

# Cliddesden Primary School

## Year 5/6 Breadth of Study

National Curriculum coverage in the Creative Curriculum

### Living in a Global Village Autumn Cycle 1

	National curriculum	Learning skills and outcomes	Knowledge base
History			
Geography	<ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on Europe(including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major</li> </ul>	<p><b>Outcome for topic: school trip to Selborne Village and streams.</b>  <b>Parent workshop- Quiz on rivers</b></p> <p><b>Recall:</b>            Discover and locate the river at Selborne.            Observe and name parts of a river. Draw and label a cross section of the river and water cycle.  <i>Make a chart showing...</i>  <i>What is? How is? Where? How did ... happen? How can you describe?</i></p> <p><b>Analyse:</b>            Explain the process of T.E.D (transportation, erosion and deposition)  <i>Can you list the parts?</i>  <i>What evidence can you find of T.E.D.?</i></p>	<p>Locate world rivers using Google maps and atlases.            Water Cycle- teach the cycle and children draw own water cycle.</p> <p>Use boiling water and cling film over a bowl to demonstrate changing state of water vapour into water droplets. (evaporation and precipitation)            Water Cycle</p> <p>Trip to Selborne to identify features of a river-meanders, transportation, deposition, erosion and source.</p> 

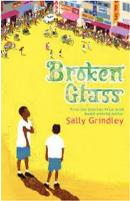
	<p>cities</p> <ul style="list-style-type: none"> <li>Geographical regions and identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), physical geography, including: rivers and the water cycle</li> <li>human geography, including: types of settlement and land use</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe</li> </ul>	<p><b>Understand:</b> express and compare</p> <p><i>What is the main idea of the video?</i>  <i>How can you compare our country with other countries and continents?</i>  <i>What facts did you learn?</i>  <i>Explain what is meant by global?</i>  <i>How can you summarise the video?</i>  <i>Draw/paint a picture to show what you think the world looks like or should look like.</i></p> <p><u>Maths Links (linked to data collected on school river trip)</u>      Measure- use of standard units of measure- metres, centimetres and millimetres      Line graphs- reading and interpreting data      Drawing graphs and pie charts</p>	<p>Natural disasters- floods. Research the effects of flooding around the world and more recently the floods in the UK.</p> <p>'If the World were a Village'- A book about the World's people.</p> <p>Watch youtube clip  <a href="https://www.youtube.com/watch?v=QrcOdLYBIw0">https://www.youtube.com/watch?v=QrcOdLYBIw0</a></p> <p>Locate the world continents and identify countries within them.</p> <p><b>Unicef- RR</b>      Wants and Needs Card activity- children identify wants and needs.      Discuss children's rights linked to RR.</p> 
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	features studies		
Art	<ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> </ul>	<p><b>Apply and Create:</b> produce, paint and draw</p> <p><i>How can you use the water colour paints to create a wash?</i></p> <p>Series of lessons focussing on skills:  Wax cracked effect- wax crayons to draw and colour the water lilies.  Accurate drawing of water lilies.  Correct use of positioning and proportion/perspective.  Correct use of colours to create effect.  Water colour paints to wash over and fill in the cracks made from crumpling the paper.</p> <p>Child led research of famous art in different continents.  Aboriginal Art- using dots to create a picture.</p>	<p>Art linked to rivers- <b>Claude Monet Water Lilies</b></p>  <p><a href="https://www.nationalgallery.org.uk/paintings/claude-monet-the-water-lily-pond">https://www.nationalgallery.org.uk/paintings/claude-monet-the-water-lily-pond</a></p> <p>Aboriginal Art- links to art forms around the world.</p> 

DT	<ul style="list-style-type: none"> <li>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> </ul>	<p><b>Apply:</b> Make and produce a variety of food dishes from around the world. Choose ingredients.</p> <p><b>Create:</b> Design and plan a dish to cook.</p> <p><b>Evaluate:</b> Consider changes to dish - recommend and critique dishes made.  <i>Can you recommend one dish and why?</i>  <i>Why was it better than ...?</i>  <i>Evaluate your dish against taste, smell and look.</i></p> <p><b>Maths Links-</b>  <b>Weigh and measure ingredients.</b>  <b>Reading scales- kg and g</b></p>	<p>Groups of children to research foods eaten for breakfast from the different continents.</p> <p>Foods from around the world (savoury)- children make savoury dishes famous to different continents.</p> <p>European: bread rolls and garlic butter          Asia: Stir fry, onion bhajis, cous cous          South America: Chilli</p> 
Spoken language Skills	<ul style="list-style-type: none"> <li>Use questions to help conversation flow</li> <li>Understand and recognise simple jokes and recognise simple idioms, using them if possible</li> <li>Use varied sentences structure in speech, including complex sentences regularly</li> </ul>		

