







Unit/Theme	Dartmoor (6 weeks)	Tudors: Port of Plymouth (7 weeks)	British Empire & Industrial Revolution (6 weeks)	Biomes of the World (6 weeks)	20 <sup>th</sup> Century Conflict (6+7 weeks)		
<b>Destination</b>	To carry out a field study on Dartmoor. Live link back to school (if possible).	To create a verbal/visual performance of the Mayflower Journey.	To create an art gallery of Lowry inspired work.	To read and present adventure stories.	To share a video documentary via teams with another class across the Trust.		
<b>Big Question</b>	What is the importance of Dartmoor to the local residents?	Why did the May Flower leave Plymouth?	Why was the British Empire so successful?	What is a biome?	What causes and what is the effect of conflict?		
<b>STEM</b>	<b>STEM Skills</b>	 Problem Solving	 Creativity	 Inquiry Skills	 Observation	 Flexibility	 Collaboration
	<b>Science</b>	<b>Evolution and Inheritance</b> <ul style="list-style-type: none"> <li>To recognise living things and that fossils provide information about living things that inhabited the world 1 million years ago.</li> <li>To identify that living things produce offspring of the same kind.</li> <li>To identify how animals have adapted to their environment</li> </ul> <b>EVOLUTION, REPRODUCTION, SPECIES</b>	<b>Light</b> <ul style="list-style-type: none"> <li>Recognise that light appears to travel in straight lines.</li> <li>To use this idea to explain that objects are seen because they give out or reflect light into the eye.</li> <li>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> <li>To explain why shadows have the same shape as the objects that cast them.</li> </ul> <b>LIGHT SOURCE, TRAVEL, REFLECT, SHADOWS</b>	<b>Working Scientifically &amp; Electricity</b> <ul style="list-style-type: none"> <li>To investigate electricity - Brightness of lamps / volume of buzzer, voltage and cells.</li> <li>To recognise, use and draw symbols when representing a simple circuit in a diagram.</li> </ul> <b>ELECTRICITY, VOLTAGE, DIRECT AND ALTERNATING CURRENT.</b>	<b>Living things and their habitats</b> <ul style="list-style-type: none"> <li>To 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.</li> <li>To give reasons for classifying plants and animals based on specific characteristics.</li> </ul> <b>TAXONOMIST, CLASSIFICATION, VERTEBRATES, INVERTEBRATES</b>	<b>Animals including humans</b> <ul style="list-style-type: none"> <li>To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</li> <li>To describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul> <b>CIRCULATORY SYSTEM, VESSELS</b>	
	<b>Computing</b>	<b>Computer Science</b> <ul style="list-style-type: none"> <li>To use Kodu to design a virtual tour of the Dartmoor environment.</li> </ul> <b>ENVIRONMENT, DESIGN, CODING</b>	<b>Information Technology</b> <ul style="list-style-type: none"> <li>To create a presentation using Google slides.</li> </ul> <b>TRANSLATION, PRESENTATION, TRANSFORM</b>	<b>Information Technology</b> <ul style="list-style-type: none"> <li>To create and use spreadsheets to record cotton mill and work house information - e.g. workers/output.</li> </ul> <b>SPREADSHEET, CELLS, FORMULA</b>		<b>Information Technology</b> <ul style="list-style-type: none"> <li>To create a documentary based on the life of a refugee (including an interview).</li> <li>To include video editing and cutting to put together a multi-scene video.</li> </ul> <b>VIDEO EDITING, CUTTING, SCRIPT</b>	
		NOS: Self Image and Identity <b>AVATAR, IMAGE, IDENTITY</b>	NOS: Online Reputation <b>TRUSTWORTHY, VALIDITY, OPINION</b>	NOS: Online Bullying <b>REPORT, BLOCK, CYBER BULLYING</b>	NOS: Managing Online Information <b>WEBSITES, SEARCH ENGINE, AUTO COMPLETE</b>	NOS: Privacy and Security <b>DANGER, LINKED DEVICE, CONTENT SHARING</b>	NOS: Copyright and Ownership <b>PLAGERISM, CONTENT, AUTHOR</b>
