

Long Term Plans Year B

Ramsey, Kelso, Hyde

	Autumn1	Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2
Ramsey/Kelso/ Hyde	Resources and the Environment-	Volcanoes & Earthquakes-		Parliament & Power-		Ancient Greeks-	
Themes	natural resources, energy production, wood and steel manufacturing, impact and overexploitation (Geography)	structure of the earth, volcano structure, location, impact on humans, tectonic plates, earthquakes, latitude and longitude (Geography)		the changing power of monarchs from Magna Carta, Simon De Montfort, the Civil War, Gunpowder Plot and Suffragism to democracy today (History) (2020-21 Britain at War)		geographical location, the city states, use of artefacts, myths and legends, Alexander the Great, impact of Ancient Greece (History)	
Enquiry Questions	<p>Year 5</p> <p>Q1 What natural resources can be found in Britain and how are they used?</p> <p>Q2 How are natural resources used to produce energy?</p> <p>Q3 How is electricity produced?</p> <p>Q4 Where in the world is wood produced?</p> <p>Q5 How is steel produced?</p> <p>Q6 How are glass and concrete made?</p> <p>Q7 What is the impact on the environment of overexploitation of natural resources.</p> <p>Year 6</p> <p>Q1 What do we mean by abundant natural resources and where can they be found in Britain?</p> <p>Q2 How do we use fossil fuels to produce electricity and what alternatives are there?</p> <p>Q3 why and from where are wood products imported, what do we mean by sustainable?</p> <p>Q4 What environmental impact does iron ore</p>	<p>Year 5</p> <p>Q1 What is the structure of the earth?</p> <p>Q2 What is the structure of the volcano?</p> <p>Q3 Where are volcanoes located?</p> <p>Q4 What are the dangerous features of volcanoes?</p> <p>Q5 What impact do volcanoes have on people?</p> <p>Q6 How are volcanoes and earthquakes linked?</p> <p>Q7 What are the dangerous features of earthquakes?</p> <p>Q8 How can we locate epicentres on a map?</p> <p>Year 6</p> <p>Q1 What are the key layers of the earth's structure called and what role do they play?</p> <p>Q2 What are the key features of a volcano and how do they occur?</p> <p>Q3 Where are active and dormant volcanoes found and what causes the difference?</p> <p>Q4 What are the physical and human characteristics of living in a volcano area.</p>	<p>Crime & Punishment (moral debate)</p> <p>Balanced argument</p> <p>Design, Create and evaluate a guillotine</p>	<p>Year 5</p> <p>Q1 How was England ruled in 1215 and what changes occurred?</p> <p>Q2 What part did Simon De Montfort play in changing parliament?</p> <p>Q3 What was the impact of the Gunpowder Plot on parliament</p> <p>Q4 Why did the Civil War occur and what was the local impact?</p> <p>Q5 Who were the suffragettes and why were they protesting?</p> <p>Q6 What have we learnt about the development of democracy?</p> <p>Year 6</p> <p>Q 1 Why did King John sign the Magna Carta</p> <p>Q 2 Was Simon De Montfort a traitor or a saviour?</p> <p>Q3 What does the Gunpowder Plot show us about intolerance and discrimination?</p> <p>Q4 Was the Civil War a rebellion or a popular uprising?</p> <p>Q 5 Would the Suffragettes have been more successful with less severe methods of protest?</p> <p>Q 6 Is breaking the law justifiable?</p>	<p>Year 5</p> <p>Q 1 Who were the Ancient Greeks?</p> <p>Question 2 What can we tell about Ancient Greece from the artefacts left behind?</p> <p>Question 3 How can archaeologists add to our understanding of Ancient Greece?</p> <p>Question 4 Can we learn anything from Greek myths and legends?</p> <p>Question 5 What can we find out about the importance of Alexander the Great</p> <p>Question 6 Which sources would we use in a museum about Ancient Greece?</p> <p>Question 7 What have the Ancient Greeks ever done for us??</p> <p>Year 6</p> <p>Q1 Where, both geographically and historically, do we find Ancient Greece?</p> <p>Q2 What were the key differences between the city states (Athens and Sparta)</p> <p>Q3 What can artefacts tell us about Ancient Greek life (religion, war and everyday life?)</p> <p>Q4 What evidence do we have to prove the factual basis of some myths/legends?</p> <p>Q5 Was Alexander the Great genuinely great?</p> <p>Q6 How can we compare different sources when learning about ancient cultures?</p> <p>Q7 What has been the impact of Greek life on how we live today?</p>		

