

SHAMBLEHURST PRIMARY SCHOOL ENQUIRY PLANNING MODEL

Year Group: 5

SHAMBLEHURST PRIMARY SCHOOL

Active Learners	Basic Skills	Creative Learners
<ul style="list-style-type: none"> ● Seek out and enjoy challenges ● Collaborate with others ● To show commitment and perseverance ● To assess themselves and others 	<ul style="list-style-type: none"> ● To speak clearly and convey ideas ● To read and communicate in writing efficiently and effectively ● To calculate efficiently and apply skills to solve problems ● To use new technologies confidently, purposefully and safely 	<ul style="list-style-type: none"> ● To ask questions to extend their thinking ● To generate ideas and explore possibilities ● To overcome barriers by trying out alternatives or new solutions ● To connect ideas and experiences in inventive ways

<p>Concepts</p> <p>Fairness</p>	<p>Democracy</p>	<p>Justice</p>	<p>Rights</p>	<p>Consequence</p>
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<p>Enquiry Question</p>
<p>Does the punishment ‘EVER’ fit the crime?</p>

Global Neighbour

- Investigate the causes and impacts of the situation around which they are taking action and explain how it is preventing people from living a full life .

decisions about how to take action, having explored possible responses which go beyond a sense of compassion to a concern

Does the

English - Famous Thieves

Outlaw - Michael Mopurgo

Pirates - Treasure Island (Captain Flint) (Captain Hook) The Malamanda

History: Following the theme of Thieving through Literature and History.

Crime and Punishment - Has the Punishment ever fit the crime? Theme from 1066 to the present day - Thieving.

Know what we mean by social history (study of people and their behaviours)

Know the aspects of social history that has

changed over time and how this is shown through the change in crime and punishment (what leads people to still commit crime?)

Know the timeline for changes in crime and punishment (Thieving)

Know how population, economic growth, religious turmoil and political change has influenced these changes.

Give reasons for and results of the main changes and events.

Identify and describe reasons for and results of historical events, situations and changes within and across different periods.

Make comparisons between different times.

Place events, people and changes into correct periods of time.

Geography:

To name and locate counties and cities of the UK, geographical regions and their identifying human

DT - ****Link to History Industrial revolution – Evaluate and design a bridge, selecting relevant materials from those provided as well as looking at shape and structures****

In KS2, all children should know about inventors, designers, engineers, chefs and manufacturers who have developed ground breaking products

Designing, making and evaluating

Design

Describe and explain the purpose of their products with increasing confidence

Indicate, describe and explain, with reasoning, the design features which will appeal to the intended users

Know and understand the different research types there are – surveys, interviews questionnaires and web-based resources. Use one of these to gather the views of others which will impact on their design link to the needs, wants and preferences

Know and develop their own design technique

Know how to use prototypes and pattern pieces in the design process

Know how to use annotated sketches, cross-sectional drawings and exploded diagrams in the design process

Know how to use a computer aided design program to develop and communicate their ideas

Know how to generate innovative ideas, drawing on their research and making decisions taking into account constraints, such as, resources, time and cost

Make (using a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components)

Name a range of different tools and equipment and select the one most suitable for the task

Explain their choice of tools and equipment in relation to the skills and techniques they will be using

Name a range of materials and components which are suitable for the task and explain their choice according to their function and aesthetic qualities

