



2020/2021 Coverage to support Planning process

NB – RE/SRE/Computing take place through dedicated times at different points within each year – see additional maps

For further knowledge, facts and information to be taught please see the Applegarth Knowledge Organisers

Phase & Year groups	Learning Area	Coverage	Vocabulary	End of Term Outcome
Year 1 & 2 2020/21	Science (biology) Living things and the human body – <i>Autumn 1</i> <i>7.2 weeks</i>	<ul style="list-style-type: none"> Animals and humans: identify common animals: fish, reptiles, amphibians, reptiles, birds and mammals. Identify common carnivores, herbivores and omnivores. Describe the structure of a variety of common animals. Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with what sense. Explore and compare the difference between things that are living, dead and have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide the basic needs of different kinds of animals and plants and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including microhabitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from. Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	fish, reptiles, amphibians, invertebrates, birds, mammals, carnivores, herbivores, omnivores, animals, water vole, rat, harvest mouse, red squirrel, mole, pipistrelle bat, red fox, hedgehog, badger, grey seal, honey bee, bumble bee, ladybird, robin, blue tit, black bird, magpie, starling, sparrow, humans, diet, fats, fibre, protein, sugars, carbohydrates, seeds, fruit, vegetables, vine, roots, trees, water, food, air, exercise.	Outcome: Be able to classify different animals and discuss their individual characteristics. Experience: Visit to school by animal expert with hands on experience using zoolab Applied Writing: Non-Chronological Report Children can write a non-chronological report that looks at the three classifications: carnivores, herbivores and omnivores. Suggested subheadings - Introduction - Carnivores - Herbivores - Omnivores Success Criteria to be discussed in staff meeting
	History – The Tudors and The Stuarts (the great fire of London) <i>Autumn 2</i> <i>8 Weeks</i>	<ul style="list-style-type: none"> Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods, comparing the Tudors and the Stuarts. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. 	London, Tudors, Stuarts, kings, queens, the Armada, the gunpowder plot, the civil war, the great plague, the fire of London, William Shakespeare, Henry VIII, Mary queen of scots, Elizabeth I James I, Charles I, Charles II William Shakespeare, Oliver Cromwell, Samuel Pepys, timeline, chronological, events.	Outcome: To be able to discuss and have an awareness of the past and discuss particular events. Experience: Create a museum displaying the facts and information the children have gathered. Applied Writing: Newspaper Article



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		<ul style="list-style-type: none"> • Discuss the lives of different cultures and ethnic backgrounds within Tudor times. • Discuss trade on the continent, the silk road, Africa. • Be able to discuss the different monarchs in these times, and discuss their impacts on the country. 		<p>Children could write a newspaper article to report on the great fire of London titled the 'The Greatest Fire of All'.</p> <p>Success Criteria to be discussed in staff meeting</p>
	<p>Science- Plants <i>Spring 1</i> <i>6 Weeks</i></p>	<ul style="list-style-type: none"> • Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • Identify and describe the basic structure of a variety of common flowering plants, including trees. • Identify and describe the functions of different parts of a plant: root, stem/trunk, flowers, leaves • Explore the requirements of plants for life and growth (air, light, water, nutrients, space) and how they vary from plant to plant • Investigate how water is transported in plants Explore the part flowers play in plant life cycles, including pollination, seed formation and seed dispersal • Observe and describe how seeds and bulbs grow into mature plants • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy <p><u>Digital Literacy</u></p> <ul style="list-style-type: none"> • Use technology purposefully to create when drawing and labelling information with paint during scientific investigations. • Store documents electronically and access them at another time. • Explore how information technology can be used beyond school when recording data. 	<p>Evergreen, deciduous, oak, pine, ash, cherry, apple, beech, alder, part, role, leaf, flower, blossom, petal, fruit, berry, root, bulb, seed, trunk, branch, stem, bark, stalk, water, light, air, nutrients, soil, fertiliser, damp, wet, dry, dark, light, hot, warm, cool, cold, hotter, grow, growth, healthy, transported, life cycle, pollination, seed formation and dispersal fully grown, water, light, damp/wet/dry, dark/light, hot/warm/cool/cold, shoot, seedling, wither/limp, die, dry/crispy, soil, earth</p>	<p>Outcome: Visit a local garden centre</p> <p>Experience: Plant and grow a variety of plants.</p> <p>Applied Writing: Science Investigation</p> <p>A science investigation write-up where the children could dissect and name the parts of a flower with an emphasis on using scientific vocabulary.</p> <p>Success Criteria to be discussed in staff meeting</p>
	<p>History – Transport of London <i>Spring 2</i> <i>6 Weeks</i></p>	<ul style="list-style-type: none"> • Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the use and development of transport. • Be able to look and collate a timeline of the development of transport and how this relates to the development of London. • They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. • They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance in regards to transport and how this has changed over time. 	<p>Airport, capital city, city, plane, aeroplane, train, tram, car, bicycle, transport, roads, ships, seas, propeller, engine, coal, electricity, petrol, diesel, pollution, horse and cart, Amelia Earhart, the Wright brothers, Henry Ford, James Watt, steam engine.</p>	<p>Outcome: Look at the local area and transport links, with particular focus on the airport.</p> <p>Experience: Visit Biggin hill airport</p> <p>Applied Writing: Recount</p> <p>Children will write a recount from the perspective of a black bus conductor and his/her first experience of working on the London bus network.</p>



