

	Week 1-7 (7 weeks)	Week 8	Week 9-14 (6 weeks)	Week 15	Week 16 - 22 (8 weeks)	Week 25	Week 24 - 30 (7 weeks)	Week 31	Week 32 - 38 (6 weeks)	Week 39
Key Question	Who suffered in World War 2? [1]	LTW Be the best version of you [2]	Why is the view from our window changing? [3]		Were the Vikings really violent? [4]	LTW The World of Work	What is life like in Brazil? [5]	LTW Celebrating other cultures	When is Mother Earth not kind? [6]	
Enrichment & Staynor Passport Opportunity Trip and visitor contact list	<i>War perspectives - Mr McKenzie</i> Eden Camp	Staynor's Got Talent	Drax		<i>Visit an ancient landing point</i> Viking food market [7]		<i>Hold a carnival</i> Yorkshire Wildlife	Bradford Faith Walk		
Potential book links If the year group is stated, it's from TOB. If the author is stated, it is not from TOB.	TOB (Y6) Rose Blanche (Y6) The snow goose	Only One You - Linda Kranz (whole school text)	TOB (Y5) Varmints (Y5) House held up by trees (Y5) Floodland (Y5) The tree of life The Window - Jeannie Baker		Viking Boy - Tony Bradman	When I Grow Up Book or growing up song lyrics from Matilda	Journey to the River Sea - Eva Ibbotson The Great Kapok Tree - Lynne Cherry The Explorer - Katherine Rundell	Blessing (Imtiaz Dharker) (slums in India)	TOB The Brockenspectre (Y5) Running Wild -Michael Morpurgo	
Writing Opportunities	Military Defence British Legion Eden Camp		Selby Council Local MP Selby Times		Jorvik & Dig [Recount] Horrible Histories (actors, theatre tour, CBBC)		Write to local Travel Agent - TUI, Hayes. Famous travellers Michael Portillo, James May, Simon Reeve		Bear Gryls Blue Peter Penpal (wildfires/Australia)	
History Skills Progression	Point 6 a study beyond 1066				Point 4 the Viking and Anglo-Saxon struggle for England					
Geography Skills Progression	Location knowledge point 1 Human and physical geography point 1 and 2 Geographical skills and fieldwork Point 1 [8]		Location knowledge point 1 Human and physical geography point 1 and 2 Geographical skills and fieldwork Point 1 and 3 [9]		Location knowledge point 1 and 2 Human and physical geography point 1 and 2 Geographical skills and fieldwork Point 1 and 2 [10]		Location knowledge point 1 and 3 Place knowledge point 1 Human and physical geography point 1 and 2 Geographical skills and fieldwork Point 1 and 2 [11]		Location knowledge point 1, 2 and 3 Human and physical geography point 1 and 2 Geographical skills and fieldwork Point 1 and 2 [12]	
Art Skills Progression	Drawing Y6 I can create sketches to communicate emotion, sense of self with accuracy and imagination. Y5 I can investigate a variety of lines, shapes, colours and texture to produce work on a theme.		3D models Y6 I can explain why I have chosen both the materials and methods to create my model. Y5 I can experiment with and combine different materials and methods in designing 3D projects.		Point 1 and 2 sculpture [13]		Point 2 and 3 Use recycled materials to make a picture inspired by Brazilian artist Vik Muniz [14]		Collage Y6 I can combine pattern, tone and shape within my collage. Y5 I can combine visual elements with tactile qualities.	
DT Skills Progression	Learn through Day: Design point 2 Make point 1 Evaluate point 2 Technical knowledge point 2 Make a moving picture using levers and linkages- mechanical [15]		Learn through Day: Design point 1 and 2 Make point 1 and 2 Evaluate point 1 and 2 Technical knowledge point 1 Make a sturdy structure to create a bug hotel- construction [16]						Learn through Day: Design point 2 Make point 1 and 2 Evaluate point 1 and 2 Technical knowledge point 2 and 3 Use motors, pulley and axels to create a hurricane carousel scene - mechanics [17]	

