

English

Narratives Putting ourselves in the shoes of a character from history

Persuasive Texts- Graffiti: Art or vandalism?

Writing: Exploring poetry from the Anglo-Saxons to present day Britons

Knowledge Organiser: Crime and Punishment

Maths

Converting Units / Perimeter and Volume / Measurement

Computing

Video editing

Coding

Science

Animals Including Humans

Adaptation to their environments

Earth and Space

Exploring the planets of our solar system.

Art / DT

Design a game to fit a past era in Briton.

Finger print art

Crime and Punishment

stocks

Purges

hierarchy

transportation

Trials

reformation

History

Crime and Punishment in Britain from the Anglo-Saxons to the present day.

Enquiry: testing the validity of popular interpretations of the Victorians.

RE

What can we learn about the world / knowledge / meaning of life from great philosophers?

Geography

Stories from around the world.

Exploring trade routes throughout British History.

RSHE: My Rights and My responsibilities and Financial Education

MFL: Restaurant and shop roleplays

The skills you will develop in this topic:

Geographical skills:

- Use digital and paper maps and atlases (including aerial maps) to find locations specific to topic area.
- Find and recognise places on maps of different scales
- Locate the world's countries, Identify the position and significance of lines of longitude & latitude.

History:

- Record knowledge and understanding in a variety of ways, using dates and key terms appropriately
- Devise, ask and answer more complex questions about the past
- Analyse a range of source material to promote evidence about the past
- Understand that the past is represented and interpreted in different ways and give reasons for this
- Develop your chronological knowledge and understanding of history.

Maths:

- Solve problems including measurement, and converting units.

Art:

- Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).
- Create sketch books to record their observations and use them to review and revisit ideas.

Design technology:

- Explore and evaluate a variety of products
- Select tools and equipment suitable for the task
- Critically evaluate their work

Science:

- plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary

- take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- identify scientific evidence that has been used to support or refute ideas or arguments
- report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- use test results to make predictions to set up further comparative and fair tests
- recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect
- observing and raising questions about local animals and how they are adapted to their environment; comparing how some living things are adapted to survive in extreme conditions, for example, cactuses, penguins and camels. (They might analyse the advantages and disadvantages of specific adaptations, such as being on 2 feet rather than 4, having a long or a short beak, having gills or lungs, tendrils on climbing plants, brightly coloured and scented flowers).
- Using previous knowledge to understand natural phenomena on other planets in our solar system.

RE

- Philosophical and theological lines of enquiry, **reflecting** and **reasoning** and **exploring** ideas orally

Computing:

- Presentations: Pupils learn to write and deliver a presentation, incorporating a range of media.
- Sound and video: Pupils record and edit media to create a short sequence - extended by editing the final product in using video editing software.
- Coding: Pupils continue to develop their abilities to create computer programmes.

Vocabulary I need to Know:

History: enquiry victim accused confess arrest jury hearsay prisons goal verdict innocent sentence trial witness evidence treason vandalism stocks

Science

Earth and Space: orbit rotate solar system spherical axis sundial

Adaptation: Survival of the Fittest evolution extinction mutation adaptation inheritance

RE: philosophy theology reason logic deities muses

Art: Banksy: Keith Haring graffiti vandalism abstract tag

By the end of the topic the children will be able to:

Talk about and compare the punishments that were used during the Anglo-Saxon, Tudor and Victorian times, name some well-known events and crimes in British history and compare modern-day crimes and punishments with those of the past.