

# Cabot Primary School

## Year Group Curriculum Map - A

Year 5/6 - Cycle A

	Autumn	Spring	Summer
Topic	<b>Vikings and Anglo Saxons Pillage the village</b>	<b>Explorers/North America</b>	<b>Evolution and Inheritance</b>
TEXTS: FICTION	Beowulf (Michael Morpurgo) The Sleeping Army (Michael Morpurgo)	Pirate Diary (Richard Platt) Treasure Island (Robert Louis Stevenson) The Matchbox Diary (Paul Fleischman)	Flour Babies (Anne Fine)
NON-FICTION			What Mr Darwin Saw (Brita Granstrom) The Pebble in my Pocket (Meredith Hooper)
Science	<p><b>Animals including humans - Growing up and growing old</b></p> <p><b>Know</b> - describe the changes as humans develop to old age.</p> <p><b>Understand</b> - How humans change as they age, use timelines to show changes in growth and development of humans.</p> <p><b>Do</b> - compare the ageing process of humans with other mammals and animals. Interview babies/elderly people and present information.</p>	<p><b>Living things and their habitats - classification</b></p> <p><b>Know</b> - describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals; give reasons for classifying plants and animals based on specific characteristics</p> <p><b>Understand</b> - how different classification systems work; recording data using a range of scientific diagrams; recording and reporting findings.</p> <p><b>Do</b> - investigate micro-habitats in local environment and present findings using different classification systems. Design classification keys for animals found/observed. Speaking and listening: justifying and explaining decisions to classify animals. Drama: explore the life of Carl Linnaeus.</p>	<p><b>Dinosaur Hunters</b></p> <p><b>Know:</b> To make accurate measurements; to record and interpret results; to use results to make predictions.</p> <p><b>Understand:</b> how to record results in a variety of ways; explain what my results show; suggest what we can learn from these ideas,</p> <p><b>Do:</b> go on a dinosaur hunt; create dinosaur top trumps.</p>
	<p><b>Electricity</b></p> <p><b>Know</b> – associate the brightness of a lamp or the volume of a buzzer with the number and voltage</p>	<p><b>Light</b></p> <p><b>Know</b> – recognise that light appears to travel in straight lines; use the idea that light travels in straight lines to</p>	<p><b>Evolution and inheritance</b></p> <p><b>Know</b> - recognise that living things have changed over time and that fossils provide information</p>

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	<p>of cells used in the circuit; compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches; use recognised symbols when representing a simple circuit in a diagram.</p> <p><u>Understand</u> - planning different types of scientific enquiries to answer questions (how can we make this bulb brighter?), including recognising and controlling variables where necessary (increasing and decreasing components in a circuit).</p> <p><u>Do</u> - design and make buzzer loop games (if the loop touches the metal, the circuit is completed and the buzzer/light goes off).</p>	<p>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 objects 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.</p> <p><u>Understand</u> - planning different types of scientific enquiries to answer questions; using test results to make predictions and set up further tests. Investigate transparent, translucent and opaque objects.</p> <p><u>Do</u> - design and make shadow puppet theatres, then write instructions for how to make a shadow puppet theatre.</p>	<p>about living things that inhabited the Earth millions of years ago; recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents; identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p><u>Understand</u> - researching and reporting on findings; identifying scientific evidence that has been used to support or refute ideas or arguments.</p> <p><u>Do</u> - make a flip book to show how elephants have changed over time. Role-play - bird beak game (different beaks can eat different food. How is the population of an island affected by different events?). Compare and contrast animals living in different environments.</p>
History	<p><b>Anglo-Saxons and Vikings</b></p> <p><u>Know</u> To know the chronology of events in UK, when the Anglo-Saxons and Vikings and place these events on a timeline. To know the keys events of this time.</p> <p><u>Understand</u> Why the Anglo-Saxons and Vikings came to Britain, the technological and social changes they brought.</p> <p><u>Do</u> Drama of life in Anglo Saxon village. Instruction text of how to plan for a</p>	<p>A local history study. John Cabot's impact on Bristol.</p> <p><u>Know</u> To know about why and how people started to explore the new world. Links to Bristol and the role of individuals such as John Cabot.</p> <p><u>Understand</u> The reasons why people were motivated to explore new countries. How it changed society and the discoveries which were made – linked to local knowledge.</p> <p><u>Do</u> Local area walk -</p>	<p>Britain since the 1930s - British history study</p> <p><u>Know</u> Compare social change in St Pauls since the 1930s. Look at immigration and other social change.</p> <p><u>Understand</u> How the local the local area has changed and why. Look at technological and economic change in the area.</p> <p><u>Do</u> Go to carnival – compare with other</p>