	production have on the landscape? Q5 What are the principal natural resources for glass and concrete and what is the environmental impact of extraction? Q6 What happens to the human and physical aspects of geography due to overexploitation of resources?	Q5 What features cause earthquakes and how are these linked to volcanoes. Q6 How can we use latitude and longitude to track earthquakes?					
Text based writing	Iron Man The Extraordinary Colours of Auden Dare (Bethell) Sky Dancer (Lewis)	The Hobbit Journey to the Centre of the Earth Kensuke's Kingdom		The Highway Man-narrative poetry The Accidental Prime Minister (McLaughlin) The Boy at the Back of the Class (Rauf) Goodnight Mr Tom Diary of Anne Frank	The Adventures of Odysseus Romeo and Juliet Percy Jackson and the Lightning Thief (Riordan)		
Genres	Newspaper Report Explanation Instructions	Recount/Diary Narrative Non-Chronological Report		Narrative Letter Poetry Discussion/Debate Persuasion	Recount/Diary Playscript Newspaper Report Biography Narrative		
Linked Subject based texts	The Biggest Story (De Young/Clark) RE The Big Question (van Den Berg) RE Pebble in my Pocket (Hooper) geog Everything Volcanoes and earthquakes (Nat. geog) Geog Planet earth (Moss) geog	Dear God, I have a question (Slattery) RE Big Ideas for young thinkers (Wilson) RE		How great is our God (Giglio/Gortner/Anderson) RE The Biggest Story (De Young/Clark) RE George's secret key to the Universe (Hawking) Science Hidden Figures (Shetterley) Science	Mark of the Cyclops (Pirotta) History History Detectives-Ancient Greece (Minay) History Mythologica (Kershaw) History		
Science	Electricity Yr. 6-children construct simple series circuits, introduce different components and use recognised symbols to represent circuits	Animals Inc humans Nutrients and water transportation		Earth and Space Yr. 5(plus evolution and inheritance themed day)-changes in our understanding of the solar system, impact on Earth	Living Things and Habitats-different classification systems and their applied use	Light Yr. 6-how light behaves, reflections and shadows, phenomena of light	Properties and changes of materials Yr. 5- developing a systematic understanding of materials and reversible and irreversible changes
Enquiry Questions	Year 5 Q 1 How can we represent a circuit? Q 2 How was electricity first discovered?	Year 5 Q1 What does the human circulatory system consist of Q2 What is the role of the different components of blood?		Year 5 Q 1 How does the moon travel? Q 2 What did the earliest astronomers believe?	Year 5 Q 1 What do we mean by classification? Q2 Who was Carl Linnaeus?	Year 5 Question 1 How does light travel? Question 2 How do we see objects?	Year 5 Q 1 What happens when you mix materials?

	<p>Q 3 How does changing the voltage affect a circuit? Q 4 What do the symbols in a diagram represent? Q5 Why were Tesla and Edison important? Year 6 Q1 What are current and voltage? Q2 How is electricity produced in a cell? Q3 What are the key components of electrical circuits (switches, bells, buzzers, bulbs) Q3 How are these represented in circuits? Q4 How can we use electricity in the classroom for a purpose? Q5 Why do some circuits not work and how can we correct this? Q6 What were some of the key points in the domestic use of electricity?</p>	<p>Q3 How does the heart work. Q 4 What is the role of blood in the body? Q 5 What effect does alcohol have on the body? Year 6 Q1 What are pulmonary and systemic circulation? Q2 How do the components of blood support the circulatory system? (cells, platelets and plasma) Q3 What is the function of the heart in supplying oxygen and removing waste products? Q4 How does heart rate change over time? Q5 how can we maintain a healthy heart?</p>		<p>Q 3 Why have views changed? Q 4 How was the solar system created? Q 5 How are day and night created? Year 6 Q1 What is the difference between a geocentric and heliocentric model of the solar system? Q2 How do we classify planets? Q3 How was the moon formed and how does it move relative to the Earth? Q4 What effect does the lunar cycle have on the appearance of the moon and its impact on earth? Q5 How can we use the movement of the sun to tell the time?</p>	<p>Q3 What is evolutionary taxonomy? Q4 What groups can we classify animals into Q5 What groups can we classify trees into? Year 6 Q1 What is dichotomous classification? Q2 How did Linnaeus use binomial classification? Q3 How does evolutionary taxonomy improve on Linnaeus's system? Q4 How do we classify vertebrates and arthropods. Q5 How do we use a classification key to identify arthropods in their habitat?</p>	<p>Question 3 Does light always travel directly to our eyes? Question 4 How are shadows created? Question 5 Why are shadows the same shape as the objects that create them? Year 6 Q1 How can we use the properties of light to see round corners? Q2 How do we use the properties of light to see behind us? Q3 What are the key components of the eye? (cornea, iris, pupil, lens, retina, optic nerve) Q4 What is the relationship between distance and width of shadows Q5 Is light white?</p>	<p>Q2 How can mixed materials be separated? Question 3 What are reversible changes? Question 4 What are irreversible changes? Question 5 How do we describe materials using their properties? Year 6 Q1 Can we group and classify materials using a range of properties (e.g., electrical and thermal conductors, magnetism etc) Q2 Can solutes be filtered out? Q3 What are the 6 different ways of separating solutions? Q4 How do we classify materials by their hardness? Q5 How are new materials invented?</p>
RE	<p>God – Christianity UC 2b.1 (core) What does it mean if God is loving and holy?</p>	<p>Big Question - Do you have to believe in God to be good? Opportunity to study Humanism and explore beliefs such as social justice.</p>		<p>Creation – Christianity UC 2b.2 (core) Creation and Science: Conflicting or Complimentary? There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts. There are many scientists through history and now who are Christians.</p>	<p>Life Journey – Islam Rites of passage. How do Muslims show they belong? What value does religion bring for religious people?</p>	<p>Life Journey –Judaism Rites of passage. How do Jews show they belong? What value does religion bring for religious people?</p>	