## Incredible India Autumn Cycle 2

	National curriculum	Learning skills and outcomes	Expectations
History	<ul style="list-style-type: none"> <li>Achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study</li> </ul>	<p><b>Hook/Outcome for whole topic: Parent Workshop</b></p> <p>Children to perform Indian dancing to parents, share topic work of Geography and History and work with children to participate in quiz.</p> <p><b>Analyse-</b> examine, classify, investigate, compare and explain.          Examine and classify Indus Valley artefacts. Photo resources.</p> <p><b>Recall-</b> discover, label, locate, identify, tell, recognise.</p>	<p>Who were the Indus people? When was the Ancient Indus Civilisation? Where was the Indus Valley? What other civilisations were in the same period?          Children research using BBC websites</p> <p>Timeline of key Indus events. Sorting timeline cards into chronological order.</p> <p>Research the founders of the Indus Valley focussing on cities Mahenjo-Daro and Harappa.</p>

	<p>of the following: The Indus Valley</p>	<p>Discover the people responsible for locating the Indus Valley.</p> <p><b>Understand</b>- compare and describe villages and cities in India and England. Photo resource packs.</p> <p><b>Apply</b>- Produce, make, draw, report, prepare and show. Prepare and produce an Indian Dance.</p> <p><b>Create</b>- modify, produce, improve and design</p>	<p>Indus artefacts- what can we learn from artefacts? Predict and research what given artefacts would have been used for.</p> <p>Work collaboratively to create group poster to answer key questions given related to Indus Valley daily life. Photo evidence and record in books.</p>
<p><b>Geography</b></p>	<ul style="list-style-type: none"> <li>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> <li>human geography, including: types of settlement and land use, economic activity including trade links,</li> </ul>	<p><b>Evaluate</b>- debate, decide, argue  Debate including the issue of children's rights in India- should children work under the age of 16? <a href="#">Link to Unicef RR.</a></p> <p><i>Do you agree that children should work and live in slums?</i>  <i>What is your opinion on life in the slums?</i>  <i>How can you rate the conditions of life in areas of India?</i></p> <p><b>Evaluate</b>- Children assess the effectiveness and enjoyment of this topic. Consider improvements to be made and recommend this topic to others.</p> <p><b>Class text: Broken Glass. Sally Grindley</b></p>  <p><b>PE Skills:</b>  Coordination  Rhythm and timing  Movement- agility and flexibility</p>	<p>Map work and use of atlases to locate and annotate lines of latitude/longitude, tropics and equator.</p> <p>Locate India on world map- look and distance from the UK in miles and km.</p> <p>Look at physical differences between UK and India- mountains, rivers, climate, population etc.  Locate key cities, rivers, mountain ranges in India and record on India map.</p> <p>Research and produce Power Point presentation to share with another class :  Schools and education  Slums  Transport  Jobs  Houses  Animals</p> <p>Use secondary sources/internet to research trade links between UK and India.</p> <p>Links to UNICEF and children's rights (RRR) including the right to clean water and shelter etc.  Use UNICEF rights cards- in groups children decide and justify which are rights and which are privileges. Links to slums- Literacy and cross curricular writing. <b>CC Writing Persuasive letter</b> to President to persuade children in slums to receive rights of the child.</p>

	<p>and the distribution of natural resources including energy, food, minerals and water</p>	<p><b>Maths Links:</b>  <b>Data handling- reading and interpreting graphs</b></p>	<p>Debate- class debate, Should children in the slums be made to work?</p> <p>Fairtrade activities- make links with supermarkets to visit and discuss fairtrade products they stock and how this benefits the people growing the food (bananas, coffee beans, coco etc.)</p> <p><b>Link to PE-</b> Indian Dancing to Jai Ho.  Performance to parents.</p> 
<p><b>Art</b></p>	<ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing with a range of materials [for example,</li> </ul>	<p><b>Whole Class/School Indian Art Display</b></p> <p><b>Apply-</b> Produce, make, draw</p> <p><b>Create-</b> modify, produce, improve and design</p> <p><i>What way can you design?  Can you change/modify?  What mediums would be best to use? Why?</i></p>	<p>Research secondary sources- books and internet</p> <p>Rangoli patterns- design in chalk on sugar paper then bigger design on playground.  Design and make Rangoli patterns using rice and lentils.</p>  <p>Henna Hands- observe patterns and traditional Henna designs. Design own Henna patterns to draw on to</p> 

	pencil, charcoal, chalk]	<b>Maths links:</b> Symmetry Shape-	cut out hands. Use for display.  Sketching of Taj Mahal building- use of sketching pencils to focus on perspective and angles.  Tiger art- observations of picture and photos of tigers. Look at real tigers and cartoon tigers found in picture books. Sketch tigers and water colour paint tigers.  Silk painting- children use silk paints to create a framed picture of a tiger or Indian elephant.
DT			
Spoken language Skills	<ul style="list-style-type: none"> <li>• Use questions to help conversation flow</li> <li>• Understand and recognise simple jokes and recognise simple idioms, using them if possible</li> <li>• Use varied sentences structure in speech, including complex sentences regularly</li> </ul>		
<h3>Imagine That! Spring Cycle 1</h3>			
	National curriculum	Learning skills and outcomes	Expectations
Histor	<ul style="list-style-type: none"> <li>▪ A study of an aspect or</li> </ul>	<u>Hook:</u> <u>Educational visit to Willis Museum in Basingstoke.</u>	<u>Inventions:</u>