<p>Key Learning From main trunks – use Skills and Progression documents to inform planning. What will the children learn?</p>	<p>How? What opportunities am I going to give the children so that they can learn?</p>	<p>Outcomes What will the learning look like? How will the learning be recorded?</p>
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<p>HISTORY HOOK: Main Learning Children to gain an understanding of the key concepts driving this area of the curriculum Fairness Democracy Justice Consequence Rights</p> <p>Know the timeline for changes over time 1066 till the modern day - Theme Crime and Punishment</p> <p>Know the aspects of social history that has changed over time and how this is shown through the change in crime and punishment</p> <p>Did the punishment fit the crime in <u>medieval Britain</u>? Look at life in medieval Britain (post 1066) What was the punishment for thieving during this time? Why did people need to steal? Were their incentives different from thieves today?</p> <p>Why were people made Outlaws ?</p> <p>To use primary and secondary sources to build up a picture of an Outlaws life in Medieval England.</p>	<p>Concepts to be discussed - Outlaw. Use Robin Hood to introduce concepts which support our main question.</p> <p>Fairness, democracy, Justice, Consequence, Rights.</p> <p>Take chairs , crime scene tape and posters around chairs. Explain that you are not entitled to a chair because you are a child. Only children born in September can have a chair. Adults will be allowed them, too. Prime 5 children who at break will steal a chair back (tell at break). They are sitting on them when we come back in. Chn given little cards of things to say to defend themselves. Chn to vote if a consequence should be given and if so , what punishment should it be? W</p> <p>Introduce the term Crime and Punishment. What is a crime? What is punishment? What are laws? Why are they important? What do you think happens when laws are broken? How do our school rules prepare you for the rules you have to live by?</p> <p>Medieval Britain: Watch the following clip (skipping the part on jousting). https://www.youtube.com/watch?v=e5yQVJV7SFs What punishments were handed out in this time and for what crimes? How did punishments vary depending on where you lived? Have a map of Britain. Can children label the locations with where the different punishments for thieving were taking place?</p> <p>Outlaw (teacher understanding) https://www.nationalarchives.gov.uk/help-with-your-research/research-guides/outlaws-outlawry-medieval-early-modern-england/ - to build an understanding of what an outlaw is and why this was given as punishment in</p>	<p>Children will write an explanation of the morning using their concept words.</p> <p>Children will understand what is meant by crime and punishment and create their own knowledge organisers which will build as the Crime and Punishment unit continues.</p> <p>Children will understand one of the punishments of the Norman Times - 'Becoming an Outlaw'. They will be able to explain what an Outlaw is and why people became one.</p> <p>Children will place the Punishment of being an Outlaw</p> <p>In their knowledge organisers children will collect what common punishments there were used for thieving during the medieval times and how they varied.</p> <p>Children will have a labelled map of the UK looking at how punishments varied in the different areas due to the landscape around.</p> <p>Wanted Poster for Outlaws:</p>
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Norman times. (pg.36-37 of Crime and punishment through the ages) Look at this in comparison to the description of an outlaw in the text by Michael Morpurgo. (Outlaw punishment from 1000-1300).

<https://www.youtube.com/watch?v=vkiSFjXv3MA>

<https://www.youtube.com/watch?v=xPRBQadLNIM> (Robin Hood Fact or Fiction with Tony Robinson)

- What crimes did people commit to become an Outlaw?
- Why was this a punishment in these times?
- How did the punishment of becoming an Outlaw change?

Watch videos and read different extracts to look at historical bias.

Robin Hood may be a fictional character – as you know, Robbing Hood was the vigilante champion of the peasants.³ But most sheriffs, like Robin's wicked Sheriff of Nottingham, were far from fictional. The majority of them just couldn't help exploiting their position to persecute the poor. If Robin Hood didn't exist, then he should have done.

'Dunking' a suspect in a pond or river is usually thought of as a test for the guilt of a witch. It had wider uses in Norman times. The Sheriff of Wiltshire had a pit dug and filled with water, which was then blessed by a priest. Peter of Clarendon was thrown in. If he sank he was innocent – probably drowned, but innocent.

The unfortunate Peter floated and was therefore guilty. He was taken out and executed. But the Sheriff was almost certainly as bent as all his fellow sheriffs.

WANTED
all outlaws



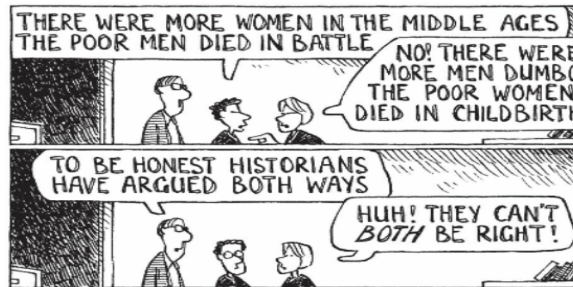
What did they commit?
What did they do to become an outlaw?
Why did some criminals choose to become an outlaw?

Select and combine relevant information from different sources.

Study different aspects of life of different people e.g rich and poor.

- Know what we mean by social history
- Know how population, economic growth, religious turmoil and political change has influenced these changes.
- Give reasons for and results of the main changes and events.

Can people be forced to commit crime if the system is unjust? - Should they be punished?



You see the problem? Queen Isabeau was described as a tall, short, dark, fair woman, while French peasants were starving, well-fed, smelly people who had regular baths. Historians and teachers have usually said what they thought and that's not the same as giving the facts.

