

Year 5 and 6 Springfield Curriculum Overview 2020- 2021						
A	World War Two		Ancient Egypt		Water	
	Aut 1	Aut 2	Spr 1	Spr 2	Summer 1	Summer 2
Literacy	Class Book- Grandpa's Great Escape- David Walliams Christian Value- Compassion British Values- individual liberty, mutual respect, tolerance of those with different faiths and beliefs		Secrets of a Sun King by Emma Carroll Newspaper reports about Selim Hanawati's death and Howard Carter's search for Tutankhamun's tomb Formal persuasive letter writing to the Pharaoh about a drought (see history plan) .British Values- individual liberty, mutual respect, tolerance of those with different faiths and beliefs		Explanation texts-water cycle Recount- after Liverpool trip Water poetry	
	Battle of Britain -Propaganda posters -Recounts (Delivered from Dunkirk and Blitz) -Short story writing (Tom Barrow- story set in WW2)	Goodnight Mr Tom -Character and setting descriptions -Letter writing -Diary writing -Non-chronological reports (aspects of WW2)				
Science	Animals including humans (circulation & digestion) (<i>skeletons and muscles</i>).	Light Electricity (2 week block)	Micro-organisms & classification	Evolution & Inheritance	Water cycle	Scientists and inventors
RE	How do Christians demonstrate justice in their lives? Plus links to Judaism. Holocaust etc	Why do Christians associate Christmas with peace?	Can I make connections between biblical texts and Christian ideas of God?	Why and how do people pray? Christians, Jews and Muslims.	What is the importance of the sangha for Buddhists? British Values- tolerance of those with	What does it mean to be a religious believer in British society today?

	British Values- individual liberty, mutual respect, tolerance of those with different faiths and beliefs		British Values- tolerance of those with different faiths and beliefs	British Values- tolerance of those with different faiths and beliefs	different faiths and beliefs	British Values- tolerance of those with different faiths and beliefs
History	A study of an aspect/ theme in British History beyond 1066- WW2 Include how the United Nations began and the UN charter link to RRS Christian Values- Hope, Compassion, Peace British Values-democracy, individual liberty, mutual respect, tolerance of those with different faiths and beliefs		A non- European society that contrasts with British history Ancient Egypt link to UN and RRS Christian Values- Hope, Compassion, Peace British Values-individual liberty, mutual respect, tolerance of those with different faiths and beliefs		Why did water used to be important in Ulverston/ Liverpool? Why did people settle near water in the past? History of trade- link to Ulverston Canal, Liverpool and slavery Christian Value- Justice British Values- individual liberty, mutual respect	
Geography	Locating the world’s countries (locating allies and axis)	Where were children evacuated to? Why? Counties and cities of UK (human & physical characteristics) Christian Value- Service	Investigate the weather and climate of Deserts Study data and focus on location Christian Value- Service British Values-individual liberty, mutual respect, tolerance of those with different faiths and beliefs		Why is water important in Ulverston/Liverpool? Why do people settle near water? Sustainable use of water What is the difference between Ulverston Canal and The River Mersey?	
Computing	Code Breakers (link to topic)	Let’s Change the World- animation (link to topic)	Newsroom (link to topic)	Appy Times Part 1	Appy Times Part 2	Interactive art exhibition (link to gallery visit)
				Link to My Money Week (Young Enterprise)		
	Digital Citizenship & Technology (DL) Lv3					
Art	Collage- Kurt Schwitters		Drawing death masks using the Picture Frame		Water art project using gears with Alex/ John *to be confirmed	Visit to a gallery (Tate Liverpool)

