

Dartmouth Academy Curriculum Map

Class 5-6 2019-20



Class 5-6	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Focus	<p>Benin Kingdom</p>  <p>The kingdom of Benin began in the 900s when the Edo people settled in the rainforests of West Africa. By the 1400s they had created a wealthy kingdom with a powerful ruler, known as the Oba. Gradually, the Obas won more land and built up an empire. For 200 years Benin was very successful, but in the 1600s the Obas started to lose control of their people. By the 1800s Benin was no longer strong or united. The kingdom came to a sudden end in 1897, when a British army invaded and made it part of the British Empire.</p>	<p>Slums</p>  <p>While the number of people living in the five biggest slums in the world amounts to 5.7 million, this is only just a drop in the ocean. Today, it is estimated that about 900 million people live in slums. But most experts agree that if you include different types of informal settlements, the number goes up to 1.6 billion – which represents 1/4 of the world's urban population. By 2030, it's estimated that 1 in 4 people on the planet will live in a slum or other informal settlement.</p>	<p>Medieval Monarchs</p>  <p>Medieval England was led by eight Medieval kings and one queen. Medieval England started in 1066 with William the Conqueror gaining the English throne after his victory at the Battle of Hastings. With lands to conquer, rebellions to quash and finances to raise, ruling over medieval England was no mean feat. Some monarchs flourished, while others floundered. The children will learn about Medieval England to 1377.</p>	<p>Earth's Biomes</p>  <p>Biomes are very large ecological areas on the earth's surface, with fauna and flora (animals and plants) adapting to their environment. Biomes are often defined by abiotic factors such as temperature, climate, relief, geology, soils and vegetation. There are five major categories of biomes on earth; Desert Biomes, Aquatic Biomes, Forest Biomes, Grassland Biomes and Tundra Biomes. Biomes play a crucial role in sustaining life on earth.</p>	<p>Middle East</p>  <p>Home to the Cradle of Civilization, the Middle East has seen many of the world's oldest cultures and civilizations. This history started from the earliest human settlements, continuing through several major pre- and post-Islamic Empires through to the nation-states of the Middle East today.</p>	<p>Energy and Sustainability</p>  <p>An increased demand for resources such as energy, food and fuel means that developing sustainable resources is critical to protect the environment for future generations. A resource is anything that is useful to people. Natural resources can be divided into renewable and non-renewable resources. A renewable resource can be used again and again, so is more sustainable, e.g. water, wind, wood, sun and wave energy. A non-renewable resource will eventually run out, so it is not sustainable in the long run, e.g. fossil fuels such as gas, oil and coal. There is only a finite supply of non-renewable resources.</p>