Who can you believe? No one! Your school-books will probably give you one side of the story...

Skill - Historical Bias

The Peasants Revolt - pg 37 of Crime and Punishment through the ages.

Unpick language -

What is a peasant?

What is a revolt?

What may cause people to revolt? - Fairness, justice, rights, equality.

https://www.twinkl.co.uk/resource/uks2-the-peasants-revolt-1381-powerpoint-t-h-241?sign_in=1

<https://www.tes.com/en-us/teaching-resource/peasants-revolt-in-medieval-england-11871289>

Children will understand the idea of historical bias by looking at and comparing different recounts of this event in history.

Children will create a timeline of the events leading up to and including the peasants revolt.

<https://www.historyforkids.net/the-peasants-revolt.html>

Children will create a short newspaper style report, written from one side of the story (Recapping direct and indirect speech).

- Identify and describe reasons for and results of historical events, situations and changes within and across different periods.
- Make comparisons between different times.
- Place events, people and changes into correct periods of time.

Did the punishment ever fit the crime? - Piracy - Robbing the Seven Seas.

Starting with piracy in the modern day - Place on timeline.

Show chd Horrible Histories video:

<https://www.youtube.com/watch?v=3MwYVdykvy8>

Children will be presented with 2 newspaper reports written from different points of view. - Demonstrating historical bias. Can the children see how differently the events have been reported on? Do they think this would have been true of the time?

What events in recent history have caused people to protest? Why has this happened? Are there similarities and differences between these events?

- Black Lives Matter Protest
- Climate Protest

The Golden Age of Piracy ? - Tudor Britain

What is a pirate? Why do people turn to piracy?

Linked to P4C discussion.

Introduction:

Children will explore what a pirate means to them. Children will sketch what they imagine a pirate to look like - Discuss their preconceived ideas. Where have they come from? Where have you heard of the characters before? Are any of them real?

Children will be given a different set of images.

Children to sort. Step 1: Come up with your own sorting criteria.

Then:

Example of outcome:

A bandana - as worn by ship mates to protect their heads (Jack Sparrow wears one when he is not a Captain)

The sign of the pirate which appears on a p

An eye patch worn to cover the empty hole, where the eye once was, before the terrible battle - Captain Barbosa wears one!

Hook for a hand - Captain Hook.

Cutless (small sword) worn



Children to add a mind map of modern day piracy

Can you order these people from most to least dangerous? - children to verbalise the decision process
Can you order from the richest to the poorest? - children to verbalise their decision.
Sort these characters into fiction and non- fiction.

Pose the question - Do you think Pirates still exist?
Study aspects of modern day piracy (link in with Geography map lesson) and discuss further questions.
- Why would someone turn to a life of piracy now?
<https://www.shippo.co.uk/tips-and-tricks/12-interesting-facts-about-piracy-in-the-21st-century/>
<https://www.cnn.com/2014/09/15/worlds-most-pirated-waters.html>

Lesson 1 – sources lesson:
LO: To identify how conclusions were made from the evidence presented
Question: Is there evidence of piracy pre 1066?

Looking at a variety of sources children will see what they can uncover about the true life of a pirate. They will choose the source which they believe is the best justification that pirates truly existed.

Children will have learnt to question and interrogate a range of sources questioning their validity and justifying their point of view.

*Which source do you think is the best proof that piracy existed at the time?
Justify your answer.*

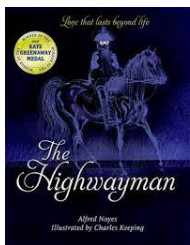
*I believe...
I am most convinced by...
I feel that _____ offers the most convincing proof that...
because, due to the fact, as I can see*

