

| <b>Topic</b>                 |  | <b>Framework First Year</b>   | <b>Year Group: 5 &amp; 6</b>  |
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| <b>C Area</b>                | <b>Autumn Term</b>   | <b>Spring Term</b>  | <b>Summer Term</b>  |
| <b>History</b>               | <p><b>Victorian Brentford</b></p> <ul style="list-style-type: none"> <li>• Periods in Brentford's History</li> <li>• When was the Victorian Period?- Chronology</li> <li>• What evidence is there of the Victorians in our environment? - Walk around Brentford?</li> <li>• Rich and Poor – similarities and differences</li> <li>• Who helped to improve the lives for children?</li> <li>• What was school like for children of Brentford?</li> <li>• Industry in Victorian Brentford</li> </ul> | <p><b>The Struggle for England</b></p> <ul style="list-style-type: none"> <li>• Viking raids and invasion</li> <li>• Resistance by Alfred the Great and Athelstan- first King of England</li> <li>• Further Viking invasions and Danegeld</li> <li>• Anglo-Saxon Laws and Justice</li> <li>• Edward the Confessor</li> <li>• 1066</li> </ul>  | <p><b>The Mayan Empire</b></p> <ul style="list-style-type: none"> <li>• Where was the Mayan Empire?</li> <li>• What is it like – terrain and climate?</li> <li>• How does the Mayan period relate to the same period in Britain eg Alfred the Great</li> <li>• How was the civilisation ruled?</li> <li>• Were they experienced warriors?</li> <li>• Who did they worship and where?</li> <li>• What was everyday life like?</li> <li>• What did they wear?</li> <li>• What did they eat?</li> <li>• What were there homes like?</li> </ul>     |
| <b>Geography</b>             | <p><b>Rivers</b></p> <ul style="list-style-type: none"> <li>• Where did the water come from?</li> <li>• Where did the water go?</li> <li>• To identify the features of a river</li> <li>• To understand how a river changes course</li> <li>• How do we use the River Thames</li> <li>• How was the river used in the past?</li> <li>• Why was the river important in the Victorian era?</li> </ul>  | <p><b>Mountains and Volcanoes</b></p> <ul style="list-style-type: none"> <li>• Where are Mountains in South America? – use of relief maps</li> <li>• How are mountains formed?</li> <li>• What are the Mountains like? – include weather and microclimates</li> <li>• What are the features of a volcano?</li> <li>• Are all volcanoes the same?</li> <li>• How are they formed?</li> <li>• What causes an eruption?</li> <li>• How do people live with volcanoes?</li> </ul> | <p><b>Rainforest</b></p> <ul style="list-style-type: none"> <li>• Where are the world's rain forests?</li> <li>• When did we first start to learn about people in the rain forest? – recap of chronology</li> <li>• What tribes still remain in the rainforest?</li> <li>• What are their beliefs?</li> <li>• What is their everyday life like?</li> <li>• What do they wear?</li> <li>• What do they eat?</li> <li>• What are their homes like?</li> <li>• How has the western world impacted their life?</li> <li>• Yanomani Tribe</li> </ul> |
| <b>Design and Technology</b> | <p><b>Victorian Toys</b></p> <ul style="list-style-type: none"> <li>• Investigate a collection of moving toys that contain a cam mechanism.</li> <li>• 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.</li> <li>• Investigate different shapes of cams</li> </ul>  | <p><b>Erupting Volcano</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Construct a simple pneumatic system by joining a balloon to 5mm tubing and then to a washing-up</li> </ul>  | <p><b>Rain Forest Food – Using the Banana</b></p> <ul style="list-style-type: none"> <li>• Sample and taste the products – acknowledging taste, colour, shapes and sort accordingly</li> <li>• Investigate the importance of the banana crop</li> <li>• Research recipes involving the banana</li> <li>• Plan a recipe for a banana dish</li> <li>• Follow recipe and then evaluate</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>• Make design plans</li> <li>• Make model</li> <li>• Evaluate the product against their design criteria and seek evaluations from others.</li> </ul>  | <ul style="list-style-type: none"> <li>• liquid bottle. Encourage the children to investigate.</li> <li>• Repeat with model of Volcano with coloured tissue paper being forced out of caldera</li> </ul>   |  |
| <b>Art and design</b>                                | <p style="text-align: center;"><b>River Landscapes</b></p> <ul style="list-style-type: none"> <li>• Trip to Strand on the Green to look at resources for clues of buildings present</li> <li>• Show the children examples of the ways in which artists have responded to the urban environment.</li> <li>• Take walking tour of Brentford and river bank making thumbnail sketches of chosen features</li> <li>• Show the children examples of the ways in which artists have responded to the urban environment.</li> <li>• Composing and creating a picture from sketches using water colour</li> <li>• Evaluating their own and others work</li> </ul> <p><b>Victorian Artist Study - Claude Monet and the Thames</b></p> | <p style="text-align: center;"><b>Masks</b></p> <ul style="list-style-type: none"> <li>• Make observations of masks that exist. <ul style="list-style-type: none"> <li>• Venice</li> <li>• Rio</li> </ul> </li> <li>• Look at shape and form.</li> <li>• Make sketches of masks including visual and tactile elements</li> <li>• Designing and experimenting: decide on appropriate materials, joining and fastening techniques and themes</li> <li>• Sketch out a plan of ideas in groups and decide on an independent idea, including colour, texture, pattern, line, shape and form</li> <li>• Make the mask – applying experience from their initial ideas</li> <li>• Keep evaluating as they make the mask– adapt if necessary</li> <li>• Take photographs at each stage of making</li> </ul> <p><b>Faces - Picasso</b></p> | <p style="text-align: center;"><b>Movement</b></p> <ul style="list-style-type: none"> <li>• Look at the work of different artists and photographers and identify a range of ways in which figures and forms in movement can be represented.</li> <li>• 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?</li> <li>• Ask the children to record techniques in their sketchbooks.</li> <li>• 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"> <li>– overlapping lines and shapes</li> <li>– blurring the edge</li> </ul> </li> <li>• Collage, eg using cut paper techniques, varying the qualities of the surface, overlapping shapes</li> <li>• Montage, eg using photocopied images, overlapping shapes and working over the surface with other media</li> <li>• 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</li> <li>• 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.</li> </ul> <p><b>Tiger - Rousseau</b></p> |
| <b>Opportunities to develop English within topic</b> |  | <i>Research</i>  | <i>Lists<br/>Instructions<br/>Non chronological Report</i>   |

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| <b>Possible Computing opportunities</b> |                     |                               |                             |
|   |                     |                               |                             |
| <b>Linked Educational Visit</b>         | <b>River Thames</b> | <i>Natural History Museum</i> | <i>London Zoo# Aquarium</i> |