

# Dynamic Dynasties—Curriculum Driver

## Year 5/6 Autumn Term (Year A)

Topic Question: What were ancient civilisations really like?  
 Linked people of study: Ancient Sumer; The Indus Valley;  
 Ancient Egypt; The Shang Dynasty of Ancient China.

Linked texts: Darwin's Dragons.

Trips/Visitors: Eden Project, Darwin's Doodles  
 workshop: focus on science and geography (evolution  
 and rainforests)

Topic Composite/Finale:

Prior Learning Topic:

Future Learning Topic:

## Geography

### Investigating our world (Autumn 1)

**Intent:** In Geography, children will locate the major cities of the UK and topographical features such as hills, mountains and coasts. Children will explore and locate worldwide countries and their environmental regions. Children will compare key physical and human geography characteristics and compare to a region in the UK.

#### Skills and Knowledge Components Focus

Year 5/6:

Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.

Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.

Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

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.

#### Sticky Knowledge:

**Key Vocabulary:** Ordnance Survey maps; Contour lines; Six-figure grid references; Time zones; Climate zones; Vegetation belts; Biomes; Human geography; World cities; Sustainable manufacturing processes; Relative locations and distances; Transport networks; Settlement hierarchy; Local enquiry; Fieldwork

## RE

### What does it mean if God is Holy and loving?

(Autumn 1)

**Intent:** The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

#### Skills and Knowledge Components Focus

Year 5/6:

#### Make sense of belief:

- Identify some different types of biblical texts, using technical terms accurately
- Explain connections between biblical texts and Christian ideas of God, using theological terms

#### Understand the impact:

- Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed
- Show how Christians put their beliefs into practice in worship

#### Make connections:

- Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.

#### Sticky Knowledge:

Determine the difference between God being holy and God being loving.

#### Key Vocabulary:

Holy, holiness, loving, humanist, creation, omnipotent, omniscient, eternal, spirit

## Science

### Evolution and inheritance (Autumn 1)

**Intent:** This project teaches children how living things on Earth have changed over time and how fossils provide evidence for this. They learn how characteristics are passed from parents to their offspring and how variation in offspring can affect their survival, with changes (adaptations) possibly leading to the evolution of a species.

#### Skills and Knowledge Components Focus

Year 5/6:

- 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.
- Recognise that living things have changed over time and that fossils provide information 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.

#### Sticky Knowledge:

#### Key Vocabulary:

Evolution, adaptation, inheritance, characteristics, survival, fossil, fossil record,

## PSHE

### Being me in my world

(Autumn 1)

**Intent:** This learning helps children recognise what they most value about themselves, their school and their hopes for the school year. It also helps them empathise with others and understand how their actions affect others.

#### Skills and Knowledge Components Focus

Year 5/6:

Understand how democracy and having a voice benefits the school community  
 Understand how to contribute towards the democratic process  
 Understand the rights and responsibilities associated with being a citizen in the wider community and their country  
 Know how to face new challenges positively  
 Understand how to set personal goals  
 Know how an individual's behaviour can affect a group and the consequences of this

**Sticky Knowledge:** Respecting opinions, values, treating others fairly.

**Impact:** Children will recognise how their actions/words affect those around them.

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Topic Composite/Finale:

Prior Learning Topic:

Future Learning Topic:

### History

#### Dynamic dynasties (Autumn 2)

**Intent:** Learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.

#### Skills and Knowledge Components Focus Year 5/6:

Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

#### Knowledge

Skill: Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.

#### Sticky Knowledge:

China is the longest lasting civilisation. Different world history civilisations existed before, after and alongside others. For example, the ancient Sumer existed from c4500 BC to c1900 BC and the ancient Egyptians from c3100 BC to 30 BC.

#### Key Vocabulary:

Ancient China; Timelines and chronology; Shang Dynasty; Sources and artefacts; Oracle bones and religious beliefs; Bronze Age in ancient China; Historical enquiry; Significance of jade and silk; Power and social hierarchy; Everyday life; Warfare; Significant individual – Di Xin; End of the Shang Dynasty; Bronze Ages around the world; Life after the Shang Dynasty; Legacy.

### Art and Design

#### Colour mixing, tints, shades and tones.

**Intent:** In Art, children will explore the colour wheel, mixing tints, shades and tones. Children will investigate Taotie motifs, casting methods and watercolours.

#### Skills and Knowledge Components Focus

**Year 5/6:** Pupils should be taught to: Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).

#### Sticky Knowledge:

Colour theory; Colour wheel; Mixing tints, shades and tones; Landscapes, Taotie, Taotie motifs; Casting methods; Water-colour

### Design Technology (Autumn 1)

#### Moving mechanisms

**Intent:** This project teaches children about pneumatic systems. They experiment with pneumatics before designing, making and evaluating a pneumatic machine that performs a useful function.

Pneumatic systems; Joining and finishing; Iterative design process; Building pneumatic machine prototypes

#### Skills and Knowledge Components Focus:

#### Year 5/6:

- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- Investigate and analyse a range of existing products.
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.
- Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately.

### Computing (Autumn 1)

#### 5.1 Coding

**Intent:** The coding lessons in these units are structured around the PRIMM approach. The whole approach may take place during a lesson or series of lessons. Predict... what this code will do Run... the code to check your prediction Investigate... trace thought the code to see if you were correct Modify... the code to add detail, change actions/outcome Make... a new program that uses the same ideas in a different way. Get creative!

#### Skills and Knowledge Components Focus

#### Year 5/6:

To begin to simplify code.  
To create a playable game.  
To understand what a simulation is.  
To program a simulation using 2Code.  
To know what decomposition and abstraction are in computer science.  
To take a real-life situation, decompose it and think about the level of abstraction.  
To understand how to use friction in code. To begin to understand what a function is and how functions work in code.  
To understand what the different variables types are and how they are used differently.  
To understand how to create a string.  
To understand what concatenation is and how it works.  
Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts  
Use sequence, selection, and repetition in programs; work with variables and various forms of input and output  
Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and program  
Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given

### Music (Autumn 1)

#### Happy

**Intent:** The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.

#### Skills and Knowledge Components Focus Y5/6:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- 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
- 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.