

**Spring Term 1**

<b>TOPIC</b>	<b>Vikings</b>		<b>History</b>		
<b>Values (s)</b>	<b>Bravery</b> – Can we be brave like the monks on Lindisfarne and those that stood up to the Vikings? <b>Respect</b> – showing respect for other people’s belongings <b>Kindness</b> - Showing compassion to those that have had things taken from them or their lives have changed				
<b>Learning Links</b>	<b>Past</b> – invaders and settlers – where did they settle? <b>Present</b> – The Legacy of the Vikings and places we can visit today. <b>Future</b> – how can we keep the legacy of the Vikings alive for future generations?	<b>Global Themes</b>	<b>Equality, diversity and Inclusion (EDI)</b>		
		Citizenship Wellness			
<b>Opening Wow /Immersive classroom</b>	Immersive classroom End WOW in classes	<b>End of topic showcase (Sharing with parents)</b>	Viking Boats/ Viking poetry/ Rune writing/ Viking shield designs/ Viking jewellery		
<b>Trips/Visitors</b>	n/a				
<b>What do the children want to learn?</b>					
<b>English Text</b> Inc. Genre/Text Type	<b>Humanities (Geography &amp; History)</b>	<b>Creative (Art/DT/Music/Computing/PE)</b>	<b>Science</b>	<b>RE/PSHE/RSE</b>	<b>French</b>
<b>Viking Boy</b> (overcoming the monster – focusing on suspense)	<u><b>History</b></u> <u><b>Knowledge:</b></u> Know about a theme during the Viking period and explain why this was important in relation to British history  Know how to place historical events and people from the Viking period in a chronological framework  Know how Britain has had a major influence on the world  Know where the Vikings originated from and show this on a map  Know that the Vikings and Anglo-Saxons were often in conflict  Know why the Vikings frequently won battles with the Anglo-Saxons	<u><b>DT: Textiles</b></u> <u><b>Knowledge:</b></u> I know how to use market research to inform my plans and ideas for an item (i.e. market research using surveys, interviews, questionnaires or web-based resources). I can learn to follow hygiene procedures and explain why they are important. I know how products should be stored and give reasons. I know how to work within a budget. I can explain and apply the principles of a healthy and varied diet. I can explain seasonality, and know where and how a wide variety of ingredients are grown, reared, caught and processed. I understand how seasonality may affect food availability and can plan recipes according to seasonality. I know, explain and give a range of examples of food that is grown (such as pears, wheat and potatoes), reared (such as poultry and cattle) and caught (such as fish) in the UK, Europe and the wider world. I can explain that foods contain different substances, such as protein, that are needed for health and be able to apply these principles when planning and preparing dishes.	<u><b>Evolution:</b></u> <u><b>Knowledge:</b></u> Describe the contribution Charles Darwin made to scientific knowledge about evolution.  Understand the term evolution.  Describe ways in which animals are adapted to avoid predation, for example camouflage, use of warning colours in insects, spines on plants.  Explain how fossils provide evidence for evolution.  Explain how humans have evolved.  <u><b>Skills:</b></u> Research and recount the main events in the life of Charles Darwin.	<u><b>RE SACRE – Christianity</b></u> <u><b>Is anything ever eternal?</b></u>  <b>Know a Christian’s perspective about eternity.</b> Understand the meaning of ‘eternity’ and ‘eternal’.  <u><b>PSHE: Personal Safety</b></u>  CONTINUE WITH MODULE 5/6 OF BOUNCE FORWARD  <u><b>Knowledge:</b></u> How do I recognise my own feelings and consider how my actions may affect the feelings of others? Can I use my Early Warning Signs to judge how safe I am feeling? How do I judge who’s a trusted adult or trusted friend?	<u><b>French – A weekend with friends</b></u>  <u><b>Writing:</b></u> I can understand the main points and some of the detail from a short-spoken passage, including more complex phrases and sentences. I can understand the main points and some of the detail from a spoken story or poem, which contains some unfamiliar language.  <u><b>Reading:</b></u> I can understand the main points and some of the detail from a short-written text, which contains some unfamiliar language.

