Whole School Curriculum Theme

Summer Term – Shackleton's Journey (Y6 Crime and Punishment)

Enrichment Opportunities – Historic Heritage in England – Kate Argle - learning names of range of explorers of diff ages/gender/ ethnicity , Ernest Shackleton, Matthew Henson, Jackie Ronne, Mercedes Glitze - Y5 seaside mural- working with an artist on site visit Norwich Castle Museum – art workshop with landscapes sea , Y4 Stormy Sea dance performance SpHS, Y3/4 Museum visit Scott Polar Museum , Y6 visit Kings Lynn to find the witches heart /crime and punishment workshop, visit Climate Change Action – beach visit and clean, insect count, wildlife garden design, litter analysis , Sports events – cycling, swimming, tri golf, cluster area sports, KS2 survival camp out on site/beach

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<tr>
<td rowspan="2">Literature Links

ShackletonS Diary

https://www.pbs.org/wgbh/nova/shackleton/1914/diary.html</td>
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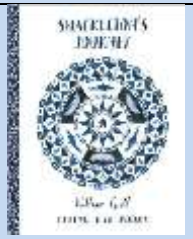
<td>  </td>
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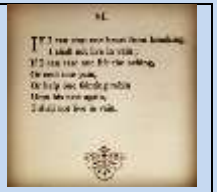
<td> 
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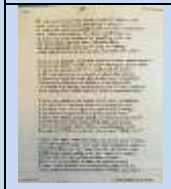
<td> 
Rudyard Kipling</td>
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 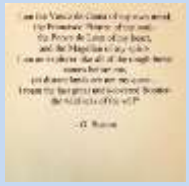 </td>
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 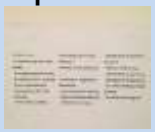 </td>
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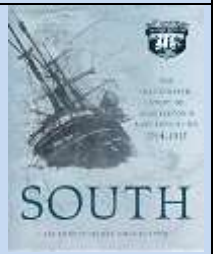
<td> 
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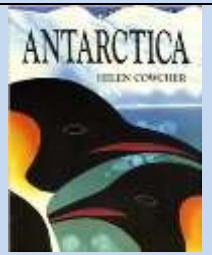
<td> 
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 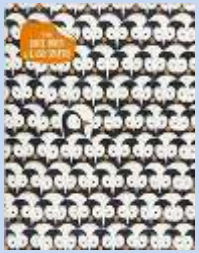 </td>
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Subject Area	Y3 age related expectations	Y4 age related expectations	Y5 age related expectations	Y6 age related expectations
History Timeline made in school First sea/land explorers Endurance gets stuck Titanic sinks Heacham Floods Space exploration – moon landing	**Chronological Understanding** •Describe events and periods using the words: BC, AD and decade •Describe events from the past using dates when things happened •Describe events and periods using the words: ancient and century •Use a timeline within a specific time in history to set out the order things may have happened •Use their mathematical knowledge to work out how long ago events would have happened **Historical Enquiry** •Recognise the part that archaeologists have had in helping us understand more about what happened in the past •Use various sources of evidence to answer questions •Use various sources to piece together information about a period in history •Research a specific event from the past? •Can they use their 'information finding' skills in writing to help them write about historical information •Through research, identify similarities and differences between given periods in history	**Chronological Understanding** •Plot recent history on a timeline using centuries •Place periods of history on a timeline showing periods of time •Use their mathematical skills to round up time differences into centuries and decades **Knowledge and Interpretation** •Explain how events from the past have helped shape our lives •Know that people who lived in the past cooked and travelled differently and used different weapons from ours •Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past **Historical Enquiry** •Research two versions of an event and say how they differ •Research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings •Give more than one reason to support an historical argument •Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out	**Knowledge and Interpretation** •Summarise the main events from a specific period in history, explaining the order in which key events happened •Summarise how Britain has had a major influence on world history **Chronology and Understanding** Describe historical events from the different period/s they are studying/have studied •Make comparisons between historical periods; explaining things that have changed and things which have stayed the same •Explain the role that Britain has had in spreading Christian values across the world •Begin to appreciate that how we make decisions has been through a Parliament for some time •Appreciate that significant events in history have helped shape the country we have today •Have a good understanding as to how crime and punishment has changed over the years **Historical Enquiry** •Test out a hypothesis in order to answer a question •Appreciate how historical artefacts have helped us understand more about British lives in the present and past	**Knowledge and Interpretation** •Summarise the main events from a specific period in history, explaining the order in which key events happened •Summarise how Britain has had a major influence on world history •Summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently •Describe features of historical events and people from past societies and periods they have studied •Recognise and describe differences and similarities/ changes and continuity between different periods of history **Historical Enquiry** •Look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint •Identify and explain their understanding of propaganda •Describe a key event from Britain's past using a range of evidence from different sources

