



**Year 5 Topic: Children of World War 2 Term:Autumn Topic Length: 8 wks**

<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>Skills</b>				<b>Knowledge and Understanding</b>				
Attitudes and attributes for learning and life			Subject specific skills required to attain and excel				Deep learning of the key concepts of our curriculum and the National Curriculum				
<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/ 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: Creating a profile for a child in the 1930s. A selection of rich texts and resources used in the teaching and learning of history, English and RE.					Outcome: <ol style="list-style-type: none"> <li>By investigating primary and secondary sources of information, children are able to recall the significant events for WW2 and empathise/imagine the impact on the lives of children.</li> <li>Children are able to understand how the Torah guides Jewish People in how they live their lives and how this compares to the way we live our lives.</li> <li>Children will apply knowledge gained about the impact of variation in a circuit by creating a miniature air raid shelter with functioning electrics.</li> </ol>				
<b>Main Subjects</b>	History			Science			RE				



<b>Our Overarching Themes</b>	Key Performance Indicators	<ul style="list-style-type: none"> <li>Consider what life was like for children in the past.</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>State the years of WWII and dates of key events.</li> <li>Know what life was like in the years preceding the war.</li> <li>Understand how life varied for children during the war.</li> <li>Understand key event such as the blitz, evacuation and rationing and their impact on children's lives.</li> </ul>		<ul style="list-style-type: none"> <li>Recognise the symbols used to represent a circuit.</li> <li>Understand switches.</li> <li>Conduct fair tests.</li> <li>Know the impact of variations within a circuit.</li> </ul>		<ul style="list-style-type: none"> <li>Children can recount the key events in the story of Abraham and its importance to Jewish people.</li> <li>Children are able to recount the key events in the story of Moses and its importance to Jewish people.</li> <li>Children can recall facts about the Torah and are able to understand how it guides the Jews lead their lives.</li> <li>Children are able to compare and contrast the messages in the Torah to our own school WARMTH values.</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:

(e.g. computing, PE, music, MFL, PSHE, RE, etc...)

Subject	Key Performance Indicators
Computing	Computer Systems – NCCE scheme
PE - Autumn 1	Volleyball Gymnastics
MFL - Autumn 1	French food – learn French food and drink items, design a café menu and order food and drink, give opinions about likes and dislikes.
PSHE	Being me in my world – understanding shared values, rights and responsibilities. Setting goals and understanding the impact we have on our own successes.



**Year 6    Topic: Vile Victorians**

**Term: Autumn 1**

**Topic Length: 8 wks**

<b>INTENT</b>	Vision	Together we all discover, learn, grow and succeed										
	Values	<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					
	Curriculum Design	<i>The development of subject specific skills and learning behaviours coupled to the acquisition of knowledge</i>										
<b>Learning Behaviours</b>			<b>Skills</b>				<b>Knowledge and Understanding</b>					
Attitudes and attributes for learning and life			Subject specific skills required to attain and excel				Deep learning of the key concepts of our curriculum and the National Curriculum					
<b>IMPLEMENTATION</b>	Our 10 Key Principles for Effective T&L	<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>	
	Topic Purpose	<i>To discover how lives changed in the Victorian Era, the theory of evolution and compare and contrast Big Bang theory with Creation.</i>										
		Hook: Immersion week						<b>Outcomes:</b> <ul style="list-style-type: none"> <li>Children understand how the quality of life changed in the Victorian era.</li> <li>Children understand the similarities and differences between Creation &amp; Big Bang theory.</li> <li>Children understand how evolution can lead to adaptation over time.</li> </ul>				
Main Subjects	<b>History</b>				<b>RE</b>			<b>Science</b>				



Key Performance Indicators	<ul style="list-style-type: none"> <li>Consider what life was like for people in the past.</li> <li>Collect information from a range of sources and draw conclusions.</li> <li>Understand that ways of life differed greatly across Victorian society.</li> <li>Assess how the changes in the era affected people's lives.</li> <li>History knowledge covered in this unit ...</li> <li>State the years of the Victorian Era and dates of key events.</li> <li>Explain revolutionary developments in industry and transport.</li> <li>Name important figures and know the impact they had during Victorian times.</li> <li>Learning skills we will develop.</li> <li>Ask meaningful questions.</li> <li>Make links and notice patterns, comparing then and now.</li> <li>Show empathy and understand differences.</li> </ul>			<ul style="list-style-type: none"> <li>Understand Christians believe that the Earth was created by God (Creation).</li> <li>Evaluate how the Big Bang theory and the Creation story can be complementary.</li> <li>Evaluate how the Big Bang Theory and the Creation story can conflict.</li> <li>Understand Christians can interpret the Creation story in different ways.</li> </ul>			<ul style="list-style-type: none"> <li>Exploring and talking about ideas.</li> <li>Presenting/ reporting findings from enquires.</li> <li>Ask questions about scientific ideas.</li> <li>Identifying scientific evidence that has been used to support or disprove ideas or arguments.</li> <li>Science knowledge covered in this unit ...</li> <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 that these offspring vary.</li> <li>Find out about the work of palaeontologists.</li> <li>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> <li>Learning skills we will develop.</li> <li>Make careful observations.</li> <li>Raise questions and consider their answers.</li> <li>Explain findings clearly and make comparisons.</li> </ul>		
	Our Overarching Themes	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:

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Subject	Key Performance Indicators
Computing	Communication. Searching the internet, ranking searching results, how are searches influenced and communicating responsibly.
PE	Net and wall – Volleyball. Using the 'dig, set and spike skills' to play the game.
Music	Autumn 2
MFL	Autumn 2
PSHE	Jigsaw – Being me. Setting our goals and values for the future.