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		<ul style="list-style-type: none"> • They should construct informed responses that involve thoughtful selection and organisation of relevant historical information, using differing research techniques. • They should understand how our knowledge of the past is constructed from a range of sources. • Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. • Discuss the invention and piloting of aeroplanes and the story of Amelia Earhart and her cross Atlantic flight. • Discuss inventors and innovators of transport and how these adapted over time to modern day transport, and look at the differences over time. • Look at trade within the empire, transport of goods from different countries. Look at where produce we have now originated from. • Asian and Caribbean cultures affiliation with the bus network. • Countries supporting transport trade, airlines to exotic countries and immigration to the capital by transport. 		<p>Success Criteria to be discussed in staff meeting</p>
	<p>Design and Technology (food technology, textiles, resistant materials)- <i>Summer 1</i> <i>5.3 weeks</i></p>	<ul style="list-style-type: none"> • Learn about food in a practical way, learning about different food groups. • Learn how food changes when cooked. • Learn about the basic equipment used in cooking, its names and uses. • Learn about the medium of textiles and how these can be used in fashion. • Discuss different joining techniques, the use of sewing, sticking and applique. • Discuss different decoration techniques for material. • Discuss a range of materials for making products. • Look at the design process to design and make an object. • Use a variety of joining techniques, using a range of tools, learning the processes and their uses. 	<p>Fruit, vegetable, healthy, unhealthy, protein, carbohydrates, oils, fats, nuts and seeds, oven, prepare, knife, chopping board, safety, hygiene, ,</p>	<p>Outcome: Experience a range of Design and technology topics, creating a range of food, and products to be shared with parents.</p> <p>Experience: visit a pizza express/ factory visit.</p> <p>Applied Writing: Letter</p> <p>Children could write a letter to a local fast food restaurant convincing them to introduce healthier food options on their menu.</p> <p>Success Criteria to be discussed in staff meeting</p>



