

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Wars Through Time		Polar Explorer		Hampstead Heroes	
	Brief History of Britain at war – inc. WW2	The impact of War	Polar Ends of the world	Settlements: North vs South	Significant people in Hampstead	In-depth study of one individual
Science	Light -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. -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.	Electricity -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.	Animals Including Humans -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.	Living Things and their Habitats -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. -Give reasons for classifying plants and animals based on specific characteristics.	Evolution and Inheritance -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.	
	Working Scientifically <ul style="list-style-type: none"> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments 					

<p>History</p>	<p>- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – a significant turning point in British History (for example the Battle of Britain)</p>	<p>- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>- a local history study (a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.)</p>	<p>- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</p>
<p>Geography</p>	<p>- Locate the worlds countries using maps to focus on Europe</p> <p>- use maps, atlases and computer mapping to locate countries and describe features studied</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>- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>- use maps, atlases and computer mapping to locate countries and describe features studied</p> <p>- use the eight points of a compass, four and six-figure grid references, symbols and key (including use of Ordnance survey maps) to build their knowledge of the United Kingdom and the wider world</p>	<p>- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within 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 and computer mapping to locate countries and describe features studied</p>	<p>- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>- use maps, atlases and computer mapping to locate countries and describe features studied</p> <p>- use the eight points of a compass, four and six-figure grid references, symbols and key (including use of Ordnance survey maps) to build their knowledge of the United Kingdom and the wider world</p>	<p>- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>- use maps, atlases and computer mapping to locate countries and describe features studied</p> <p>- use the eight points of a compass, four and six-figure grid references, symbols and key (including use of Ordnance survey maps) to build their knowledge of the United Kingdom and the wider world</p>

<p>Computing</p>	<p>Online Safety</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concern about content and contact</p>	<p>Quizzing</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>Blogging</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>Text Adventures</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>Coding & Understanding Binary</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection and repetition in programs; work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.</p>	<p>Spreadsheets</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>
<p>Art and DT</p>	<p>Make My Voice Heard</p> <p>- To create sketch books to record their observations and use them to review and revisit ideas</p>	<p>Structures: Playgrounds Design</p> <p>- use research and develop design criteria to inform the design of innovative, functional,</p>	<p>Still Life</p> <p>- To create sketch books to record their observations and use them to review and revisit ideas</p>	<p>Textiles: Waistcoats Design</p> <p>- generate, develop, model and communicate their ideas through discussion, annotated</p>	<p>Photography</p> <p>- To create sketch books to record their observations and use them to review and revisit ideas</p>	<p>Digital World: Navigating the World Design</p> <p>- use research and develop design criteria to inform the design of innovative, functional,</p>

	<ul style="list-style-type: none"> - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - Learn about great artists, architects and designers in history. - Become proficient in drawing, painting, sculpture and other art, craft and design techniques - Evaluate and analyse creative works using the language of art, craft and design 	<p>appealing products that are fit for purpose, aimed at particular individuals or groups</p> <ul style="list-style-type: none"> - generate, develop, model and communicate their ideas through discussion, annotated sketches - Inform the design of innovative, functional and appealing products, aimed at particular individuals or groups <p>Make</p> <ul style="list-style-type: none"> - select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work - Investigate and analyse a range of existing products <p>Technical knowledge</p> <ul style="list-style-type: none"> - Apply their understanding of how to strengthen, stiffen and reinforce more complex structures 	<ul style="list-style-type: none"> - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - Learn about great artists, architects and designers in history. - Become proficient in drawing, painting, sculpture and other art, craft and design techniques - Evaluate and analyse creative works using the language of art, craft and design 	<p>sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make</p> <ul style="list-style-type: none"> - select from and use a wider range of tools and equipment to perform practical tasks <p>Evaluate</p> <ul style="list-style-type: none"> - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <p>Technical knowledge</p> <ul style="list-style-type: none"> - Understand how key events and individuals in design and technology have helped shape the world 	<ul style="list-style-type: none"> - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - Learn about great artists, architects and designers in history. - Become proficient in drawing, painting, sculpture and other art, craft and design techniques - Evaluate and analyse creative works using the language of art, craft and design 	<p>appealing products that are fit for purpose, aimed at particular individuals or groups</p> <ul style="list-style-type: none"> - 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 materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <p>Technical knowledge</p> <ul style="list-style-type: none"> - Apply their understanding of computing to program, monitor and control their products
<p>PSHE</p>	<p>Healthy Living</p> <ul style="list-style-type: none"> - To recap how to keep ourselves healthy 	<p>Mental Health</p> <ul style="list-style-type: none"> - To learn how to talk 	<p>Financial Capability</p>	<p>Keeping safe</p> <ul style="list-style-type: none"> - To identify different tactics someone might use 	<p>Relationships Education</p>	<p>Relationships Education</p>

