

Topics	Autumn – World War 1	Spring – Elizabethan Era	Summer – Legacy
Science	Living things & their Habitats Key Question – How do we classify things? Sticky Knowledge: - I know that living things can be classified into groups according to common characteristics. - I know that the main groups are: animals, plants and micro-organisms. - I know that plants can be broadly divided into two main groups: flowering and non-flowering. - I know that animals can be divided into two main groups: vertebrates and invertebrates. Evolution & Inheritance Key Question – What is evolution? Sticky Knowledge: - I know that living things have changed over time. - I know how fossils are formed. - I know how some physical traits are passed on through inheritance but that offspring are not identical to their parents. - I can describe some ways different animals have adapted to survive in their habitats. - I know how a new species can be formed due to adaptation or mutation and this leads to evolution. <u>Working Scientifically:</u> - I can classify plants and animals, I decide on the most effective way to present this and I use a variety of ways e.g. Venn diagrams, Carroll diagrams and keys. - I choose the most appropriate method to classify to answer a question. - I use secondary sources to research characteristics of an unknown animals or plant and assign it to a group. I evaluate whether my data is supported or refuted by other groups’ data, my scientific understanding and research. - I can research and present information about the formal classification systems devised by Carl Linnaeus. I use a variety of written and oral forms of communication. - I can use models to demonstrate evolution e.g. Darwin’s finches bird beak activity. I identify how discoveries change scientific understanding. - I can use secondary sources to find out about how the population of peppered moths changes during the Industrial Revolution. - I can research the work of Charles Darwin and present findings in oral or written form. - I choose how to record and present evidence to answer a question (including annotated photographs, labelled diagrams, observational drawings and writing)	Light Key Question – How do our eyes detect light? Sticky Knowledge: - I know that light appears to travel in straight lines. - I know that light sources are seen because light travels from the source to our eye. - I know that some objects are seen because they reflect light from a source into our eye. - I can explain how shadows are formed. - I know what happens when light is scattered. Animals, Including Humans Key Question – What does my heart do? Sticky Knowledge: - I can identify and name the main parts of the circulatory system: heart, valves, blood vessels, blood cells, vein, artery - I know that the heart keeps all the blood in your circulatory system flowing - I know that blood carries useful materials like oxygen, water and nutrients, removes waste products like carbon dioxide and fights infection. - I can describe the journey of blood around the body. - I know why a healthy diet and exercise are important for a healthy heart. <u>Working scientifically:</u> - I make decisions about how best to answer a question e.g. How do we know light travels in straight lines? I independently choose the resources needed to gather evidence to answer the question. I decide on the type of enquiry is most appropriate. - I can predict and explain, with diagrams or models, how the path of light rays can be direction by reflection to be seen e.g. car rear view mirrors, periscopes. - I can predict and explain, with diagrams or models, how the shape of shadows can be varied e.g. shadow puppets. - I identify the variable to change, which variable to measure and which variables need to be controlled. - I can carry out a range of pulse rate investigations: Comparative test; Pattern seeking; Observation over time. - I identify which variable to change, which to measure and which variables need to be controlled. - I decide how to get the most accurate data e.g. repeat readings, increase sample size, increase frequency of measurements. - I choose the most appropriate standard measure and use it accurately. - I ask further questions following an enquiry.	Electricity Key Question – How does electricity make things work? Sticky Knowledge: - I know what a battery or cell is. - I know that adding more cells or cells with a higher voltage to a complete circuit will make a bulb brighter, a motor spin faster or a buzzer make a louder sound. - I can explain the function of a switch. - I know how to construct a series circuit. - I know how to construct a parallel circuit. - I know how to draw an electrical circuit accurately using recognised symbols. Scientists & inventors Key Question – Who is our greatest scientist? Sticky Knowledge: - I can describe Stephen Hawking’s theories about black holes. - I can explain why Libbie Hyman’s work on the classification of invertebrates is still significant today. - I can explain Marie Maynard Daly’s findings about diet and circulatory health. I can discuss how attitudes of people at different times may have presented obstacles to some scientists. - I can explain who Alexander Fleming was and how his discovery of penicillin is still significant today. <u>Working Scientifically:</u> - I can carry out fair tests exploring changes in circuits. I decide how to record and present the data. - I can devise ways to measure brightness of bulbs, speed of motors, volume of a buzzer. - I can make circuits to solve particular problems such as a quiet and a loud burglar alarm. - I can communicate structures of circuits using circuit diagrams with recognise symbols. - I can predict results and answer questions by drawing on evidence gathered. - I can communicate my findings to an audience using a variety of written and oral forms of communication including displays and other presentations. - I identify how new scientific discoveries change scientific understanding. - I can identify and explain causal relationships (I can use a scatter graph to explain the effect of penicillin on a colony of bacteria). - I choose different ways to present the same date to help answer questions.
