Frozen Kingdom
Spring Year B
Wolf Rock Class (Y5/6)
Sequence of Lessons

Geography (Spring)
Intent: to learn about the polar regions, identifying their location, making comparisons between the Arctic and Antarctic and learn about significant historical events that took place in the polar regions.
Hooks from old learning: Long ago, Bright lights, big city (KS1), Earth and Space.
Vocabulary: Arctic, Antarctic, polar, climate, expedition, explorer, glacier, iceberg, ice cap, ice sheet, indigenous, Inuit, northern hemisphere, southern hemisphere,
Sticky knowledge: Locate and correctly name the Polar regions. Name three similarities and differences of each Polar region. Explain the Polar day and night.

Sequence of learning

Lesson	Sequence of Learning
1	**Introduce topic question:** **Cold Task quiz**: Sticky Knowledge for geography – what do you already know about the polar regions? **Curious Questioning - What do we want to find out about?** Create class mind-map of children's questions to answer throughout the topic. **WALT: identify and explain the position and explain the significance of arctic and Antarctic circles.** **What is the difference between the polar regions? How do they compare? What can we find out?** Display the Earth diagram and use this to introduce or recap on the location of the Northern and Southern Hemispheres and key lines of latitude and longitude, such as the equator and Prime Meridian. Locate the Arctic Circle at 66.5° North (66.5°N) and the Antarctic Circle at 66.5° South (66.5°S) and discuss any similarities and differences between their locations. Ask the children to share what they know about either location, making a bank of knowledge statements to revisit later in the week. Provide the children with the Earth labelling sheet to complete, and check their work through a summary discussion. Use Google Earth, including the Street View tool, to locate and explore the polar regions. Explain to the children that they will be working in small teams to complete a virtual polar expedition. They must gather information about a polar region of their choosing using satellite imagery.
2	**WALT: describe the climate of the polar regions and identify the position and explain the significance of latitude, longitude and how it effects the length of day and night.** Show the children the Climate zones map. Encourage them to make observations about the location of the different climate zones. Ask the children to share what they already know about the polar climates. Recap on Earth's rotation to explain day and night with the children, then show them the Polar day and night diagram. Science KS2: Day and night - BBC Teach Ask them to describe what the diagram is showing, focusing on the North and South Poles. When the children have explained what they can see, use a rotating globe, and a torch as the Sun, to bring the diagram to life. Focusing on the Arctic Circle, ask the children to observe what happens to the daylight during a day in the Arctic summer and winter, then demonstrate what happens to the Antarctic Circle using the same technique. Encourage them to explain that at some times of the year, the poles are in near-constant daylight, known as polar day, or Midnight Sun. At other times of the year, the poles are in near-constant darkness, known as polar night. Allow the children time to explore and demonstrate the concept of polar day and night using tabletop globes and torches, then give them the Polar day and night sorting cards. Encourage them to sort the cards into two groups: true or false. Share and compare their answers with others, then hand out the Polar day and night answer sheet against which the children can check their work and clarify any misconceptions.
3	**WALT: describe and compare physical features of polar landscapes.** Share photos of polar landscapes and watch clip of Attenborough. Discuss different landscape features and note anything that children question. Share names and then divide the children into groups and give each a set of the Polar landscape picture cards. Allow them time to read and discuss the information on the cards. Ask the children to use the information to complete the Polar landscapes recording sheet After completing the sheet, invite the class to make comparisons between the features, in a discussion. Ask questions, such as 'What do these polar features have in common? How are they the same or different?' Encourage the children to search for further images and information about one of the features, using a range of information sources including maps, books and the internet.
4	**WALT: locate and describe the climate of the Arctic.** Share clip from Frozen Kingdoms (David Attenborough) and discuss any observations that the children make. Explore the climate of the Arctic and specific landscape features, animals and habitats, weather patterns. Record facts and information under headings in books, as a mind map, and ask children to share any information that they found particularly interesting. Give children time to research using iPads and specific links.
5	**WALT: Research and describe the types of settlements and human geography in the Arctic.** Recap learning about the Arctic climate. Discuss key findings and ask children to reflect on how this may affect how people live there. Ask children to then research the different settlement types and human geography of the Arctic. How do people live? What indigenous groups are there? What can they find out about these indigenous groups? Record information in books, as a mind map or bullet pointed. Share key information from each group and ask children to reflect on how the physical geography of the Arctic affects humans.
6	**WALT: locate and describe the climate of the Antarctic.** Explore the climate of the Antarctic and specific landscape features, animals and habitats, weather patterns and different settlement types. Record facts and information under headings in books, as a mind map, and ask children to share any information that they found particularly interesting. Can they draw any comparisons between the two climates that they have researched?

