



INTENT	Vision	Together we all discover, learn, grow and succeed									
	Values	W	A	R	M	T	H				
		Well-Being	Aspire	Relationships	Motivation	Trust	Holistic				
	Curriculum Design	<i>The development of subject specific skills and learning behaviours coupled to the acquisition of knowledge</i>									
Learning Behaviours			Disciplinary Knowledge				Substantive Knowledge				
Attitudes and attributes for learning and life			Know How – Subject specific thinking and problem solving				Know What – Deep learning of the key knowledge				
IMPLEMENTATION	Our 10 Key Principles for Effective T&L	High Aspirations	Inspire and Challenge	Pupil Progress	Positive Habitats	Variation	Developing Learning Behaviours	Relationships	Questioning and Feedback	Assessment for Learning	Subject Knowledge
	Topic Purpose	<i>To empathise with the lives of children in World War 2. To understand the importance of the Torah for Jews and how it compares with our own school values.</i>									
	Main Subjects	History					Science				
	Key Performance Indicators	<ul style="list-style-type: none"> State the years of WWII and dates of key events. Collect information from a range of sources and draw conclusions. Ask and answer historical questions about change, cause, significance and similarity and difference. Understand key event such as The Blitz, evacuation and rationing and their impact on children’s lives. Consider what life was like for children in the past. 					<ul style="list-style-type: none"> Recognise the symbols used to represent a circuit. Understand how switches work. Conduct fair tests to know the impact of variations within a circuit. Create a circuit, operated by a switch, with a component of their choice that improves the safety within an air raid shelter. 				
		Relationships	Mastery	Community	Vocabulary / Oracy	Being Healthy / Active	Equity of Education			Developing Learning Behaviours	Fluency

Discrete Learning Opportunities

During the topic, the following subjects will also be taught. Although there will be some connection to our current topic, the learning is more discrete:

Subject	Key Performance Indicators
Computing	Computer Systems – Understanding computer systems and how information is transferred between systems and devices. Explain the input, output, and process aspects of a variety of different real-world systems. Collaborative on an online project with other class members and develop skills of working together online.
PE	Gymnastics - Demonstrate accuracy, consistency and clarity of movement. Make up own sequences and use apparatus to enhance work and vary compositional ideas.
MFL	<u>Revise C'est Moi (Etre and Avoir)</u> To read and say simple French phrases , conversation in pairs to include - Greetings, hello, what is your name, how are you, where do you live, when is your birthday. To know numbers to 31. To know the months of the year and say your birthday. Learn and pronounce irregular verbs Etre (to be) and Avoir (to have)
PSHE	Being me in my world – understanding shared values, rights and responsibilities. Setting goals and understanding the impact we have on our own successes.
Outdoor Learning	Blocked for the Spring and Summer Term



Key Objective Progression

Prior Knowledge	Year 5 – WW2 - Key Objective	Future Learning
<u>Year 4 – History – Ancient Greeks</u> Place events from period studied on a timeline.	<u>History - WW2</u> State the years of WWII and dates of key events.	<u>Year 6 – History – Victorians</u> State the years of the Victorian Era and dates of key events and name important figures and know the impact they had during Victorian times.
<u>Year 4 – History – Romans</u> Look at the evidence available.	<u>History- WW2</u> Collect information from a range of sources and draw conclusions.	<u>Year 6 – History – Victorians</u> Collect information from a range of sources and draw conclusions.
<u>Year 4 – History – Ancient Greeks</u> Address and sometimes devise historically valid questions.	<u>History – WW2</u> Ask and answer historical questions about change, cause, significance and similarity and difference.	
<u>Year 4 – History – Romans</u> Use evidence to build up a picture of a past event.	<u>History- WW2</u> Understand key event such as The Blitz, evacuation and rationing and their impact on children’s lives	<u>Year 6 – History – Victorians</u> Understand that ways of life differed greatly across Victorian society.
<u>Year 4 – History – Romans</u> Use evidence to build up a picture of a past event.	<u>History- WW2</u> Consider what life was like for children in the past.	<u>Year 6 – History – Victorians</u> Consider what life was like for people in the past. Assess how the changes in the era affected people’s lives.
<u>Year 4 - Science – Electricity</u> Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.	<u>Science – Electricity</u> Recognise the symbols used to represent a circuit.	
<u>Year 4 - Science – Electricity</u> Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.	<u>Science – Electricity</u> Understand how switches work.	
<u>Year 4 - Science – Electricity</u> Setting up simple practical enquiries, comparative and fair tests.	<u>Science – Electricity</u> Conduct fair tests to know the impact of variations within a circuit.	<u>Year 6 – Science – Light</u> Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.
<u>Year 4 - Science – Electricity</u> Using straightforward scientific evidence to answer questions or to support their findings.	<u>Science – Electricity</u> Create a circuit, operated by a switch, with a component of their choice that improves the safety within an air raid shelter.	<u>Year 6 – Science - Earth and Space</u> Using straightforward scientific evidence to answer questions or to support their findings.