

Year 5 & 6

Theme: Evolution, Revolution

Length of time: 10 weeks

Big question: What did the Victorians do for us?

Hook from our 5 star pledge/enrichment programme: Powderham Castle or Morwellham Quay

<u>Key learning Outcome for theme</u>		<u>Maths links</u>	<u>Key Vocab essential to comprehension and learning</u>
<u>National curriculum objectives</u> <u>History:</u> Poverty in the workhouses, class divides <ul style="list-style-type: none">a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066a significant turning point in British history, for example, the first railways or the Battle of Britain <u>Science:</u> Evolution: <ul style="list-style-type: none">recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years agorecognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parentsidentify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolutiongive reasons for classifying plants and animals based on specific characteristics	<u>National curriculum key skills</u> <u>History:</u> Can I talk about the impact of change on past societies, e.g. displacement due to war? Can I describe changes that have taken place within and across historical periods? Can I identify and describe features and characteristics of past societies? Can I use a range of sources of information to find out about significant historical people from a key historical period? Eg: Charles Darwin, Elizabeth Fry, Dickens <u>Science:</u> Evolution, classification, life cycles Can I identify scientific evidence that has been used to support or refute ideas or arguments? Can I observe life-cycle changes in a variety of living things? Can I research the work of naturalists and behaviourists? Eg: Diane Fossey, David Attenborough, Chris Packham	Link to art/ computing: Geometric shapes, tessellation, translation, rotation on an image Compass directions, position, describe turns, angles Data handling – interpreting graphs Timelines, chronology, ordering 4 digit numbers. Formal subtraction – finding the difference - calculating life spans of key characters.	Workhouse, industrialisation, factory, education, sanitation, technology, fossil fuels – coal, pollution, reign, social classes, deprivation Kingdoms, adaptation, habitat, evolution, genetics, diversity, survival, nutrition, diet, key continent, ocean, tropic of Cancer, Capricorn, country, latitude, longitude capital city, Equator, North/South Pole, globe, atlas, map, symbols, key climate, landscape, flora, fauna

<p>Living things and their Habitats:</p> <ul style="list-style-type: none"> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals <p><u>Geography:</u></p> <p>Map the voyage of the HMS Beagle with focus on physical geography of the Galapagos islands.</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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) <p><u>English:</u></p> <p>Street Child, diary entries, biographies, non-chronological reports</p> <p><u>Art/DT:</u></p> <p>William Morris observational drawing skills</p> <p><u>Computing: (link to E-safety week)</u></p> <p>Link to art – tiling images created from William Morris studies.</p>	<p><u>Geography:</u></p> <p>Can I use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied?</p> <p><u>Art:</u></p> <p>Can I create detailed pencil and ink drawings coloured with pointed brushes and water colours?</p> <p><u>Computing:</u></p> <p>Using photography and publisher to create repeated tiling patterns</p> <p>Can I use the skills I have already developed to create content using unfamiliar technology?</p> <p>Can I confidently identify the potential of unfamiliar technology to increase my creativity?</p> <p><u>RE and Worldviews</u></p> <p>Can I enquire into ideas, sources and arguments?</p>		
<p>Elicitation Task:</p> <p>Victorian School child experience day – Victorian lessons – elicitation writing task: diary entry</p> <p>Watch clip of Oliver Twist</p> <p>Other subjects not linked to this topic – PE, see separate planning, MFL (lightbulb languages scheme of work), link to RE, PHSE (debates)</p> <p>Other events – Harvest, Christmas Production, Remembrance Service</p>			