7	**WALT: research and describe the types of settlements and human geography in the Antarctic.** Recap learning about the Antarctic climate. Discuss key findings and ask children to reflect on how this may affect how people live there. Ask children to then research the different settlement types and human geography of the Antarctic. How do people live? What indigenous groups are there? What can they find out about these indigenous groups? Record information in books, as a mind map or bullet pointed. Share key information from each group and ask children to reflect on how the physical geography of the Antarctic affects humans. Discuss and pose question of the similarities and differences between the two regions in preparation for the next lesson.
8	**WALT: describe the climatic similarities and differences between two regions.** Work in research teams to identify the similarities and differences between the Arctic and Antarctic. Record data and information in simple charts, tables or spreadsheets, using headings, such as Climate, Population, Settlements, Animal life, Plant life and Seasonal change. Discuss and share their findings with another team. Discuss and consider how life in either region compares to that of life in the UK. What are the major differences? Are there any similarities? Add an additional column to record their ideas. Use information reports to collect information about the different regions. Give children opportunities to record their research in their own ways – model using ppt and different tables. Fun Arctic Facts for Kids - Interesting Information about the Arctic Region Cool Antarctica, pictures of Antarctica, facts and travel guide Fun Antarctica Facts for Kids - Interesting Information about Antarctica
9	**WALT: explore the effects of climate change on the polar regions.** Write the phrase 'climate change' on the IWB. Ask questions to promote discussion with the children, such as 'What is climate change? Do you know any facts about climate change? How do you think climate change affects the polar regions?' After an initial discussion, invite the children to work in pairs to read the Climate change blog text. Ask them to identify important facts and information and consider the cause and effects of climate change. Invite the children to answer the Climate change question sheet. Ask 'What conclusions can we draw, on the evidence we have, about climate change?'
10	**WALT: describe the distribution of natural resources found in the polar regions and suggest how this impacts the people.** Give children table to record information about natural resources – ask them to consider what they think they will populate the table with before carrying out their research. Take the children's answers and the reasons behind their thinking, then ask them to read information about natural resources found in the Arctic and complete table using different sources. Complete the Natural resources in the Arctic question sheet in pairs, using further research to add more detail to their answers. Ask the children to discuss their work in groups, identifying any similarities and differences.
11	**WALT: understand how indigenous people live in polar regions and carry out my own research.** Show the children the Indigenous peoples of the Arctic information sheet. Ask them to read the information in pairs, then choose one of the groups to study further. Encourage them to use online research to complete the Indigenous people recording sheet. Once they have collected the information, ask the children to complete an Indigenous people editable template on computers or tablets. At the end of the session, ask them to share their work with other groups. Encourage them to evaluate how the climate and landscape affect the lives of people in the Arctic, how the people have successfully adapted to these conditions and whether their ways of life share any similarities or differences.
12 **END OF TOPIC**	**Hot Task quiz**: Sticky Knowledge – questions linked to learning over the term. Children to discuss answers and draw on their understanding and 'sticky knowledge' content to support them when answering the questions. Final Findings – share research reports about polar region and indigenous people, drawing on different sources of information to Add 'wow work' to corridor display to showcase.

Subject Composite: end of unit assessment to showcase learning and understanding of the polar regions including climate, effects of climate change, and life in the polar regions.
Impact: the children will understand the similarities and differences between the polar regions and the physical and human geographical features. They will be able to give examples of how indigenous people live in the polar regions and how climate change is affecting the landscape of the polar regions.
Hooks for new learning: Britian at war (an aspect of British history beyond 1066).

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Sequence of Lessons

Science

Intent: the children will learn about electrical circuits, their components and how they function. They recognise how the voltage of cells affects the output of a circuit and record circuits using standard symbols. It also teaches children about programmable devices, sensors and monitoring.
Hooks from old learning: electrical circuits and conductors(Y3/4).
Vocabulary: circuit, components,
Sticky knowledge: electricity is a form of energy that makes things work. All electrical items are made up of components which make them work. A circuit is a collection of components connected by wires, for an electric current to flow the circuit must be complete.

Sequence of learning

Lesson	Sequence of Learning
1	**Cold Task: what do you know about the electrical components?** **Curious Questioning - What do we want to find out about?** Create class mind-map of children's questions to answer throughout the unit. **Key question: what do these symbols mean?** **WALT: Use recognised symbols when representing a simple circuit in a diagram.** Display picture of electrical circuit and ask children if they know what it shows. Explain that when drawing circuits, special symbols represent the different circuit components. Use the second diagram to indicate the wires, open switch, cell and lamp. Provide children with the Circuit components cut outs and ask them to match the component to its symbol. Check the children's work using the Circuit component symbols poster. Discuss any images and symbols they don't recognise, such as a voltmeter. Explain that they will learn more about these components later in the project. Ask the children to record the symbols in their science books, labelled correctly.
2	**WALT: Create circuits using a range of components and record diagrammatically using the recognised symbols for electrical components.** Recap the recognised circuit component symbols by providing the Circuit component symbols poster. Display the Series circuit template on the IWB and model how to draw the given circuit using the recognised symbols. Distribute some prepared series circuits around the classroom and ask children to visit the circuits, drawing a diagram of each in their science books using the recognised symbols. Gather the children together and work through each of the circuits. Draw the diagrams onscreen or invite children to share their diagrams. Address any misconceptions or errors, and allow children to amend their diagrams.
3	**WALT: Independently decide which observations to make, when and for how long and make systematic and careful observations, using them to make comparisons, and make links between cause and effect of how components in electrical circuits function.** Explain to the children that they will independently investigate how circuit components function and what happens when components in series circuits are changed and added to. Encourage small groups of children to write questions that they could test using the circuit components, such as 'What will happen to the volume of the buzzer if I increase the length of the wires?' or 'Will a circuit work if it contains two switches?' Ask them to choose at least three of their questions and allow them to test and find out the answer. Encourage them to observe closely and record their questions and answers in their science books, using the correct vocabulary and drawing circuit diagrams. After a period of exploration, encourage children to report on their findings to the rest of the class. Ensure children only explore circuit components with **one cell** as they will be exploring how voltage affects circuits in the following lessons.
4	**WALT: investigate and explore the voltage of a battery cell and take accurate, precise and repeated measurements in standard units.** Begin to extend the children's understanding of electricity and electric currents by sharing the Electric currents video, which introduces the concept of voltage. Discuss the information in the video. Then provide a range of cells for children to explore, including AA, AAA, D, 9V and two AAA in a battery holder. Ask them to record the voltage shown on the cells on the Measuring voltage recording sheet. Use the Using a voltmeter or multimeter teacher information to demonstrate how to measure the voltage of a cell. Then ask the children to use a voltmeter or multimeter to measure the actual voltage of the cells, recording the data in the table and then completing the tasks and questions. Discuss whether the voltage labelled on the cells was the same as their actual voltage and possible reasons for any differences, such as the cell having been used.
5/6	**WALT: plan and carry out an investigation to explain how the voltage across a circuit affects the brightness of a lamp.** Explain to the children that they will investigate how the voltage across a circuit affects the brightness of a lamp. Encourage them to predict what they think will happen as the voltage in a circuit increases, considering what they know about voltage. Model what to do using a single cell and use a data logger or light meter app to measure the light intensity from the lamp. Discuss fair testing and ensure all children know to keep the test fair. Give pairs a Changing voltage investigation and the required equipment. Ask the children to read through the investigation and answer the questions. Challenge them to follow the method, recording their observations and measurements in the table on the Changing voltage recording sheet. As a class, discuss the results and address any anomalies or difficulties they faced before asking them to complete the provided questions. If time allows, give children the opportunity to test buzzers and motors in the same way to identify the effects of increasing voltage. (you can install free light sensor apps on tablets with cameras. If you have neither, children should make simple comparative observations of the lamps' brightness. As they measure light intensity, the sensor or tablet should always be the same distance from the lamp, and the ambient light in the room should stay the same).

