

2018-2019	LB1 6 weeks June- July	LB2 4 weeks Aug - Sep	LB3 5 weeks Oct - Nov	LB4 6 weeks Nov - Dec	LB5 7 weeks Jan - Feb	LB6 7 weeks Feb - April	LB7 4 weeks April – May	Y7 – LB1 June - July
6	Drugs And Bugs	Earliest Civilisations	Tudors	Blast Through The Past		Past, Present, Future		Performance
TPA Events	NSPCC – Puberty  Raising Aspirations - Magistrates  Sports Day  TPA's Got Talent  First Aid	Academy Council Selection  Oral Hygiene  Book Fair		Money Week  Winter Fair	Safer Internet Day  Art Week	RSE  Betty for Schools (RSE Y5/6)  Spring Fair		Sports Day  TPA's Got Talent  First Aid
	<u>Geography</u> No coverage expected	<u>Geography</u> Continents, countries and cities <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>Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied</li> </ul>		<u>Geography</u> <b>What are the similarities and differences between the Grand Union Canal and the River Nile?</b>  <b>How have the Grand Union Canal and the River Nile affected people's lives over time?</b> <ul style="list-style-type: none"> <li>Identify Egypt on the world map and independently identify and research its key features both physical and human:</li> </ul> Physical <ul style="list-style-type: none"> <li>Landforms – rivers, canyons, valleys</li> <li>Drainage</li> <li>Climate</li> <li>Soil and vegetation</li> </ul> Human <ul style="list-style-type: none"> <li>Development including: economy, standards of living and industry</li> <li>Population and density</li> <li>Settlement and tourism</li> <li>Compare rivers and canals (Nile / Grand Union) – investigate their importance: transport, farming and crops, effect on lives, import and export</li> <li>Use grid references accurately</li> <li>Use map scales accurately</li> </ul>		<u>Geography</u> Trade and Economics <ul style="list-style-type: none"> <li>What we trade</li> <li>Who we trade with</li> <li>Trading with El Salvador</li> <li>Fair trade</li> <li>Global Economy</li> <li>Changing trade</li> </ul>		<u>Geography</u> No coverage expected
	<u>History</u> Study a non-European society that provides contrasts with British history - early Islamic civilization, including a study of Baghdad c. AD 900 <ul style="list-style-type: none"> <li>Track the development and history of an early Islamic civilisation – the city of Baghdad</li> <li>Compare and contrast these developments with Western Europe at the same time</li> <li>Examine trade and everyday life in Baghdad</li> <li>Learn about the spread of Islam through the Middle East and beyond</li> </ul>	<u>History</u> <b>How did the Tudor king rule?</b>  <b>Why did Henry VIII have so many wives?</b> <ul style="list-style-type: none"> <li>Investigate who the Tudors were and learn about the power and importance of a Tudor king including the difficulties he faced in marriage and producing an heir</li> <li>Identify the significance of the Battle of Bosworth and understand how Henry VIII ended the Wars of the Roses and ushered in a new era</li> <li>Compare what a Monarch did and did</li> </ul>	<u>History</u> <b>Ancient Egyptians</b> <ul style="list-style-type: none"> <li>Establish what society was like in Britain during the Ancient Egyptian civilisation and describe the end of the Ancient Egyptian civilisation</li> <li>Understand that the Ancient Egyptians wrote in hieroglyphs and simplified versions such as demotic &amp; hieratic scripts; appreciate that once hieroglyphs were translated Egyptologists were able to find out a lot more about the Ancient Egyptians; understand that hieroglyphs represent the sounds that make up words</li> <li>Study the finding of Tutankhamun's tomb by Howard Carter and Lord Carnarvon</li> <li>Study and compare the lives of some of the well-known pharaohs and discover which Ancient Egyptian pharaohs did well in battle and describe the weapons and style of warfare that the Ancient Egyptians used</li> <li>Understand the significance of The Sphinx to Ancient Egyptians and be aware that there is controversy over the original shape of The Sphinx and who ordered it to be carved</li> </ul>	<u>History</u> No coverage expected	<u>History</u> No coverage expected			