Geography	Use maps and atlases appropriately by using contents and indexes to locate route for Shackleton •Confidently describe physical features in a locality •Recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE) Use correct geographical words to describe a place and the events that happen there •Identify key features of a locality by using a map •Begin to use 4 figure grid references •Accurately plot NSEW on a map •Use some basic OS map symbols Confidently describe human features in a locality •Explain why a locality has certain human features •Explain why a place is like it is	Find the same place on a globe and in an atlas – location of Shackletons journey key cities •Label the same features on an aerial photograph as on a map **Collect/measure temperature and rainwater as part of climate survey** Use appropriate symbols to represent different physical features on a map Link to Heacham Floods? Explain how a locality has changed over time with reference to human features •Find different views about an environmental issue (What is their view?) •Suggest different ways that a locality could be changed and improved	Link to Heacham Floods Collect information about a place and use it in a report •Map land use •Find possible answers to their own geographical questions •Make detailed sketches and plans; improving their accuracy later •Plan a journey to a place in another part of the world, taking account of distance and time Explain how a location fits into its wider geographical location; with reference to human and economical features •Explain what a place might be like in the future, taking account of issues impacting on human features Explain how the water cycle works •Explain why water is such a valuable commodity	Give extended descriptions of the physical features of different places around the world •Describe how some places are similar and others are different in relation to their human features •Accurately use a 4 figure grid reference •Create sketch maps when carrying out a field study **Human Geography** •Give an extended description of the human features of different places around the world •Map land use with their own criteria •Describe how some places are similar and others are different in relation to their physical features
Music	**Vivaldi Storm** Improvise and compose music using the inter-related dimensions of music •Listen with attention to detail and recall sounds with increasing aural memory •Use and understand staff and other musical notations •Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great composers and musicians •Develop an understanding of the history of music Vivaldi Storm **https://www.youtube.com/watch?v=RlqI_lAkIfM** **Tchikovsky storm** **https://www.youtube.com/watch**	**Sail Away – Shipping Forecast** •Listen with attention to detail and recall sounds with increasing aural memory •Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great composers and musicians •Develop an understanding of the history of music **https://www.youtube.com/watch?v=dFdas-kMF74** **Sail Away – Shipping Forecast how does it make you feel ? is this how Endurance would feel ? Can you compose a short piece using instruments to express the emotions of those stuck on Endurance**	**Holst Planets** Listen with attention to detail and recall sounds with increasing aural memory •Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great composers and musicians •Develop an understanding of the history of music Holst – the planets Venus – peace bringer **https://www.youtube.com/watch?v=K1f8HjIkU3M** **Mars** https://www.youtube.com/watch?v=L0bcRCCg01I Listen to songs – venus, mars, Compare and contract effects , instruments – how would ice planet sound? **Space Oddity – Bowie** **https://www.youtube.com/watch?v**	**Injustice** **Something inside so strong** **Labi Sifri** **https://www.youtube.com/watch?v=otuwNwsqHmQ** **Wade in the water** **https://www.youtube.com/watch?v=ZXqMQfpNSes** **Bob Dylan – Hurricane** **https://www.youtube.com/watch?v=GqBk1RdD1Sg**

	?v=c9Y49mIDWwA **Compare and contrast – which do you prefer? why?**		=iYYRH4apXDo	
MFL **Rigilo 2**	Weather words and clothes – link to simple sentences Songs/poems about the sea	**Weather and Landscape** **Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ♣ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help***	**Write weather phrases from memory, and adapt these to create new sentences, to express ideas clearly ♣ describe people, places, things and actions orally* and in writing**	Sentences spoken and written to describe contrasting weather settings and characters with some detail
Art **Paint/Pastel** **Collage/** **Sculpture**	**Howard Hodgkins rain and ice**  	 Ice Watch – Tate Installation  Edwin Lanseer	Caspar David Freidrich Wreck of Hope  Photo – endurance stuck in ice 1915 	John Everett Millais **Ophelia**  **Light Of the world Holman Hunt** 

