Integrated topics

See topic outlines and National Curriculum overview below

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring 2	Summer Term 1	Summer Term 2
What's so special about Portsmouth? History, Geography 5 weeks	**Mountain explorers** Geography, Art 4 weeks	**I can't believe my eyes!** Science, Art 4 weeks	**The seed of everything is in everything else** History, Art 4 weeks	**All the fun of the fair!** DT, Computing 4 weeks	**Tomorrow's World** Computing, Enterprise 3 weeks **Designing for life** DT, Science 2 weeks

National Curriculum Overview

- Discrete content shaded, blocked topic content not shaded See also English and Maths long term and medium term overviews

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring 2	Summer Term 1	Summer Term 2
Science	**2 weeks discrete unit inc fieldwork (outcome - illustrated diagrams and branching database):** <u>Living Things and their habitats</u> *working scientifically *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. <u>Evolution</u> *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.		**TOPIC - I can't believe my eyes** *Working scientifically *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		**Topic - All the fun of the fair!** <u>Electricity</u> * Working scientifically - *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.	**TOPIC - Designing for life** <u>Animals including humans</u> *Working scientifically *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
	Working Scientifically *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 * identifying scientific evidence that has been used to support or refute ideas or arguments. * reporting & presenting findings from enquiries, inc conclusions, causal relationships and explanations of and degree of trust in results, in oral & written forms such as displays & other presentations					
R.E. - blocked (*LD III,*UC)	**Kingdom of God**	**Incarnation** Why do Christians believe Jesus is the messiah?	**Ritual** Wudu and Eid Al Fitr	**The Christian Story** Salvation	**Origins** Are creation and science contradictory or complimentary?	**Peace** Islam
History	**TOPIC - What's so special about Portsmouth?** *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. **Note connections, contrasts and trends over time, develop the appropriate use of historical terms* **Develop a chronologically*			**TOPIC - The seed of everything is in everything else** **Ancient Greece** – a study of life, achievements and influence on the western world **Note connections, contrasts and trends over time and develop the appropriate use of historical terms* **Develop a chronologically secure knowledge and*		

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring 2	Summer Term 1	Summer Term 2
	secure knowledge and understanding of British, local and world history			*understanding of British, local and world history*		
Geography	**TOPIC - What's so special about Portsmouth?** *Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom *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 **Geographical skills and fieldwork** *use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied *use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies *use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	**TOPIC - Mountain explores The ALPS** *Understand geographical similarities and differences through the study of human and physical geography of a region in a European country *Describe and understand key aspects of physical geography, including mountains *use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world				
Art (see skills progression)		**TOPIC - Mountain Explorers** PAINTING Mountain landscapes in the style of Cezanne *Look at the work of great artists *use sketchbooks to collect, plan and record *Use techniques such as shading and hatching to show shape and	**TOPIC -I can't believe my eyes!** 3D - Sculpture Installations (light and shadows) *sketchbooks to collect, plan and record *plan and produce work thinking about space, surface, medium and techniques *be able to talk about their work using art specific vocabulary	**TOPIC- The Seed of Everything is in Everything Else** DRAWING- the human body Greek statues and/or architectural features *look at the work of great artists and different cultures and relate these to own work. *use techniques such as shading and hatching to show		

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring 2	Summer Term 1	Summer Term 2
		perspective *use colour to create atmosphere and light effects		shape and proportion *know and use the proportions of the human body		
Computing	**Scratch Times Table Game** *design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts *use sequence, selection, and repetition in programs; work with variables and various forms of input and output *use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs **Sketch-up 3D models/design a new building for Portsmouth** *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	**Design a Powerpoint (Branching Databases)** *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 **Music Making (Garageband)** *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	**Scratch Perimeter** *design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts *use sequence, selection, and repetition in programs; work with variables and various forms of input and output *use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	**Cartesian Coordinates** *design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts *use sequence, selection, and repetition in programs; work with variables and various forms of input and output *use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	**Spreadsheets** *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 **Topic - All the fun of the fair Crumbles** *design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts *use sequence, selection, and repetition in programs; work with variables and various forms of input and output *use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	**TOPIC - Tomorrow's world Website or app creation inc photo editing** *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 *use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content *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
	Blogging *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 *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 *use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.					
SWGfL esafety scheme	Talking Safely Online	Super Digital Citizen	Privacy Rules	What's Cyberbullying?	Selling Stereotypes	
	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.					
D.T.					**TOPIC - All the fun of the fair Design - make-evaluate Fairground rides**	**TOPIC - Designing for life** *Understand and apply the principles of a healthy and

