

<b>Topic</b>		<b>Framework Second Year</b>	<b>Year Group: 5 &amp; 6</b>
<b>C Area</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>History</b>	<b>Turning Points – The Blitz</b> <ul style="list-style-type: none"> <li>• Key events time line</li> <li>• Biographies of people involved in War</li> <li>• The Night the Bombs Came Diary</li> <li>• Bomb Shelter news report</li> <li>• Letter home</li> <li>• Evacuation tag</li> <li>• Ration menu</li> <li>• Making do design for new Vegetable garden</li> </ul>	<b>Exploration - The Spice Islands</b> <ul style="list-style-type: none"> <li>• Creating a World Map from memory</li> <li>• The location of the Spice Islands</li> <li>• Why was Pepper so important?</li> <li>• Tracking a journey to the Spice Islands</li> <li>• Preparing for a voyage</li> <li>• Jobs on Board</li> <li>• Provisions</li> <li>• Food</li> <li>• Disease</li> <li>• Research on famous Pirates</li> </ul>	<b>British Settlement</b> <ul style="list-style-type: none"> <li>• Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li> <li>• Scots invasions from Ireland to north Britain (now Scotland)</li> <li>• Anglo-Saxon invasions, settlements and kingdoms: place names and village life</li> <li>• Anglo-Saxon art and culture</li> <li>• Christian conversion – Canterbury, Iona and Lindisfarne</li> </ul>
<b>Geography</b>	<b>Europe</b> <ul style="list-style-type: none"> <li>• Europe in 1945</li> <li>• Physical</li> <li>• Political</li> <li>• EU</li> <li>• Physical Geography</li> <li>• Regions</li> <li>• Urban centres</li> <li>• Industry <ul style="list-style-type: none"> <li>• Map of Berlin showing Tourist destinations</li> <li>• Tourist brochure on modern Berlin</li> </ul> </li> </ul>	<b>Oceans</b> <ul style="list-style-type: none"> <li>• Children are to use maps to locate world’s oceans and seas</li> <li>• Children are to identify climate and depth of each and identify geographical features</li> <li>• Children to create fact file of a chosen ocean</li> <li>• Using secondary sources and topic resource box, children are to research the flora and fauna of the world’s oceans. Look at each layer at a time.</li> <li>• Present their information in the form of a detailed diagram of each layer</li> <li>• Investigate, using a variety of resources, the various people who use the world’s oceans and seas</li> <li>• Make reference to culture and daily life- look at face paints</li> <li>• Non-chronological report for the National geographic about chosen settlers- consider culture and how they use the ocean to support their settlement</li> <li>• Make comparisons to how others use the ocean</li> <li>• Debate and discuss the consequences of over fishing</li> </ul>	<b>United Kingdom</b> <ul style="list-style-type: none"> <li>• 1066</li> <li>• 1500</li> <li>• 1800</li> <li>• England</li> <li>• Scotland</li> <li>• Wales</li> <li>• NI</li> <li>• Physical Geography</li> <li>• Urban centres</li> <li>• Industry</li> <li>• Leisure – Thorpe Park</li> </ul>
<b>Design and Technology</b>	<b>Bomb Shelters</b> <ul style="list-style-type: none"> <li>• Investigating shelters</li> </ul>	<b>Biscuits</b> <ul style="list-style-type: none"> <li>• Researching food for Sea voyage</li> </ul>	<b>Fairground</b> <ul style="list-style-type: none"> <li>• Learn that devices can monitor physical changes</li> </ul>

	<ul style="list-style-type: none"> <li>Recognise the importance of creating strength through use of arches and corrugation.</li> <li>Be able to design several alternative structures and make one.</li> <li>Test the Shelter with 2 kg</li> </ul>	<ul style="list-style-type: none"> <li>Testing ingredients</li> <li>Following a recipe to create Biscuits</li> <li>Tasting Ship's Biscuits</li> <li>Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Know that devices cause an event to happen when a change occurs</li> <li>Learn that an input device can be used to cause an event</li> <li>Learn how to write a procedure to create an event</li> <li>Learn how to use input and output devices</li> <li>use input and output devices and produce a simple set of instructions linking causes and effects</li> <li><i>! Lego Mindstorms construction</i></li> <li><i>Planning and making a fairground</i></li> </ul>
<b>Art and design</b>	<p style="text-align: center;"><b>Peace Tapestry</b></p> <ul style="list-style-type: none"> <li>Investigate how stories have been retold in pictures and focus on Peace Tapestry at Coventry Cathedral</li> <li>Chose a particular symbol for Peace after the War and illustrate.</li> <li>Each child to represent one section of the story using fabrics</li> <li>Construct design of given panel</li> <li>Make pattern pieces</li> <li>Cut out sections of fabric</li> <li>Sewing sections</li> <li>Gluing some sections</li> </ul>	<p style="text-align: center;"><b>Turner Seascapes</b></p> <ul style="list-style-type: none"> <li>Visit Clore Gallery at Tate Britain (Also visit main exhibitions for preliminary to Summer Art)</li> <li>Sketches of Turner Paintings</li> <li>Colour palettes</li> <li>Examining subjects</li> <li>Creating backgrounds</li> <li>Compositions</li> <li>Evaluation of work</li> </ul>	<p style="text-align: center;"><b>A sense of Place</b></p> <ul style="list-style-type: none"> <li>On the visit, ask the children to use viewfinders or cameras to select views they think include interesting features, eg fields, walls, hedges, waste spaces, waterways, details of buildings, such as decorative work, columns, windows, towers, doorways.</li> <li>Ask the children to draw thumbnail sketches of these views in their sketchbooks, focusing on relative proportions, lines and shapes within the area selected.</li> <li>In the classroom, show the children examples of the ways in which artists have responded to the rural and urban environment. Ask the children to describe one work. What can they see? What is the focus of the work? Why did the artist select that particular viewpoint? What was the purpose of the work? Who was it for? How has the artist used line, colour and pattern in the work?</li> <li>Compare this work with work by different artists.</li> <li>Ask the children to record information about different methods and approaches in their sketchbooks, selecting parts of the works that interest them, eg an area showing interesting variations</li> <li>Create their own versions</li> <li>Evaluate</li> </ul>
<b>Opportunities to develop English</b>	<i>Brochures</i>	<i>Non-chronological report</i>	<i>Recount</i>

<i>within topic</i>			
<b>Possible Computing opportunities</b>	<i>Publisher – creating a brochure</i>	<i>Research</i>	
<b>Linked Educational Visit</b>	<i>Imperial War Museum HMS Belfast</i>	<i>Tate Britain</i>	<i>London South Bank</i>