DT **Making icebergs/ice lollies** **Making Lighthouses and ships**	**Model icebergs in seascape** **Developing, planning & Communicating Ideas** •Show that their design meets a range of requirements •Put together a step-by-step plan which shows the order and also what equipment and tools they need •Describe their design using an accurately labelled sketch and words? •How realistic is their plan **Working with tools to make quality products** •Use equipment and tools accurately **Evaluating processes and products** •Explain what they changed which made their design even better **Mouldable materials** •Select the most appropriate materials •Use a range of techniques to shape and mould •Use finishing techniques **Stiff and flexible sheet materials** •Use the most appropriate materials •Accurately make cuts and holes •Join materials	**Model lighthouses** **Working with tools to make quality products** •Tell if their finished product is going to be good quality •Be aware of the need to produce something that will be liked by others •Show a good level of expertise when using a range of tools and equipment •Work at their product even though their original idea might not have worked **Evaluating processes and products** •Think of how they will check if their design is successful •Begin to explain how they can improve their original design •Evaluate their product, thinking of both appearance and the way it works •Take time to consider how they could have made their idea better **Electrical and mechanical components** •Add things to their circuits •Explain how they have altered their product after checking it •Be confident about trying out new and different ideas	Model ships galleon stuck in berg **Electrical and mechanical components** •Use different kinds of circuit in their product •Think of ways in which adding a circuit would improve their product **Stiff and flexible sheet materials** •Justify why they selected specific materials •Consider how they have ensured that their work is precise and accurate •Hide joints so as to improve the look of their product **Mouldable materials** •Justify why the chosen material was the best for the task •Justify their design in relation to the audience **Developing, planning & Communicating Ideas** •Use a range of information to inform their design •Use market research to inform plans •Work within constraints •Follow and refine their plan if necessary •Justify their plan to someone else •Consider culture and society in their designs **Working with tools to make quality products** •Use tools and materials precisely •Change the way they are working if needed **Evaluating processes and products** •Test and evaluate their final product •Consider if their product is fit for purpose •Consider what they would do to improve it •Consider whether different resources have improved their product	**Working with tools to make quality products** •Use tools and materials precisely •Change the way they are working if needed **Evaluating processes and products** •Test and evaluate their final product •Consider if their product is fit for purpose •Consider what they would do to improve it •Consider whether different resources have improved their product •Consider if they would need more or different information to make it even better •Decide whether their product meets all the design criteria •Consider the use of the product when selecting materials **Stiff and flexible sheet materials** •Justify why they selected specific materials •Consider how they have ensured that their work is precise and accurate •Hide joints so as to improve the look of their product **Mouldable materials** •Justify why the chosen material was the best for the task •Justify their design in relation to the audience **Textiles** •Consider how their product could be sold •Consider what would improve their product even more
Science	**Forces and Magnets** •Compare how things move on different surfaces •Observe that magnetic forces can be transmitted without direct contact •Observe how some magnets attract or repel each other? •Can they classify which materials are attracted to magnets and which are not? •Notice that some forces need contact between two objects, but magnetic forces can act at a	**States of Matter** •Compare and group materials together, according to whether they are solids, liquids or gases •Explain what happens to materials when they are heated or cooled •Measure or research the temperature at which different materials change state in degrees Celsius •Use measurements to explain changes to the state of water	**Properties and Changes to Materials** •Compare and group together everyday materials on the basis of their properties, including hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets •Explain how some materials dissolve in liquid to form a solution •Describe how to recover a substance from a solution •Use their knowledge of solids, liquids and gases to decide how mixtures might be separated, including	**Electricity** •Identify and name the basic parts of a simple electric series circuit (cells, wires, bulbs, switches, buzzers) •Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers, the on/off position of switches •Use recognised symbols when representing a simple circuit in a diagram **Light** •Recognise that light appears to travel in straight lines