<p>English Writing (No Nonsense)</p>	<p>Fiction: <i>Weslandia</i> by Paul Fleischman Grammar: cohesion, commas to clarify, present and past participle</p>	<p>Fiction: Jonathan Swift's <i>Gulliver</i> Grammar: modal verbs, relative clauses, commas for clarity</p>	<p>Non-Fiction - Non-Chronological Reports: <i>Dragonology: The Complete Book of Dragons</i> Grammar: expanded noun phrases, brackets dashes commas, subjunctive</p>	<p>Non-fiction – instructions: <i>The Jungle Survival Handbook</i> Grammar: modal verbs, bullet points, adverbials</p>	<p>Fiction: <i>Shadow Cage</i> by Philippa Pearce Grammar: semi-colons, speech punctuation dialogue,</p>	<p>Fiction: Modern Classic Fiction <i>Shackleton's Journey</i> William Grill Grammar: colons</p>
<p>Guided Reading / Class Book</p>	<p>Kingdom of Benin Short Stories: Ehi and Uki Fidelia Nimmons</p>	<p>The other side of truth Beverly Naidoo</p>	<p>How to Train a Dragon Cressida Cowell</p>	<p>The Jungle Book Rudyard Kipling</p>	<p>Secrets of a Sun King Emma Carroll</p>	<p>The Variety of Life Nicola Davies</p>
<p>Maths</p>	<p>Weeks 1-2: Place Value Weeks 3-7: Number – Four Operations Weeks 8-12: Fractions</p>		<p>Weeks 1-3: Decimals and percentages Weeks 4-5: Decimals/Algebra Week 6: Measurement – converting units Weeks 7-8: Measurement – perimeter, area and volume Weeks 9-10: Ratio Weeks 11-12: Statistics</p>		<p>Weeks 1-2: Geometry – properties of shape Week 3: Geometry – position and direction Week 6-7: Year 6 SATs Measure – time and converting units Weeks 8-12: Investigations/arithmetic</p>	
<p>History</p>	<p>Use dates to order and place events on a timeline. (Chronological understanding) Compare sources of information available for the study of different times in the past. (Historical enquiry) Make comparisons between aspects of periods of history and the present day. (Historical interpretations) Understand that the type of information available depends on the period of time studied. (Historical interpretations) Evaluate the usefulness of a variety of sources. (Historical interpretations)</p>		<p>Use dates to order and place events on a timeline. (Chronological understanding) Compare sources of information available for the study of different times in the past. (Historical enquiry) Make comparisons between aspects of periods of history and the present day. (Historical interpretations) Understand that the type of information available depends on the period of time studied. (Historical interpretations) Evaluate the usefulness of a variety of sources. (Historical interpretations)</p>		<p>Use dates to order and place events on a timeline. (Chronological understanding) Compare sources of information available for the study of different times in the past. (Historical enquiry) Make comparisons between aspects of periods of history and the present day. (Historical interpretations) Understand that the type of information available depends on the period of time studied. (Historical interpretations) Evaluate the usefulness of a variety of sources. (Historical interpretations)</p>	

	<p>Present findings and communicate knowledge and understanding in different ways. (Organisation and communication)</p> <p>Provide an account of a historical event based on more than one source. (Organisation and communication)</p> <p>Give some reasons for some important historical events. (Understanding of events, people and changes)</p>		<p>Present findings and communicate knowledge and understanding in different ways. (Organisation and communication)</p> <p>Provide an account of a historical event based on more than one source. (Organisation and communication)</p> <p>Give some reasons for some important historical events. (Understanding of events, people and changes)</p>		<p>Present findings and communicate knowledge and understanding in different ways. (Organisation and communication)</p> <p>Provide an account of a historical event based on more than one source. (Organisation and communication)</p> <p>Give some reasons for some important historical events. (Understanding of events, people and changes)</p>	
<p>Geography</p>		<p>locate the world's countries, using maps concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</p> <p>describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>use maps, atlases, globes and digital/computer</p>		<p>locate the world's countries, using maps concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</p> <p>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts,</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>		<p>name and locate geographical regions and their identifying human and physical characteristics, and understand how some of these aspects have changed over time</p> <p>describe and understand key aspects of physical geography</p> <p>describe and understand key aspects of human geography, including the distribution of natural resources including energy, food, minerals and water</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>