Subject Composite: science sticky knowledge quiz. Design and carry out an investigation and conclude how voltage across a circuit affects the brightness of a lamp.
Impact: children will be able to identify and name the common electrical circuit components
Hooks for future learning: electricity, programming (computing).

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Art - Inuit

Intent: children will learn about the Inuit way of life, including some of their cultural and artistic traditions.
Vocabulary: Inuit, printing, stencil, carving, stylized, stonecut.
Sticky knowledge: The Inuit are indigenous people who live in the Arctic region, an area that includes Alaska, Canada and Greenland. Artwork made by the Inuit includes pictures, carvings, sculptures and prints. Animals, cultural myths and legends are the main sources of inspiration.
Hooks from old learning: (YR-4) tints, tones and shades, stone age artwork (Clay pots) Y3/4.

Sequence of learning

Lesson	Sequence of Learning
1	**WALT: gather and record information from a range of sources that explore Inuit art and reflect on the themes, cultures and different elements within the artwork.** Begin by showing children the video, Cape Dorset, Nunavut: The Epicentre of Inuit Art to introduce them to the Inuit way of life and some of their cultural and artistic traditions. After watching the video, encourage the children to explore examples of Inuit art, using the Inuit art Pinterest board. Invite the children to make observations about the work, using artistic vocabulary relating to subject matter, shape, form, pattern and colour. Discuss the importance of animals as a powerful and important subject matter for the Inuit. Challenge the children to use the internet to find images of work by significant Inuit artists, such as Jessie Oonark, Karoo Ashevak, David Ruben Piqtoukun, Lucy Tasseor Tutsweetak and Pitseolak Ashoona. Encourage them to make a digital montage of examples. Ask the children to feed back to the class, sharing what they have found out about Inuit art and describing how the images, style and subject matter makes them feel.
2 - 3	**WALT: explore the significance of different artworks and use elements of these to create my own.** Show the children the video Inuit Soapstone Sculpture. Ask them to describe the sculptures, including the style and observable characteristics. Invite the children to search online to find and print images of Inuit animal carvings, then ask them to make thumbnail drawings of the carvings in their sketchbooks. Explain to the children that they will be using their thumbnail sketches to help them create an Inuit-inspired animal sculpture, using the technique of carving. Provide blocks of soft soap, so that the children can experiment with making lines and marks on one side of the soap block. When ready, show children the video #MetKids – How to make a soap carving to demonstrate how to create animal figurines. The children can use the Animal carving templates as a starting point for their designs if they require some help. After making their sculptures, take time to discuss some of the challenges the technique of carving presents.
4	**WALT:Use the work of a significant printmaker or printmaking technique to influence artwork.** Recap on the technique of stencilling and its place in Inuit culture. Invite the children to search for examples online and discuss the themes and colours of the images they find. Show the video Stencilling 101: How to paint with a stencil as a step-by-step guide to the technique. To clarify the process, ask the children to describe the stencilling technique in their own words before choosing and preparing an Animal stencil template. Allow the children time to practise the technique before developing a series of prints. Display the children's prints, encouraging them to share what they have learned. Invite them to evaluate their work and say what they would do differently next time to get a better result.
5	**WALT: use knowledge of colour and colour theory to create my own piece of art inspired by Kenojuak Ashevak's 'The Enchanted Owl'.** Project *The Enchanted Owl*, by artist Kenojuak Ashevak, on an IWB or similar. Ask the children to describe the piece, including its subject matter, use of colour, shape, line and pattern. Invite them to identify characteristics of the work that signify its Inuit origin. Show the children the video *The Enchanted Owl* – National Gallery of Canada to help them learn more about the work, how it was made and its significance to the Inuit community. Offer the children a range of ready-mixed paints and fine brushes so they can explore a range of bold colour combinations in their sketchbooks. The children can paint lines, colours or abstract shapes to find a favourite combination. Invite them to share and compare their choices and articulate their preferences. Explain that they will use their favourite colour ways in an Inuit-inspired print of their own design.
6	**WALT: Use the work of a significant printmaker or printmaking technique to influence artwork and create, adapt and refine artwork in light of constructive feedback.** Task the children with looking online to find images of print-making by the artist Kenojuak Ashevak. Allow them to save and print favourite examples to stick in their sketchbooks. Encourage the children to use the images as a starting point for developing thumbnail sketches that could form the basis for a stencil print. The children might like to combine ideas from printed examples, along with images of real animals, to create their print designs. Challenge the children to transfer their ideas onto card or acetate to create a durable stencil. Allow them to experiment with their stencil to make a series of prints, using their chosen colour combinations. Encourage the children to observe what happens as colours merge and fade. After completing a series of prints, ask the children to choose a favourite and give their work a title. Explain to the children that in 1970, the *Canada Post* put *The Enchanted Owl* print on a postage stamp. The stamp commemorated the centennial of the Northwest Territories, and it became an icon of Inuit art and a symbol of Canada. Explain to the children that their designs will also become as small as a postage stamp. Invite them to use digital cameras to take photographs of their work, upload it to art software and manipulate the image to shrink to the size of a postage stamp. The children should evaluate how well their designs work on a smaller scale by deciding if their shapes are clear, colours are bold and design is effective. Challenge the children to help display their full suite of work on the theme, and invite parents, carers and other teaching staff to visit their Inuit gallery. Give all children a copy of the Inuit question sheet to assess their learning and mark together using the Inuit answer sheet.

