



Key Questions: How did the 1960's shape our country today?

Curriculum enhancement: Castle museum workshop and 1960's disco

English Links: e.g. Class Novel / **Cross-curricular Writing:** A book study of a book written in the 1960's: The Stig of the Dump

Science (Populate from Kent Scheme of Work)

Content: Electricity, drawing and investigating circuits and planning their own investigations using their knowledge of this.

Skills: Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram.

Assessment Notes:

Computing

Content: Producing an e-safety blog to educate others on advice on how to navigate the internet safely.

Skills:

Spring 1- E-safety

- Understand the responsibility of publishing online.
- Explain how I would respond to an online request for my personal details.
- Discuss and develop personal rules to keep me safe when using the internet.
- Respects the rights of other users.
- Understand the importance of appropriate online behaviour (cyber bullying)

Spring 2- Visual media

- Generate, amend and combine visual media from different resources for a specific audience.
- Evaluate and improve my work as part of a design process.
- Choose appropriate software, techniques and features appropriate to task and audience.
- Create a movie including still images, video and sound and add suitable titles and transitions.
- Consider lighting, positioning and angles.
- Use appropriate technical language such as pan, close up and zoom.

Assessment Notes:

Art

Content: Producing 1960's record covers and artist study. Design and produce a tie dye bandana

Skills:

Exploring and developing ideas including (sketchbooks) – ongoing

- to select and record from first hand observations, experience and imagination and explore ideas for different purposes.
- to question and make thoughtful observations about starting points and select ideas to use in their work.
- to learn about great artists, architects and designers in history

Evaluating and developing work (sketchbooks) – ongoing

- Compare methods and approaches in their own and others' work and say what they think and feel about them.
- Adapt their work according to their views and describe how they might develop it further.
- Annotate work in sketchbooks

Drawing – ongoing

- to improve their mastery of art and design techniques in drawing with a range of materials
- to work from a variety of sources including observation, photographs and visual images

Painting – ongoing

- to improve their mastery of art and design techniques in painting with a range of materials

Know about great artists, architects and designers in history – (Jackson Pollock)

- Discuss and evaluate their own and others' work
- Respond to the work of other artists

Focus – Textiles

- Use different grades of threads and needles

Assessment Notes:

DT

Content: Prepare food and design and create a game involving electrical circuits (science link)

Skills:

- Recognise their designs have to meet intended audience needs
- Collect information from a number of different sources to help with design ideas
- Communicate ideas in different ways; discussion, annotated sketches, scale drawings, CAD, exploded diagrams, prototypes and pattern pieces
- Sketch/model alternative ideas
- Develop step-by-step plans and modify them as appropriate through discussion, drawing and modelling
- Consider costs and availability of materials

Evaluate – ongoing

- Evaluate and analyse a range of existing products made by themselves and others
- Evaluate their ideas, plans and products against the design criteria (purpose, appearance, reliability, safety, cost, availability of materials)
- Test and evaluate their work as it develops, making adjustments when necessary
- Consider the views of others to improve their work
- To learn about great designers and inventors and how they have changed the world

Technical Knowledge

- Investigate more complex structures and find ways to support, reinforce and strengthen them Investigate and use electrical circuits, incorporating switches, bulbs, buzzers and motors

Assessment Notes:

<p>History Content: Exploring a significant historical event from each year in the 1960's. Skills:</p> <ul style="list-style-type: none"> gain and deploy a historically grounded understanding of abstract terms such as 'empire' (British) know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world 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. <p>Assessment Notes:</p>	<p>Geography Content: Identifying the key geographical developments in the 1960's. Skills:</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. <p>Assessment Notes:</p>	<p>RE (Populate from syllabus)/PSHE <u>RE- What do religions say to us when life gets hard?</u></p> <ul style="list-style-type: none"> Express ideas about how and why religion can help believers when times are hard, giving examples Outline Christian, Hindu and/or nonreligious beliefs about life after death Explain some similarities and differences between beliefs about life after death Explain some reasons why Christians and Humanists have different <u>PSHCE- Relationships</u> Recognise different types of relationships between friends, families, relatives and acquaintances. Know that marriage is a commitment freely entered and no one should marry if they don't want to. Revisit confidentiality and when to break. Listen and respond respectfully to a wider range of people, feeling confident to raise concerns, recognise and care about others. Develop strategies to resolve disputes/conflict using negotiation or compromise. Learn that differences/similarities come from different things including family, cultural, ethnic, racial and religious. To realise nature and consequences of discrimination, bullying and aggressive behaviour including cyber bullying, prejudice or trolling. To recognise and challenge stereotypes. <p>Assessment Notes:</p>
<p>PE Content: Learning the key skills involved in Basketball and Tri-golf and participate in competitive situations. Skills: Spring 1 – Basketball Bounce a ball on the spot with consistency. Spring 2 – Tri-golf Compete in a range of increasingly challenging situations. Assessment Notes:</p>	<p>Music Skills: <u>Musical repertoire, playing and performing</u></p> <ul style="list-style-type: none"> become familiar with through Dalcroze activities On various instruments learn to play a version of this for performance at spring concert. Revise chords CGF on Uke and learn D, Amin, Gmin. Achieve black belt RK (Y6) & blue/red (Y5) <p>Assessment Notes</p>	<p>French Spring 1 Clothes Weather / Winter / Seasons France culture / Paris / Cities / Fashion / Fashion show French Artists / J'aime parce que Je n'aime pas parce que</p> <p>Spring 2 Pets / Spring Farm Animals / 3 Pigs Story / Wild Animals / Petit Elephant Story / il y a / Voici / voila Easter</p> <p>Assessment Notes</p>