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	<p>R.E/ SRE- Christianity and Islam <i>Summer 2</i> 6 weeks</p>	<ul style="list-style-type: none"> • Discuss the different religions, their traditions, and how they can be different to your own. • Compare and contrast the lives of people around the world. • Discuss making friendships, how to look after one another. • Discuss families and support from different family members. • How can families be different, looking at similarities and differences with in this? 	<p>Family, friend, companion, look after, share, value, relationships, Christianity, Hinduism, Buddhism, Sikhism, Islam.</p>	<p>Outcome: Make a friendship book Experience: Visit a Buddhist temple</p> <p>Applied Writing: Narrative</p> <p>Children could write a narrative that highlights how positive friendships are created and what can cause friendships to end (Rights Respecting Link).</p>
<p>Year 3 & 4 2020-21</p>	<p>Science (Biology) Living things, humans and habitats <i>Autumn 1</i> 7.2 weeks</p>	<ul style="list-style-type: none"> • Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. • Identify that humans and some other animals have skeletons and muscles for support, protection and movement. • Recognise that living things can be grouped in a variety of ways. • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. • Recognise that environments can change and that this can sometimes pose dangers to living things. • Describe the simple functions of the basic parts of the digestive system in humans. • Identify the different types of teeth in humans and their simple functions. • Construct and interpret a variety of food chains, identifying producers, predators and prey. 	<p>fish, reptiles, amphibians, invertebrates, birds, mammals, carnivores, herbivores, omnivores, animals, water vole, rat, harvest mouse, red squirrel, mole, pipistrelle bat, red fox, hedgehog, badger, grey seal, honey bee, bumble bee, ladybird, robin, blue tit, black bird, magpie, starling, sparrow, humans, diet, fats, fibre, protein, sugars, carbohydrates, seeds, fruit, vegetables, vine, roots, trees, water, food, air, exercise, mouth, teeth, throat, oesophagus, large intestine, small intestine, rectum, anus, stomach, villus, molar, pre molar, incisor, canines, calcium, tongue, saliva.</p>	<p>Outcome: Be able to discuss and distinguish different animal groups.</p> <p>Experience: Animal petting zoo</p> <p>Applied Writing: Non-chronological report</p> <p>Children can write a non-chronological report about the different food groups that humans should eat to maintain a healthy balanced diet.</p> <p>Subheadings:</p> <ul style="list-style-type: none"> - A Balanced Diet (introduction) - Fats - Fibre - Protein - Carbohydrates <p>Success Criteria to be discussed in staff meeting</p>
	<p>History – The Ancient Greeks and their impact <i>Autumn 2</i> 8 weeks</p>	<ul style="list-style-type: none"> • To develop a chronological knowledge of events and be able to display them on a timeline. • To be able to learn about the culture and society of the ancient Greeks, and how this impacted on their day to day life. • To look at the advances and inventions of the ancient Greeks, and how these still impact on society today. • To note connections, contrasts and trends over time in the ancient Greek world and develop the appropriate use of historical terms. • Identify and create valid questions about change, cause, similarity and difference and significance of the times of the Ancient Greeks and modern society 	<p>Ancient Greece, Greeks, gods, Zeus, Hera, Aphrodite, Apollo, Ares, Artemis, Demeter, Dionysus, Hades, Hephaestus, Hermes, Hestia, Poseidon, Parthenon, Homer, tunic, Pythagoras, empire, soldier, slave, Plato, Olympics, vase, coins, Alexander the Great.</p>	<p>Outcome: Be able to recall events from Ancient Greek times and how they have influenced modern Britain.</p> <p>Experience: Visit to Museum</p> <p>Applied Writing: Newspaper Report</p> <p>Children could write a newspaper article to report on the first Olympic games titled the 'The Event That Unified The World'.</p>