Subject Composite: create a print inspired by Kenojuak Ashevak, a significant Inuit artist, and reflect on the effectiveness of their design.
Impact: Children will use a range of techniques to create different artwork inspired by Inuit artwork. They will be able to describe the effects of different techniques when creating their own print and will share their own thoughts about the inspiration behind their artwork.
Hooks for new learning: expression (year A),

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Design and Technology
Intent: children will learn about remarkable engineers and significant bridges, learning to identify features, such as beams, arches and trusses. They complete a bridge-building engineering challenge to create a bridge prototype.
Vocabulary: bridge, concertina, distort, engineer, span, force, compression, tension, strengthen.
Sticky knowledge: engineers consider compression and tension when building bridges.
Hooks from old learning: materials and their properties (KS1), Tomb builders (Y3/4), Greenhouses (Y3/4).

Sequence of learning

Lesson	Sequence of Learning
1	**WALT: analyse how an invention or product has significantly improved people's lives.** Ask the children to read the Bridges and engineers information sheet to find out about the history of bridges and how engineers improved people's lives in the United Kingdom through their innovative bridge designs. Discuss the information provided, then encourage the children to complete the Bridges and engineers question sheet in their books. At the end of the session, talk through the children's responses to the questions and explain that they will learn more about bridges, bridge design and bridge construction during the project.
2	**WALT: compare the structure and features of different bridges, identifying similarities and differences.** Introduce the different types of bridges by sharing the Bridges presentation. Discuss the structures of bridges, the importance of balanced forces and the features that make them strong and stable. Provide small groups of children with the Bridges sorting cards and ask them to sort the bridges into the four bridge types. Discuss the bridge designs on each picture card and identify the key features. Check the children's sorting, then ask them to choose two types of bridges to compare. Challenge them to look closely at the pictures and identify similarities and differences in shape, construction, materials, span and support between the two types of bridges. Encourage the children to record their thinking on the Comparing bridges recording sheet and share their findings at the end of the session.
3	**WALT: select from a wide range of materials according to their properties and explore how to strengthen a paper bridge.** Provide pairs of children with sheets of A4 paper and the Strengthening paper bridges instructions. Encourage them to follow the instructions to investigate different ways of strengthening paper bridges, recording their results on the Strengthening paper bridges recording sheet. After completing the tasks, ask them to share and compare their findings with others, asking questions, such as 'What happens to the bridge's strength as the layers of paper increase? Was the U-shaped bridge stronger than the flat paper bridge? Did the number of folds in the concertina affect the bridge's strength? Why do you think that folded paper supported more weight than unfolded paper?' At the end of the session, provide the children with pieces of corrugated cardboard and ask them to describe how it has been strengthened.
4	**WALT: know that triangles are often used by engineers and architects to add strength to a structure and select from a wide range of materials, showing an understanding of their characteristics to build a strong bridge.** Show the Triangles for strength presentation and discuss the information provided. Give groups of four children a sheet of A4 paper, a 1m length of masking tape, eight art straws, scissors, rulers and pencils. Challenge each group to use triangles to build a strong bridge using the materials. Take a photograph of each bridge as a permanent record of their work. Test the bridges to find the strongest by placing each across a gap and recording how many 2p coins each can hold before collapsing on the Triangles for strength recording sheet. Analyse the results as a class to investigate why some designs were weaker than others and how triangles provided strength and stability. Encourage the children to share their findings at the end of the lesson.

