***Class texts- whole class reading, extracts, thematic books***

* ***Happy Mind, Healthy Me***
* [***My Hero is You***](https://interagencystandingcommittee.org/system/files/2020-04/My%20Hero%20is%20You%2C%20Storybook%20for%20Children%20on%20COVID-19.pdf)
* ***Virus***
* ***Horrible Science- Deadly Diseases***



***Hooks or memorable experiences***

* ***Collaborative work***
* ***Daily/weekly journaling***
* ***Multiple opportunities for outdoor activities***

***Year 5/6 History in the Making***

***Public Product***

***A collaborative timeline of artwork with all year groups in our school, demonstrating the events of the COVID-19 pandemic.***

***Cognitive skills / meta-learning – specific teaching examples to use in learning***

* ***CAF- initial idea/ prior knowledge***
* ***PMI- Evaluate subjects/ experiences***
* ***APC- Discussion around alternative outcomes/possibilities***
* ***Collaboration/ planning- learning challenge***
* ***Making links – to help with combining learnt information and experiences in preparation for fair***
* ***Planning – preparing for challenge in a refined manner***

***Killer Questions- those asked to measure understanding of pupils at key milestone points during the term***

* Where does Coronavirus fit into the major events of modern Human history?
* What are the lasting positive changes due to the pandemic?
* How do symbols communicate meaning?
* What are the challenges posed to developing nations?
* Technology- a help or a hindrance?