	<p>Q1. What words might you use to describe a being who could be 'God'?</p> <p>Q2. What does omnipotent mean?</p> <p>Q3. Think about God being just holy and not loving – what is the difference?</p> <p>Q4 What do you love about the world today?</p> <p>Q5. What do you not like?</p> <p>Q6. What did Jesus say about the people who nailed him to a cross?</p>	<p>Q1. Is Humanism a belief system or an attitude to life?</p> <p>Q2. What do Humanists believe?</p> <p>Q3. How do Humanists decide what is right and wrong?</p> <p>Q4. How do Humanists try to make the world a better place?</p> <p>Q5. What difference does being a Humanist make to people?</p>		<p>Q1. Can a Christian be a scientist?</p> <p>Q2. Was the creation story written to explain to believers why the world is beautiful or that God is good?</p> <p>Q3. How can Christians make sense of believing in a Creator God and also accept Science?</p> <p>Q4. Faith and science: are they compatible or in conflict?</p>	<p>Q1. How do you feel when you go to assembly or attend a church service?</p> <p>Q2. What does harmony mean?</p> <p>Q3. What different ways are you expected to help out in school?</p> <p>Q4. Are the two ideas of helping out and having power connected?</p> <p>Q5. What happens if you stray off the path of what is perceived to be right or wrong?</p>	<p>Q1. Can you think of a rite of passage?</p> <p>Q2. Can you imagine a time when you hear something and feel compelled to act (reference to schema)?</p> <p>Q3. Are there any rules or guidance which help you to think about how to respond or act?</p> <p>Q4. Can you be Jewish if you agree with Jewish beliefs or do you have to act on them as well?</p>	
Art	Painting-Agate slice watercolours	Drawing-People in action		Electrical components- Design, create and evaluate a model lightbox with illuminated sign including electrical components for lights and switches. (2020-21-Morse Code Machine)	Textiles – collage Greek theatre masks		
Enquiry Questions	<p>Q1 What is agate?</p> <p>Q2 What are the characteristics of water colours?</p> <p>Q3 How do you create shades?</p> <p>Q4 What are concentric rings?</p> <p>Q5 How do you add texture?</p>	<p>Q1. What do we mean by action?</p> <p>Q2. How can we show an emotion?</p> <p>Q3. How can we create the illusion of movement?</p> <p>Q5how do Muybridge, Boccioni and Delauney show movement</p>		<p>Q1 What are illuminated signs used for?</p> <p>Q2 Why are LEDs better than traditional bulbs?</p> <p>Q3 How can you construct a circuit using LEDs</p> <p>Q4 How can you cause a light to blink?</p> <p>Q5 How can you use algorithms to make lights turn on and off to a pattern?</p>	<p>Q1 Why is Theatre important?</p> <p>Q2 What are the two types of Theatre?</p> <p>Q3 What will the masks used for?</p> <p>Q4 What would the design features of a Greek mask?</p> <p>Q5 How do we create the base?</p> <p>Q6 How do you add features with modroc?</p>		
Music (music express)	<p>6.1 World Unite (Step dance performance)</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p>	<p>6.2 Journeys (Song cycle performance)</p> <p>Appreciate and understand a wide range of high- quality live and recorded music drawn from different traditions and</p>		<p>6.3 Growth (Street dance performance)</p> <p>Develop an understanding of the history of music</p>	<p>6.4 Roots (Mini musical performance)</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p>	<p>6.5 Class awards (Awards show performance) Play and perform in solo and ensemble contexts</p>	<p>6.6 Moving On (Leavers' assembly performance) Play and perform in solo and ensemble contexts</p>