		not do during Tudor times and how it is similar or different to the modern day monarchy			
<u>Science</u> <b>Drugs And Bugs</b> <ul style="list-style-type: none"> <li>• Micro-organisms</li> <li>• Green micro-organisms</li> <li>• Food and micro-organisms</li> <li>• Useful micro-organisms</li> <li>• Diseases and antibiotics</li> <li>• The effect on the body of tobacco, alcohol and other drugs</li> </ul>	<u>Science</u> <b>Electricity</b> <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>	<u>Science</u> <b>Living Things And Their Habitats</b> <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>	<u>Science</u> No coverage expected	<u>Science</u> <b>Light</b> <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>	<u>Science</u> <b>Evolution and Inheritance</b> <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>
<u>DT</u> <b>Food Technology – Savoury Couscous</b> <ul style="list-style-type: none"> <li>• Investigate different vegetables that can be cooked and eaten raw</li> <li>• Design and make a healthy savoury couscous that includes a range of vegetables, thinking about flavour</li> <li>• Use knives and graters safely and use the hob and kettle safely with supervision</li> <li>• Apply the rules for basic food hygiene</li> <li>• Evaluate</li> </ul>	<u>Art</u> <b>Patterns and Painting – Escher</b> <ul style="list-style-type: none"> <li>• Investigate Escher's use of pattern and tessellating shapes for effect</li> <li>• Design a tessellating pattern based on regular shapes</li> <li>• Design a tessellating pattern based on a modified square</li> <li>• Create a range of colours, tints and tones using paint</li> <li>• Add colour to the tessellating pattern using complementary or contrasting pairs of colours, depending on intended mood of piece</li> </ul>	<u>DT</u> <b>Graphics – 3D Representations</b> <ul style="list-style-type: none"> <li>• Create 3D shapes using cubes</li> <li>• Draw a range of shapes in isometric</li> <li>• Draw cubes and cuboids in 1 and 2 point perspective</li> <li>• Render to show use of light</li> <li>• Draw to scale – 2:1 etc. keeping shape in proportion</li> <li>• Use IT to create basic 3D drawings – Purple Mash</li> </ul>	<u>Art</u> <b>Drawing – Sphinx</b> <ul style="list-style-type: none"> <li>• Investigate the Egyptian Sphinx</li> <li>• Design a mythical creature based on different parts of different animals – make sketches and annotate</li> <li>• Create a detailed sketch of final design, showing different textures and an understanding of perspective</li> </ul>	<u>Art / DT</u> No coverage expected	<u>Art / DT</u> No coverage expected
<u>RE</u> No coverage expected	<u>RE</u> <b>Early Origins of Islam and Christianity</b> <ul style="list-style-type: none"> <li>• Muslim and Christian beliefs</li> </ul>	<u>RE</u> <b>The History of Buddhism</b> <ul style="list-style-type: none"> <li>• Origins of Buddhism</li> <li>• Look at what some Buddhists believe</li> </ul>	<u>RE</u> <b>Symbolism, Sacred Writings and Sacred Places in Buddhism</b> <ul style="list-style-type: none"> <li>• Investigate symbolism in Buddhism (Meditation, Lotus flower and the three jewels)</li> </ul>	<u>RE</u> <b>The History of Jehovah's Witnesses</b> <ul style="list-style-type: none"> <li>• Origins of Jehovah's Witnesses</li> <li>• Overview of Jehovah's Witnesses and their beliefs and customs</li> </ul>	<u>RE</u> No coverage expected

	<p>about their God</p> <ul style="list-style-type: none"> <li>• Compare what the Qur'an and Bible teach Muslims and Christians about Allah / God, the world and human life</li> </ul>	<p>about Buddha</p> <ul style="list-style-type: none"> <li>• Look at the main beliefs for some Buddhists</li> <li>• Look at the importance of the Three Universal Truths to some Buddhists</li> <li>• Look at the festivals of Wesak and Vassa and the rituals involved which some Buddhists partake in</li> </ul>	<ul style="list-style-type: none"> <li>• Look at the sacred writings (Tipitaka) and the importance of stories and teachings being passed down</li> <li>• Investigate places of worship (Temple / Pagoda) and the rituals and traditions that happen within these buildings and the importance of these to some Buddhists</li> </ul>	<p>The importance of the moral code and the notion of separation to some Jehovah's Witnesses</p>	
<p><u>PSHE &amp; SMSC</u></p> <ul style="list-style-type: none"> <li>• What is a balanced lifestyle?</li> <li>• What consequence does my behaviour have?</li> <li>• What is the difference between good and not so good feelings?</li> <li>• How can I stay safe online?</li> <li>• How can I help?</li> <li>• What is a drug?</li> <li>• How do I beat the bug?</li> </ul>		<p><u>PSHE &amp; SMSC</u></p> <ul style="list-style-type: none"> <li>• What are laws and why do we have them?</li> <li>• How does bullying and discrimination affect others?</li> <li>• Does my view matter?</li> <li>• Does money grow on trees?</li> <li>• Does the media always tell the truth?</li> <li>• How should I use my mobile phone?</li> </ul>		<p><u>PSHE &amp; SMSC</u></p> <ul style="list-style-type: none"> <li>• What is a relationship?</li> <li>• How do relationships change? (RSE)</li> <li>• How will I change, as I get older? (RSE)</li> <li>• How can I keep myself safe?</li> <li>• How do we identify ourselves?</li> <li>• How do I feel about the changes ahead?</li> </ul>	
<p>Specialist subjects with discreet plans available on request</p> <p>PE Dance Music Spanish Computing</p>					