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theme in British history that extends pupils' chronological knowledge beyond 1066

- A significant turning point in British history, for example, the first railways

**Understand:**

**Inventions:**

- Express - express personal opinions on inventions and which invention they think is the most important in today's society and why. Express opinion on most significant inventor and invention.
- Compare- make comparisons between inventions- new and old.
- Explain-
- Summarise- summarise main inventions on chronological timeline and details of main inventions.

**Victorians:**

- Express opinion on Poor Law and reactions to work houses/ child labour during the Victorian era.
- Compare conditions on the Victorian streets of London with conditions in workhouses.
- Summarise the key events of Queen Victoria's life and significant changes throughout her reign.

**Evaluate:**

- Debate
- Consider
- Argue

Photos past and present

Significant individuals- Alexander Graham Bell, Brunel

Chronological timeline of key and significant inventions from Victorians to 21<sup>st</sup> Century eg:

Steam power, motor car, air travel, household appliances, telephone, tv and radio. Computers and the internet.

Invention space/display in class

Invite grandparents to talk about inventions from their past.

**Local Community Link- Newman Court. Children to interview service users of inventions from their childhood.**

Educational trip to Willis Museum in Basingstoke town centre- study of Victorian Basingstoke and inventions- Thorneycroft.

<https://hampshireculturaltrust.org.uk/willis-museum>

**The Victorians:**

In depth study of Queen Victoria and her reign. Queen Victoria's monarchy chronological timeline of Victoria's reign in Britain.

Study of The British Empire- British rule of other countries

Life during The Victorian period:

The Workhouse

Child Labour

The Poor Law

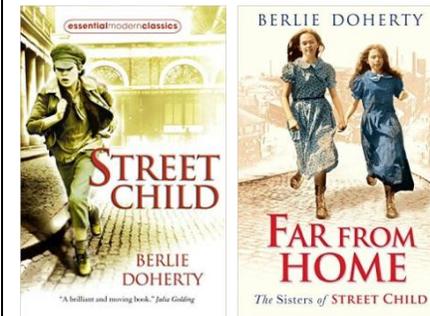
- Decide

Consider the most significant invention and inventor.  
Argue opinions of most significant invention.

Class debate linked to The Victorians and Poor Law.  
Consider the impact of Poor Law and debate points in favour of and against. Argue points raised and decide whether the law was of worth or not.



Class texts: *Street Child* and *Far from Home*- Berlie Doherty

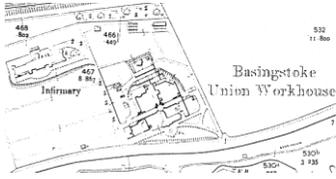


**CC Writing:**

Viewpoints of a Victorian child  
Biography writing of Queen Victoria

**UNICEF RR Links:**

Rights of the Child- discuss child labour and the conditions of workhouses.  
Identify articles number which are applicable to discuss during this topic- separation from parents, right to be safe, right to education etc.

<p><b>Geography</b></p>	<p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics</p>	<p><b>Recall:</b></p> <ul style="list-style-type: none"> <li>• Locate</li> <li>• Observe</li> <li>• Identify</li> <li>• Draw</li> </ul> <p><b>Understand:</b></p> <ul style="list-style-type: none"> <li>• Express ideas for why and how Basingstoke has changed and developed throughout the years.</li> </ul> <p><i>Why do you think that?</i>  <i>What shows you that...?</i>  <i>How do you know...?</i></p> <ul style="list-style-type: none"> <li>• Compare maps</li> <li>• Confirm ideas about Victorian Basingstoke</li> <li>• Match grid references from then and now on OS maps</li> <li>• Describe the changes between Victorian Basingstoke and now.</li> </ul> <p><b>Analyse:</b></p> <ul style="list-style-type: none"> <li>• Point out- point out places in Victorian Basingstoke and today</li> <li>• Survey maps</li> <li>• Compare maps of Victorian Basingstoke and today</li> <li>• Distinguish between maps and features then and now</li> </ul> <p><i>How is..... related to .....?</i>  <i>Can you list the ....?</i>  <i>Can you distinguish between then and now?</i>  <i>What is the function of ...?</i></p>	<p>Use Google maps to locate where different inventions were created and founded.</p> <p>Create a display of a UK map and use string and post it notes to label the towns and cities where inventions were made.</p> <p>Discuss regions across UK- e.g.: Great Western railway, cotton mills in Lancashire etc.</p> <p>Identify areas of British rule during The Victorian Period and identify the British Empire.</p>  <p>Study of OS maps at Willis Museum- identifying Victorian Basingstoke and comparing Basingstoke today with Victorian Basingstoke.</p> <p>Locate Basingstoke workhouse on OS Map.</p> 