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		<ul style="list-style-type: none"> To gain a knowledge and understanding of religion in Ancient Greece and how the people worshipped. Greece and their beliefs of inferior cultures who did not speak Greek (the barbarians) 		<p>Success Criteria to be discussed in staff meeting</p>
	<p>Science – Rocks and matter (Chemistry) Spring 1 6 weeks</p>	<ul style="list-style-type: none"> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter. Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. <p><u>Digital Literacy</u></p> <ul style="list-style-type: none"> Use technology purposefully to create word documents when writing scientific investigations. Edit documents and look at how they can be presented in a range of ways. Store documents electronically and access them at another time. Explore how information technology can be used beyond school presenting information in a word document. 	<p>Rocks, sedimentary, igneous, metamorphic, fossils, volcanoes, river flow, sediment, cooled, heated, pressure, time, solid, liquid, gas, Celsius, temperature, soils, organic matter, physical, changes of state, evaporation, condensation, freezing, melting, boiling point.</p>	<p>Outcome: Be able to discuss and recognise a variety of different rocks and matter.</p> <p>Experience: Science workshop</p> <p>Applied Writing: Science Investigation</p> <p>Children can write a scientific write up on a scientific experiment that explores the three states of matter. Children must include scientific vocabulary.</p> <p>Success Criteria to be discussed in staff meeting</p>
	<p>History- Romans and Victorians- How they shaped Britain. Spring 2 6 weeks</p>	<ul style="list-style-type: none"> To develop a chronological knowledge of events for the Roman and Victorian times and be able to display them on a timeline. To be able to learn about the culture and society of the Romans and Victorians, and how this impacted on their day to day life. To look at the advances and inventions of the Romans and Victorians, and how these still impact on society today. To note connections, contrasts and trends over time in the Romans and Victorians worlds and develop the appropriate use of historical terms. Identify and create valid questions about change, cause, similarity and difference and significance of the times of the Romans and Victorians. To gain a knowledge and understanding of religions within these two societies. How the different countries in empire helped shape Britain. 	<p>Romans, roads, routes, layers, runoff, Londinium, London, Roman Britain, military, emperor, Caesar, Constantine, slaves, soldiers, agriculture, Victorians, Queen Victoria and Albert, industrial revolution, steam engine, James Watt, railways, telegraph, coal, electricity, newspapers, x-ray.</p>	<p>Outcome: Be able to compare different historical periods and talk about events that shaped Britain</p> <p>Experience: Create a museum</p> <p>Applied Writing: Recount</p> <p>Children to write a recount from the perspective of a member of the BAME community who helped to shape Britain during the Victorian era.</p> <p>Success Criteria to be discussed in staff meeting</p>



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	<p>Design and Technology (food technology, textiles, resistant materials)- <i>Summer 1</i> <i>5.3 weeks</i></p>	<ul style="list-style-type: none"> The BAME who helped shape Britain and their place in society. Learn about food in a practical way, learning about different food groups. Learn how food changes when cooked. Learn about the basic equipment used in cooking, its names and uses. Learn about the medium of textiles and how these can be used in fashion. Discuss different joining techniques, the use of sewing, sticking and applique. Discuss different decoration techniques for material. Discuss a range of materials for making products. Look at the design process to design and make an object. Use a variety of joining techniques, using a range of tools, learning the processes and their uses. 	<p>Fruit, vegetable, healthy, unhealthy, protein, carbohydrates, oils, fats, nuts and seeds, oven, prepare, knife, chopping board, safety, hygiene, ,</p>	<p>Outcome: Experience a range of Design and technology topics, creating a range of food, textiles and products to be shared with parents.</p> <p>Experience: visit to pizza express/ factory visit</p> <p>Applied Writing: Letter</p> <p>Children can write a letter to the dinner ladies that commends them for their cooking. The letter should discuss the different meals and that they offer a balanced diet (children should mention the food groups).</p> <p>Success Criteria to be discussed in staff meeting</p>
	<p>R.E/ SRE- Judaism and Buddhism <i>Summer 2</i> <i>6 weeks</i></p>	<ul style="list-style-type: none"> Discuss the different religions, their traditions, and how they can be different to your own. Compare and contrast the lives of people around the world. Discuss making friendships, how to look after one another. Discuss families and support from different family members. How can families be different, looking at similarities and differences with in this? 	<p>Family, friend, companion, look after, share, value, relationships, Christianity, Hinduism, Buddhism, Sikhism, Islam.</p>	<p>Outcome: Make a friendship book Experience: Visit a Buddhist temple</p> <p>Applied Writing: Narrative</p> <p>Children could write a narrative that highlights how positive friendships are created and what can cause friendships to end. Children should highlight the characteristics from the SKILLSFORLIFE curriculum that form friendships (Rights Respecting Link).</p> <p>Success Criteria to be discussed in staff meeting</p>
<p>Year 5 & 6 2019/20</p>	<p>Science (Biology) Living things, humans,</p>	<ul style="list-style-type: none"> 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. 	<p>fish, reptiles, amphibians, invertebrates, birds, mammals, carnivores, herbivores, omnivores, animals, micro-organisms, water vole,</p>	<p>Outcome: To be able to discuss and name different animal groups and discuss the effects of evolution.</p>