<p>Lesson 2 – sources lesson: LO:To recognise that the past is interpreted in different ways and give reasons for this.</p> <p>Lesson 3 – Tudor Question time LO:To recognise different views and feelings about events, people or changes Question: Tudor question time – What different opinions did people have of Drake? https://www.britannica.com/video/179960/Overview-Francis-Drake-life https://www.youtube.com/watch?v=w6_UkLHcdJk</p> <p>In these 2 lessons children will discuss the question - Sir Frances Drake - Pirate or Privateer. They will look at a range of sources taken from both Spanish sources and English sources and discuss historical bias. They will form their own opinions and draw their own conclusions on whether Sir Frances Drake was a Pirate or a Privateer.</p> <p>Lesson 4 – Draw the pirate ship, label the main parts and add your facts (links with English)</p> <p>LO: To investigate beliefs, behaviours and characteristics in the period of time studied - Question: What punishments did the thieves of the sea face? Did they really walk the plank? During this session the children will use a range of resources which will teach them about a range of punishments used on pirate ships and a range of punishments pirates would face for their crimes. https://www.imagininghistory.co.uk/post/pirate-punishments https://www.dkfindout.com/uk/history/pirates/how-pirates-were-punished/ https://www.dkfindout.com/uk/video/history/pirates-facts-and-figures-video/</p>	<p>By the end of these sessions the children will have chosen their answer and presented this with evidence that they have gathered over the session. Links to English - Discursive text.</p> <p>Children will know the main punishments given out on a pirate ship, but also the punishments the pirates would face if they were caught.</p>
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To develop knowledge about life in the Georgian period .

To understand the reasons contributing towards people being Highwaymen.

To know reasons why highwaymen stopped



The Highwayman

I can find out about the life of Dick Turpin based on historical sources.

I can use different sources to build a picture of events in the life of Dick Turpin.

I can study various sources and talk about their differences in what they show about Dick Turpin.

I can form my own opinion about Dick Turpin based on the sources I have studied.

To learn about punishments given out in the Georgian period. To analyse sources to gather information.

<https://www.bbc.co.uk/bitesize/guides/z2cqrwx/revision/4>

Use to Facts sheet to extract important information

Gorgeous Georgians - Horrible Histories book 96-103.

https://www.readingmuseum.org.uk/sites/default/files/downloads/Fact%20Sheet%20-%20Georgians%20%281%29_compressed%20%281%29.pdf

Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by finding out about Dick Turpin through studying various historical sources from the 18th and 19th century. • I can find out about the life of Dick Turpin based on historical sources.

<https://www.youtube.com/watch?v=nljL0q9Qlfl>

Link to use alongside Guided Reading to develop an understanding on what a Highwayman was.

<https://www.bl.uk/georgian-britain/articles/crime-and-punishment-in-georgian-britain> (primary sources)

<https://www.nationalarchives.gov.uk/education/candp/punishment/g06/g06cs1s1.htm> Use Crime and

Punishment recroues to work out if these criminals has stolen enough to be sentenced to death. (5 shillings they need to have stolen) Use the transcript

Comprehension based on Crime and Punishment The Georgians Facts Sheets .

Use primary and secondary resources to compare who Dick Turpin was.

Who Was Dick Turpin?

Work in your groups to research the highwayman, Dick Turpin. Can you find answers to these questions about his life, his crimes and his death?

In what year was Richard Turpin hanged? _____

What did Dick Turpin look like? _____

Where was Richard Turpin held as a prisoner? _____

Why was he in prison? _____

When was he executed? _____

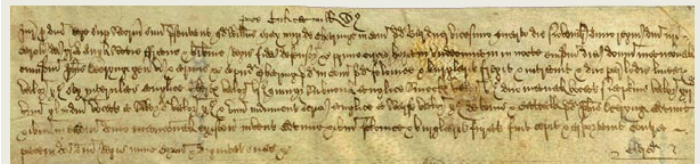
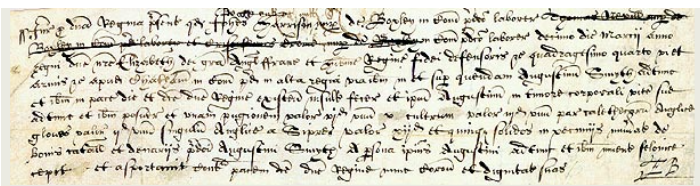
Where is Dick Turpin buried? _____

What is he famous for? _____

Why do you think there are two names on his gravestone? _____

Annotations of the resources with the punishment handed out from the resources. Look at the value of the goods stolen . Does it reach the threshold?

to work out if the crucial would have been hung or not.



<https://www.nationalarchives.gov.uk/education/cand>

To find out about typical crimes and punishments in the Victorian period

To compare Victorian punishments to the modern day justice system.

<https://horriblebooks.com/horriblehistoriesmagnazines/hh17.htm>



Then watch the BBC clip. Do they think this punishment was fair?

Give the children the information provided and help them to research the facts

<https://www.bbc.co.uk/bitesize/topics/z8w3n9q/articles/zck3n9q>



Children will understand the range of punishments issued in Victorian Britain and will be able to discuss which crimes were given which punishments.