<p><b>Art</b></p>	<ul style="list-style-type: none"> <li>to improve their mastery of art and design techniques, including sculpture with a range of materials</li> <li>learn about great artists</li> </ul>	<p><b>Create:</b></p> <ul style="list-style-type: none"> <li>Plan- children plan their own model based on Claus Oldenburg sculptures. Use style of C.O- big, bold, abstract model.</li> <li>Design- design own sculpture in sketch books. Transfer to planning sheet and cross section. 3d drawing.</li> <li>Improve and Modify- Improve and modify their 3d sculpture once made. Change sculpture as needed- modify parcel tape or wire.</li> <li>Propose- children propose changes to their sculptures in a written evaluation.</li> </ul> <p><i>What changes would you make and why?</i>  <i>How can you improve...?</i>  <i>How can you adapt ...?</i>  <i>What can you combine to improve/change...?</i></p>	<p>Cleus Oldenburg (wire and parcel tape)</p> <p>Children research and learn about artist Cleus Oldenburg and his art work.</p> <p>Discuss designs and sculptures.</p> <p>Children design their own invention (modern day or older)- sketch in sketch book.</p> <p>Using pliable wire children make their invention as 3d model.</p> <p>Using parcel tape, wrap around wire and gently manipulate into position and shape.</p> <p>Paint, collage, cover sculpture.</p> <div style="display: flex; justify-content: space-around;">   </div>
<p><b>DT</b></p>	<ul style="list-style-type: none"> <li></li> </ul>		
<p><b>Spoken language Skills</b></p>	<ul style="list-style-type: none"> <li>Understand and use different question types</li> <li>Express opinions using debating language</li> <li>Begin to insert more sophisticated words (e.g. co-operate, instigate)</li> </ul>		

## Who were the Ancient Greeks? Spring Cycle 2

	National curriculum	Learning skills and outcomes	Expectations
History	<ul style="list-style-type: none"> <li>Ancient Greece - a study of Greek life and achievements and their influence on the western world</li> </ul>	<p><b>Hook: Learning through Action Visitors to introduce topic.</b></p> <p><b>Create:</b> Create and design a group poster/leaflet/information booklets from information researched and gathered.  <b>Literacy opportunity: report writing</b></p> <p><b>CC Literacy writing- persuasive writing to join Athenian or Sparta army.</b></p> <p><b>CC Literacy writing- biography of a famous Ancient Greek person.</b></p> <p><b>Analyse-</b> Investigate, compare and explain.            Investigate the importance of Greek gods and goddesses in Ancient Greece.            Explain the importance of Greek myths and vases/pots which tell of everyday life.            Compare Greek theatre and Olympics.</p> <p><b>Evaluate-</b> Debate and argue points of view linked to aspects of Greek life and current affairs in today's society.            Class debates- linked to democracy.            Parliament Week</p>	<p><u>Key Questions and areas:</u></p> <p>Who were the Ancient Greeks?</p> <p>Famous Greek people- who do we remember today?</p> <p>How democracy influenced Ancient Greek civilisation and continues to do so to this day.</p> <p>Greek mythology and Greek gods.</p> <p>Athens and Sparta- differences in philosophy.            Battle of Marathon- significance of this event.</p> <p>Greek architecture and invention- effects on our lives today. Study the Parthenon.</p> <p>The Olympics. A study of Greek Olympics and modern day Olympics.</p> <p>Greek pots and vases- what can we learn from Greek pots? British museum website  <a href="http://www.ancientgreece.co.uk/dailylife/explore/exp_set.html">http://www.ancientgreece.co.uk/dailylife/explore/exp_set.html</a></p> <p>Greek theatre</p> <p>Differences between Ancient Greece and modern day Greece.</p> <p>The role of Ancient Greeks on our lives today.</p> <p>Use of books and internet research.</p>