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	<p>habitats and evolution. <i>Autumn 1</i> 7.2 weeks</p>	<ul style="list-style-type: none"> • Give reasons for classifying plants and animals based on specific characteristics. • Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. • describe the ways in which nutrients and water are transported within animals, including humans • 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. 	<p>rat, harvest mouse, red squirrel, mole, pipistrelle bat, red fox, hedgehog, badger, grey seal, honey bee, bumble bee, ladybird, robin, blue tit, black bird, magpie, starling, sparrow, humans, diet, fats, fibre, protein, sugars, carbohydrates, seeds, fruit, vegetables, vine, roots, trees, water, food, air, exercise, mouth, teeth, throat, oesophagus, large intestine, small intestine, rectum, anus, stomach, villus, veins, arteries, left ventricle, right ventricle, aorta, red blood cells, white blood cells, oxygenated blood, de-oxygenated blood, valve, evolution, characteristics, adaptations, environment.</p>	<p>Experience: Animal petting zoo</p> <p>Applied Writing: Non-chronological</p> <p>Children can write a non-chronological report that explores the different species of birds that are native to Britain: Suggested subheadings</p> <ul style="list-style-type: none"> - Local Birds (introduction) - Robins - Blackbird - Starling - Sparrow - Magpie <p>Success Criteria to be discussed in staff meeting</p>
	<p>History - WWII and Croydon <i>Autumn 2</i> 8 weeks</p>	<ul style="list-style-type: none"> • To understand how WWII began and the implications this had on the lives of the people of Britain. • To develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narrative within WWII. • To note connections, contrasts and trends over time during the war. • To be able to create and ask questions about the causes of the war and what similarities and differences they notice. • To be able to understand how our knowledge of the past is constructed from a range of sources, looking at a variety of them from different sources. • To be able to make links and discuss how the war affected life in namely Croydon and New Addington. • To be able to discuss the different religious aspects of the war and how this affected different groups. • To build upon prior knowledge of Germany, understanding and discussing the similarities and differences between Germany and Great Britain. • The commonwealth and how they supported the war effort 	<p>World war I, World War II, Winston Churchill, Adolf Hitler, England, Great Britain, The British Empire, France, Germany, Poland, Russia, Italy, United States of America, Neutral, Enemy, Allies, concentration camps, Jewish, Christian, tanks, guns, weapons, bombs, aeroplanes, spitfire, SS, Croydon, London, New Addington, Berlin.</p>	<p>Outcome: To be able to discuss the impact of different groups to the war effort.</p> <p>Experience: Visit the war memorial at the church / Biggin hill airport</p> <p>Applied Writing: Newspaper Article</p> <p>Children can write a newspaper article reporting on Biggin Hill airport coming to the rescue of the people of New Addington and defending them against the Germans titled 'RAF Biggin Saves Addington'.</p> <p>Success Criteria to be discussed in staff meeting</p>
	<p>Science – Space <i>Spring 1</i> 6 weeks</p>	<ul style="list-style-type: none"> • Be able to name and recall facts about the different planets in our solar system. • Describe the movement of the Earth and other planets relative to the sun in the solar system. • Describe the movement of the moon relative to the Earth. 	<p>Planets, Mars, Venus, Jupiter, Saturn, Earth, Uranus, Pluto, Moon, solar system, galaxy, rocket, satellite, dune buggy, probe, gravity, light, sound, decibels, water, microorganisms, life, orbit, orbiting, the sun, cycles, moon phases, climate, temperatures.</p>	<p>Outcome: To be able to discuss space and its features.</p> <p>Experience: Science museum visit/ astrologer visit</p> <p>Applied Writing: Scientific Investigation</p>



