taught to:

- Select, use and combine a variety of software (including services) on a range of digital devices to design and of programs, systems and content that accomplish goals including collecting, analysing, evaluating and presenting data and information



#### Learning Outcomes:

Children will be able to:

- draw a 2D shape or line.
- manipulate 2D shapes into 3D shapes.
- add detail to 3D drawings by using the measure tool to draw shapes; inference points to draw lines and shapes.
- add and manipulate 3D models.
- create a 3D model of my own design.
- select the tools I need to use for different features.
- use the main tools independently.

## English

- **Empathetic writing** (*The Boy in the Striped Pyjamas*- John Boyne)
- **Historical Stories** (*The Lion, the Witch and the Wardrobe* - C.S Lewis)
- **WW2 Poetry**

### National Curriculum Links:

#### **Pupils should be taught to:**

##### **Spoken language:**

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication.

#### **Maintain positive attitudes to reading and understanding of what they read by:**

- continuing to read and discuss an increasingly wide range of fiction, non-fiction and poetry;
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books

#### **Understand what they read by:**

- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying with evidence;
- identifying how language, structure and presentation contribute to meaning.
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

#### **Writing - Pupils should be taught to:**

##### **Spelling:**

- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1

##### **Appendix 1**

- choosing the writing implement that is best suited for a task

##### **Draft and write by:**

- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

##### **Evaluate and edit by:**

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- proof-read for spelling and punctuation errors
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

##### **Grammar and Punctuation - Pupils should be taught to:**

#### **Develop their understanding of the concepts set out in English Appendix 2 by:**

- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- learning the grammar for years 5 and 6 in English Appendix 2

#### **Indicate grammatical and other features by:**

- Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

## Pupil Parliament

### - Elections and voting

#### Learning Outcomes:

##### Children will:

- recognise that the UK is a democracy.
- be able to explain what a general election is and how it works.
- understand how people vote in a general election and what happens after the election takes place.
- explain some of the key terms associated with a general election and voting.
- take part in a school election.

## Music

### **Charanga: Dancing in the Street / Music and Me**

#### National Curriculum Links:

##### **Pupils should be taught to:**

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes
- listen with attention to detail and recall sounds
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

## Mastery English

### Humanities:

- ✓ Explanation text about how World War II started.
- ✓ Writing a letter as an evacuee child.

## Mastery Maths

### Science

- ✓ Scientific Investigations: reading scales and taking measurements (Measure), collecting and presenting data (Statistics).

### Computing

- ✓ Using 2D and 3D shapes to create models.

### Humanities

- ✓ Record data about World War II using bar graphs.