			<p>Use of artefacts- primary sources.</p> <p>Greek pots and photos.</p> <p>Learning Through Action visitors to school.</p>
<p><b>Geography</b></p>	<p>understand geographical similarities and differences through the study of human and physical geography of a region in a European country</p>	<p><b>Analyse-</b></p> <p>Classify and examine maps of modern day Greece and Ancient Greece. Distinguish differences and similarities.</p> <ul style="list-style-type: none"> <li>• Point out- point out famous buildings in Ancient Greece and Greece today</li> <li>• Survey maps</li> <li>• Compare maps of Ancient Greece and today</li> <li>• Distinguish between maps and features then and now</li> </ul> <p><i>How is..... related to .....?</i>  <i>Can you list the ....?</i>  <i>Can you distinguish between then and now?</i>  <i>What is the function of ...?</i></p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region in a European country</p> <p>Comparisons between England and Greece- towns near the coast in Greece and rivers in England.</p> <p>Map comparisons of Ancient Greece and Greece today.</p> 
<p><b>Art</b></p>	<ul style="list-style-type: none"> <li>▪ to improve their mastery of art and design techniques, including drawing,</li> </ul>	<p><b>Apply-</b> Draw, produce, sketch, paint, model and produce.</p> <p><u>Collage Skills:</u>  Small pieces of materials  Range of materials used</p>	<p>Greek pots- detailed study of Greek pots and vases.</p> <p>Children sketch a Greek pot in black and white focussing on use of dark and light shades.</p> <p>Collage to create Greek pot/vase- use of orange, black, brown materials etc.</p>

painting and sculpture with a range of materials [for example clay]

Similar blend of colours  
Effective imagery and creation of detail

Pottery Skills:

Hand eye coordination  
Pinch potting  
Moulding  
Joining  
Correct use of tools  
Glazing skills

Greek Masks:

Water colour masks- happy and sad mask.  
String and cardboard masks- using silver/gold paint  
Papier-mâché masks.



Children to sculpt own pot - possible visit to a pottery to make pot.

Using paint children paint their finished pottery and finish with a glaze.

Local link with 'Proteus' Art Company or Pots to Doodle Do.

<http://potstodoodledo.co.uk/>

Links to history- Greek pots tell a story- discuss the importance of pots in Greek life and how archaeologists learn a lot about Greek life from symbols and signs found on Greek pots.

[http://www.ancientgreece.co.uk/dailylife/explore/exp\\_set.html](http://www.ancientgreece.co.uk/dailylife/explore/exp_set.html)



Greek Masks- study of expressions used on Greek masks and how they were used in theatre.

<http://www.bbc.co.uk/education/clips/zx67xnb>



<p style="text-align: center; font-size: 2em; font-weight: bold;">DT</p>	<ul style="list-style-type: none"> <li>▪ understand and apply the principles of a healthy and varied diet</li> <li>▪ Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>▪ Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>	<p><b>Create</b>- design, plan and produce.</p> <p><b>Evaluate</b>- critique ideas and products against their own design criteria. Write detailed evaluation which must include technical language.</p> <p><u>Maths Links:</u>  <b>Measure- imperial and metric units</b>  <b>Weighing</b>  <b>Reading of scales</b></p>	<p>Research ingredients of a Greek salad and Aubergine melts.  Children to research, design and evaluate a Greek salad and Aubergine melts.</p> <p><a href="http://www.bbcgoodfood.com/recipes/2213/aubergine-melts">http://www.bbcgoodfood.com/recipes/2213/aubergine-melts</a></p>  <p>Discuss what makes a healthy and balanced diet.</p> <p>Visit to Sainsbury's to discuss and look at choices of salads available. (Homework task idea)</p>
<p style="text-align: center; font-size: 1.5em; font-weight: bold;">Spoken language Skills</p>	<ul style="list-style-type: none"> <li>• Understand and use different question types</li> <li>• Express opinions using debating language</li> <li>• Begin to insert more sophisticated words (e.g. co-operate, instigate)</li> </ul>		
<p style="text-align: center; font-size: 1.5em; font-weight: bold;">Being British- World War 2 Summer Cycle 1</p>			

	National curriculum	Learning skills and outcomes	Expectations
<p>History</p>	<p>A study of an aspect of history dating from a period beyond 1066.</p> <p>A significant turning point in British history, for example, the Battle of Britain.</p> <p><b>RR Unicef Link-</b> children's rights during World War 2 throughout Germany, Britain and allied countries. <b>Articles 9, 19, 22 and 38.</b></p>	<p><b>Hook:</b> Educational visit to Milestones Museum, The Willis Museum, Manor Farm (Botley) or The Watercress Line.</p> <p><b>Understand:</b> Explain and describe what life was like for children during WW2 and The Battle of Britain.</p> <p><b>CC Writing:</b> Diary entries and recounts.</p> <p>Illustrate using pictures, models and descriptions to further develop an outline of key events of that period.</p> <p>Express personal feelings to evacuation experience and their personal view on The Blitz.</p> <p><b>Evaluate:</b> Consider advantages and disadvantages of different types of air raid shelters- Anderson, Morrison and underground.</p> <p><b>Understand and evaluate:</b> Infer and deduce meaning from a range of war time posters. Consider the effectiveness.</p>  <p><a href="https://schoolhistory.co.uk/lessons/propaganda-and-wwii/">https://schoolhistory.co.uk/lessons/propaganda-and-wwii/</a></p> <p><b>Recall:</b> Label, listen, identify</p>	<p>Study of war time Basingstoke, &amp; London (the Blitz), using Milestones and the Willis Museum. Looking at evacuees to the area from London.</p> <p>Watercress Line-Alresford. Children dress as evacuees and travel on the steam train as children in WW2 would have done,</p> <p><b>CC Writing:</b> Write a letter or post card on journey to parents back home.</p>  <p>Topics and key areas to cover:</p> <ul style="list-style-type: none"> <li>The Blitz</li> <li>Evacuation</li> <li>Rationing</li> <li>Aircraft</li> <li>Home front- land army</li> <li>War time posters and propaganda</li> </ul> <p>Class Story: Goodnight Mister Tom</p> 