Computing (Purple mash)	- Unit 6.3 Spreadsheets - Unit 6.2 Online Safety	- Unit 5.5 Game Creator - Unit 6.5 Text Adventures	- Unit 5.9 Using External Devices - Unit 6.6 Networks

History	Key Question - What caused WW1 & what was its significance on the world? Sticky Knowledge: - I know the main events that led to the beginning of WW1. - I know when WW1 began and ended and can plot on a timeline. - I know what life was like in Britain during WW1, including the increased role of women. - I know the new technologies that were invented during WW1. - I know what life was like in the trenches.	Key Question - What was the Elizabethan era & why was it known as Golden? Sticky Knowledge: - I know when the Elizabethan Era was. - I know what the Spanish Armada was and why it happened. - I know about the unrest in Britain between Catholic and Protestants. - I know the differences between classes at the time. - I know what came before Elizabeth 1.	Key Question – What have the Romans/Anglo-Saxons/Vikings left us? Sticky Knowledge: - I know the timeframe of the Romans/Anglo-Saxons & the Vikings. - I know that many places in England today have roots in Roman times. (Examples- Cirencester, Chester & Manchester). - I know that many of the counties today were founded in Anglo-Saxon England. - I know what Danelaw & Danegeld were. - I know where the Anglo-Saxons were from.
	Key Question – What are the similarities and dissimilarities between England & Italy? Sticky Knowledge: - I know where England & Italy are on a map. - I know some of the physical features found in Italy. - I know some of the famous human features found in Italy. - I know some similarities between England & Italy physically & in a human geographical sense. - I know some differences between England & Italy both in a human and physical sense.	Key question – How can we use maps? Sticky Knowledge: - I know what an ordnance survey map is. - I know how to use a map correctly. - I know how to use six-figure grid references to find particular places. - I know what the symbols stand for on an OS map.	Key question – What is the impact of climate change on climate zones & biomes? Sticky Knowledge: - I know what a biome, climate zone & vegetation belt is. - I know all the different types of biome. - I know that biomes are affected by the climate. - I know the position and significance of latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and Arctic and Antarctic Circle. - I know the impact that humans can have on climate zones & biomes.
Geography	<u>Exploring form through drawing</u> Sticky Knowledge: - I know that we use the word form to describe a three-dimensional shape. - I know that when we draw on two-dimensional surfaces we can use line, mark making, value, shape, colour, pattern and composition to help us create an illusion of form, mass or volume. - I know that contour marks can help to describe volume and form/mass. - I know that we can mix colours and use a range of media to create atmosphere and meaning in drawings. - I know that drawing and sculpture share a close relationship, and can inform each other.	<u>Exploring Identity</u> Sticky Knowledge: - I know that artists embrace the things which make them who they are: their culture, background, experiences, passions – and use these in their work to help them create work which others can relate to. - I know that people are the sum of lots of different experiences, and that through art we can explore our identity. - I know that we can use techniques such as working with layers to help create imagery which reflects the complex nature of our identities. - I know that as viewers we can then “read” imagery made by other people, unpicking imagery, line, shape, colour to help us understand the experience of the artist.	<u>Set Design</u> Sticky Knowledge: - I know that designers and makers design “sets” which form the backdrop/props to give context to drama (theatre, film or animation). - I know that we can use many disciplines including painting, making, drawing to create sets, as well as thinking about lighting, scale, perspective, composition, and sound. - I know that we can create our own “sets” to create models for theatre design, or backgrounds for an animation. - I know that we can take our inspiration from the sources of literature or music to inform our creative response and to capture the essence of the drama.
