

	Week 1-7	Week 8	Week 9-14	Christmas	Week 15 - 23	Week 24	Week 25 - 30	Week 31	Week 32 - 38	Week 39
Key Question	Were they really human? [1]	LTW Charities - mental health and service to our country	What makes a home? [2]		How is the world connected? [3]	LTW Influential people - civil rights champions	Who were the original olympians? [4]	LTW masters of the arts	Is it always a wonderful world of work? [5]	
<b>Enrichment &amp; Staynor Passport Opportunity</b>										
<a href="#">Trip and visitor contact list</a>	<a href="#">To visit a museum</a> Yorkshire Museum Egyptian		<a href="#">Pantomime, Interview the public, afternoon tea - Osborne House,</a>		<a href="#">Amazon warehouse Drax</a>		<a href="#">Meet an Olympian (athlete)</a>	<a href="#">Visit an art gallery and travel by train (Lowery)</a>	<a href="#">Armley Mills</a>	
<b>Potential book links</b> <a href="#">If the year group is stated, it's from TOB. If the author is stated, it is not from TOB.</a>	Secrets of a sun king - Emma Carroll	Looking at different websites about charities and shelter UK	TOB (Y6) A Story Like the Wind (Y5) The unforgotten coat		TOB Town is by the sea (Y5) The Silk Roads - illustrated edition - Peter Frankopan (NG recommended)	Through my Eyes and 'Rosa'	TOB (Y6) The story of Antigone	William Shakespeare (TOB)	My Story: Mill Girl - Sue Reid Son of the Circus - A Victorian Story - E L Norry Punch - Barbara Henderson	
<a href="#">Writing Opportunities</a>										
<b>History</b> <a href="#">Skills Progression</a>	<b>Point 7</b> achievements of the earliest civilisation		<b>Point 6</b> a study beyond 1066				<b>Point 8</b> A study of Greek life and their influence on the western world		<b>Point 6</b> a study beyond 1066	
<b>Geography</b> <a href="#">Skills Progression</a>	<b>Location knowledge</b> point 1 and 3 <b>Human and physical</b> Point 1 and 2 <b>Geographical skills and fieldwork</b> Point 1 [6]		<b>Location Knowledge</b> point 1 and 3 <b>Place Knowledge</b> point 1 <b>Human and physical</b> point 2 <b>Geographical skills and fieldwork</b> Point 1,2 and 3 [7]		<b>Location Knowledge</b> point 1, 2 and 3 <b>Human and physical</b> point 2 <b>Geographical skills and fieldwork</b> Point 1, 2 and 3 [8]		<b>Location knowledge</b> point 1 and 3 <b>Geographical skills and fieldwork</b> Point 1 and 2 [9]		<b>Location knowledge:</b> point 2 <b>Human and physical</b> point 1 and 2 <b>Geographical skills and fieldwork</b> 1,2 and 3 [10]	
<b>Art</b> <a href="#">Skills Progression</a>	Point 1, 2 and 3 Sculpture [11]						Point 1, 2 and 3 Create images in the style of Banksy using paint [12]		point 1, 2 and 3 printing [13]	
<b>DT</b> <a href="#">Skills Progression</a>			<b>Learn through Day:</b> <b>Design</b> point 1 and 2 <b>Make</b> point 1 <b>Evaluate</b> point 2 and 3 <b>Technical knowledge</b> point 3 and 4 Make a vessele for trade links from China to UK- mechanical [15]		<b>Learn through Day:</b> <b>Design</b> point 1 and 2 <b>Make</b> point 1 and 2 <b>Evaluate</b> point 1, 2 and 3 Sewing - make a gift from old clothes - textiles [14]					
<b>Computing</b> <a href="#">Knowledge Progress</a>	Digital literacy <b>Point 7</b> [16]		Information technology <b>Point 6</b> [17]		Control systems <b>Point 1, 2, 3 and 4</b> [18]		Information technology <b>Point 6 and 7</b> [19]		Control systems <b>Point 1, 2 and 3</b> [20]	
<b>Science</b> <a href="#">Skills Progression</a>	Light [21]		Electricity [22]		Year 5 - Materials [23]				Animals, including humans [24]	