Children will have learnt to collect and question primary sources of evidence and look at what crimes and punishments were given to children in Victorian times for different types of theft.

Lesson 3

Children are going to act as judges in a Victorian court of law! They are going to look at a range of crimes which have been committed in Victorian Britain. Which punishments do they think fit the crime? Children are to justify their choices.

Lesson 4 and 5 (Maths and English links)

In these sessions the children will be looking at one type of punishment which was introduced in the Victorian time for children who committed crime - Reform Schools.

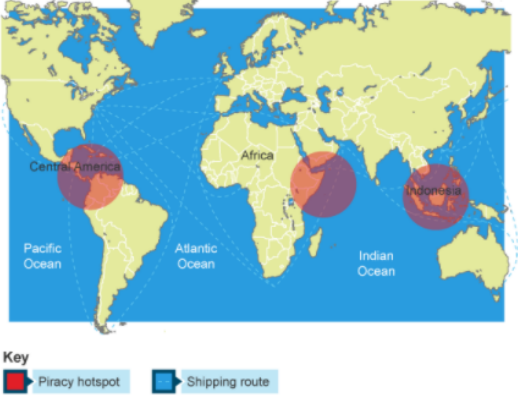
In these sessions the children will look at primary sources to determine the types of crimes which you would be sent to a reform school for. They will look at who ended up in these places and what life was like for them.

The children will collect data on the children and make links between their lives to see if these children were driven to crime due to different or the same circumstances.

Lesson 6, 7

The children will take a look back at what they have learnt over the last 13 weeks. When was the worst time in History to be a thief? - Why?

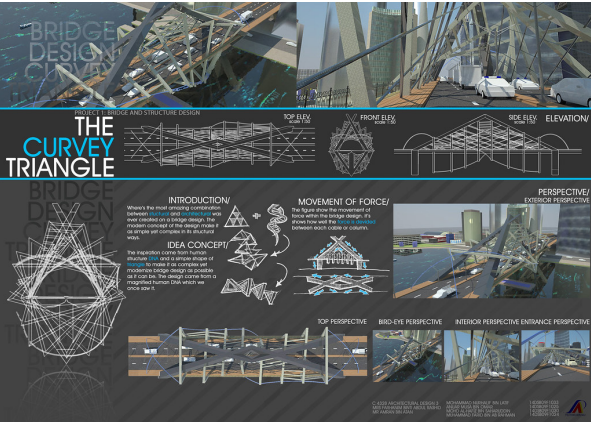
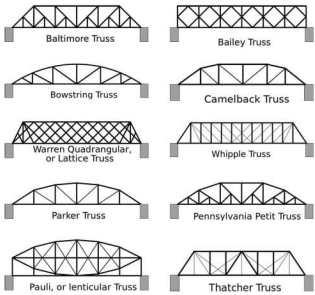
Do they think anyone has got the punishments right? What do they think about our current systems in comparison? What do they think needs to be changed?

Key Learning From main trunks – use Skills and Progression documents to inform planning. What will the children learn?	How? What opportunities am I going to give the children so that they can learn?	Outcomes What will the learning look like? How will the learning be recorded?
<p>To name and locate counties and cities of the UK - Geographical regions and their identifying human and physical characteristics.</p> <p>Have an understanding of geographical events on poverty.HUMAN AND PHYSICAL FEATURES - have an understanding of the impact that geographical events can have on poverty</p> <p>LOCATIONAL KNOWLEDGE - identify key physical features of areas in the UK (hills, mountains, coasts, rivers) and know how these aspects have helped to change aspects of life over time</p>	<p>How did punishments vary depending on where you lived? Have a map of Britain. Can children label the locations with where the different punishments for thieving were taking place? Children to make connections between the physical features of the land and punishments given.</p> <p>Children will use a UK map to find and locate Nottingham and Sherwood forest (linked to English unit). Why would Sherwood forest have been used by Robin Hood? How do we think this forest has changed overtime?</p> <p>Children to look at a variety of maps of the world linked to Piracy. Why do they think piracy still happens in these areas today?</p>  <p>https://www.bbc.co.uk/bitesize/guides/zytycdm/revision/6</p>	<p>Children will have a labelled map of the UK looking at how punishments varied in the different areas due to the landscape around.</p> <p>Children to study the maps using the key and answer the following questions.</p> <p>Can you mark on the trade areas? Where are the poorest countries in the world? - Poverty Map Where do modern day acts of piracy take place? May there be a reason for this.</p>