	<b>DT</b>	<b>Technical Knowledge: Circuits/ICT</b> <ul style="list-style-type: none"> <li>To draw and design a 3D map of an area on Dartmoor.</li> <li>To programme drones (STEM Room) to hover above 3-D maps.</li> </ul> <b>SPECIFICATION, ANNOTATED SKETCH, PURPOSE</b>	<b>Technical Knowledge: Textiles</b> <ul style="list-style-type: none"> <li>To design a Tudor purse.</li> <li>To join fabrics using running stitch, over sewing, back stitch.</li> <li>To explore fastenings and recreate some e.g. sew on buttons and make loops</li> <li>To use appropriate decoration techniques e.g. appliqué (glued or simple stitches)</li> </ul> <b>DECORATE, APPLIQUE, EMBROIDERY</b>			<b>Cooking &amp; Nutrition</b> <ul style="list-style-type: none"> <li>To create a range of different dishes using different cooking techniques (e.g. using potatoes).</li> <li>To understand what rationing was used during WWII.</li> </ul> <b>PEELING, CUTTING, GRATING</b>	
<b>Maths (&amp; Links)</b>	<b>White Rose Maths Scheme of Learning</b>						
	<b>Mathematical Links:</b> <ul style="list-style-type: none"> <li>Measuring /Scale to size</li> </ul>				<b>Mathematical Links:</b> <ul style="list-style-type: none"> <li>Y6 Maths Project</li> </ul>		
<b>English (Genre &amp; Key Texts)</b>	- Information Text - Narrative - Myths/Legends - Description (Dartmoor at night)  <b>Texts:</b> - Glass Heart  <b>SUBJECT/OBJECT</b>	- Diary Entry (Treason) - Persuasive leaflet (to marry Henry VIII)  <b>Texts:</b> - Treason - My Friend Walter  <b>ACTIVE/PASSIVE</b>	- Narrative (Street Child) - Poetry (The Tyger) - Letter (better conditions workhouse)  <b>Texts:</b> - Street Child - Songs of the Innocence  <b>HYPHEN</b>	- Narrative (adventure story Kensuke's Kingdom) - Non-chronological report (Biomes)  <b>Texts:</b> - Kensuke's Kingdom  <b>COLON</b>	- Descriptive Writing (air-raid description) - Explanation Text (conflict)  <b>Texts:</b> - Carries War - Good night Mr Tom  <b>SEMI-COLON</b>	- Playscript (The Boy at the Back of the Class) - Refugee Recount (current time)  <b>Texts:</b> - The Boy at the Back of the Class - Sadako and 1000 Paperchains  <b>SYNONYM/ANOTONYM</b>	
<b>Reading (Key Texts)</b>	<b>Texts:</b> - War Horse – Michael Morpurgo	<b>Texts:</b> - The Secret Diary of Thomas Snoop, Tudor Boy Spy - Philip Ardagh  - The Queen's Token - Pamela Oldfield	<b>Texts:</b> - Coming to England - Baroness Floella Benjamin	<b>Texts:</b> - Gut Biome - Katie Brosnan - Habitats - Anna Claybourne	<b>Texts:</b> - No Ballet Shoes in Syria -Catherine Bruton - King of the Sky - Nicola Davis	<b>Texts:</b> - Tomorrow - Nadine Kaadan - The Day War Came - Nicola Davies & Rebecca Cobb	
<b>History</b>		<b>A Local history Study</b> <ul style="list-style-type: none"> <li>To order significant events of the Plymouth Tudors on a timeline leading up to the Mayflower leaving Plymouth.</li> <li>To identify what led up to the Mayflower leaving and compare across the time period.</li> </ul>	<b>British History</b> <ul style="list-style-type: none"> <li>To understand how and why Britain's Cotton Mills and workhouses were so successful.</li> <li>To follow the British Empire spread throughout India and the Caribbean.</li> <li>To look at the significant industries and compare North/South.</li> </ul>		<b>British History &amp; Conflicts post 1950 e.g. Vietnam, Falkland Islands, Iraq, Afghanistan, Israel/Palestine</b> <ul style="list-style-type: none"> <li>To create a timeline of post 1950 wars and plot them on a world map.</li> <li>To understand the reasons for wars starting.</li> <li>To look at propaganda and understand how the record of events differs based upon those who tell the story.</li> <li>To understand the differing human and physical reasons as to why conflicts begin.</li> <li>To understand why people are forced to leave their countries in conflict</li> </ul>		

