

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic title	What did the Romans do for us?		Why is Hull such a great place to live?		How did WW2 affect Hull?	
Science	<p>How can water be a solid, liquid and gas?</p> <p>States of matter & water cycle</p> <ul style="list-style-type: none"> * compare and group materials together, according to whether they are solids, liquids or gases * observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) * identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. * asking relevant questions and using different types of scientific enquiries to answer them * setting up simple practical enquiries, comparative and fair tests * making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers * gathering, recording, classifying and presenting data in a variety of ways to help in answering questions * recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables * reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions * using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions * identifying differences, similarities or changes related to simple scientific ideas and processes * using straightforward scientific evidence to answer questions or to support their findings. 	<p>Follow Your Food!</p> <p>Animals, including humans</p> <ul style="list-style-type: none"> • describe the simple functions of the basic parts of the digestive system in humans • identify the different types of teeth in humans and their simple functions • construct and interpret a variety of food chains, identifying producers, predators and prey. 	<p>Is electricity shocking?</p> <p>Electricity</p> <ul style="list-style-type: none"> • identify common appliances that run on electricity • construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • recognise some common conductors and insulators, and associate metals with being good conductors. 	<p>What caused that racket?</p> <p>Sound</p> <ul style="list-style-type: none"> • identify how sounds are made, associating some of them with something vibrating • recognise that vibrations from sounds travel through a medium to the ear • find patterns between the pitch of a sound and features of the object that produced it • find patterns between the volume of a sound and the strength of the vibrations that produced it • recognise that sounds get fainter as the distance from the sound source increases. 	<p>Can you name that living thing?</p> <p>Living things and their habitats</p> <ul style="list-style-type: none"> • recognise that living things can be grouped in a variety of ways • explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • recognise that environments can change and that this can sometimes pose dangers to living things. 	

<p>History</p>	<p>What did the Romans do for us? (The Roman Empire and its impact on Britain)</p> <ul style="list-style-type: none"> ▪ the Roman Empire by AD 42 and the power of its army ▪ British resistance, for example, Boudica ▪ Legacy of the Roman Empire ▪ Place historical era on timeline at the beginning of unit ▪ gain and deploy a historically grounded understanding of abstract terms such as the expansion and dissolution of 'empires' and 'peasantry' ▪ understand historical concepts such as cause and consequence, similarity, difference ▪ understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims and interpretations of the past have been constructed • gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between national and international history and between military and social history. 		<p>How did WW2 affect Hull? (beyond 1066 and local history study)</p> <ul style="list-style-type: none"> ▪ a local history study ▪ understand historical concepts such as cause and consequence, similarity, difference ▪ Place historical era on timeline at the beginning of unit ▪ understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims and interpretations of the past have been constructed ▪ gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; social history; and between short- and long-term timescales.
<p>Geography</p>	<p>Where on Earth does water come from? The water cycle</p> <ul style="list-style-type: none"> • describe and understand key aspects of physical geography, including the water cycle 	<p>Why is Hull such a great place to live? (Place knowledge/skills & fieldwork/Human & physical geography)</p> <ul style="list-style-type: none"> • Trip to Water's edge & geographical field work • All topics start with the world map including most significant most significant physical features (Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, oceans, seas, mountain ranges and rivers) • All continents, European countries, UK geographical features (major cities, mountains and hills) • Then zoom in to your topic focus (country, county/region/city /local features) • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, all continents • name and locate the countries, counties and capital and major cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time 	<p>Review map skills – especially local maps</p>

		<ul style="list-style-type: none"> • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four-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 and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	
D&T		<p style="text-align: center;">Making Connections! (Electronics)</p> <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 groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world 	<p style="text-align: center;">Why did people make-do and mend? (Textiles)</p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • 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
Art	<p>Can you piece together a picture? (Collage – mosaic)</p> <ul style="list-style-type: none"> • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history. 	<p style="text-align: center;">Picture Perfect (Sketching)</p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas 	
MFL	Spanish – Humans and animals	Spanish – Food, numbers and shopping	Spanish – People and descriptions
	<ul style="list-style-type: none"> • understand and respond to spoken and written language from a variety of authentic sources • speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation • can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt • discover and develop an appreciation of a range of writing in the language studied. 		

P.E.	<p>Real PE Unit 1 (personal skills)</p> <p>Dance</p>	<p>Real PE unit 2 (personal skills) Swimming</p> <ul style="list-style-type: none"> 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. 	<p>Real PE unit 3 (social skills) Real Gym</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>Real PE unit 4 (creative skills) Striking and fielding</p>	<p>Real PE unit 5 (applying physical skills) Real Gym / Dance</p> <ul style="list-style-type: none"> perform dances using a range of movement patterns 	<p>Real PE unit 6 (health and fitness) Athletics/Net and wall</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
R.E.	<p>What does it mean to belong to a faith?</p> <ul style="list-style-type: none"> explore religious stories that identify how believers are expected to behave explain the significance and use of symbols and artefacts in rites of passage consider how they are expected to behave and where these rules come from compare the symbolism associated with rites of passage in three faiths explore issues of justice and freedom explore religious rituals that show identity and belonging in different religious traditions 		<p>What makes a Hero?</p> <ul style="list-style-type: none"> explore commitment as demonstrated in the lives and work of significant people of faith describe the effect of life-changing events on the commitment of significant people of faith share ideas as to how the lives of significant people of faith have affected the lives of others reflect on the teachings of significant religious people and how these teachings impact on society describe the teachings of significant religious people, identifying some similarities and differences explore teachings of other significant religious people 		<p>What do religions teach about caring for our world?</p> <ul style="list-style-type: none"> explore beliefs about how the universe began recognise that the Earth is unique and consider the concept of stewardship compare different faith beliefs about how the universe began give reasons why people of faith have a sense of awe and wonder about the Earth explore religious teachings to see how faith members should care for the Earth investigate how faith members show care for the environment express thoughts and beliefs about how the universe began share feelings about the sense of awe and wonder in the natural world share thoughts on how and why religions treat the world with respect show understanding of stewardship and suggest actions everyone can take 	
PSHE	Being me and my world	Celebrating differences (including anti-bullying)	Dreams and goals	Healthy me	Relationships	Changing me

<p>ICT</p>	<p>We are musicians</p> <ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 	<p>Learn E-Safety, How Internet Works, Programming, Binary</p> <p>understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <p>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>	<p>We are co-authors (Producing a blog)</p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>Create Evolution of Technology Programming</p>	<p>We are meteorologists</p> <p>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>Present Present Evolution Document Programming</p>
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