<https://www.visualcapitalist.com/map-visualizing-40-years-of-nautical-piracy/>

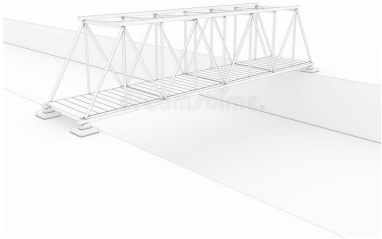
<https://worldpoverty.io/map>

Key Learning From main trunks – use Skills and Progression documents to inform planning. What will the children learn?	How? What opportunities am I going to give the children so that they can learn?	Outcomes What will the learning look like? How will the learning be recorded?
<p>Design: Describe and explain their product with confidence and indicate with reasoning design features to users.</p> <p>Design: Know and develop their own design technique</p> <p>Design: Know how to use prototypes and pattern pieces in the process</p> <p>Design: know how to use annotated sketches, cross-sectional drawings and exploded diagrams in the process</p> <p>Make: Know how to create a step-by-step plan as a guide to making the product, listing the tools and equipment</p> <p>make: Know how to accurately mark out, measure, cut and shape materials effectively using the correct tools</p> <p>make: Know how to problem solves when issues arise</p> <p>Evaluate: know the strengths and weaknesses of their product and suggest ideas to improve</p> <p>Evaluate: Critically evaluate their design and criteria to adapt their product during making.</p>	<p>What is a bridge ? What purpose were they designed for? How is their design fit for their purpose?https://www.youtube.com/watch?v=yLZYETYImM Watch the impossible bridge and discuss how design ideas develop.</p> <p>https://www.youtube.com/watch?v=FuWM6-xOQCQ Watch the longest bridges in the world .</p> <p>Different design factors for bridges: https://www.youtube.com/watch?v=vefUk6sRPY8</p> <p>Where are some famous bridges?</p> <p>Explore bridge designs using Twinkl pictures and bridges around the world resources. Use this as an opportunity to name and locate the places on a map to link with Geography too. Explore the different designs and make links to their purpose. Are they fit for purpose and what is their purpose?</p> <p>Show chn https://paddleup.weebly.com/uploads/8/4/0/1/8401592/itchen-river-map.jpg River Itchen bridges and allow time to research their designs . Research the bridges along the Itchen bridge and think about their</p>	 <p>Mood board design ideas. Sketch and annotate ideas and label and name resources needed. Continue to add to ideas as research continues.</p> 

design style. To design a bridge for another point along the Itchen river.

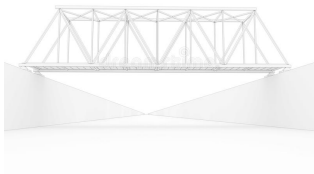
Know and develop their own design technique by sketching and planning bridge designs. Create a bridge mood board .

Bridge mood board . Collection of pictures, designs , sketches , mini 3D pictures etc .



List of materials collected that chn want to build bridge from given in and included as a materials list.

Create a final 3D design, annotate materials.



Key Learning From main trunks – Global Neighbours What will the children learn?	How? What opportunities am I going to give the children so that they can learn?	Outcomes What will the learning look like? How will the learning be recorded?
<ul style="list-style-type: none"> • Discuss and develop an understanding of the nature, causes and effects of poverty, disadvantage, injustice and exploitation of the natural world <p>To learn about the contributing reasons which lead some people into piracy.</p> <p>P4C session - refugees .</p> <p>P4C - Special places. Look at ‘special places’ in our Earth (including those that inhabit endangered animals). Great barrier reef - coral (living thing) being destroyed by climate change.</p>	<p>What is a pirate? Why do people turn to piracy?</p> <p>Linked to P4C discussion.</p> <p>Introduction: Children will explore what a pirate means to them. Children will sketch what they imagine a pirate to look like - Discuss their preconceived ideas. Where have they come from? Where have you heard of the characters before? Are any of them real?</p>	<p>See 1st history lesson on pirates</p>