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	<p>History – Vikings and Elizabethans- Travelling the World <i>Spring 2</i> <i>6 weeks</i></p>	<ul style="list-style-type: none"> To understand how the Vikings lived and learn about their way of life. To understand how the Elizabethans lived and learn about their way of life. To look at how the Vikings came to Britain and the implications this had on the lives of the people of Britain. To understand how the Elizabethans travelled the world, and the impact of this globally and on the people of Britain. To develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narrative within the Vikings and Elizabethan periods. To note connections, contrasts and trends over time during both times. To be able to create and ask questions about the Vikings and Elizabethans and what similarities and differences they notice. 	<p>Vikings, Ragnor Lothbrok , Ivar the boneless, Bjorn Ironside, Leif Erikson, Erik the Red, Bjarni Herjolfsson, Queen Elizabeth the I, Sir Frances Drake, religion, Spanish Armada, Mary Queen of Scots, William Shakespeare, coaches, Martin Frobisher, Ark Royall, The Golden Hind,</p>	<p>Outcome: To be able to retell Viking stories and discuss their influence on modern society.</p> <p>Experience: create museum</p> <p>Applied Writing: Recount</p> <p>Children to write a recount from the perspective of Ragnor Lothbrok coming to England and being captured and killed by the British monarchy.</p> <p>Success Criteria to be discussed in staff meeting</p>



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		<ul style="list-style-type: none"> To be able to understand how our knowledge of the past is constructed from a range of sources, looking at a variety of them from different sources. To be able to make links and discuss how travel around the globe. To be able to discuss the different religious aspects of the war and how this affected different groups. To build upon prior knowledge of Great Britain and how this fitted in with the Viking and Elizabethan eras. 		
	<p align="center">Design and Technology (food technology, textiles, resistant materials)- <i>Summer 1</i> <i>5.3 weeks</i></p>	<ul style="list-style-type: none"> Learn about food in a practical way, learning about different food groups. Learn how food changes when cooked. Learn about the basic equipment used in cooking, its names and uses. Learn about the medium of textiles and how these can be used in fashion. Discuss different joining techniques, the use of sewing, sticking and applique. Discuss different decoration techniques for material. Discuss a range of materials for making products. Look at the design process to design and make an object. Use a variety of joining techniques, using a range of tools, learning the processes and their uses. 	<p>Fruit, vegetable, healthy, unhealthy, protein, carbohydrates, oils, fats, nuts and seeds, oven, prepare, knife, chopping board, safety, hygiene, ,</p>	<p>Outcome: Experience a range of Design and technology topics, creating a range of food, textiles and products to be shared with parents.</p> <p>Experience: visit to pizza express/ a factory</p> <p>Applied Writing: Letter</p> <p>A letter to the education secretary Gavin Williams highlighting the importance of a healthy balanced diet. The letter should discuss the different food groups and their benefits. The letter should then move on to persuading him to provide further guidance on school lunch menu expectations.</p> <p>Success Criteria to be discussed in staff meeting</p>
	<p align="center">R.E/ SRE- Hinduism and Sikhism <i>Summer 2</i> <i>6 weeks</i></p>	<ul style="list-style-type: none"> Discuss the different religions, their traditions, and how they can be different to your own. Compare and contrast the lives of people around the world. Discuss making friendships, how to look after one another. Discuss families and support from different family members. How can families be different, looking at similarities and differences with in this? Discuss sex education and the reproductive system. 	<p>Family, friend, companion, look after, share, value, relationships, Christianity, Hinduism, Buddhism, Sikhism, Islam.</p>	<p>Outcome: Make a friendship book</p> <p>Experience: Visit a Buddhist temple</p> <p>Applied Writing: Narrative</p> <p>Children could write a narrative that highlights how positive friendships are created and what can cause friendships to end. Children should highlight the characteristics from the SKILLSFORLIFE curriculum that form friendships and how they are important when looking after one another. (Rights Respecting Link). The</p>



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				narrative should also link to the primary to secondary transition. Success Criteria to be discussed in staff meeting
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