		mapping to locate countries and describe features studied				
Computing	<p>Online Safety Unit - We are Responsible for our Online Actions.</p> <p>I understand how to choose online content for my age group (e-Safety)</p> <p>I can select appropriate software to use for a given task (Using Computers)</p>		<p>Game Development</p> <p>I can write increasingly complex programs (Coding)</p> <p>I can control external hardware from within my programs (Coding)</p> <p>I can use loops to repeat tasks within a program (Coding)</p> <p>I can use IF statements to alter the way my programs run (Coding)</p> <p>I can explain how increasingly complex algorithms solve a given problem (Coding)</p>		<p>Blogging</p> <p>I can use the internet to allow me to share data with another person (Networks)</p> <p>I can select appropriate software to use for a given task (Using Computers)</p> <p>I can confidently use a range of software tools (Using Computers)</p> <p>I can use more advanced features when searching online (Net Searching)</p> <p>I can use a range of search tools to find exactly what I'm looking for (Net Searching)</p>	
Science	<p>Animals (including humans)</p> <ul style="list-style-type: none"> • 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. 	<p>Properties & Changes of Materials</p> <ul style="list-style-type: none"> • compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday 	<p>Forces</p> <ul style="list-style-type: none"> • explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • identify the effects of air resistance, water resistance and friction, that act between moving surfaces • recognise that some mechanisms, including levers, pulleys and gears, allow 	<p>Earth & Space</p> <ul style="list-style-type: none"> • 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 • describe the Sun, Earth and Moon as approximately spherical bodies • use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. <p>Evolution & Inheritance</p> <ul style="list-style-type: none"> • 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 	<p>Animals (including humans)</p> <ul style="list-style-type: none"> • 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. 	<p>Electricity</p> <ul style="list-style-type: none"> • 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. <p>Light</p> <ul style="list-style-type: none"> • recognise that light appears to travel in straight lines • use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye

		<p>materials, including metals, wood and plastic</p> <ul style="list-style-type: none"> • demonstrate that dissolving, mixing and changes of state are reversible changes • explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. 	<p>a smaller force to have a greater effect.</p>	<p>same kind, but normally offspring vary and are not identical to their parents</p> <ul style="list-style-type: none"> • identify how animals and plants are adapted to suit their environment in different ways and that adaptation.... 		<ul style="list-style-type: none"> • 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 • use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
<p>Working Scientifically</p>	<p>Basic Science Skills</p>	<p>Project: Is water safe to drink in slums?</p> <ol style="list-style-type: none"> 1. compare water from 'a slum' and school tap. Plan investigation 2. Use different materials to filter 'slum water' 3. Design a water filter kit that can be sent in aid boxes 4. Provide instructions for use and explanation of how it works 5. present findings 	<p>Project: Catapults!</p> <ol style="list-style-type: none"> 1. Evaluate different designs of catapult. Plan what to investigate (length of arm/number of elastic bands etc) 2. Build catapults 3. Test and record how far each missile goes 4. Create an advert for your catapult that would convince monarchs to buy it 5. present your findings 	<p>Project: Exploring Biomes</p> <ol style="list-style-type: none"> 1. Create a fact file for your biome 2. Research what plant there is in your biome and how it is adapted 3. Research what animals exist and what they need to survive 4. What are the human impacts on your biome? 5. present your findings 	<p>Project: Richard the LionHEART</p> <ol style="list-style-type: none"> 1. Describe the structure of the heart and its function 2. investigate the effect of marching/fighting on heart rate 3. develop this by testing younger/older pupils 4. Plot heart rate on a graph 5. Present your findings 	<p>Project: Are we wasting energy at Dartmouth Academy?</p> <ol style="list-style-type: none"> 1. Identify what we use energy for at school. 2. Research alternative methods for generating electricity 3. Use this to create a report to TGR or DWI about how we could cut down the amount of energy used and the different renewable energy sources we could use. 4. Present findings
<p>Design Technology</p>	<p>Design ♣</p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make ♣</p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities 				<p>Cooking and Nutrition</p> <ul style="list-style-type: none"> • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 	