Additional Learning opportunities

NC Subject	Skills/Knowledge	Outcomes
<p>Sacred place (C/I) Summer 1</p> <p>Places of worship</p> <ul style="list-style-type: none"> ● Children know what sacred means ● Children list what is needed to make a sacred place ● Children know what a mosque and a church is ● Children know what makes a mosque and a church a sacred place- they draw/list the features ● Children know why they features are sacred ● Children know that a sacred place will mean something different for different people (Muslims and Christians) ● Children are able to imagine their own sacred place ● Children can explain the features of their own sacred place ● Children are able to explain how and why people show that a place is sacred to them 	<p>Umma (I)</p> <p>Hajj and zakat</p> <p>Summer 2 – Concept Umma – Hajj and zakat</p> <ul style="list-style-type: none"> ● Children understand the concept of community- Umma (worldwide Muslim community) ● Children know what Hajj is (the pilgrimage to Makkah) ● Children know what Zakat is (distribution of wealth) ● Children know the features of Hajj and Zakat and how it reinforces Umma ● Children can explain the concept of Umma and the value of it to Muslims- discussing issues that may arise ● Children know what communities they belong to ● Children list features of a chosen community ● Children can reflect upon the importance of belonging to a community and why someone may choose not to be part of a community ● Children can compare the features of two communities (including Umma) and compare the similarities and differences 	

PSHE - Changes as humans develop - using

SCARF resources:

All Change!

My feelings are all over the place! (PSHE)

Preparing for periods (formerly Period positive)

Changing bodies and feelings

Growing up and changing bodies

Help! I'm a teenager - get me out of here! (PSHE)

Growing and Changing	
How are they feeling?	
Taking notice of our feelings	
Dear Hetty	
Changing bodies and feelings	
Growing up and changing bodies	
Help! I'm a teenager - get me out of here!	
Dear Ash	
Stop, start, stereotypes	
	Valuing Difference
	Qualities of friendship
	Kind conversations
	Happy being me
	The land of the Red People
	Is it true?
	It could happen to anyone

PSHE booklets and notes taken from sessions.

All living things and their habitats

Explore and compare the differences between things that are living, dead, and things that have never been alive identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other identify and name a variety of plants and animals in their habitats, including microhabitats describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Animals inc humans

P4C - Special places. Look at 'special places' in our Earth (including those that inhabit endangered animals). Great barrier reef - coral (living thing) being destroyed by climate change.

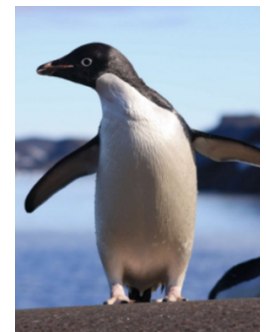
Chn to research animals that are extinct or endangered by climate change. What does that species need to exist? What type of habitat do they need and why? - basic needs. What are their sources of food? Has their food chain been affected?

- Monarch Butterfly.
- Atlantic Cod. ...
- Koala. ...
- Leatherback Sea Turtle. ...
- Adélie Penguin. ...
- American Pika. ...
- Columbia Spotted Frog.

Changes as humans develop - using SCARF resources:



A poster on an endangered species - fact file of what they need to survive, details of their habitat and why they are endangered - how could they be saved? Chn can use iPads as a model for detailed sketches of species they are researching.



<p>Describe the changes as humans develop to old age</p> <p>Notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Know the names of the parts of the body , To maintain personal hygiene to recognise as they approach puberty, how people’s emotions change at that time and how to deal with their feelings towards themselves, their families and others in a positive way to learn about how the body changes as children approach puberty</p> <p>Properties and changes of materials</p> <ul style="list-style-type: none"> • Demonstrate that dissolving, mixing and changes of state are reversible changes • Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, inc changes associated with burning and the action of acid on bicarbonate of soda. 	<p>All Change!</p> <p>My feelings are all over the place! (PSHE)</p> <p>Preparing for periods (formerly Period positive)</p> <p>Changing bodies and feelings</p> <p>Growing up and changing bodies</p> <p>Help! I'm a teenager - get me out of here! (PSHE)</p>	
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Further knowledge of artists and their significance in history key artists of portraits of monarchs

Exploring, developing, evaluating ideas: Be able to work from a range of sources, collecting and adapting ideas.

Digital Media: Be able to import images and use graphics to manipulate and change these.

Drawing: Begin to think about perspective and composition.

Painting: Develop a painting from a drawing

Printing: Print with coloured overlays



L.S. Lowry is particularly well

known for painting industrial scenes and matchstick characters.

Art - Lowry - The Industrial Revolution .

To know who L.S. Lowry

was. <https://www.bbc.co.uk/bitesize/clips/z3gkq6f> Watch clip to learn about Lowry.