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	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring 2	Summer Term 1	Summer Term 2
					*Apply their understanding of how to strengthen, stiffen and reinforce more complex structures *Apply their understanding of computing to program, monitor and control their products	varied diet *Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
Music	History of Music/Person Study **Bach, Beethoven and The Beatles** *appreciate and understand a wide range of high-quality live and recorded music drawn from different traditionsand from great composers and musicians *develop an understanding of the history of music		Music Express Scheme: Journeys		**Leavers' production** *****play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression *listen with attention to detail and recall sounds with increasing auralmemory	
	On-going singing (weekly whole school) - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression)					
P.E.	Dance - World of sport Games - Net/wall activities, Tennis/cardio tennis	Gym - balance and movement Games - Invasion games (football/tag rugby)	Dance –Greek myths (Theseus and the Minotaur) Games – Invasion games (hockey)	Gym - control on floor and equipment (counter balance) Games - Invasion games (netball)	Gym - Wall apparatus Games - Striking/fielding (rounders/cricket)	Dance – Performance dance Games - Athletics
French ('Early Start French')	**L'euro** - Shopping	**Les Passe-temps –** Sports and pastimes	**Quelle est ta matiere prefee? –** Which school activities do you like?	**Les Vetements** - Clothes	**Qu'est-ce que tu aimes?** What would you like to eat?	**Bon Appetit?** More about food **Les glaces –** Ice Cream
PSHE (HIAS)	Managing Conflict Taking responsibility for my own safety Rights, respect, responsibilities and the law		Changing Relationships		Rights, respect responsibilities and the law Transition and managing change	

Integrated topic overview outlines

What's so special about Portsmouth?	**History, Geography**	**AUTUMN TERM** 5 weeks	**Main project outcome:** Presentation to a chosen audience

Rationale:
Children will become historians and geographers to explore the reasons for the settlement, development and expansion of Portsmouth, a national and internationally renowned Naval city, and consider how it functions today and how might it ensure its future prosperity. They will begin by visiting Old Portsmouth and will carry out their own research into a chosen historical area of the city. They will study maps to identify clues as to why Portsmouth has become an important Naval base and will use the information they discover to create their own timelines to chart the development of Portsmouth over time. They will study secondary sources of information and will consider the importance of Portsmouth during WW2. From a mixture of sources, they will draw conclusions about why the Battle of Trafalgar was such an important battle in Europe and for Portsmouth. Finally children will work collaboratively in groups, giving a presentation to a chosen audience to explain what is so special about Portsmouth.

National Curriculum Content

History	**Geography**
*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. *Note connections, contrasts and trends over time and develop the appropriate use of historical terms* *Develop a chronologically secure knowledge and understanding of British, local and world history*	*Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom *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 **Geographical skills and fieldwork** *use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied *use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies *use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

Mountain explorers	**Geography, Art**	**AUTUMN TERM** 4 weeks	**Main project outcome:** Painting in the style of Cezanne

Rationale:
Through this topic children will refine their map skills, studying aerial maps and using Google Maps to become familiar with the heights of the Alps, learning about some of their features including recognising some glacial features. They will learn about the vegetation and climate of the Alpine mountains and compare this to life in the foothills. As they explore the alps, children will become familiar with the countries containing these mountains, including the languages, foods and capital cities, understanding more of the lifestyle of those people living in these countries. Children will consider the role and impact of tourism and will compare what they find out with their knowledge of Portsmouth. Finally children will study the paintings of Cezanne and will use these to inspire their own mountain art works to display for the school community.