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		VOYAGE, DEPARTURE	SLAVERY, COLONY, INDUSTRIALISATION		<ul style="list-style-type: none"> <li>To explore how physical and human infrastructure affects aid given.</li> </ul> <b>CONFLICT, POLITICAL, DEMOCRACY, GLOBALISATION</b>	
<b>Geography</b>	<b>Geographical Skills &amp; Fieldwork</b> <ul style="list-style-type: none"> <li>To use the 8 points of a compass.</li> <li>To be able to use an ordnance survey map.</li> <li>To use grid references.</li> <li>To complete field work.</li> </ul> <b>GRID REFERENCE, SYMBOL, ORDNANCE SURVEY</b>			<b>Locational Knowledge &amp; Human &amp; Physical Geography</b> <ul style="list-style-type: none"> <li>To map the biomes of the world – linking to climate of the world and vegetation.</li> <li>To compare and contrast differing biomes – both physical and human features.</li> </ul> <b>SUBTERRANEAN, CONSERVATION, DEFORESTATION</b>		
<b>Art</b>		<b>Collage</b> <ul style="list-style-type: none"> <li>Create Henry VIII/ Tudor portraits using pastel/collage techniques</li> <li>Select coloured fabrics related to the chosen era.</li> <li>Use shape to give the illusion of form.</li> <li>Choose fabrics to add realistic details to a portrait.</li> <li>Choose and cut shapes with purpose.</li> <li>Overlap media to create texture.</li> <li>Mix and arrange fabrics for effect.</li> <li>Look at the work of the artist: Hans Holbein.</li> </ul> <b>ABSTRACT, BLEND, REALISTIC</b>	<b>Painting</b> <ul style="list-style-type: none"> <li>Focus on the work of L.S Lowry Art.</li> <li>Understand the texture of the paint affects the 'mood' of the picture (smooth/rough).</li> <li>Selects appropriate media and techniques to achieve a specific outcome.</li> <li>Use charcoal/watercolours to create paintings.</li> <li>Use shape to give the illusion of form.</li> <li>Use shadows to show the illusion of form.</li> </ul> <b>WATER COLOUR, ARRANGEMENT, TINT</b>		<b>Sculpture</b> <ul style="list-style-type: none"> <li>Design sculpture in sketchbooks, showing movement of human.</li> <li>Create wire sculptures to show movement of a human form.</li> <li>Use tools to help create structure and materials for stability.</li> <li>Look at the work of Alberto Giacometti (modern Swiss, Sculpture/painter).</li> </ul> <b>FORM, STRUCTURE, MOVEMENT</b>	
<b>Music</b>	<b>Dartmoor Folk Music</b> <ul style="list-style-type: none"> <li>To find out about the history of folk music on Dartmoor.</li> <li>To listen to / appreciate a variety of Folk music.</li> <li>To compose a piece of Folk Music.</li> </ul> <b>FOLK, IMPROVISE, HARMONICA</b>	<b>Tudor Feast – Jonathan Vinten</b> <ul style="list-style-type: none"> <li>To appreciate and listen to Tudor music.</li> <li>To sing a Tudor Song</li> <li>To create a piece of Tudor music which is recorded using music notation.</li> </ul> <b>VIBRATO, MEZZO, TONE</b>			<b>Land of Hope and Glory – Edward Elgar</b> <b>This is the Land – Darren Vallier</b> <ul style="list-style-type: none"> <li>Learn and perform these songs with accuracy and fluency.</li> <li>Discuss these pieces of music using musical vocabulary.</li> </ul>	
<b>RE</b>	Creation and Science: Conflicting or Complementary? (Creation)	Why do some people believe in God and some people not?	Why do Hindus try to be Good? (Karma/Dharma/Samsara/Moksha)	What do Christians believe Jesus did to 'save people? (Salvation)	For Christians, what kind of king was Jesus? (Kingdom of God)	How does faith help people when life gets hard?