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| **Year Group** | |  | **Term** | **Autumn** | **Challenge pack** | **History in the making** | |
| **SUBJECT** | **Children will learn about/ will know WHAT? (Declarative knowledge)** | | | | **Children will know HOW To…? (Procedural knowledge)** | **Prior learning (Schemata)** | **Vocabulary** |
| **History** | **Q: What impact has school closure had on children?**  **A: Learning, attainment, friendships, mental health (children responses)**  **Q: What is a pandemic and how do they affect humans?**  **A: Spanish flu (1918), Black Death, Plague, SARS, MERS, Zika, Ebola – they cause differences to the structure of society and alter the day to day operation of our civilisations.**  **Q: What is the role of the NHS?**  **A: The National Health Service is a publicly funded healthcare system that the UK has.**  **Q- What caused the Black Lives Matter Movement?**  **Q- How has the world responded to the BLM movement?**  **Q- How has past history influenced how different groups of people are currently being treated?**  **Q: How has COVID-19 impacted the Black Lives Matter movement?**  **A: People had more time to reflect on the actions of American police officers, which was televised, in turn uniting people to protest together.** | | | | **H3.1a Populate a timeline with key periods including those not studied in depth**  **H3.1b Demonstrate knowledge of key events in times studied, sequencing these correctly**  **H3.2a Use a variety of sources to check for accuracy when building a picture of the past**  **H3.2e Investigate the cause and effect of certain events** | **Timelines**  **Basic hygiene**  **Prejudices and discrimination**  **Significant moments in modern history** | **Source**  **Flu**  **Virus**  **Pandemic**  **Epidemic**  **Mental Health**  **Racism** |
| **Geography** | **Q: How have different countries responded to COVID-19?**  **A: Depending on their location around the world, alongside their economic situation, their culture, a country will respond in various ways – show case studies.**  **Q: Why have different areas of the UK been affected differently?**  **A: Population, deprivation,**  **language barriers and cultures can create different outcomes for regions.** | | | | **G3.1 a Locate the world’s countries, using maps to focus on Europe (Inc. Russia) and North and South America, concentrating on their environmental regions**  **G3.1b Name and locate countries and cities of the UK, geographical regions**  **G3.4a Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied** | **Where England is on a map.**  **Understanding of using digital technology.**  **How to use an atlas** | **Border**  **National**  **International**  **Global**  **Population**  **Poverty**  **Economy** |
| **Art** | **Q: What signs and symbols have given us hope in the past and present?**  **A: Washing hands, NHS, rainbows, BLM and face masks. Religious symbols – anything that the children suggest.**  **Q: What modern day artists have given us hope?**  **A: (Depending on year group – to be decided)** | | | | **A3.1a Make thoughtful observations, compare ideas methods and approaches in their own and selected artists work.**  **A3.1b Know about and draw inspiration from a range of artists or cultures to influence their own work.**  **A3.2a Know about and use a range of tools and media to create drawings utilising line and shade with increasing control**  **A3.5a Adapt work in response to personal and group critique, describing how they will develop it in future.**  **A3.5b Describe techniques used, evaluating how they could be performed more effectively. (Shading with oil pastels and how to accurately depict a light source onto their drawings)** | **Knowing that artists are important in our society(KS1)**  **Select id3eas from a studied artist/art form to use in our own work (KS1)**  **Using a range of media to experiment with shade (KS1)** | **Shading**  **Gradient**  **Mixed media**  **Collage** |
| **Computing** | **Q: What sources can we rely on for information?**  **A: Discern if they have come from reliable sources: are there links to scientific evidence? Is it a politician’s quote?**  **Q: How can we use technology safely?**  **A: As children, asking adults for their advice and by being responsible for our choices and decisions when online.** | | | | **C3.1a Understand computer networks including the internet; how they can provide multiple services.**  **C3.1b Understand the opportunities for communication and collaboration**  **C3.2a Select, use and combine a variety of software that accomplish given goals**  **C3.4a Use technology safely, respectfully and responsibly**  **C3.4c Use search technologies effectively, appreciate how results are selected and ranked**  **C3.4d Be discerning in evaluating digital content** | **Logging on to computer/using iPad**  **Looking up information using Google or another search engine** | **Browser**  **Search engine**  **URL**  **Cross check**  **Verify** |
| **Science** | **Q: Why is handwashing so important?**  **A: mouldy bread investigation**  **Q: What is a micro-organism and how are they spread?**  **A: 3 main types: fungi, bacteria, virus (airborne, water, physical contact)** | | | | **S3.1a Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary**  **S3.1e Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations**  **S3.1f Identify scientific evidence that has been used to support or refute ideas or arguments.** | **Basic handwashing**  **Food hygiene**  **Germs** | **Bacteria**  **Bug**  **Cell**  **Disease**  **Fungi**  **Germ**  **Microbe**  **Micro-organism**  **Microscope**  **Pathogen**  **Probiotic**  **Viruses** |
| **PSHE** | **Q: What has been the impact of coronavirus on our health?**  **A: Impacts of lockdown (mental health implications), lack of exercise, relationships – family and friends becoming ill/not seeing groups of people.**  **Q: How can we build resilience in times of adversity?**  **A: Mindfulness techniques (breath work, exercise, awareness). Talking to trusted people about our emotions and learning to recognise them. Questioning why do we feel that way?**  **Q-Why is the virus impacting BAME communities more?**  **A-Social economic factors, lack of PPE in the public health sector etc**  **Q- What has been the impact of COVID-19 on ethnic minority communities within the UK?**  **A- Emotions that have fuelled by freedom of rights being taken away whilst put in lockdown – More people supporting Black Lives Matter movement.**  **Q – What are stereotypes, prejudices, discrimination and oppression?**  **A – Explore terminology and understand how they work and what we can do to break the cycle.** | | | | **I can describe how times of change can be difficult**  **I can plan ways to support my peers and self in times of need and develop resilience**  **I can practice short self-care techniques (e.g. mindfulness, importance of rest, time spent with friends and family, benefits of hobbies and interests)**  **I can identify when emotions are expressed in healthy and unhealthy ways**  **I recognise how viruses, bacteria and germs can be spread amongst people and why vaccination is important**  **Understand the terms discrimination and stereotypes**  **How to challenge stereotypes relating to race, ethnicity, culture and nationalities.** | **Emotions**  **Importance of exercise**  **Anti-bullying**  **Community awareness**  **I can identify what makes me unique**  **I can recognise that all people are equal, countless of gender, race and life choices**  **I can consider the different pathways that people might take in life** | **Diversity**  **Stereotypes**  **Discrimination**  **Oppression**  **Resilience**  **Empathy** |
| **Music** | **Q: What impact has colonialism had on music today?**  **A: Polyrhythmic textures and improvisation changed the way music is performed.**  **A: Traditional folk songs from the slave trade had an impact on the development of jazz and blues era**  **A: Music was one of the only ways slaves could communicate freely and was adopted as a way of expressing oneself.** | | | | **M3.4a I listen to a wide variety of musical genres and comment using a range of musical vocabulary**  **M3.4b I understand that music often reflects cultural context e.g. celebrations…**  **M3.4d I listen to a wide variety of music and identify the musical genres.**  **M3.4e I can use musical vocabulary confidently to describe the music I am listening to.** | **Listening to and appreciating a range of music by classical, jazz and film composers** | **Polyrhythmic textures**  **Colonialism**  **Folk**  **Blues**  **Jazz**  **Swing**  **Rap**  **Pop**  **R’n’b**  **Rock and Roll** |