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	Viking invasion.	<a href="https://www.discoveringbritain.org/activities/south-west-england/trails/bristol-slavery-trail.html">https://www.discoveringbritain.org/activities/south-west-england/trails/bristol-slavery-trail.html</a>  Balanced argument - Was it right to rename Colston Hall?	countries that have carnivals around the world.  Interview people from the local community – make a documentary about the area – interview different members. Links with the Trinity Centre.
Geography	Climate and the Environment - (Skills 2,3, 5 and 6)  <u>Know</u> Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle .  <u>Understand</u> To describe the features of different biomes and the characteristics of each.  <u>Do</u> Drama – why the change in climate led the Anglo Saxons to relocate to the UK.  Diorama – of a biome with labels.	Focus on <b>Roanoke, North America</b> , settlement (Location knowledge, Place knowledge, Human and physical and Geographical)  <u>Know</u> To be able to locate Bristol and Roanoke on an atlas – describe their physical and human characteristics of the locations.  <u>Understand</u> To be able to compare and contrast the human and physical differences between North America and the UK.  <u>Do</u> Plan a journey to Roanoke. Maths links with budgeting.  Would you rather - discussion about living conditions, using knowledge to back up opinions.	Local knowledge  <u>Know</u> Focus on local knowledge – Place knowledge, Human and Physical, Geographical skills and field work – Linked to Britain and Bristol since the 1930s  Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.  Use fieldwork to observe, measure, record and present the human and physical features of a local area.  <u>Understand</u> How to use a compass and give grid references for map features.  <u>Do</u> Use Googlemaps images to create grid references. Maths links – grid reference. Go on a treasure hunt. Go orienteering – PE links.

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<p>Art</p>	<p><u>Know</u> A sense of Place - Landscapes (QCA unit 6c) - examples of work by artists who have represented rural and/or urban landscapes, <i>eg Constable, Gainsborough, Hockney, Turner, Heron, Sutherland, Leger, Escher</i></p> <p><u>Understand</u> The techniques used by these artists to create their paintings.</p> <p><u>Do</u> Paintings inspired by Anglo Saxons, in style of different artists. IT link - use iPads, inspired by David Hockney.</p>	<p><u>Know</u> aerial photographs, ancient and modern maps, weather maps, diagrams of mazes and other structures seen from above</p> <p><u>Understand</u> examples of abstract art from a range of cultures that combine lines, shapes, colours and patterns for decorative effect, <i>eg:</i></p> <ul style="list-style-type: none"> <li>- <i>Aboriginal paintings representing a real or imagined journey</i></li> <li>- <i>work by Paul Klee using signs and symbols to represent landscape or a journey</i></li> <li>- <i>work by contemporary artists such as Richard Long, the Boyle family, Lesley Davey</i></li> </ul> <p><u>Do</u> Create own art works, focusing on one artist.</p>	<p><u>Know</u> Landscape painting - urban environments. Looks at sketches from artists and how these inform their final pieces.</p> <p><u>Understand</u> Sketching techniques - use of pencil and shading.</p> <p><u>Do</u> Go on walk to local area and make sketches of buildings. Turn sketches into final piece.</p>
<p>DT</p>	<p>Technical knowledge - (link with QCA 4c and 4d light and alarms)</p> <p><u>Knowledge</u> How electricity is used in games.</p> <p><u>Understand</u> Understand and use electrical systems in their products.</p> <p><u>Do</u> Design, make and evaluate an electrical toy game (eg operation or one with flashing lights)</p>	<p>Food - Food for journeys - sandwiches, biscuits, crackers etc. Preserving</p> <p><u>Knowledge</u> How people kept healthy of long journeys (links to explorers travelling to North America on boats)</p> <p><u>Understand</u> A balanced and healthy diet</p> <p><u>Do</u> Make a preserve.</p>	<p>Understanding the principle of a healthy and varied diet.</p> <p><u>Knowledge</u> Food packing - why it is used. What information is on it.</p> <p><u>Understand</u> Evaluate existing products - who do they appeal to and why. How to strengthen and reinforce structures.</p> <p><u>Do</u> Design, make and evaluate own food product aimed at people in the local community.</p>
<p>Music</p>	<p><b>Exploring sound sources</b></p>	<p><b>Bristol City - Air</b></p>	<p><b>Song writer - using music from 1930 -</b></p>