		<p>Identify and label chronological timeline to recall key dates and events throughout period.</p> <p>Listen to radio broadcasts from WW2 period during air raids and news announcements from BBC. <a href="#">Link to Literacy lessons.</a> Listen to first-hand account of WW2 from visitor- <a href="#">links to Newman Court service users.</a></p> <p><b>Analyse:</b> Classify World War 2 aircraft- bombers, fighter planes for both German and Allied forces.</p> <p><b>Apply:</b> Produce ration booklet to demonstrate and understand rationing during WW2.</p> <p><b>Maths Links:</b> <i>Conversion between metric and imperial units.</i> <i>Roman numerals- dates key to the war efforts</i></p>	<p><a href="http://www3.hants.gov.uk/manorfarm">http://www3.hants.gov.uk/manorfarm</a></p> <p><a href="http://www.bbc.co.uk/schools/primaryhistory/world_war2/">http://www.bbc.co.uk/schools/primaryhistory/world_war2/</a></p> <p><a href="http://hampshireculturaltrust.org.uk/milestones-museum">http://hampshireculturaltrust.org.uk/milestones-museum</a></p> <p><a href="http://www.iwm.org.uk/visits/iwm-london">http://www.iwm.org.uk/visits/iwm-london</a></p>
<p><b>Geography</b></p>	<ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristic</li> </ul>	<p><b>Recall:</b> Discover, locate, identify, label</p> <p>Study of maps to locate countries affected by German invasion.</p> <p>Locate Germany on world map.</p> <p>Identify British towns and cities including areas of London most affected by The Blitz. Give reasons for this.</p> <p>Identify and label areas used for evacuation and explain why this was so.</p>	<p>Visits to key sites in Basingstoke affected by the war. Use photographic evidence, maps now &amp; then. Evidence gathering at local museums.</p> <p>Use of world maps and local maps to identify countries involved in WW2 and local areas key to WW2. Example: Villages used for evacuation and airfields- Lasham.</p> <p>Location of Cliddesden and Alresford on Hampshire map- compare and locate distance from London.</p>

s, countries, and major cities use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- Use fieldwork to observe, measure, record and present the human features in the local area using a range of methods, including

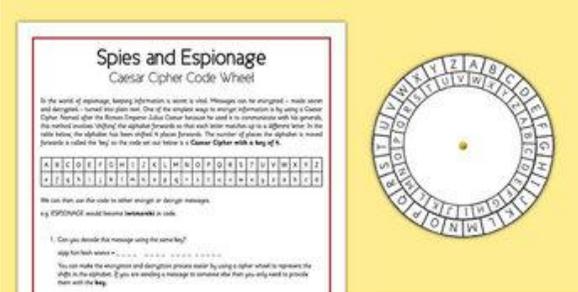


### Maths Skills:

Coordinates four quadrants and up to 6 figure grid references.

	<p>sketch maps, plans and graphs, and digital technologies</p> <ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country</li> </ul>		
<h1>Art</h1>	<ul style="list-style-type: none"> <li>• To create sketch books to record their observations and use them to review and revisit ideas</li> <li>• To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for</li> </ul>	<p><b>Create:</b> design and produce</p> <p>Produce own interpretations of bombed out London using photographs from the time.</p>  <p><b>Recall:</b> Listen and draw  <a href="http://www.bbc.co.uk/learning/schoolradio/subjects/history/ww2clips/sounds/air_raid">http://www.bbc.co.uk/learning/schoolradio/subjects/history/ww2clips/sounds/air_raid</a>  <a href="https://www.youtube.com/watch?v=QpRXeYRTbrM">https://www.youtube.com/watch?v=QpRXeYRTbrM</a></p> <p>Using audio from the time bombs, aircraft, sirens etc. Children create line</p>	<p>Find out about great artists, architects and designers in history.</p> <p>Focus war artist: Stanley Spencer. Research into Spencers life. Sketch book diary of his works, collecting favourite pieces, ideas for own painting, colours used.</p> <p>Visit to Sandham Memorial Chapel to experience art first hand.</p> <p>Record the artist's work using photographs, sketching, freeze-frame recreation.</p> <p>Examine photographs taken during the Blitz in London. Use charcoal and black silhouettes to create own interpretation of the devastation.</p>