To know why he is important to Britain.

What was the Industrial Revolution?

Use Powerpoint to learn about the industrial revolution . Make links to artist Lowry who painted in the matchstick style during the industrial revolution.

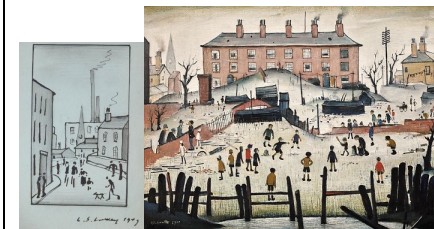
Who was Lowry and what was he most famous for?

Digital media creation of Lowry painting. Using


Powerpoint to create own digital Lowry piece. Use tools to develop perspective and depth.



Use Powerpoint Lowry painting and then practise sketching the scene with a variety of mediums (pen , pencils , charcoal) .



Use sketches to develop final painting .

<p><u>Year 5</u></p> <p><u>English learning journey</u></p> <p><u>Outcome:</u></p> <p>Task: Persuasive Speeches, discussion/argument</p> <p>Audience:</p>	<p><u>Text drivers:</u> <u>Outlaw - the true story of Robin Hood.</u></p> 	<p><u>Key writing objectives from NC:</u></p> <p>Spoken language</p> <ul style="list-style-type: none"> - listen and respond appropriately to adults and their peers - speak audibly and fluently with an increasing command of Standard English. - gain, maintain and monitor the interest of the listener(s) - select and use appropriate registers for effective communication. <p>Transcription:</p> <ul style="list-style-type: none"> - Place the possessive apostrophe accurately in words with regular plurals. - Use the first two or three letters of a word to check its spelling in a dictionary. - Spell words which are often misspelt. - Use further prefixes and suffixes and understand how to add them. - Spell further homophones <p>Composition:</p> <ul style="list-style-type: none"> - Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar e.g. identifies and uses key organisational features of a shared text in their own writing. - Plan their writing by discussing and recording ideas so that writing is clear in purpose. - Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements. - Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary. - A wider range of appropriate conjunctions, adverbs and prepositions are used to place, creating cohesion within and between sentences. - Non-narrative material uses simple organisational devices - engages reader through appropriate headings and relevant sub-headings for each paragraph (if appropriate). - Organise paragraphs around a theme so that narrative and non-narratives are paragraphed and related information is clustered logically. - Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) - Variation in sentence structure includes simple, compound and complex structures <p>VGP</p> <ul style="list-style-type: none"> - Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - Using fronted adverbials and commas after them - Extend sentences with more than one clause by using a wider range of conjunctions
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- Possessive apostrophes for regular singular and plural nouns
- Possessive pronouns
- Use prepositions
- Expanded nouns
- Proof-read for spelling and punctuation errors e.g. corrects repetitious language, verb/subject disagreement or lapses in tense.
- Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.

Key reading objectives from NC:

Themes and conventions:

- Develop positive attitudes to reading and understanding of what they read
- Identify a range of presentational devices used to guide the reader in non-fiction, e.g. appropriate subheadings

Comprehension:

- Check that the text (video) makes sense to them, discussing their understanding and explaining the meaning of words in context.
- Ask questions to improve their understanding of a text (video)
- Discuss understanding as it develops and explain the meaning of words in context
- Use dictionaries to check the meaning of words that they have read
- Retrieve and record information from non-fiction
- Use features to locate information, e.g. contents, indices, subheadings
- Locate information using skimming, scanning and text marking
- Discuss words and phrases that capture the reader's interest and imagination

Inference:

- Predict what might happen from details stated and implied based on references to the text

Language for effect:

- Identify how language, structure, and presentation contribute to meaning
- Discuss how language used has an effect on the reader.

To create paragraphs that are suitably linked

To use a wider range of linking words/phrases between sentences and paragraphs to build cohesions including time adverbials, eg. later; place adverbials, eg. nearby; and number; eg. secondly

To use the full range of punctuation from previous year groups.

To use adverbs and modal verbs to indicate degrees of possibility, eg. Surely, perhaps, should, might etc.

To ensure the consistent use of tense throughout writing

		To develop characters, settings and atmosphere through appropriate grammar and vocabulary choice.
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		To proof read for spelling and punctuation errors, as well as removing unnecessary repetition or irrelevant details.
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		To spell at least 50% of the statutory year 5/6 spelling list.
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		To write legibly, fluently and with increasing speed
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