		from great composers and musicians.					
Enquiry Questions	<p>Q1. What is the beat and syncopation?</p> <p>Q2. Can you show understanding of rhythm skills and co-ordination?</p> <p>Q3. Can you develop your knowledge on pitch shape and relate it to movement?</p> <p>Q4. Can you show your understanding of pitch through movement and notation?</p> <p>Q5. Can you show understanding of a performance by arranging different sections?</p> <p>Q6. Can you show understanding of rhythm by combining different rhythms?</p> <p>Q7. Can you explore ways of combining and structuring rhythms through dance?</p>	<p>Q1 What is a three- part harmony?</p> <p>Q2. What is expressive singing?</p> <p>Q3. What do you know about performing for audiences?</p> <p>Q4. What are song cycles?</p> <p>Q5. What is a backing harmony?</p> <p>Q6. What are major and minor note patterns?</p> <p>Q7. What are song structures?</p> <p>Q8. How can you incorporate mixed media in a song cycle performance?</p>		<p>Q1. Can you show an understanding of a three-beat pulse and rhythmic ostinato by feeling and moving to it?</p> <p>Q2. Can you perform and improvise rhythmic and melodic ostinato?</p> <p>Q3. What are chords?</p> <p>Q4. What are flash mobs?</p> <p>Q5. Can you compare flash mob performances?</p> <p>Q6. Can you show an understanding of the process of a musical performance?</p>	<p>Q1. What are rhythmical actions to music?</p> <p>Q2. Can you learn a traditional Ghanaian song?</p> <p>Q3. Can you identify a game song from another country?</p> <p>Q4. What are rhythm cycles?</p> <p>Q5. What is a descriptive composition?</p> <p>Q6. Can you show your knowledge of structure to plan pieces of music?</p>	<p>Q1 How can you compose music from a visual stimulus? Q2 Can you write a new verse for a rap? Q3 Can you collaborate with others to develop a song performance? Q4 What makes a good performance? Q5 Can you choreograph exam performance? Q6 Who is the target audience? Q7 How can you perform together within awareness of the audience?</p>	<p>Q1 How can we sing with expression?</p> <p>Q2 What is the two-part harmony?</p> <p>Q3 What are sustained notes and how can you sing them?</p> <p>Q4 What is the rhythm in this song? Q5 What is the structure in this song?</p> <p>Q6 Can you share the meaning of modulation in a musical bridge?</p> <p>Q7 Can you hear it? Q8 What do you need to do to perform your songs?</p>
Computing (teach computing)	5.1 Computing systems and networks-sharing information	5.2Creating media-vector drawing		5.3creating media video editing	5.4data and information-flat file databases	5.5Programming A - selection in physical computing	5.6 programming B- selection in quizzes
Enquiry Questions	<p>Q1 What are systems?</p> <p>Q2 How do we use the Internet?</p> <p>Q3 How can we share information?</p> <p>Q4 How can we collaborate on a project?</p>	<p>Q1 What do we use drawing tools for?</p> <p>Q2 What is a vector drawing?</p> <p>Q3 How do we create layers?</p> <p>Q4 How do we group objects?</p>		<p>Q1 What is a video? Q2 How do you record video?</p> <p>Q3 What makes a good video?</p> <p>Q4 How do I make mine better?</p>	<p>Q1 How can I record information?</p> <p>Q2 Which is better, paper or a computer?</p> <p>Q3 How does grouping and sorting data allow us to answer questions? Q4 How do I select specific data?</p> <p>Q5 How can I present data visually?</p>	<p>Q1 What is a microcontroller?</p> <p>Q2 How do you write a programme that includes count-controlled loops?</p> <p>Q3 How can you stop a loop?</p> <p>Q4 How do you check a condition? Q5 What can I use microcontrollers to do?</p>	<p>Q1 What is selection?</p> <p>Q2 What is a conditional statement?</p> <p>Q3 How does selection direct the flow of a programme?</p> <p>Q4 Can I design and create a programme which uses selection?</p> <p>Q5Can I improve my programme?</p>
MFL	6.1 Le weekend-what we like and don't like to do	6.2 Les vetements-what do we wear?		6.3 Ma Journee-my day and my meals	6.4 Les transports-journeys in different vehicles	6.5 Le sport-different sports and activities	6.6 on va faire le fete Lots of things to do!

