

Topic		Framework First Year		Year Group: 5 & 6
C Area	Autumn Term	Spring Term	Summer Term	
History	<p>Victorian Brentford</p> <ul style="list-style-type: none"> • Periods in Brentford's History • When was the Victorian Period?- Chronology • What evidence is there of the Victorians in our environment? - Walk around Brentford? • Rich and Poor – similarities and differences • Who helped to improve the lives for children? • What was school like for children of Brentford? • Industry in Victorian Brentford 	<p>The Struggle for England</p> <ul style="list-style-type: none"> • Viking raids and invasion • Resistance by Alfred the Great and Athelstan- first King of England • Further Viking invasions and Danegeld • Anglo-Saxon Laws and Justice • Edward the Confessor • 1066 	<p>The Mayan Empire</p> <ul style="list-style-type: none"> • Where was the Mayan Empire? • What is it like – terrain and climate? • How does the Mayan period relate to the same period in Britain eg Alfred the Great • How was the civilisation ruled? • Were they experienced warriors? • Who did they worship and where? • What was everyday life like? • What did they wear? • What did they eat? • What were there homes like? 	
Geography	<p>Rivers</p> <ul style="list-style-type: none"> • To learn about the water cycle, including condensation and evaporation • To learn about how site conditions can influence the weather • To undertake fieldwork • To make plans and maps • To know how rivers erode, transport and deposit materials producing particular landscape features • To use secondary sources of evidence • To use ICT to handle data • To investigate places • To analyse and communicate • To use geographical vocabulary • To use atlases and globes • To use secondary sources • To use ICT to access and present information • To think about links with other places • To learn about river systems 	<p>Mountains and Volcanoes</p> <ul style="list-style-type: none"> • To learn about different types of environments and specifically a mountain one • To learn about the world distribution of major mountain areas • To use globes and atlases • To investigate how mountain environments are similar and different in nature across a range of places and scales • To use secondary sources • To use ICT to access information • To identify and label the countries and continent of South America • To identify and label the physical features of South America • To understand how mountain ranges are formed • To identify the mountain ranges of South America • To identify the weather of mountain ranges • To identify volcanoes in South America • To identify characteristic features of volcanoes 	<p>Rainforest</p> <ul style="list-style-type: none"> • To understand where the words equatorial rainforests are located • To identify the features of a rainforest • To identify and describe flora and fauna of rainforests • To identify people who live in the rainforest i.e. loggers, oil explores and yanomani • To investigate cultures of those who live in the rainforest i.e. Yanomani • To understand how the Yanomi and humans use the rainforest produce i.e. food/medicine • To compare lives of those who live in the rainforest • To begin to understand how life in the rainforest is changing and identify the causes of these changes i.e. cattle, agriculture, colonization infrastructure improvements and mining • To be able to map these changes on a world map • To understand the human impact and the reasons behind the action • To explain where how the weather is affected by the 	

	<ul style="list-style-type: none"> To learn about environmental impact 	<ul style="list-style-type: none"> To identify and compare features of different volcanic eruptions 	<p>rainforest in terms of rain</p> <ul style="list-style-type: none"> To understand the effect that the lack of rain might have on the rainforest. To understand how depletion of the rainforest would have a global impact To understand and be able to explain the process of global warming and the green house effect To reflect on their work and begin to consider the role that they play in this global issue To consider and debate possible solutions to this problems- how the rainforest can be managed sustainably To present our findings to school and community and encourage them to take responsibility for carbon footprint- use textile and literacy- create an exhibition To question and make thoughtful observations about starting points for their work To collect visual and other information to help them develop their ideas To investigate and combine visual and tactile qualities of materials and processes and to match these qualities to the purpose of their work To adapt their work according to their views and describe how they would develop it further
Design and Technology	<p>Victorian Toys</p> <ul style="list-style-type: none"> Investigate a collection of moving toys that contain a cam mechanism. Explain to the children that they are going to make a toy with a moving part, using a cam. Discuss and agree the purpose of the toy with the group. Investigate different shapes of cams Make design plans Make model Evaluate the product against their design criteria and seek evaluations from others. 	<p>Erupting Volcano</p> <ul style="list-style-type: none"> Show the children familiar objects that use air to make them work eg recorder, whistle, bicycle pump, balloon, inflatable swimming aids, foot pump for inflating an air bed, coiled party blowers. Construct a simple pneumatic system by joining a balloon to 5mm tubing and then to a washing-up liquid bottle. Encourage the children to investigate. Repeat with model of Volcano with coloured tissue paper being forced out of caldera 	<p>Rain Forest Food – Using the Banana</p> <ul style="list-style-type: none"> Sample and taste the products – acknowledging taste, colour, shapes and sort accordingly Investigate the importance of the banana crop Research recipes involving the banana Plan a recipe for a banana dish Follow recipe and then evaluate
Art and design	<p>River Landscapes</p> <ul style="list-style-type: none"> Trip to Strand on the Green to look at 	<p>Masks</p> <ul style="list-style-type: none"> Make observations of masks that exist. 	<p>Movement</p> <ul style="list-style-type: none"> Look at the work of different artists and

	<p>resources for clues of buildings present</p> <ul style="list-style-type: none"> Show the children examples of the ways in which artists have responded to the urban environment. Take walking tour of Brentford and river bank making thumbnail sketches of chosen features Show the children examples of the ways in which artists have responded to the urban environment. Composing and creating a picture from sketches using water colour Evaluating their own and others work <p>Victorian Artist Study - Claude Monet and the Thames</p>	<ul style="list-style-type: none"> Venice Rio Look at shape and form. Make sketches of masks including visual and tactile elements Designing and experimenting: decide on appropriate materials, joining and fastening techniques and themes Sketch out a plan of ideas in groups and decide on an independent idea, including colour, texture, pattern, line, shape and form Make the mask – applying experience from their initial ideas Keep evaluating as they make the mask– adapt if necessary Take photographs at each stage of making <p>Faces - Picasso</p>	<p>photographers and identify a range of ways in which figures and forms in movement can be represented.</p> <ul style="list-style-type: none"> Show movement. What appears to be happening in the picture? How are media and line, tone, shape and colour used to express the idea of movement? Ask the children to record techniques in their sketchbooks. Ask the children to study the work of artists and to use drawing media to experiment with different techniques seen in the work, such as: <ul style="list-style-type: none"> overlapping lines and shapes blurring the edge Collage, eg using cut paper techniques, varying the qualities of the surface, overlapping shapes Montage, eg using photocopied images, overlapping shapes and working over the surface with other media Print making, eg making a relief surface using shapes of card and string glued to a firm surface, and then inking the card and pressing it onto paper Ask the children to select ideas from their previous studies to make an image or series of images to represent figures and forms in movement. Ask them to select and use media to produce their final work. <p>Tiger - Rousseau</p>
Opportunities to develop English within topic		<i>Research</i>	<i>Lists Instructions Non chronological Report</i>
Possible Computing opportunities			
Linked Educational Visit	River Thames	<i>Natural History Museum</i>	<i>London Zoo# Aquarium</i>