	<p><b>Skills:</b> Independently sequence an increasing number of events, artefacts or historical figures on a timeline using dates and terms accurately, considering the impact of each event on the next.</p> <p>Accurately describe, in some detail the main aspects of the Viking period.</p> <p>Begin to explain how the Viking period occurred concurrently with different periods around the world.</p> <p>Make appropriate use of historical terms in a variety of contexts about people, places and events during the Viking period.</p> <p>Find and analyse a wide range of evidence about the Vikings.</p> <p>Use a range of evidence to offer some clear reasons for different interpretations of events in history.</p> <p>Consider different ways of checking the accuracy of interpretations of the past;</p> <p>Begin to understand the difference between primary and secondary evidence and the impact of this on reliability.</p> <p>Construct informed responses about multiple aspects of life or a key events during the Viking period through careful selection and organisation of relevant historical information.</p> <p>Recognise when they are using primary and secondary sources of information to investigate the past</p> <p>Gather a wide range of evidence about the Viking period, such as pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites</p> <p>Select relevant information to address questions and construct detailed, informed responses</p>	<p><b>Skills:</b> I can develop detailed design criteria to inform the design of innovative, functional and appealing products that are fit for purpose and aimed at a target market. I can to consider the availability and costings of resources when planning out designs. I can use a full range of materials and components, including construction materials and kits, textiles, mechanical components and food ingredients. I can complete detailed competitor analysis of other products on the market. I can confidently evaluate my ideas and products against the original design criteria, making changes as needed. I can confidently prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques I can independently demonstrate how to prepare and cook a variety dishes safely and hygienically including, where appropriate, the use of a heat source. I can demonstrate how to use a range of cooking techniques, such as griddling, grilling, frying and boiling. I can adapt and refine recipes to change the appearance, taste, texture and aroma. I can alter methods, cooking times and/or temperatures. I can measure accurately and calculate ratios of ingredients to scale up or down from a recipe. I can independently follow a recipe.</p> <p><b>Music: CHARANGA</b> <b>A New Year Carol – Classical or Urban Gospel</b></p> <p><b>Computing – Spreadsheets</b> Consider the intended audience carefully when I design and make digital content. (6.1, 6.3, 6.4, 6.5, 6.7,6.9) Use criteria to evaluate the quality of my own and others digital solutions, suggesting refinements. (6.1, 6.3, 6.4, 6.5, 6.7,6.9) Compare a range of digital content sources and rate them in terms of content quality and accuracy. (6.1, 6.3, 6.4, 6.5, 6.7,6.9)</p> <p><b>PE – Badminton</b> Make appropriate choices in games about the best shot to use Explain some of the tactics used in badminton Attempt more technical shots such as smash, where able use in a game Apply a range of defensive tactics in a game, individually and with a partner Begin to use full scoring systems Begin to use doubles service rules</p>	<p>Explore the reasons that some people do not believe that evolution happened and look at some creation stories from different religions, e.g. the Vikings.</p> <p>Research the ways in which animals and plants are adapted to their environment.</p> <p>Model evolution through the use of games/simulations</p> <p>Model and compare evolution and selective breeding</p>	<p>How can I seek help or advice from someone on my network of support and when should I review my network? How could I report concerns of abuse or neglect? Can I identify appropriate and inappropriate or unsafe physical contact? How do I judge when it is not right to keep a secret and what action could I take? How can I recognise risks online and report concerns? What strategies can I use to assess risk and help me feel safer when I am feeling unsafe?</p> <p><b>Skills:</b> I can identify who is in my network of support. I can ask for help. I can recall the number for child line and know how they can help me. I can say 'no' confidently if I do not want to do something. I can talk with someone about unsafe or unwanted physical contact, abuse, something that happened online or an unsafe secret if I need to.</p>	<p>I can appreciate why certain words have been used in written stories, songs or poems, e.g. to create a rhythm. I can recognise the 'vous'/'ils'/'elles' forms of some common verbs in the present tense. I can recognise that some verbs are irregular. I can understand the basic meanings of 'on' in French. I can identify the future tense. I can recognise the past tense of some common verbs.</p> <p><b>Speaking:</b> I can join in with a longer continuous conversation, including longer sentences and more complex opinions, e.g. giving reasons. I can use familiar words and sentence structures to construct new sentences. I can use a range of spoken language confidently, using accurate pronunciation and intonation. I can develop a simple sketch or role-play and perform it to my class or an assembly. I can use French articles confidently and accurately. I can recognise that 'vous' is used for more than one person, or in formal situations, and that 'tu' is used for one person in informal situations. I can talk about what I am going to do, using the future tense. I can talk about what I have done, using the past</p> <p><b>Writing:</b> I can use familiar words and sentence structures to write new sentences.</p>
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## Year Group Topic Curriculum Map 2023 - 24 Year 6

	<p>Investigate their own lines of enquiry by posing relevant questions to answer.</p> <p>Present, communicate and organise ideas about the Vikings using detailed discussions and debates.</p> <p>Present, communicate and organise ideas about the Vikings using a wide variety of different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports.</p> <p>Plan and present a self-directed project or research about the Vikings.</p>	<p>Use forehand, backhand and overhead shots with more confidence in games</p> <p>Develop doubles play further implement basic positioning tactics</p> <p>Use speaking and listening skills to umpire and play with peers without dispute</p>			<p>I can write a short passage from memory, including longer or more complex sentences.</p> <p>I can construct a short text to describe a place, person or thing, using more complex sentences.</p> <p>I can use French articles confidently and accurately.</p> <p>I can write some regular French nouns in the singular and plural form.</p> <p>I can write the correct forms of some simple adjectives with a noun, using an example sentence.</p> <p>I can write the correct form of some irregular verbs in the first and third person singular.</p> <p>I can write simple sentences using the future tense, with help.</p> <p>I can write simple sentences using the past tense, with help.</p> <p>I can use the rules I know about building sentences in French to create new sentences using different vocabulary.</p>
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