

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic title</b>	<b>Were the Vikings always victorious and vicious?</b>		<b>Who were the Maya and what have we learnt from them?</b>		<b>Where can we explore next?</b>	
<b>Science</b>	<p><b>What would a journey through your body look like?</b> (Circulation – animals &amp; humans)</p> <ul style="list-style-type: none"> <li>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul>	<p><b>Can you see the light?</b> (Light and the eye)</p> <ul style="list-style-type: none"> <li>recognise that light appears to travel in straight lines</li> <li>use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> <li>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul>	<p><b>Have we always looked like this?</b> (Evolution &amp; inheritance)</p> <ul style="list-style-type: none"> <li>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul>	<p><b>How would you be classified?</b> (Classification)</p> <ul style="list-style-type: none"> <li>describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</li> <li>give reasons for classifying plants and animals based on specific characteristics.</li> </ul>	<p><b>Could you be an electrician?</b> (Electricity)</p> <ul style="list-style-type: none"> <li>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</li> <li>use recognised symbols when representing a simple circuit in a diagram.</li> </ul>	
<b>History</b>	<p><b>Were the Vikings always victorious and vicious?</b> NC - the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Including:</p> <ul style="list-style-type: none"> <li><b>Viking raids and invasion (including Danegeld)</b></li> <li>Place historical era on timeline at the beginning of unit</li> <li>how Britain has influenced and been influenced by the wider world</li> <li>make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</li> <li>gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between regional, national and international history; between cultural, economic and social history; and between short- and long-term timescales.</li> </ul>		<p><b>Who were the Maya and what have we learnt from them?</b> NC - a non-European society that provides contrasts with British history –Mayan civilization c. AD 900; the nature of ancient civilisations</p> <ul style="list-style-type: none"> <li>characteristic features of past non-European societies gain and deploy a historically grounded understanding of abstract terms such as ‘civilisation’</li> <li>Place historical era on timeline at the beginning of unit</li> <li>make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</li> <li>understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li> <li>gain historical perspective by placing their growing knowledge into different contexts, understanding the connections (international history); between cultural and religious history; and between short- and long-term timescales.</li> </ul>			

<p style="text-align: center;"><b>Geography</b></p>	<p style="text-align: center;"><b>Map skills (ongoing)</b></p> <p>Locational knowledge</p> <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 cities</li> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers)</li> <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> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>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</li> </ul>		<p style="text-align: center;"><b>Where can we explore next? (Contrasting area – local)</b></p> <p>All topics start with 'the world' including most significant human features (7 wonders of the world) and most significant physical features (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) oceans, seas, mountain ranges and rivers) – All continents, European countries, UK geographical features Then zoom in to your topic focus (country, county/region/city /local features)</p> <p style="text-align: center;"><b>Village study &amp; geographical (e.g. Allerthorpe &amp; surrounding farm land)</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) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>name and locate counties and 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</li> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>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</li> <li>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.</li> </ul>
	<p style="text-align: center;"><b>Art</b></p>		<p style="text-align: center;"><b>Mayan tiles (printing)</b></p> <p>Pupils should be taught</p> <ul style="list-style-type: none"> <li>to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> <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 example, pencil, charcoal, paint, clay]</li> <li>about great artists, architects and designers in history.</li> </ul>

DT	<p align="center"><b>Can we recreate a Viking feast? (Food technology)</b></p> <p>Pupils should be taught to:</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 align="center"><b>Can you be a technological designer? (Controlled mechanics)</b></p> <p>When designing and making, pupils should be taught to:</p> <p><u>Design</u></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>• investigate and analyse a range of existing products</li> <li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>• understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> <li>• apply their understanding of computing to program, monitor and control their products.</li> </ul>
Music	<p align="center"><b>Genres of music</b> (blues, classical, pop) Viking Song (Chouranga)</p>	<p align="center"><b>How do lyrics influence?</b> (Protest songs) How music is written</p>	<p align="center"><b>Note values and rhythms</b></p>
MFL (Spanish)	<p align="center"><b>Places around the town</b></p>	<p align="center"><b>Directions and transport</b></p>	<p align="center"><b>Around the house</b></p>
P.E.	<p align="center">Real P.E. – Unit 1</p>	<p align="center">Real P.E. – Unit 2</p>	<p align="center">Real P.E. – Unit 3</p>
R.E.	<p align="center">5.1 - Justice and Freedom</p>	<p align="center">5.2 - Living a Faith</p>	<p align="center">5.3 - Hopes and Visions</p>
P.S.H.E.	<p align="center"><b>Jigsaw</b> Being me in my World</p>	<p align="center"><b>Jigsaw</b> Celebrating Difference</p>	<p align="center"><b>Jigsaw</b> Dreams and Goals</p>
I.C.T.	<p align="center">We are app planners</p>	<p align="center">We are Project managers</p>	<p align="center">We are market researchers</p>