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	<p><b>Know:</b> improvise and compose music for a range of purposes using the inter-related dimensions of music; listen with attention to detail and recall sounds with increasing aural memory.</p> <p><b>Understand:</b> structure and layer sounds, record sounds and use them expressively.</p> <p><b>Do:</b> children compose soundscapes inspired by landscapes.</p>	<p><b>Know:</b> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; use and understand staff and other musical notations.</p> <p><b>Understand:</b> tempo, conducting, musical notation, listening and performing.</p> <p><b>Do:</b> perform <i>Those Magnificent Men in their Flying Machines</i></p>	<p><b>present day.</b></p> <p><b>Know:</b> appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; develop an understanding of the history of music.</p> <p><b>Understand:</b> how lyrics affect the meaning of a piece of music; how to perform a piece of music based on the lyrics as well as the music; balancing mood between music and lyrics.</p> <p><b>Do:</b> write lyrics for pieces of music from the 1930s.</p>
	<p><b>Performing together</b></p> <p><b>Know:</b> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; listen with attention to detail and recall sounds with increasing aural memory.</p> <p><b>Understand:</b> how to express and control instrumental and vocal sounds; how to structure a two-part song.</p> <p><b>Do:</b> children create and perform a balanced piece of music, using instruments and voices.</p>	<p><b>Exploring Rounds</b></p> <p><b>Know:</b> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p><b>Understand:</b> pitch, harmony, how to sing and play music in two (or more) parts; concords and discords.</p> <p><b>Do:</b> perform a two-part round, describe the effect of the harmonies produced; sustain a drone to accompany the singing.</p>	<p><b>Compose a piece of music for a silent film</b></p> <p><b>Know:</b> improvise and compose music for a range of purposes using the inter-related dimensions of music; use and understand staff and other musical notations; appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; develop an understanding of the history of music.</p> <p><b>Understand:</b> how music creates a mood; how to combine different sounds for effect.</p> <p><b>Do:</b> create soundtrack to accompany a</p>

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			silent film.
RE	<p>UNIT 4: What does it mean to belong to a religion? Christianity</p> <p>Knowledge What are a Christian's main beliefs?</p> <p>Understanding To know what it means to belong to a religion.</p> <p>Do Make a Christian fact file.</p>	<p>UNIT 11: What does it mean to belong to a religion? Islam</p> <p>Knowledge What are a Muslim's main beliefs?</p> <p>Understanding To know what it means to belong to a religion. To know about the different types of Muslims.</p> <p>Do Make a Muslim fact file.</p>	<p>UNIT 8: What do people believe about life? Christianity and Islam.</p> <p>Knowledge Build on learning from previous terms to know about the understanding of birth life and death in Christianity and Islam.</p> <p>Understanding Understand the answers given by these religions to understand life after death.</p> <p>Do</p>
PHSE	<p>Knowledge To know the class rules and expectations</p> <p>Understanding To understand what makes a happy class</p> <p>Do Write a class charter</p>	<p>Knowledge To appreciate everyone's differences</p> <p>Understanding To understand how and why people are different and celebrate those differences.</p> <p>Do Design a poster to fit in with Anti Bullying Week</p>	<p>Knowledge To know about the rules of wider society</p> <p>Understanding To know about laws and the consequences of breaking the law</p> <p>Do Class discussion</p>
P.E.	<p>Unit one from REAL PE</p> <p>Unit two from REAL PE</p>	<p>Unit three from REAL PE</p> <p>Unit four from REAL PE</p> <p>Swimming</p>	<p>Unit five from REAL PE</p> <p>Unit six from REAL PE</p> <p>Swimming</p>
French SC	<p>Greetings</p> <p>Numbers</p> <p>Using a French dictionary</p>	<p>Pronunciation</p> <p>Longer sentences with conjunctions</p> <p>Landmarks in Paris</p>	<p>Questions about yourself</p> <p>Writing sentences</p> <p>Landmarks in Britain</p>
ICT - DR	<p>Y5 iProgram</p> <p>Unit 1</p> <p>Knowledge</p>	<p>Y5 iWeb</p> <p>Knowledge To know that web content is created using HTML</p>	<p>Y5 iProgram</p> <p>Unit 2</p> <p>Knowledge</p>

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	<p>To know about different computer games</p> <p>Understanding To understand how computer games work</p> <p>Do Design and evaluate own computer game.</p>	<p>Understanding To understand HTML</p> <p>Do Create a simple website using HTML</p>	<p>To know about the process of making mobile apps</p> <p>Understanding To know how to make a mobile app</p> <p>Do Design mood board and powerpoint about mobile app</p>
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