Enquiry Questions	Q1 What did you do during the week? Q2 What did you do at the weekend? Q3 What don't you do? Q4 Do you like.....?	Q1 what do you want to buy? Q2 what is it like? Q3 What colour do you want? Q4 How much does it cost?		Q1 What do you do during the day? Q2 What time do you have breakfast? Q3 What are you having for tea?	Q1 What different types of vehicle are there? Q2 Where are you going? Q3 How will you get there? Q4 Can you buy a ticket?	Q1 What sports do you like? Q2 Why do you like them? Q3 When does the match start?	Q1 What would you order in a cafe? Q2 Where are you going? Q3 How will you get there?
PE	netball and tag rugby- competitive games	Dance- different techniques		Gymnastics-leaps and rolls	adventurous activity orienteering using a compass	cricket and badminton- competitive games	Athletics-performance and progression
Enquiry Questions	Q1 Why do we need to warm up and cool down? Q2 How do we pass the ball accurately? Q3 How do we move with the ball? Q4 How do I find space in the game? Q5 How do I defend my goal?	Q1 How can I respond to stimuli? Q2 What dance techniques can I use? Q3 How can I work in a group? Q4 Can I represent objects and actions through dance? Q5 How do I put a range of movements together? Q6 How do I make it better than before?		Q1 What different leaps do I know? Q2 What different leaps can I perform? Q3 How do I straddle vault? Q4 How can I link movements together?	Q1 Why do I need agility and endurance? Q2 How do I use a compass? Q3 What are the eight directions on a compass?	Q1 How do I throw underarm and over arm? Q2 What hand position do I use to catch effectively? Q3 Where do I position myself on the pitch to be effective? Q4 How do I hit a shuttlecock with a badminton racket? Q5 How do I hit a shuttlecock in a particular direction? Q6 Where is the ready position on a court? Q7 How do I serve and perform attacking and defending shots? Q8 How do we score in badminton?	Q1 How do I cover ground at an appropriate pace for distance? Q2 How do I combine running and jumping in a hurdle race? Q3 How do I work as part of a team in a relay? Q4 How do I throw over increasingly longer distances?
PSHE/RSE	Well-being-emotional - Looking after ourselves; growing up; becoming independent; taking more responsibility	Health and Well-being - What makes up our identity? Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes		Health and prevention Drugs, alcohol and tobacco; healthy habits	E-Safety-Media literacy and digital resilience	Economic well being- enterprise-Basic understanding of finance and enterprise	Growing and changing- key facts about puberty and the changing adolescent body

	<p>Q1. Can you devise a class charter? Q2. How can you contribute to the life of the school? Q3. What makes an effective school councillor/Mini Police/Eco Champion etc? Q4. Can you plan a healthy meal? Q5 How do you stay physically healthy? Q6. Can you change/break unhealthy behaviours/habits?</p>	<p>Q1. How are we different and the same? Q2. What factors contribute to a person's identity? Q3. Can personal qualities change someone's identity? Q4. Do stereotypes inform us of a person's identity? Q5. How can you challenge negative stereotypes?</p>		<p>Q1. What is a drug? Q2. How can drugs common to everyday life affect health? Q3. What might happen to a person using a drug?</p>	<p>Q1. How can the media influence people? Q2. Why is it important to balance online and offline activities? Q3. Why do you think there are age restrictions for social media?</p>	<p>Q1. How can people make decisions about spending and saving money? Q2. How can people keep track of money, so people know how much they have to spend or save? Q3. How can you pay for things? Q4. How can you generate profit/loss?</p>	<p>Q1. Do think friendships may change and how can you manage this? Q2. Who would you ask for support or where could you seek further information and advice regarding growing up and changing? Q3. Explain the growing and developmental changes for a baby to a toddler/toddler to someone starting school/reception to year 3?</p>
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