5	**WALT: design a bridge prototype.** Share the Bridge challenge design brief presentation to introduce the Innovate challenge. Discuss the challenge with the class, recapping the four main types of bridge and how materials can be shaped to create strength and stability. Create small engineering teams and encourage them to complete stage one, using annotated and exploded diagrams and simple modelling to gather their ideas. Ask the children to discuss their ideas with their team and decide on a final design.
6	**WALT: make and evaluate a bridge prototype.** Recap the design challenge using the Bridge challenge design brief presentation. Give the engineering teams the materials listed in the design criteria and ask them to complete stage two, building their prototype bridges. Encourage the children to use the Iterative design process poster to remind them how to plan, design, evaluate and test their bridge as they work. At the end of the timed 45-minute building session, ask the children for feedback about their task and any problems they encountered. Take a photograph of each team's prototype bridge. Invite the children to complete stage three detailed in the Bridge challenge design brief presentation. Before testing, encourage the children to describe the iterative process and the changes they made to their designs during the construction of their model. Test the bridges for strength using 2p coins. Ask the children to record the results on the Bridge challenge evaluation sheet. Discuss the strongest bridges and the features that gave them strength and stability and encourage them to suggest possible improvements. At the end of the session, ask each child to complete the evaluation sheet to record their findings.

Subject Composite: children will make a model prototype of a bridge.
Impact: the children will know the different features of bridges and what engineers and architects use in their designs to build strong bridges. They will be able to describe their final product, explaining what features they have used and why.
Hooks for new learning: designing, making and evaluating a product with a specific criteria.

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Sequence of Lessons

Sequence of learning

Computing (purple mash) Online safety

Intent: to know how to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
Vocabulary: data analysis, digital footprint, location sharing, phishing, password, print screen, inappropriate, PEGI rating, screen time, spoof, secure websites.
Sticky knowledge: awareness of how to help keep myself safe online and protect my privacy, know what a digital footprint is.
Hooks from old learning: (YR) online safety (Y1-4).

Lesson	Sequence of Learning
1	**WALT: identify benefits and risks of mobile devices broadcasting the location of the user/device.** **Success criteria:** • Children have used the example game and further research to refresh their memories about risks online including sharing location, secure websites, spoof websites, phishing, and other email scams. • Children have used the example game and further research to refresh their memories about the steps they can take to protect themselves including protecting their digital footprint, where to go for help, smart rules and security software.
2	**WALT: understand how and why people use their information found online and have a clear idea of appropriate online behaviour and how this can protect themselves and others from possible online dangers.** **Success criteria:** • Children understand how what they share impacts upon themselves and upon others in the long-term. • Children know about the consequences of promoting inappropriate content online and how to put a stop to such behaviour when they experience it or witness it as a bystander. • Extension: Children' actions demonstrate that they also feel a responsibility to others when communicating and sharing content online
3	**WALT: understand the importance of balancing game and screen time with other parts of their lives and identify the positive and negative influences of technology on health and the environment.** **Success criteria:** • Children can take more informed ownership of the way that they choose to use their free time. They recognise a need to find a balance between being active and digital activities. • Children can give reasons for limiting screen time. • Children can talk about the positives and negative aspects of technology and balance these opposing views. • Extension: Children have an internalised in-depth understanding of the risks and benefits of an online presence.

Subject Composite: presentation about online safety shared with parents.
Impact: children will have a greater understanding of the importance of online safety and the risks and benefits that the internet has. They will be able to give examples of what is appropriate online behaviour and what to do if they encounter inappropriate behaviour online. They will also be able to understand the importance of balancing screen time with other parts of their lives.
Hooks for new learning: impact of communication on the audience (Blogging 6.4).

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Sequence of learning

RE Hinduism – Why do Hindus want to be good?

Intent: pupils will build on their learning about the Hindu worldview and way of life with particular progression from the units on 'what do Hindus believe God is like?' and 'what does it mean to be a Hindu in Britain today?' They will build on their understanding of dharma. Pupils will hear and interpret the story of the man in the well form the Mahabharata. They will investigate the key concepts of Karma, Dharma and samsara and how this might affect how a Hindu chooses to live their life using the example of two charities.

Vocabulary: Dharma, Karma, Samsara, Moksha, reincarnation, Brhaman, Atman, duty, Ahimsa, deity.

Sticky knowledge:

Hooks from old learning: what do Hindus believe God is like?