	distance •Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet •Identify some magnetic materials •Describe magnets have having two poles (N & S) •Predict whether two magnets will attract or repel each other depending on which poles are facing **Rocks** •Compare and group together different rocks on the basis of their appearance and simple physical properties •Describe and explain how different rocks can be useful to us •Describe and explain the differences between sedimentary and igneous rocks, considering the way they are formed •Describe in simple terms how fossils are formed when things that have lived are trapped within rock •Recognise that soils are made from rocks and organic matter **Working Scientifically** Planning: •Use different ideas and suggest how to find something out •Make and record a prediction before testing •Plan a fair test and explain why it was fair •Set up a simple fair test to make comparisons •Explain why they need to collect information to answer a question Obtaining and Presenting Evidence: •Measure using different equipment and units of measure •Record their observations in different ways (labelled diagrams, charts etc) •Describe what they have found using scientific language •Make accurate measurements using standard units Considering Evidence and Evaluating: •Explain what they have found out and use their measurements to say whether it helps to answer their question •Use a range of equipment (including a data-logger) in a simple test	•Identify the part that evaporation and condensation has in the water cycle •Associate the rate of evaporation with temperature **Electricity** •Identify common appliances that run on electricity •Construct a simple series electric circuit •Identify and name the basic part in a series circuit, including cells, wires, bulbs, switches and buzzers •Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery •Recognise that a switch opens and closes a circuit •Associate a switch opening with whether or not a lamp lights in a simple series circuit •Recognise some common conductors and insulators •Associate metals with being good conductors **Working Scientifically** Planning: •Set up a simple fair test to make comparisons •Plan a fair test and isolate variables, explaining why it was fair and which variables have been isolated •Suggest improvements and predictions •Decide which information needs to be collected and decide which is the best way for collecting it •Use their findings to draw a simple conclusion Obtaining and Presenting Evidence: •Take measurements using different equipment and units of measure and record what they have found in a range of ways •Make accurate measurements using standard units •Explain their findings in different ways (display, presentation, writing) Considering Evidence and Evaluating: •Find patterns in their evidence or measurements •Make a prediction based on something they have found out •Evaluate what they have found using	through filtering, sieving, evaporating •Give reasons, based on evidence for comparative and fair tests for the particular uses of everyday materials, including metals wood and plastic •Describe changes using scientific words (evaporation, condensation) •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 kid of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda •Use the terms 'reversible' and 'irreversible' **Earth and Space** •Identify and explain the movement of the Earth and other plants relative to the sun in the solar system •Explain how seasons and the associated weather is created •Describe and explain the movement of the Moon relative to the Earth •Describe the sun, earth and moon as approximately spherical bodies •Use the idea of the earth's rotation to explain day and night and the apparent movement of the sun across the sky **Working Scientifically** Planning: •Plan and carry out a scientific enquiry to answer questions, including recognising and controlling variables where necessary •Make a prediction with reasons •Use test results to make predictions to set up comparative and fair tests •Present a report of their findings through writing, display and presentation Obtaining and Presenting Evidence: •Take measurements using a range of scientific equipment with increasing accuracy and precision •Take repeat readings when appropriate •Record more complex data and results using scientific diagrams, labels, classification keys, tables, scatter graphs, bar and line graphs Considering Evidence and Evaluating: •Report and present findings from enquiries through written explanations and conclusions •Use a graph to answer scientific questions	•Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye •Explain that we see things because light travels from light sources to our eyes or from light sources to object s and then to our eyes •Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them Planning: •Explore different ways to test an idea, choose the best way, and give reasons •Vary one factor whilst keeping the others the same in an experiment? Can they explain why they do this •Plan and carry out an investigation by controlling variables fairly and accurately •Make a prediction with reasons? •Can they use information to help make a prediction •Use test results to make further predictions and set up further comparative tests •Explain, in simple terms, a scientific idea and what evidence supports it •Present a report of their findings through writing, display and presentation Obtaining and Presenting Evidence: •Explain why they have chosen specific equipment (incl ICT based equipment) •Decide which units of measurement they need to use •Explain why a measurement needs to be repeated •Record their measurements in different ways (incl bar charts, tables and line graphs) •Take measurements using a range of scientific equipment with increasing accuracy and precision Considering Evidence and Evaluating: •Find a pattern from their data and explain what it shows •Use a graph to answer scientific questions •Link what they have found out to other science •Suggest how to improve their work and say why they think this •Record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models •Report findings from investigations through written explanations and conclusions •Identify scientific evidence that has been used to support to refute ideas or arguments •Report and present findings from enquiries, including conclusions, causal relationships and

		scientific language, drawings, labelled diagrams, bar charts and tables •Use straightforward scientific evidence to answer questions or to support their findings •Identify differences, similarities or changes related to simple scientific ideas or processes		explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
PSHE **Relationships** **Endurance**	Jigsaw Unit Dreams and Goals	Jigsaw Unit Healthy Me	Jigsaw Unit Relationships	Jigsaw Unit Changing me linked to SRE