<b>Languages</b>	<ul style="list-style-type: none"> <li>Etre and Avoir</li> <li>Etre and avoir with questions</li> <li>The time: hour, quarter and half past</li> <li>minutes past the hour</li> <li>minutes to the hour</li> </ul>	<ul style="list-style-type: none"> <li>Daily routine</li> <li>Daily routine in other countries</li> <li>Houses</li> <li>Comparatives and preferences</li> <li>The Three Little Pigs</li> <li>Christmas: Christmas presents</li> </ul>	<ul style="list-style-type: none"> <li>Rooms in the house</li> <li>The best place in the world: home</li> <li>My bedroom</li> <li>Places in a town</li> <li>Revision of aller and places in town</li> <li>Directions</li> </ul>	<ul style="list-style-type: none"> <li>Directions part 2</li> <li>Buying food</li> <li>Numbers 1-100</li> <li>Café</li> <li>French food and menus</li> </ul>	<ul style="list-style-type: none"> <li>The past (perfect) tense</li> <li>The past (perfect) tense part 2</li> </ul>	
<b>PSHE</b>	How can we keep healthy as we grow? <b>NUTRITION, MENTAL HEALTH, PHYSICAL HEALTH, EXERCISE</b>	How can we keep healthy as we grow? <b>INFLUENCE, CHOICE</b>	How can the media influence people? <b>DIGITAL RESILIENCE, BODY DYSMORPHIA, GENDER IDENTITY</b>	How can the media influence people? <b>MANIPULATED, GAMBLING, CONTENT</b>	What will change as we become more independent? <b>RESPONSIBILITIES, ECONOMIC WELL-BEING, ASPIRATIONS</b>  How do friendships change as we grow? <b>SAFE RELATIONSHIPS, RESOLUTION, INFLUENCE</b>	
<b>PE</b>	Invasion games Gymnastics 1 <b>AUDIENCE EFFECTIVE</b>	Invasion games Gymnastics 2 <b>MOTIVATE TEAMWORK</b>	Invasion games Dance 1 <b>FLUENT EXPRESSION</b>	Games- striking and fielding Dance 2 <b>BACKHAND OVERHEAD</b>	Games- striking and fielding Athletics <b>STRIDE ACCELERATE</b>	OAA Athletics <b>LEADERSHIP SUPPORT</b>
<b>SMSC &amp; British Values</b>	- Social Development – developing knowledge of local environments. - Spiritual Development – awe and wonder. - British Values – Rule of Law (Dartmoor Prison).	- British Values – Rule of Law (State Law/ Religious Law). - Social Development – social construct of a new community.	- Moral Development – promoting fairness and equality. - Social Development – technology changing the face of the community.	- Moral Development – respecting life in different forms/impact of climate change. - Spiritual Development – awe and wonder	- British Values – individual liberty/tolerance. - Moral Development – supporting and managing others through times of conflict.	
<b>Rich Experiences</b>	- Field Trip to Dartmoor - Virtual meeting with Seth Lakeman	- Visit Buckland Abbey - The Box Exhibition - Virtual Tour of Tudor Plymouth - French Christmas traditions	- Visit Morwellham Quay - Virtual tour of a workhouse - Victorian Dress up / experience day	- Eden Project – small groups using the minibus.	- Guest speaker – Plymouth centre for faiths and cultural diversity.	
<b>Discovery List</b> <i>(some flexibility and overlap with these experiences)</i>	- Climb a Tor. - Go river dipping. - Travel up the River Tamar on a boat.	- Sew on a button. - Sing carols around a real Christmas tree.	- Explore the outdoors on a wintery day. - Play in the snow.	- Watch a show. - Represent your school in a competition.	- Compete in a sport event. - Help out at a community event - Feed and stroke a school pet.	- Join a library. - Sing in a public performance.



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**House Days:**

Date	Subject and Objectives	Outcome