Lesson	Sequence of Learning
1	**WALT: know who or what Brahman is.** Recap learning to see what pupils can remember about the Hindu dharma from previous units. Do some retrieval Print 5 pictures and words linked to Brahman that pupils will hopefully associate with their work from the units 'what do Hindus believe God is like?' and 'what does it mean to be a Hindu in Britain today?'. • Aum symbol • The word 'Brahman' • An image of two hands placed together, alongside the word 'namaste' • A picture of various Hindu deities that pupils encountered in the earlier unit (Lakshmi and Ganesha) • An image of the trimurti (Brahma, Vishnu and Shiva) Stick each into the middle of a large piece of paper. Give each group one of the pieces of paper and tell them the paper links to work that they have already done on the Hindu Dharma. Pupils should hold a silent discussion. STEP 3: Using an analogy: Remind pupils of how they learnt about Brahman and deities in Hinduism when they were younger: many Hindus believe that there is only one God (Brahman), the deities each symbolise an aspect of Brahman. In the earlier unit, pupils will have learnt about this through use of analogies*, e.g. the analogy of a bunch of flowers: you might pick up or look at just one flower from the bunch (equivalent to focusing on or looking at an image of one deity), but really, that flower is just part of the whole bunch (equivalent of Brahman). Ask pupils to recall and/or create other analogies that are useful when learning about Brahman. STEP 4: Ask pupils to recap what they know about Brahman. Explain that in Hindu belief, all animals and humans have a spark of Brahman inside of them. This spark of Brahman inside each living creature is called 'atman'. The 'atman' is pure, eternal, unchanging. This is someone's true self, but it is tangled up with a creature's physical body.
2	**WALT: know what atman is and what can be learnt about atman through a Hindu story.** Check definitions and knowledge that pupils learnt in the previous lesson especially atman and Brahman. Introduce the Hindu story called the man in the well. They will be drawing the story fo the man quickly as you read it. Then, ask children to retell the story using the pictures they have drawn (these should be quick sketches). . Give out the story on resource sheet 1. Get the pupils to use their senses to explore the story from the man's point of view. • What does he see, hear, touch and smell? • How good must the honey taste if it stops him thinking about his calamitous situation? In the outlines provided, ask students to draw the expressions of the man as more and more calamities befall him. • What should the man do? In pairs pupils should come up with three solutions to his situation. Working in pairs, pupils should use the chart on resource sheet 2 to try and interpret the story. If this story is about being human –'thrown into the ocean of existence' as it says, what do they think all the elements of the story represent? (e.g. well =unexpected events; honey = smartphones; elephant = bullies). Compare their answers with another pair. In groups of four summarise what they think is the message of the story. Feedback their ideas to see what the class thinks of the various interpretations. STEP 4: Give out the interpretation from the next chapter of the Mahabharata. Ask pupils to talk about what they think the message of the story is, given Vidura's explanation. Ask pupils to raise questions that they would ask a Hindu about this passage and the beliefs that lie behind it. Analyse the questions, e.g. in terms of open and closed questions, to see which are the most perceptive and revealing. STEP 5: Focus on atman: Discuss with pupils what the 'honey' might be in Britain? In their lives? Explain that the Hindu Dharma teaches it is very easy to focus on the physical world, our physical bodies and unimportant pleasures, but for Hindus, the important thing to do is to focus on the true nature of ourselves and the universe.
3	**WALT: know what samsara is and understand why atman is important to Hindus.** Recap the story of the man in the well. Explain that many Hindus believe that death means the physical body dies. The atman remains and is reborn into another physical body. Actions that have been carried out in past lives (and the intention of these) determine the new physical body that the atman is born into. [NB It is not the case that someone who is wicked in this life will become a worm or slug in the next; the changes are generally thought to be far more subtle and longer-term than this.] This cycle of birth, death and rebirth is called samsara. The idea that actions have long-term consequences, even into the next life, is called karma. STEP 3: Ask pupils to explain the phrase 'what goes around comes around'. An image often used to show karma (and this) is one of a man sitting in a circle of large rectangular slabs. He pushes the slab to his left, not realising the slabs will all knock each other down in a domino fashion until the one on his right lands on top of him. KS2 Religious Studies: The cycle of birth, death and rebirth - BBC Teach
4	**WALT: know how dharma might affect the way someone lives their life.** Recap previous learning. Recall meaning of dharma. Ask pupils to recall the meaning of the word 'dharma'. Pupils should choose an adult they know well e.g. parents, carers, grandparents or school staff. They should write down all the duties that they think their chosen person will have performed during the day. • Are these duties important? • How do they compare to a child's duties? Look at the lists of duties that they made in lesson 3 and recall where they were similar or different to those of others within the class. Point out that duties differ at different stages in life, but even when we are at the same stage of life as someone else, it is highly unlikely that they all need to perform exactly the same duties every day – everyone is different and so has different duties. This idea links to the Hindu concept of dharma. One person's dharma is not necessarily exactly the same as another's even if the two people are at the same stage of life. STEP 3: Some Hindus aim to follow five daily duties • Worship through prayer and meditation at the home shrine or at the mandir • Studying the Hindu sacred texts • Reflecting on the teachings and actions of wise people • Providing food for humans or animal in need • Welcoming guests STEP 4: Ask pupils to choose three of the daily duties and respond to the following sentence starters for each one. • A Hindu might fulfil this duty by… • This would be a good action because… STEP 5: Ask pupils to think of duties they do or could do that would have a positive effect.