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RE - <a href="#">agreed syllabus</a>										
C = Christians J = Jewish H = Hindus M = Muslim NR = none religious	2.7 What matters most to Christians and Humanists?		What is the real Christmas story?		If someone is a hero, can they also be a saint?		2.4 If God is everywhere, why go to a place of worship? C, H		2.2. What would Jesus do?	
<a href="#">PSHE/RSE</a>		Mental health awareness								
<a href="#">Guidance from LCP</a>	Being me in my world		Celebrating difference		Dreams and goals	Rights & responsibilities	Healthy me & relationships	Celebrate our talents	Relationships & changing me	
<a href="#">Cook School</a>										
<a href="#">Spanish</a>	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 study of the ancient civilisation the Egyptians

[2] A study into refugees - what they are, where they come from and why they seek a different life.

[3] Geographical study on the trade links, including energy, minerals and food, across the world.

[4] A study into the ancient Greeks.

[5] A historical study into the Victorians.

[6] Look at aerial photographs of Egypt and map the pyramids etc using symbols.

Identify the location of pyramid etc using 6 figure grid references.

Compare the human and physical features of modern day and ancient Egypt.

[7] Just arrived in the UK. Use OS map to work out where they would need to go for help.

Interview the local public on their view of refugees.

create digital maps to show the journey a refugee might take.

Look at the human and physical features that might force someone to flee.

Describe the journey using the 8 compass points.

[8] Look at where reserves of where natural power sources are, e.g. oil and coal, and where windmills etc are and map these.

Fieldwork - create graphs based on what products are found in the local area. Create tally and graphs. Could tally onto a world map in their book.

Use 6 figure grid references for location of natural energy sources.

Create a digital map of the route taken by cargo ships. Include compass points for direction travelled.

[9] Use 6 figure grid references to locate areas in Greece. Children would then use symbols to create their own map.

Look at the physical features of important places to the ancient Greeks - why would it have been important? Why would they have settled there?

Compare modern day and ancient greek human and physical features.

[10] Go on a Victorian walk of Selby. Create messy maps

Compare old and current OS maps

Look at physical features e.g. river, canal, railway - why are they here? Why are the factories where they are?

Look at different housing types from the era - collect data

Compare and draw sketches of what we can see now and what the Victorians would have seen - human and physical features.

[11] Create an Egyptian death mask using modroc. Look at designs and patterns, create the mask and using painting skills.

[12] Create images of ancient (possibly Zeus or athletes) and modern day Olympians in Banksy's style. Could potentially use canvas.

[13] type here

A study of William Morris, to create repeating patterns through printing.

Printing & William Morris (Victorians)

I can make a printing block.

Portrait of Queen Victoria - facial expressions.

[14] Make a Christmas gift from something old

[15] Using microbit buggy to move products from one place to another. Create their own lorry or boat - look at moving products from China to the UK on a map. Is there a more efficient way? and look at how trade links have changed for evaluate point 3

[16] Y5 - digital footprint

Y6 - plagiarism and copyright

[17]

Y5:

Understand how software can be used to analyse and evaluate data.

Y6:

Understand the difference between the internet and the world wide web

[18] Y5 - sequencing and its purpose  
Y6 - variables and their impact

Storyboard - journey of sugar/cocoa/cotton?

[19] Y5 - evaluating digital content (is it reliable? Is it authentic? Is it trustworthy?)  
Y6 - databases and how they are used to store information

[20] Y5 - repetition (loops) and why this is efficient  
Y6 - Selection (if statements) decisions are made that determine the outcome of the programme  
Game

[21] Possible curriculum links:

[22] Possible curriculum links:  
Making best torch for a refugee

[23] Possible curriculum links:  
What makes the best packaging & refrigeration unit

[24] Possible curriculum links:  
Year 5 - difference in dying age and their appearance and diets