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Computing										
Knowledge Progress	Digital literacy Point 7 [18]		Information technology Point 5 and 6 [19]		Control systems Point 1, 2 and 3 [20]		Information technology - databases Point 6 [21]		Control systems Point 1, 2, 3 and 6 [22]	
Science										
Skills Progression	Year 5 - Forces [23]		Earth & Space [24]		Evolution & inheritance [25]				Living things & habitats [26]	
RE - agreed syllabus										
C = Christians J = Jewish H = Hindus M = Muslim NR = none religious	2.1 Why do some people think God exists? C & NR		What does it mean to be a Muslim in Britain today?		2.5 Is it better to express your beliefs in art and architecture or in charity or generosity? C, M & NR		Would everybody tell the same version of the Easter story?		Is it always easy to do the right thing?	
PSHE/RSE										
Guidance from LCP	Being me in my world	This is me	Celebrating difference		Dreams and goals	Different roles V gender stereotypes	Healthy me & relationships	LGBT	Relationships & changing me	
Spanish	YR5MUSICAL INSTRUMENTS YR6 THE SCHOOL DAY. dAY OF THE DEAD		YR5 /6 counting. Christmas		Yr5 Places in town & jobs. Yr 6 Weather. Easter.		yr5 directions. Yr6? Spanish foods		yr5 My house - Dhali. yr 6 all about me - Picasso	

[1] A history study into World War 2, including important battles such as Dunkirk.

[2] And relaunch of charity work from Year A

[3] A study into how the Earth, including looking locally at our environment, is changing through building development, recycling, pollution etc.

[4] A historical study into the Vikings and Anglo-Saxon struggle for the Kingdom of England. Main focus on the Vikings.

[5] A geographical study of a region of South America - Brazil - compared to England.

[6] A geographical study into natural disasters: hurricanes, earthquake, tsunami & wildfires.

[7] Market - trading with fractions. Have a set amount of 'money' to spend at the market and choose what food and drink they buy.

[8] Look at maps to identify why certain areas were or were not bombed. Create own map of the Battle of Britain. Use a thematic heat map of hot and cold spots.

<https://www.bbc.co.uk/history/ww2peopleswar/stories/11/a4362211.shtml>

Look at land use at the time (home front) - why did things change?

Dunkirk - look at maps - why did they need so many boats? What benefits/problems did the beach create? Map the routes that the allied and axis planes took.

[9] Look at the impact of pollution on the Arctic and Antarctic circles

Compare the local area now to old photographs of the area - focus on land development. Use empathy from point of view of animals, different people.

Look at fieldwork skills for mapping the local area and what has changed/is causing problems

Create a journey book to look at how land is used - is it all new or old?

Create tally for number of cars in an area - how much pollution is being created?

[10] Map the journey that the Vikings took through Selby. use grid references and compass points. Could compare to modern OS map.

Visit the Viking landing area in Riccall - look at human and physical features. Why did they camp there? Where would you set up camp? Use directions to discuss where they came from and went to. Look at how the land use has changed - what we see and what the Vikings would have seen.

Compare the modern UK map to Viking Danelaw map. Why did they invade in certain areas - link to physical features of rivers. Where would modern day counties be?

[11] Could use 6 figure grid references to identify tourist destinations or physical features

Create a map of key features in Brazil and explain importance of these.

Annotate aerial photographs of Brazil and UK to identify similarities and differences e.g. largest river

[12] Create a digital map of where natural disasters occur around the world.

Look at thematic and climate maps for where disasters happen.

Compare the types of clouds in the UK to those for a tropical storm.

Use 6 figure grid references to locate where disasters happen.

[13] Create a Viking clay pot with a symbolism decoration. Look at symbols they used, design one and put this on a pot.

[14] Use recycled materials to make a picture inspired by Brazilian artist Vik Muniz

Use a range of strange materials to create art. Possible Christ the Redeemer <https://www.youtube.com/watch?v=gInKde8FmH4>

[15] Make a moving picture, possibly linked the Blitz, of a moving picture - skyline scene and a moving plane/bomb

[16] Create bug hotels for the environmental garden. Investigate shapes and angles for making sturdy structures. Investigate initial structure with art straws to recognise cross beams etc are needed.

[17] Make a carousel that turns to show the wind moving around a town scene.

[18] Covering both points in one topic. Must be revisited.

Y5 - digital footprint & algorithms which track online activity

Y6 - plagiarism and digital citizens (social media etc.)

[19] Research an area to do with topic

Y5 - using software to analyse and evaluate data

Y6 - Understand the difference between the World wide web and the internet

[20] Create a Viking games on Scratch.

Y5 - sequencing and why its important

Y6 - Variables and their impact

[21] Database about Brazil

Y5 - evaluate digital content (is it reliable? Is it authentic? How can we prove this? How should we check what we search?)

Y6 - Understand what a database is and how and why they're used

[22] Create a story based on natural disasters on Scratch that includes sounds and music created on Song Maker.

Y5 - repetition and why its efficient

Y6 - selection (if statements) why might we need selection in a programme? What does it change?

[23] Possible curriculum links:

[24] Possible curriculum links:

[25] Possible curriculum links:

Scandinavian appearance traits passed on

[26] Possible curriculum links:

change of habitats because of housing development, pollution and climate change.