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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Science**  **LC** |  |  |  |  |  |  |
| **History/Geog. LC** | **Why are jungles so wet and deserts so dry?** | **Why is fair trade fair?** | **What impact did WW2 have on Britain?** | **What impact did WW2 have on Britain?**  **(Specific focus on Liverpool)** | **How has our coast changed over time?** | **How has our coast changed over time?** |
| **Key Knowledge** | Label on a world map: The Equator; Tropics of Cancer and Capricorn; Northern and Southern Hemisphere; Arctic and Antarctic Circle and the lines of latitude and longitude.  Know what is meant by the term ‘tropics’.  Know what is meant by biomes and what the features of a specific biome are.  Label layers of a rainforest and know what deforestation is.  Know the names of and locate some of the world’s rainforests and deserts. | Know the names of six countries and major cities from South America.  Describe the types of settlement and land use in megacities.  Understand why countries trade. | Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history.  Know how to place historical events and people from the past societies and periods in a chronological framework.  Know how Britain has had a major influence on the world. | Know about a period of history that has strong connections to their locality and understand the issues associated with the period.  Know how the lives of wealthy people were different from the lives of poorer people during this time.  Understand the effect of the Blitz on Liverpool. | Know and label the main geographical features of coasts.  Understand how coasts in the UK have changed over time.  Describe and understand key aspects of physical geography: coastal processes. | Use eight points of a compass, six-figure grid references, symbols (O.S maps) and keys to build their knowledge of the UK and coasts. |
| **Retrieval** | Pupils learnt about the Equator and the North and South Poles in KS1, and some may have come across the tropics.  Most pupils will have some understanding about deserts because of the study of the Ancient Egyptians. They may have seen rainforests on TV.  Because of the work of people like David Attenborough, pupils may know of the issues associated with climate change. They may have views about what should be done and what is already being done regarding climate change.  Pupils have learnt to interpret and present discrete and continuous data. Pupils have learnt how to use ºC to measure temperature. They have also learnt about bar charts and time graphs in Year 4 and line graphs in Year 5. | Pupils know what a city, country and a continent is.Some pupils, through football will have links to South American countries and their capitals.  Some pupils may pick up from charity adverts on television that not all countries are like ours.  Pupils may live near an industrial area. Other may have passed one as they travel to various places in the country. | Pupils should understand the impact the Anglo-Saxons and the Vikings had on Britain.  Pupils will be very aware that Britain changed between the Stone Age and 1066 when the Normans conquered Britain.  Pupils should be able to retell the story from the Stone Age to 1066, and can explore issues such as how homes changed, how their food changed and how their culture and beliefs changed. | Build on the history knowledge of the locality from KS1 and 2.  Try to get across why they think their town exists in the first place.  Pupils have learnt about wealthy people and poor people in several time periods which may help them in this study. | Pupils have learnt about the four points of the compass in KS1.  Pupils have learnt about the basic human and physical features in KS1.  Most children will have experienced going to the seaside. Because of holiday destinations, some pupils may be able to relate to countries like Spain and their coastline. |  |
| **Texts to be used** | Atlases  ‘Journey to the River Sea’ by Eva Ibbotson  ‘The Atacama Desert’ by Lynn Peppas | Atlases  ‘Fair Trade’ by Jillian Powell | ‘Friend or Foe’ by Michael Morpurgo | ‘Merseyside at War’  By Mike Roydon  ‘Liverpool’s Children’ by Pamela Russell | Atlases  OS maps | Atlases  OS maps |
| **Creative Arts** | Rainforest animals in the style of Brazilian artist Romero Britto.  Desert landscapes |  | Propaganda posters  The Blitz paintings/collages  Create peace doves | Propaganda posters  The Blitz paintings/collages  Create peace doves | Water colour paintings/pastel artwork of the coast | Digital artwork of a landscape |
| **Expressive Arts** |  | Make chocolate using Fairtrade products.  Role play/debates | Styles of music from 1940’s  Hot seating | Styles of music from 1940’s  Hot seating |  |  |
| **Hook** | Video of the Amazon Rainforest.  Use Google Earth to look at the Amazon Rainforest and Atacama Desert. | Debate: Do we agree with the cost split in the banana supply chain?  Should we switch to Fairtrade? | Media clips  WW2 artefacts | Media clips  WW2 artefacts | Media clips | Media clips |
| **Writing Genre** | Setting description  Persuasive writing | Balanced argument | Letter writing  Diary entry  Biography | Newspaper report | Explanation text |  |
| **Experiences (visit)** |  |  | Tatton park- Evacuee experience day | Tatton park- Evacuee experience day |  |  |
| **Outdoor Learning** |  |  | Tatton park- Evacuee experience day | Tatton park- Evacuee experience day |  | Use eight points of a compass to navigate. |
| **Global Neighbours** | Deforestation  Climate change | Fairtrade | Wars and conflict | Wars and conflict | Plastic pollution | Plastic pollution |
| **Community** |  |  |  | Visitor into class- someone who was impacted by WW2. |  | Focus on local coastline. |
| **Spiritual Development** |  |  |  |  |  |  |
| **Citizenship** | What can we do about climate change? |  | How can the media influence people?  What impact did Germany losing WW2 have on our future? | How can the media influence people?  What impact did Germany losing WW2 have on our future? |  |  |
| **Homework** |  | Learning log- Fairtrade |  | Learning log- WW2 |  |  |
| **Additional Science** | Physics- Light  Can we prove that light travels in straight lines? | Biology- Animals including humans  How does our body work? | Physics- Electricity  Why is light so bright? | Biology- Living things and their habitats  How can we group plants and animals? | Biology- Evolution and inheritance  How have living things developed over millions of years? |  |