	<p>example, pencil, charcoal, paint, clay]</p> <ul style="list-style-type: none"> <li>Find out about great artists,</li> </ul>	<p>drawings to interpret the devastation caused by the blitz.</p> <p><b>Analyse:</b> Contrast</p> <p>Create contrast pictures of a 1930s farm using watercolour to that of London after a bombing raid.</p>																																																																									
<p><b>DT</b></p>	<p>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 groups</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Understand and use electrical systems in their products</p> <p>Evaluate their</p>	<p><b>Create:</b> produce and design</p> <p>Produce a plan for a Morrison or Anderson shelter then using shoeboxes and corrugated card produce a replica model.</p>  <p>Design poster to promote growing own food- fruits and vegetables.</p> <p>Produce a healthy and balanced menu based on foods and produce available during World War 2 and rationing periods.</p> <p><b>Apply:</b> Solve, make and produce</p>	<p>Anderson shelter- research &amp; make a model shelter(application of shelter building skills)</p> <p>Blackout control, make circuits to switch lights on &amp; off in the shelter.</p> <p>Morse code messages, using a buzzer in a circuit.</p> <table border="1" data-bbox="1503 624 2000 903"> <tr> <td>A</td><td>.-</td><td>J</td><td>.-.-.-</td><td>S</td><td>... </td><td>1</td><td>.-.-.-.-</td></tr> <tr> <td>B</td><td>....</td><td>K</td><td>.-.-</td><td>T</td><td>-</td><td>2</td><td>....-</td></tr> <tr> <td>C</td><td>....</td><td>L</td><td>....</td><td>U</td><td>... </td><td>3</td><td>....-</td></tr> <tr> <td>D</td><td>... </td><td>M</td><td>.-</td><td>V</td><td>....</td><td>4</td><td>....-</td></tr> <tr> <td>E</td><td>.</td><td>N</td><td>..</td><td>W</td><td>.-.-</td><td>5</td><td>....</td></tr> <tr> <td>F</td><td>....</td><td>O</td><td>.-.-</td><td>X</td><td>....</td><td>6</td><td>....</td></tr> <tr> <td>G</td><td>... </td><td>P</td><td>....</td><td>Y</td><td>....</td><td>7</td><td>....</td></tr> <tr> <td>H</td><td>... </td><td>Q</td><td>....</td><td>Z</td><td>....</td><td>8</td><td>....</td></tr> <tr> <td>I</td><td>..</td><td>R</td><td>... </td><td>0</td><td>....</td><td>9</td><td>....</td></tr> </table> <p>Research rationing food &amp; dig for Britain, food for the forces.</p> <p>Poster designs &amp; growing own food.</p> <p>Prepare own produce for a typical WWII meal.</p> <p>Grow own vegetables in school garden.</p>	A	.-	J	.-.-.-	S	...	1	.-.-.-.-	B	....	K	.-.-	T	-	2	....-	C	....	L	....	U	...	3	....-	D	...	M	.-	V	....	4	....-	E	.	N	..	W	.-.-	5	....	F	....	O	.-.-	X	....	6	....	G	...	P	....	Y	....	7	....	H	...	Q	....	Z	....	8	....	I	..	R	...	0	....	9	....
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	<p>ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>Create circuits to control coloured lights and or buzzers to send Morse code messages. Create code wheels to decipher and link to the enigma machine - <a href="#">Maths link</a></p> 	
<p>Spoken Language Skills</p>	<ul style="list-style-type: none"> <li>• Conduct a sustained and appropriate conversation with an adult</li> <li>• Negotiate with others, empathising with others' viewpoints</li> <li>• Manage collaborative tasks, with minimal adult intervention</li> </ul>		
<p><b>Who do you think you are? Summer Cycle 2</b></p>			
	<p>National curriculum</p>	<p>Learning skills and outcomes</p>	<p>Expectations</p>

# History

Britain's settlement by Anglo - Saxons and Scots

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

A local history study

A study over time tracing how several aspects of national history are reflected in the locality

**Hook-** start with trip to Winchester museum and visit to King Alfred statue. OR English Heritage site- Old Sarum.

End of topic in pairs produce a guide/brochure which could be given to the museum for local visitors visiting Winchester or Old Sarum to learn about Vikings and Anglo-Saxons.

**Recall-** discover, recognise, observe, name, locate, investigate and identify.

Discover the Anglo-Saxons and Vikings.  
Locate their original countries and counties within Wessex.  
Identify who the Angles and Vikings were and why they came to Britain and what they did.  
Name kingdoms of Anglo-Saxon England.

*Make a timeline of events*

*Make a facts chart*

*Write a list of what you can remember*

*What is...?*

*When did... happen?*

*Why did...?*

*Who were the main ...?*

*Make a mind map of facts learnt and what you know.*

**Create-** organise, propose, plan, design

Design own Anglo-Saxon village based on West Stow replica village built on original Anglo-Saxon village.