	<u>COOKING AND NUTRITION: COME DINE WITH ME</u> Sticky Knowledge: I know that ‘flavour’ is how a food or drink tastes.	<u>STRUCTURE: PLAYGROUNDS</u> Sticky Knowledge: I know that structures can be strengthened by manipulating materials and shapes.	<u>DIGITAL WORLD: NAVIGATING THE WORLD</u> Sticky Knowledge: I know that accelerometers can detect movement.
Art (Access Art)			
DT (Kapow)			

RE	- I know that many countries have ‘national dishes’ which are recipes associated with that country. - I know that ‘processed food’ means food that has been put through multiple changes in a factory. - I know that it is important to wash fruit and vegetables before eating to remove any dirt and insecticides. - I know what happens to a certain food before it appears on the supermarket shelf (farm to fork).		- I understand what a ‘footprint plan’ is. - I understand that in the real world, design can impact users in positive and negative ways. - I know that a prototype is a cheap model to test a design idea.		- I understand that sensors can be useful in products as they mean the product can function without human input. - I know that designers write design briefs and develop design criteria to enable them to fulfil a client’s request. - I know that ‘multifunctional’ means an object or product has more than one function. - I know that magnetometers are devices that measure the Earth’s magnetic field to determine which direction you are facing.	
	- U2.3 Why do Christians believe Jesus was the Messiah? - U2.12 How does faith help when time gets hard?		- U2.8 What does it mean to be a Muslim in Britain today? - U2.9 Why is the Torah so important to Jewish people?		- U2.4 How do Christians decide how to live? What would Jesus do? - U2.10 What matters most to Humanists and Christians?	
	Me and My Relationships - Working together - Solve the friendship problem - Behave yourself - Assertiveness skills - Don’t force me - Acting appropriately	Valuing Difference - OK to be different - We have more in common than not - Respecting differences - Tolerance and respect for others - Advertising friendships! - Boys will be boys? – challenging stereotypes	Keeping safe - Think before you click! - To share or not to share? - Rat Park - What sort of drug is...? - Drugs: it’s the law! - Alcohol: what is normal?	Rights and respect - Two sides to every story - Fakebook friends - What’s it worth? - Happy shoppers – caring for the environment - Jobs and taxes - Action stations!	Being my best - This will be your life - Our recommendations - What’s the risk? 1 - What’s the risk? 2 - Basic first aid, including Sepsis Awareness - Five ways to wellbeing project	Growing and changing (RSE) - Changes – Physical - Changes – Emotional - Life Cycle – Sexual Intercourse - Relationships - Birth and a New Baby - I look great! - Media manipulation - Pressure online - Helpful or unhelpful? (SCARF lessons)
	- Gymnastics (PE PAL) - Netball (PE PAL) - Dance (D2S) - Rugby (PE PAL) - Outdoor Adventurous (Residential)		- Gymnastics (VS) - Hockey (PE PAL) - Dance (D2S) - Tennis (PE PAL)		- Athletics (PE PAL) - Ultimate Frisbee (PE PAL) - Forest School - Cricket (PE PAL)	
	- Music & Technology - Developing Ensemble Skills		- Creative Composition - Musical Styles Connect Us		- Improvising with Confidence - Farewell Tour	
PSHE (SCARF)						
PE						
Music (Charanga)						