5	**WALT: know what ahimsa is and how it affects the lives of Hindu people.** Recap sticky knowledge quiz slides. : Introduce pupils to two Hindu children Vaahila and Jeevan. Do this using their thoughts from Online resource 6.2 from the Exploring Primary RE Hindu book. This is available as part of your membership. The link to this resource sheet is below* These statements explain what ahimsa means to them as young Hindu people Ask pupils to read their thoughts in pairs. The listener should try to write down five key words. Together each pair should end up with ten key words. Now encourage them to discuss what the key words mean. • Which are different and which are a match? • Which words do they not understand? Have a quick class discussion, making sure that pupils are given a chance to ask about words or phrases they do not understand. Individually, ask pupils to sum up the three main points they learnt from reading these accounts and write a short reflection on Vaahila and Jeevan's ideas, using these sentence starters: • I agree the most with … • I don't agree with … • Something I have not thought about before is … STEP 3: Discuss as a class the meaning of ahimsa. Ahimsa is a term often associated with Mahatma Gandhi and his non-violent approach to resistance, but it has much wider connotations than those shown in the actions of Gandhi. Many Hindus see ahimsa as part of daily life and their thoughts, speech and actions – a commitment to take action to conserve, restore and encourage respect and kindness towards all living things. In this way, ahimsa is not simply about not getting involved with doing harm. Create a list of actions that pupils think are showing ahimsa. STEP 4: Read the case studies of two Hindus who have founded charities with ahimsa at their heart. This resource also comes from the Exploring Primary RE Hindu book. This is available as part of your membership. The link to this resource sheet (resource 6.5) is below**. Highlight the parts that focus on ahimsa, and using other colours highlight any focus on other key Hindu beliefs; for example, karma, dharma or samsara. STEP 5: Ask pupils to look at the websites of the two charities Go Dharmic and Climate healers***. Ask each pupil to write a short report about one of the charities or a campaign from one of the charities showing how it exemplifies Ahimsa. You could ask your pupils to use the STARE model (See ppt) STEP 6: As a class discuss the question, 'Can ahimsa make the world a better place.
6	Expression: why do hindus want to be good? **WALT: reflect on my learning and explain how Jesus' teachings and actions inspire others.** Recap the learning from the previous lesson. Show pupils a simple diagram of samsara (see powerpoint). Remind them of the film used in lesson 3 and if necessary show it again.* STEP 2: Remind them that achieving moksha will depend on many aspects including someone's karma, whether they do their dharma, whether they are focused enough on atman and Brahman. Ask pupils to discuss in pairs the answer to the question: 'Why do Hindus want to be good?' After taking some feedback as a whole class, pairs should join up to create groups of 4. Each pair should share their initial ideas and try to come up with an answer that all 4 agree upon. The group should then write at least one paragraph to explain the answer. The paragraph(s) should use the terms samsara, dharma, karma, atman, Brahman and moksha at least once as well as talking about actions that a Hindu believer would take and why. Pupils should also attempt to refer to Hindus that they have learnt about such as Simran and Vraj (from the BBC clip) or Gandhi or Vaahila and Jeevan. STEP 3: Share the paragraphs with the whole class and ask for feedback on which ones pupils think answer the question well and why. If pupils now wish to revisit their paragraphs for editing, they should be allowed this opportunity. STEP 4: Complete the assessment sheet for the unit

Subject Composite: class discussion and group answer to 'Why do Hindus want to be good?' using learning from unit.
Impact: children will be able to give examples of different Hindu beliefs about someone's karma, why and if a Hindu would do their dharma and why they might focus on atman and Brahman.
Hooks for new learning: Hindusim.

Frozen Kingdom
Spring Year B
Wolf Rock Class (Y5/6)
Sequence of Lessons

PSHE (Spring 1) Dreams and goals, following jigsaw planning.

Intent: The children will talk about their own strengths and further stretching themselves by setting challenging and realistic goals. They discuss the learning steps they'll need to take as well as talking about how to stay motivated. The children explore various global issues and explore places where people may be suffering or living in difficult situations – whilst doing this they reflect on their own emotions linked to this learning. The class also talk about what they think their classmates like and admire about them as well as working on giving others praise and compliments.
Vocabulary: Personal, realistic, unrealistic, criteria, learning steps, global, issue, suffering, concern, hardship, empathy, praise, compliment, recognition.
Hooks from old learning: (YR-4) being me in my world.

Sequence of learning

Lesson	Sequence of Learning
1	**Personal learning goals** **WALT:** I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of- school goal). Understand why it is important to stretch the boundaries of my current learning.
2	**Steps to success** **WALT:** I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these.
3	**My dream for the world.** **WALT:** I can identify problems in the world that concern me and talk to other people about them.
4	**Helping to make a difference** **WALT:** I can work with other people to help make the world a better place I can empathise with people who are suffering or who are living in difficult situation
5	**Helping to make a difference.** **WALT:** I can describe some ways in which I can work with other people to help make the world a better place. I can identify why I am motivated to do this.
6	**Recognising our achievements** **WALT:** I know what some people in my class like or admire about me and can accept their praise. I can give praise and compliments to other people when I recognise their contributions and achievements.

Subject Composite: celebration of classmates and their achievements, including what they admire about each other.
Impact: Children will be able to identify their own goals and understand the steps to success in order to achieve their goal. They will have a greater understanding of how to overcome problems and who may support them and will be able to give examples of how they can make the world a better place.
Hooks for new learning: dreams and goals, relationships.

Frozen Kingdom
Spring Year B
Wolf Rock Class (Y5/6)
Sequence of Lessons

PSHE (Spring 2) Healthy me following Jigsaw planning.
Intent: The children will discuss taking responsibility for their own physical and emotional health and the choices linked to this. They talk about different types of drugs and the effects these can have on people's bodies. The class discuss exploitation as well as gang culture and the associated risks. They also talk about mental health / illness and that people have different attitudes towards this. They learn to recognise the triggers for and feelings of being stressed and that there are strategies they can use when they are feeling stressed.
Vocabulary: Responsibility, Choice, Immunisation, Prevention, Effects, Motivation, Prescribed, Unrestricted, Over-the-counter, Restricted, Illegal, Volatile substances, 'Legal highs', Exploited, Vulnerable, Criminal, Gangs, Strategies, Reputation, Anti-social behaviour, Crime, Mental health, Emotional health, Mental illness, Symptoms, Stress, Triggers.
Hooks from old learning: (YR-4) healthy me.