**Evaluate:**

Consider the impact of Anglo-Saxons and Vikings on Britain today.  
Debate who were the greatest.  
Select important information which is relevant to research.

A local history study- Winchester City Museum and King Alfred statue or Old Sarum English Heritage Site.



Locate Winchester and Salisbury on a local map- how far is this from our locality Basingstoke? Name the kingdoms in Anglo-Saxon and Viking times.

Where did the Anglo-Saxons and Vikings settle? Why?

Timeline of key events, raids and invasions.

Timeline of World History, British History and events in Anglo-Saxon history.

Put events in order (chronology) and use historical phrases (in the past...)

Understanding the different ages of the Anglo Saxons and the Vikings and how they link to who we are now (cultural identity).

Anglo-Saxons laws and justice. Including Danelaw.

Anglo-Saxon daily life- in depth study of houses and village life- West Stow Anglo-Saxon village.

Viking invasions on Great Britain and the Anglo-Saxons.  
Why did they invade and settle?

Research and understand King Alfred- who was he and why is he remembered today?

		<p><u>History Based Skills:</u>  Chronology  Deduction and inference- use of artefacts  Questioning</p>	<p>Group Poster- who were the Anglo-Saxons and Vikings?  Create a group poster to show daily life of both groups.</p> <p><b>RR Unicef Link:</b> Make links between the Vikings settling in a different country and recent movement of people from and to countries.</p> <p><u>Resources:</u></p> <p>Photos of Viking and Anglo Saxon settlements</p> <p>Use of drama activities- re-enact battles</p> <p>Anglo-Saxon and Viking artefacts</p> <p>Living History boxes- Viking or Anglo-Saxon artefact box.</p> <p>Hampshire History Centre</p> <p>Primary sources- artefacts</p> <p>Secondary sources- books, internet</p>
<p><b>Geography</b></p>	<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use the eight points of a compass, four and six -figure grid references, symbols and key</p>	<p><b>Hook:</b> Create a local guide of Historical sites of interest in the local area including Cliddesden and Basingstoke.  Work with Headteacher.</p> <p><b>Analyse-</b>  Point out human and physical features  Survey and compare using map skills and photographs.</p> <p>How is ..... related to ....?  What conclusions can you draw?</p> <p><b>Create-</b> produce, design and plan.  Create own plan map of school and create grid to on OS maps to mark on places of</p>	<p>Use OS maps to locate local sites of historical interest, identifying features such as Roman roads, hill forts and other archaeological sites.</p> <p>Field work. Using maps to identify features on walk in local area to Farleigh Church</p> <p>Orienteering . Combine with Google earth.</p>

(including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

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.

interest along local walk.

*What way can you design?  
Can you invent?*



# Art

Create sketch books to record their observations and use them to review and revisit ideas  
Improve their mastery of art and design techniques, including drawing, and painting with a range of materials [for example, pencil, charcoal, paint, clay]  
Be taught about great artists, architects and designers in history

**Apply**- draw, make and produce Anglo-Saxon brooch.

*Construct a model to show...*

**Analyse**- compare a range of tapestries and Anglo-Saxons brooches.

Analyse a range of Anglo-Saxon jewellery photos - *what can they learn from jewellery worn?*

*Who do you think wore these types of jewellery?*

What examples of Anglo-Saxon jewellery can you find?

Using sketch books develop simple pattern compositions e.g. repetition of line, shape, colour, and student's initials. Develop sewing techniques using basic principles of needle work.

Embroidery, needle work, weaving

Media:

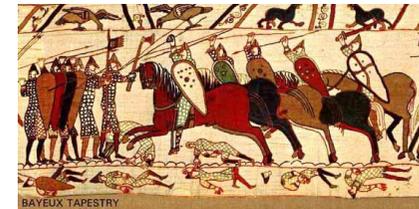
Material, cotton

Artist Model:

Anglo-Saxon tapestry (The Bayeux Tapestry)

Introduce examples of how embroidery and tapestry have been used throughout history focusing on Anglo-Saxon period.

Final piece of work to be embroidery of chosen composition from sketch book



Anglo-Saxon Jewellery

Research jewellery worn by Anglo-Saxon women and men.

Sketch and record in sketch books.

Water colour favourite item of jewellery researched.

Make an Anglo-Saxon brooch using Model Magic and paint.

<http://www.dkfindout.com/uk/history/anglo-saxons/anglo-saxon-jewellery/>



<p><b>DT</b></p>	<p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>Select from and use a wider range of materials including construction materials</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<p><b>Hook:</b> Design and make a Viking longboat.</p> <p><b>Make:</b></p> <p><b>Evaluate:</b></p>	
<p><b>Spoken Language Skills</b></p>	<ul style="list-style-type: none"> <li>• Conduct a sustained and appropriate conversation with an adult</li> <li>• Negotiate with others, empathising with others' viewpoints</li> <li>• Manage collaborative tasks, with minimal adult intervention</li> </ul>		