	<p>Evaluate ♣</p> <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge ♣</p> <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products. 					
Art	<p align="center">Art Overview</p> <p align="center">Use sketchbooks to collect, record, review, revisit & evaluate ideas</p> <ul style="list-style-type: none"> □ Improve mastery of techniques such as drawing, painting and sculpture with varied materials □ Learn about great artists, architects & designers 					
	<p>Drawing – study of Benin art and sculpture</p>	<p>Print – create shanty town display using raised printing techniques</p>	<p>Drawing – create medieval-style portraits and self-portraits</p>	<p>Sketchbooks – create various maps of the world</p>	<p>Painting – create Middle Eastern patterns in print</p>	<p>Sculpture – create sculptures using recycled materials from the local area</p>
Music	<p align="center">Music Overview</p> <p align="center">Perform with control & expression solo & in ensembles</p> <ul style="list-style-type: none"> □ Improvise & compose using dimensions of music <ul style="list-style-type: none"> □ Listen to detail and recall aurally □ Use & understand basics of staff notation □ Develop an understanding of the history of music, including great musicians & composers 					
	<p>History of music – modern popular music roots Improvise and compose – adapt well-known songs</p>	<p>Improvise and compose – steel drums</p>	<p>History of music – medieval choral music</p>	<p>Perform with control & expression solo & in ensembles – Dart Music Festival preparation</p>	<p>Perform with control & expression solo & in ensembles – Dart Music Festival performance</p>	<p>Improvise and compose – junk percussion</p>
PSHE	<p><u>Health and Wellbeing</u></p> <p>How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.</p>	<p><u>Health and Wellbeing</u></p> <p>What is meant by the term 'habit' and why habits can be hard to change?</p> <p>Which, why and how, commonly available</p>	<p><u>Relationships</u></p> <p>To work collaboratively towards shared goals.</p> <p>To develop strategies to resolve disputes and conflict through</p>	<p><u>Relationships</u></p> <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of</p>	<p><u>Living in the wider world</u></p> <p>About respect for self and others and the importance of responsible behaviours and actions.</p>	<p><u>Living in the wider world</u></p> <p>About the importance of respecting and protecting the environment.</p> <p>About where money comes from, keeping it</p>

	<p>To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.</p> <p>School rules about health and safety, basic emergency aid procedures, where and how to get help.</p>	<p>substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others.</p> <p>How their body will, and their emotions may, change as they approach and move through puberty.</p>	<p>negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.</p> <p>That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)</p>	<p>prejudice-based language, 'trolling', how to respond and ask for help).</p> <p>To recognise and manage 'dares'.</p> <p>To recognise and challenge stereotypes.</p>	<p>About rights and responsibilities as members of families, other groups and ultimately as citizens.</p> <p>About different groups and communities.</p> <p>To respect diversity and equality and how to be a productive member of a diverse community.</p>	<p>safe and the importance of managing it effectively.</p> <p>The part that money plays in people's lives.</p> <p>A basic understanding of enterprise.</p>
RE	<p>What does it mean if God is holy and loving?</p> <p>Creation and Science: Conflicting or complementary?</p>	<p>Why do Christians believe Jesus was the Messiah?</p> <p>How do Christians decide how to live? What would Jesus do?</p> <p>What do people believe Jesus did to 'save' people?</p>	<p>For Christians, what kind of king is Jesus?</p> <p>Why do Hindus want to be good?</p>	<p>What does it mean to be a Muslim in Britain today?</p> <p>Why is Torah so important to Jewish people?</p>	<p>What matters most to Humanists, Christians? <i>Christians and non-religious, with opportunities to include other faiths studied</i></p>	<p>Why do some people believe in God and some people not?</p> <p>How does faith help people when life get hard?</p>
PE	<p>Use running, jumping, catching and throwing in isolation and in combination</p> <p>Play competitive games, applying basic principles</p> <p>Develop flexibility & control in gym, dance & athletics</p> <p>Take part in Outdoor & Adventurous activities</p> <p>Compare performances to achieve personal bests</p> <p>Swimming proficiency at 25m (KS1 or KS2)</p>					
	Events Term One	Events Term Two	Events Term Three			
French	<p>Listen & engage</p> <p>Engage in conversations, expressing opinions</p> <p>Speak in simple language & be understood</p> <p>Develop appropriate pronunciation</p> <p>Present ideas & information orally</p> <p>Show understanding in simple reading</p>					

Adapt known language to create new ideas
Describe people, places & things
Understand basic grammar, e.g. gender

contrast parts UK
homes with parts of a
slum home

kings, queens, princes
etc. French Royal
Family

Rainforest and desert
animals
Planets in French

Middle Eastern foods
countries, rivers etc