



|  |  |  |   |                       |                          |                     |   |                                |                                 |                                |                          |
|--|--|--|---|-----------------------|--------------------------|---------------------|---|--------------------------------|---------------------------------|--------------------------------|--------------------------|
| <b>INTENT</b>                                  | <b>Vision</b>                                      | <b>Together we all discover, learn, grow and succeed</b>   |   |                       |                          |                     |   |                                |                                 |                                |                          |
|  | <b>Values</b>                                      | <b>W</b>   | <b>A</b>  | <b>R</b>              | <b>M</b>                 | <b>T</b>            | <b>H</b>  |                                |                                 |                                |                          |
|  |  | Well-Being   | Aspire  | Relationships         | Motivation               | Trust               | Holistic  |                                |                                 |                                |                          |
|  | <b>Curriculum Design</b>                           | <i>The development of subject specific skills and learning behaviours coupled to the acquisition of knowledge</i>  |   |                       |                          |                     |   |                                |                                 |                                |                          |
| <b>Learning Behaviours</b>                     |  |  | <b>Disciplinary Knowledge</b>                                   |                       |                          |                     | <b>Substantive Knowledge</b>  |                                |                                 |                                |                          |
| Attitudes and attributes for learning and life |  |  | <b>Know How</b> – Subject specific thinking and problem solving |                       |                          |                     | <b>Know What</b> – Deep learning of the key knowledge   |                                |                                 |                                |                          |
| <b>IMPLEMENTATION</b>                          | <b>Our 10 Key Principles for Effective T&amp;L</b> | <b>High Aspirations</b>  | <b>Inspire and Challenge</b>                                    | <b>Pupil Progress</b> | <b>Positive Habitats</b> | <b>Variation</b>    | <b>Developing Learning Behaviours</b>   | <b>Relationships</b>           | <b>Questioning and Feedback</b> | <b>Assessment for Learning</b> | <b>Subject Knowledge</b> |
|  | <b>Topic Purpose</b>                               | <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>  |   |                       |                          |                     |   |                                |                                 |                                |                          |
|  |  | Hook: Through drama, take on the role of a child in 1930s.   |   |                       |                          |                     | Outcome: Lead the school’s Remembrance Service.   |                                |                                 |                                |                          |
|  | <b>Main Subjects</b>                               | History  |   |                       |                          |                     | Science   |                                |                                 |                                |                          |
|  | <b>Key Performance Indicators</b>                  | <ul style="list-style-type: none"> <li>State the years of WWII and dates of key events.</li> <li>Collect information from a range of sources and draw conclusions.</li> <li>Ask and answer historical questions about change, cause, significance and similarity and difference.</li> <li>Understand key event such as The Blitz, evacuation and rationing and their impact on children’s lives.</li> <li>Consider what life was like for children in the past.</li> </ul> |   |                       |                          |                     | <ul style="list-style-type: none"> <li>Recognise the symbols used to represent a circuit.</li> <li>Understand how switches work.</li> <li>Conduct fair tests to know the impact of variations within a circuit.</li> <li>Create a circuit, operated by a switch, with a component of their choice that improves the safety within an air raid shelter.</li> </ul> |                                |                                 |                                |                          |
|  | 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               | Volleyball - Consistently and safely send and return an object over a net or wall into open space. Gymnastics - Demonstrate accuracy, consistency and clarity of movement. Make up own sequences and use apparatus to enhance work and vary compositional ideas.  |
| MFL              | Transport, En Ville and Direction - Learn to ask for directions places in a town , recap masculine and feminine nouns , learn types of transport and French verb ‘aller’ (to go)  |
| 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   |
|---|---|---|
| <b><u>Year 4 – History – Ancient Greeks</u></b> Place events from period studied on a timeline.   | <b><u>History - WW2</u></b> State the years of WWII and dates of key events.  | <b><u>Year 6 – History – Victorians</u></b> 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.  |
| <b><u>Year 4 – History – Romans</u></b> Look at the evidence available.   | <b><u>History- WW2</u></b> Collect information from a range of sources and draw conclusions.  | <b><u>Year 6 – History – Victorians</u></b> Collect information from a range of sources and draw conclusions.   |
| <b><u>Year 4 – History – Ancient Greeks</u></b> Address and sometimes devise historically valid questions.  | <b><u>History – WW2</u></b> Ask and answer historical questions about change, cause, significance and similarity and difference.                                  |   |
| <b><u>Year 4 – History – Romans</u></b> Use evidence to build up a picture of a past event.   | <b><u>History- WW2</u></b> Understand key event such as The Blitz, evacuation and rationing and their impact on children’s lives                                  | <b><u>Year 6 – History – Victorians</u></b> Understand that ways of life differed greatly across Victorian society.   |
| <b><u>Year 4 – History – Romans</u></b> Use evidence to build up a picture of a past event.   | <b><u>History- WW2</u></b> Consider what life was like for children in the past.  | <b><u>Year 6 – History – Victorians</u></b> Consider what life was like for people in the past. Assess how the changes in the era affected people’s lives.  |
| <b><u>Year 4 - Science – Electricity</u></b> Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. | <b><u>Science – Electricity</u></b> Recognise the symbols used to represent a circuit.  |   |
| <b><u>Year 4 - Science – Electricity</u></b> Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.        | <b><u>Science – Electricity</u></b> Understand how switches work.   |   |
| <b><u>Year 4 - Science – Electricity</u></b> Setting up simple practical enquiries, comparative and fair tests.   | <b><u>Science – Electricity</u></b> Conduct fair tests to know the impact of variations within a circuit.   | <b><u>Year 6 – Science – Light</u></b> Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. |
| <b><u>Year 4 - Science – Electricity</u></b> Using straightforward scientific evidence to answer questions or to support their findings.  | <b><u>Science – Electricity</u></b> Create a circuit, operated by a switch, with a component of their choice that improves the safety within an air raid shelter. | <b><u>Year 6 – Science - Earth and Space</u></b> Using straightforward scientific evidence to answer questions or to support their findings.  |