	British Values-rule of law, individual liberty, mutual respect, tolerance of those with different faiths and beliefs		Window resource to develop more focused drawing.			
DT	Anderson Shelters	War-time food Rationing Recipes Dig for Victory		Making perfume & packaging	Water art project using gears with Alex/ John *to be confirmed	Pulleys for loading containers on to ships.
Music	Composition- The Blitz Soundscape	Song Performance- Dance Hall Music (& Christmas Play)	Listening and appraisal of music from Egypt	Composition- Stop Bullying Rap	The Beatles- Including history related to the end of WW2 and the advent of the teenager	
French						
PE	-Dance- Dance Styles -Invasion Games- Hockey	-Gymnastics- Pair composition Christian Value- Friendship -Fitness-Circuit Training	-Swimming -Games-Netball	-Swimming -Dance- Why Bully Me? Christian Value- Friendship	-Games- Tag Rugby -Gymnastics- Press and Go	-Athletics-Heptathlon -Games-Rounders
PSHE	SEAL- New Beginnings Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. (link to science)	SEAL- Relationships Christian Value- Friendship	SEAL- Going for Goals Christian Values- Endurance and Perseverance	SEAL- Getting on and Falling Out Christian Value- Friendship	SEAL- Good to be Me Slavery & Freedom Christian Value- Justice	SEAL- Changes (Sex education)
Global Citizenship	Identity and Belonging-What does it mean to be British? How would you feel if		Identity and Belonging-What does it mean to be an Egyptian today?		Identity and Belonging- How is water important to you as a citizen of Ulverston? How was water	

	<p>someone from another country came to rule our country? How would you feel if you needed to be evacuated?</p> <p>Social Justice- Were people treated fairly during WW2? Focus on Holocaust.</p> <p>Conflict and Peace- What were the negative effects of WW2?</p> <p>Rights and Responsibilities- How was the UN formed? Why was the UN charter created?</p> <p>Sustainable Development- What can we learn from the Dig For Victory campaign? Why is this more sustainable than buying produce from supermarkets?</p>	<p>Social Justice- Are people being treated fairly in Egypt now?</p> <p>Conflict and Peace- What were the negative effects of Ancient Egyptian civilisation?</p> <p>Rights and Responsibilities- Do children in Egypt have basic rights?</p> <p>Sustainable Development- How has ancient Egypt influenced modern society?</p>	<p>important to the people of Ulverston in the past? How is water important to the people of Liverpool, now and in the past? Why is where you live and who you live with important to you? How would you feel if you were taken from your home and the people you love?</p> <p>Social Justice- How were slaves chosen? Is slavery fair? How is slavery still used today? – link to Fairtrade</p> <p>Conflict and Peace- How does/ did slavery cause people to act? How/ when was slavery abolished in this country? What are the long-term effects of slavery?</p> <p>Rights and Responsibilities- How valuable is the right to freedom? Who has the responsibility to ensure that everyone has this right today?</p> <p>Sustainable Development- How can we use water sustainably today? How can Fairtrade encourage sustainability?</p>
RRSA references	<p>Article 9 Children must not be separated from their parents unless it is in their best interests</p> <p>Article 13 Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law.</p> <p>Article 14 Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children information about this right.</p>	<p>Article 10 Governments must act quickly and sympathetically if a child or their parents want to live together in the same country. If a child's parents live apart in different countries, the child has the right to visit both of them.</p> <p>Article 11 Governments must do everything they can to stop children being taken out of their own country illegally or being prevented from returning.</p> <p>Article 13 Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law.</p>	<p>Article 11 Governments must do everything they can to stop children being taken out of their own country illegally or being prevented from returning.</p> <p>Article 24 Every child has the right to the best possible health. Governments must work to provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy. Richer countries must help poorer countries achieve this.</p> <p>Article 31 Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</p>

	<p>Article 17 Every child has the right to reliable information from the media.</p> <p>Article 20 If a child cannot be looked after by their family, governments must make sure that they are looked after properly by people who respect the child's religion, culture and language.</p> <p>Article 30 Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live.</p> <p>Article 38 Governments must do everything they can to protect and care for children affected by war. Governments must not allow children under the age of 15 to take part in war or join the armed forces.</p>	<p>Article 14 Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children information about this right.</p> <p>Article 17 Every child has the right to reliable information from the media.</p> <p>Article 22 If a child is a refugee or is seeking refuge, governments must make sure that they have the same rights as any other child. Governments must help in trying to reunite child refugees with their parents.</p> <p>Article 28 Every child has the right to an education</p> <p>Article 30 Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live.</p> <p>Article 38 Governments must do everything they can to protect and care for children affected by war. Governments must not allow children under the age of 15 to take part in war or join the armed forces.</p>	<p>Article 32 Governments must protect children from work that is dangerous or might harm their health or education</p> <p>Article 35 Governments must ensure that children are not abducted or sold.</p>
--	---	---	---