	<p>- To explain some of the health benefits of being active.</p> <p>Drug and Tobacco Education</p> <p>- To learn about the risks associated with using different drugs, including tobacco and nicotine</p> <p>- To learn about assessing the level of risk in different situations involving drug use</p> <p>- To learn about ways to manage risk in situations involving drug use</p>	<p>about mental health and wellbeing</p> <p>- To know who can help us and how to ask for help</p> <p>- To know the difference between a big and a small feeling</p> <p>- To learn how to be a good listener</p> <p>Keeping Safe</p> <p>- To understand what trust means when online</p> <p>- To know what to do if they have any concerns about something they experience online</p>	<p>- To know there are a range of salaries for different jobs</p> <p>- To understand 'value for money'</p> <p>Mental Health</p> <p>- To learn about mental health; what it means and how we can take care of it</p> <p>- To learn about how feelings and emotions are affected and can be managed at changing, challenging or difficult times</p> <p>- To learn how to manage screen time and maintain a healthy balance</p> <p>- To learn the importance of good sleep</p>	<p>to manipulate another person</p> <p>Online</p> <p>- To explain what to do if someone tries to pressure or manipulate them</p> <p>- To begin to identify risks and risky behaviour</p>	<p>- To challenge gender stereotypes</p> <p>- To identify the qualities of a good friend</p> <p>- To remind pupils about the physical, emotional and social changes that take place during puberty</p> <p>- To dispel any myths about puberty</p> <p>- To know what constitutes a positive healthy relationship</p> <p>- To know that relationships change over time</p> <p>- To know the difference between an adult intimate/loving relationship and other types of relationships</p> <p>- To know how a baby is made (sexual intercourse)</p> <p>- To know how a baby is made and grows (conception and pregnancy)</p> <p>- To know what conception and pregnancy are</p> <p>- To understand the difference between a healthy and unhealthy relationship</p>	<p>- To explore ways to communicate in a relationship and know when it is appropriate to share personal information</p> <p>- To know some of the risks of meeting people online</p> <p>- To identify the differences between primary and secondary school</p> <p>describe how it might feel to move to secondary school</p> <p>explain different ways of managing change.</p>
<p>PE</p>	<p>Gymnastics Synchronisation and Canon (Music)</p> <p>I can perform fluently and with control, even when performing difficult combinations.</p>	<p>Invasion Games Football</p> <p>I can choose when to pass or run with the ball, so that I keep possession and make progress towards the goal</p>	<p>Invasion Games Netball</p> <p>I can choose when and how to pass, so that my team keep possession</p>	<p>Dance</p> <p>I can explore dance and movement ideas imaginatively, including actions, dynamics, space and relationship.</p>	<p>Dance</p> <p>I can work as a choreographer to produce a dance for a valued audience.</p>	<p>Athletics</p> <p>I can sustain my pace over longer distances, e.g sprint for ten seconds, run continuously for more than two minutes</p>

	<p>I can work with a small teams of judges to evaluate and improve the performances of others.</p>	<p>I can perform football skills with greater speed I can recognise and describe the best points in an individual's and a team's performance I can identify aspects of my own and others' performances that need improvement, and suggest how to improve them I can organise my team to think of ideas to be more successful</p>	<p>I can use attacking and defending skills appropriately in games I can know the importance of being fit, and what types of fitness are most important for playing Netball I can plan and lead skill practices for Netball I can identify aspects of my own and others' performances that need improvement, and suggest how to improve them I can plan and use tactics with my team to be successful in a Hi-Five game</p>	<p>I can perform with clarity and sensitivity to an accompaniment (e.g. percussion, rap), communicating a dance idea. I can identify what types of exercise I need to help me improve in dance.</p>	<p>I can use appropriate language and terminology to describe, interpret and evaluate dance. I can recognise how costume, music and set can help to improve a dance performance.</p>	<p>I can organise myself and others in small groups safely, and take turns and different roles as a coach, performer and official I can say why some athletics activities can improve strength, power or stamina, and explain how these can help my performance in other types of activity or sports</p>
	<p>Athletics I can sustain my pace over different distances e.g. sprint for 7 seconds , run for one or two minutes I can perform a range of jumps showing power control at both take-off and landing I can explore different ways of exchanging a baton and choose which technique works best I can explain why some athletics activities can improve strength, power or stamina e.g. how will these qualities help them in other activities</p>	<p>Dance I can respond to a range of stimuli, improvising freely using a range of controlled movements and patterns. I can select and use a range of compositional ideas to create motifs that demonstrate my dance idea</p>	<p>Gymnastics Counter Balance and Counter Tension I can make up longer sequences and perform them with fluency and clarity of movement. I know how to improve their own health and fitness and how gymnastic activity helps contribute to this I can determine judging criteria for a gymnastic performance with a team of judges and use those criteria to feedback on the performances of others</p>	<p>Gymnastics Holes and Barriers I can use planned variations and contrasts in actions and speed in my sequences. I know how to improve my health and fitness through gymnastics and how this helps me with other sports. I can determine judging criteria for a gymnastic performance with a team of judges and use those criteria to feedback on the performances of others</p>	<p>Striking and Fielding Rounders I am familiar with and use the rules set, and keep games going without disputes helping others to respond appropriately to decisions I can choose and use batting or throwing skills to make the game hard for my opponents I can describe what is successful in my team's performance and act as a motivational and knowledgeable coach to improve our performance</p>	<p>Orienteering I can read a variety of maps and plans accurately, recognising symbols and features I can successfully apply my skills and understanding to new challenges and environments I know how to prepare physically and organisationally to be safe and efficient I can identify what I have done well and adapt plans to be more efficient when facing similar challenges</p> <p>Net Games</p>

	<p>I can measure how long or high I can jumping. standing jumps, jumps with run ups and combination jumps</p> <p>I can organise and manage an athletic event</p> <p>I can watch a partners performance and identify strengths and suggest improvements</p> <p>I can set a personal challenge and improve my own performance</p>					<p>Tennis</p> <p>I can play shots on both sides of the body and above their heads in practices and when the opportunity arises in a game e.g. forehand, backhand and smash</p> <p>I can position myself well on court and spot the spaces in my opponent's court</p> <p>I can try to hit the ball into a space away from my opponent</p> <p>I can work well with others, adapting their play to suit their own and others' strengths e.g. in a doubles game</p>
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