Sequence of learning

Lesson	Sequence of Learning
1	**Taking responsibility for my own health and well-being** **WALT:** understand how to take responsibility for my health and make choices that benefit my health and well-being.
2	**Drugs** **WALT:** know about different types of drugs and their uses and their effects on the body particularly the liver and heart.
3	**Exploitation** **WALT:** understand that some people can be exploited and made to do things that are against the law.
4	**Gangs** **WALT:** know why some people join gangs and the risks this involves.
5	**Emotional and mental health** **WALT:** understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness.
6	**Managing stress and pressure** **WALT:** recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse.

Subject Composite:
Impact: children will understand the importance of looking after their health and well-being and will be able to explain that some people choose to misuse alcohol and drugs because they are stressed. At first, they might not realise it as a problem but then they can get addicted. Drugs and alcohol can make some people anti- social and do things they wouldn't normally do, like stealing or fighting with someone. Some gangs use and sell drugs, and this causes others harm.
Hooks for new learning: changing me.

Frozen Kingdom
Spring Year B
Wolf Rock Class (Y5/6)
Sequence of Lessons

PE
Intent: The children will perform a dance they have choreographed to have a meaning.
Vocabulary: perform, dance, choreograph, travel, turn, jump, gestures, stillness.
Hooks from old learning: dance (KS1, LKS2).

Sequence of learning

Lesson	Sequence of Learning
1	**WALT: develop a dance motif using mobile phone numbers as a stimulus.**
2	**WALT: develop a dance motif using a visual stimulus.**
3	**WALT: develop a dance from a narrative stimulus and include emotions within the dance.**
4	**WALT: develop a dance through body shapes and gesture for others to interpret.**
5	**WALT: practice and refine the performance and composition of a dance.**
6	**WALT: practice and perform a dance based on a variety of forms of communication.**

Subject Composite: create and perform a dance to show different skills I have learnt, including travel, turns, jumps, gestures and stillness.
Impact: children will know the basic components of a dance and will be able to use their understanding of these components to change a learned dance to their own.
Hooks for new learning: choreograph own performances, end of year production.

Frozen Kingdom
Spring Year B
Wolf Rock Class (Y5/6)
Sequence of Lessons

PE – Spring
Intent: The children will learn which skills they will need to work collaboratively to follow and complete an orienteering course.
Vocabulary: orienteering, direction, map, key.
Hooks from old learning: OAA (Y3/4).

Sequence of learning

Lesson	Sequence of Learning
1	**WALT: orientate simple maps to the ground accurately and learn some map symbols.**
2	**WALT: learn 4-8 points of the compass and use this knowledge to follow a trail.**
3	**WALT: use a map of the school site to complete an orienteering course.**
4	**WALT: work collaboratively with other to complete some problem-solving activities.**
5	**WALT: work collaboratively, to use a map of our school to set up and complete an orienteering course.**
6	**WALT: apply the skills I have learnt to take part in an orienteering competition.**

Subject Composite: orienteering competition.
Impact: children will know how to work collaboratively, read a map, discuss an effective route to complete an orienteering course.
Hooks for new learning: teamwork.

Frozen Kingdom
Spring Year B
Wolf Rock Class (Y5/6)
Sequence of Lessons

Sequence of learning

Music charanga – A New Year Carol
listen with concentration and understanding to a range of high-quality live and recorded music
experiment with, create, select and combine sounds using the inter-related dimensions of music
Intent: Children will listen to different music by Benjamin Britten and will share their likes and dislikes, reflecting on how the music makes them feel.
Vocabulary: Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, ostinato, phrases, unison, urban gospel
Hooks from old learning: (YR, Y1, Y2) To build on previously learnt skills from the charanga scheme.

Lesson	Sequence of Learning
1	**WALT: listen to and begin to learn a new song: 'a new year carol'.** • Pulse games • Rhythm games • Pitch games • Vocal warm-ups and start to learn A New Year Carol (Britten)
2	**WALT: Sing the song and play instrumental parts within the song.** Revise and consolidate the song from last week. • Listen to 'A new year carol - urban gospel version'. • Pulse games • Rhythm games • Pitch games • Vocal warm-ups and sing A New Year Carol (Britten)
3	**WALT: listen to, appraise and learn a cover of an original song and discuss changes to rhythm and pulse.** • Listen to: I Mun be Married on Sunday by Benjamin Britten Options to listen to: A New Year Carol by Benjamin Britten and A New Year Carol - Urban Gospel version • Listen to 'A new year carol - urban gospel version'. • Pulse games • Rhythm games • Pitch games • Vocal warm-ups and sing A New Year Carol (Britten) • Sing both versions
4	**WALT: listen to, appraise and learn different song by the same artist and identify similarities and differences.** • Listen to: I Mun be Married on Sunday Britten version and Bhangra version • Pulse games • Rhythm games • Pitch games • Vocal warm-ups and sing A New Year Carol (Britten)
5	**WALT: listen to, appraise and learn different song by the same artist and identify similarities and differences.** • Listen to: Fishing song by Benjamin Britten • Pulse • Rhythm games • Pitch games • Vocal warm-ups and sing A New Year Carol (either version)
6	**WALT: perform a chosen version of a song as part of a group.** • Listen to: Fishing Song Britten version and South African version • Pulse • Rhythm games • Pitch games • Vocal warm-ups and sing A New Year Carol (either version)

Subject Composite: group end of unit performance to the class including the children's own compositions within the song.
Impact: Children are able to sing together as a group and perform . They are able to express their own opinions about different genres of music and perform a chosen version of a the song.
Hooks for new learning: performing as part of a group.