



**Fritwell C of E Primary School**  
**Year 5/6 Sharks Long Term Curriculum Plan 2020-21**

<b>Year 5/6</b>	<b>To the moon and back</b> Focus - Science	<b>Anglo-Saxons and Vikings</b> Focus - History	<b>Diversity</b> Focus - Geography
<b>Science</b>	<p><b>Earth and space</b></p> <ul style="list-style-type: none"><li>• describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li><li>• describe the movement of the Moon relative to the Earth</li><li>• describe the Sun, Earth and Moon as approximately spherical bodies</li><li>• use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li></ul> <p><b>Forces</b></p> <ul style="list-style-type: none"><li>• explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li><li>• identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li><li>• recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li></ul>	<p><b>Electricity</b></p> <ul style="list-style-type: none"><li>• associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li><li>• 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</li><li>• use recognised symbols when representing a simple circuit in a diagram.</li></ul>	<p><b>Light</b></p> <ul style="list-style-type: none"><li>• 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.</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>• use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li></ul>



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<p style="text-align: center;"><b>History</b></p>	<p><i>(Neil Armstrong – Biography)</i></p>	<p><b>Who were the Anglo Saxons and Vikings?</b>          Britain's settlements by Anglo Saxons and Scots</p> <ul style="list-style-type: none"> <li>• Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li> <li>• Scots invasions from Ireland to north Britain (now Scotland)</li> <li>• Anglo-Saxon invasions, settlements and kingdoms: place names and village life</li> <li>• Anglo-Saxon art and culture</li> <li>• Christian conversion – Canterbury, Iona and Lindisfarne</li> <li>•</li> </ul> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Examples (non-statutory)</p> <ul style="list-style-type: none"> <li>• Viking raids and invasion</li> <li>• resistance by Alfred the Great and Athelstan, first king of England</li> <li>• further Viking invasions and Danegeld</li> <li>• Anglo-Saxon laws and justice</li> <li>• Edward the Confessor and his death in 1066</li> </ul>	<p><b>Why was early-Islamic civilisation influential?</b></p> <ul style="list-style-type: none"> <li>• a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</li> </ul>
<p style="text-align: center;"><b>Geography</b></p>	<p><b>Where on Earth is it? What time is it? How hot is it?</b>  <b>Locational Knowledge</b></p>	<p><b>Where did the Saxons and Vikings come from and where did they go?</b>  <b>Human geography, including:</b></p>	<p><b>Does the sun always shine in Iraq?</b>  <b>Locational Knowledge (revise)</b></p>



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	<ul style="list-style-type: none"> <li>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)</li> </ul>	<ul style="list-style-type: none"> <li>types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>Locational knowledge: name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> </ul>	<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><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>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</li> </ul>
<b>ART</b>	<p><b>How can we make art that is out of this world?</b></p> <p>Art inspired by the work of Alan Bean  <a href="http://www.alanbean.com/">http://www.alanbean.com/</a></p> <ul style="list-style-type: none"> <li><i>Marbling</i></li> <li><i>Silhouettes</i></li> </ul> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity,</p>	<p><b>What can our art and designs say about us?</b></p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p>	<p><b>How can we make patterns on fabric?</b></p> <ul style="list-style-type: none"> <li>Fabric work-silk printing (pattern work)</li> <li>Textile exploration project</li> </ul> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p>



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	<p>experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> </ul>	<ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> </ul>
<b>DT</b>	<p><b>How could we move about on the moon? Materials/Construction/Mechanics/Electronics/Computing</b>-Design and make a space buggy that moves</p> <p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p>Make</p> <ul style="list-style-type: none"> <li>select from and use a range of tools and equipment to perform practical tasks [for</li> </ul>	<p><b>Have people always decorated their homes with textiles?</b></p> <p>Design and make a Viking/saxon wall-hanging/cushion using a variety of techniques e.g Batik, tapestry, printing</p> <p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> <li>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.</li> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-</li> </ul>	<p><b>How can we create shade from the sun?</b></p> <p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p>Make</p> <ul style="list-style-type: none"> <li>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> </ul>



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	<p>example, cutting, shaping, joining and finishing]</p> <ul style="list-style-type: none"> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p>Evaluate</p> <ul style="list-style-type: none"> <li>explore and evaluate a range of existing product</li> <li>evaluate their ideas and products against design criteria</li> </ul> <p>Technical knowledge</p> <ul style="list-style-type: none"> <li>build structures, exploring how they can be made stronger, stiffer and more stable</li> </ul>	<p>sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Make</p> <ul style="list-style-type: none"> <li>select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately.</li> <li>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.</li> </ul> <p>Evaluate</p> <ul style="list-style-type: none"> <li>investigate and analyse a range of existing products.</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> <li>understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p>Technical knowledge</p> <ul style="list-style-type: none"> <li>apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li> </ul>	<ul style="list-style-type: none"> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p>Evaluate</p> <ul style="list-style-type: none"> <li>explore and evaluate a range of existing product</li> <li>evaluate their ideas and products against design criteria</li> </ul> <p>Technical knowledge</p>
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**PE/RE/Music/PSHE/Languages/Computing – please see separate Long Term Planning Documents**