Available support for planning: Hamilton - Comparing people and places (Block F Alps)

National Curriculum Content

Geography	**Art** PAINTING
*Understand geographical similarities and differences through the study of human and physical geography of a region in a European country *Describe and understand aspects of physical geography, including mountains *Describe and understand 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. *use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world *Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.	Mountain landscapes in the style of Cezanne *Look at the work of great artists *use sketchbooks to collect, plan and record *Use techniques such as shading and hatching to show shape and perspective *use colour to create atmosphere and light effects

I can't believe my eyes!	**Science, Art**	**SPRING TERM** 4 weeks	**Main project outcome:** Shadow art installations

Rationale:
Through practical experimentation children will discover how light travels, reflects and refracts, refining their explanation skills, including explaining how and why a periscope works. Not only will they will understand how essential light is in terms of physics and biology, but will also consider how the concept of light and dark has been interpreted and depicted in literature (including religious texts) and art. Children will explore shadows through conceptual art and sculptural effects using everyday objects, with different properties of transparency. Through visiting an art gallery children will explore perceptions of reality through the medium of light and shadows. They will create artworks for sale through photographing their shadow sculptures and will write a descriptive evaluative text to accompany their photographed art work for a gallery that they create in the school hall for parents and invited guests.

National Curriculum Content

Science	**Art**
*Working scientifically *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	3D/Sculpture - Installations (light and shadows) *sketchbooks to collect, plan and record *plan and produce work thinking about space, surface, medium and techniques *be able to talk about their work using art specific vocabulary

The seed of everything is in everything else	**History, Art**	**SPRING TERM** 4 weeks	**Main project outcome:** Presentation on the Ancient Greek legacy

Rationale:
Through this topic children will discover the lasting influence of the Ancient Greeks on the western world, exploring different kinds of historical sources and evaluating their usefulness. They will learn about the chronology of this period and the roles and rights of free men, women, children and slaves in Ancient Greece, devising their own historical questions to research. They will focus in particular on democracy, relating this to a study of parliament and democracy in modern Britain and within their own school and local community (e.g. the role of the school council, the local council and MP). Children will also explore Greek fables and myths. They will study examples of Ancient Greek architecture and sculptures which they will use as a stimulus for their own drawings, developing a range of sketching techniques. Finally they will work collaboratively to explain the lasting influence of the Ancient Greeks to an audience of parents and the school community.

Available support for planning: To support <u>parts</u> of this topic - 'Ancient Greeks' - Hamilton

National Curriculum Content

History	**Art**
A study of life, achievements and influence on the western world • *Note connections, contrasts and trends over time and develop the appropriate use of historical terms* • *Develop a chronologically secure knowledge and understanding of British, local and world history*	DRAWING- the human body (Greek statues) and/or architectural features *look at the work of great artists and different cultures and relate these to own work. *use techniques such as shading and hatching to show shape and proportion *know and use the proportions of the human body

All the fun of the fair	**DT, Computing**	**SUMMER TERM** 4 weeks	**Main project outcome:** Computer controlled Fairground ride

Rationale:
Through this topic children will produce innovative, creative and functional fairground rides which are run by electricity, and incorporate different electrical components constructed by the children themselves as they apply their learning about electrical circuits to their designs. Children will design, write and debug computer programs to control the moving parts of their design. They will develop a greater understanding of safe working practices when working with tools and electricity and will present their models to a chosen audience.

Available support for planning: Plan Bee - 'Fairground'

National Curriculum Content

DT	**Computing** Crumbles	**Science**
*Design - make-evaluate *Apply their understanding of how to strengthen, stiffen and reinforce more complex structures *Apply their understanding of computing to program, monitor and control their products	*Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts *Use sequence, selection, and repetition in programs; work with variables and various forms of input and output *Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	* Working scientifically - *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.

Tomorrow's World	**Computing**	**SUMMER TERM** 3 weeks	**Main project outcome:** Future invention and website

Rationale:
Through this topic children will discover the big names in the world of technology – the people who've shaped the modern world. They will explore new technologies and inventions that are being developed and planned that will shape our future and will visit a forward-thinking technology-based enterprise (e.g. Ben Ainslie Racing Centre) to identify the skills and attributes that are necessary for a career in 'tomorrow's world'. Through designing their own invention for the future and working collaboratively to market their new product to a chosen consumer (including creating a website), children will develop their creativity, understanding of technology and business enterprise skills. They will also consider their own responsibility to make a positive difference in 'tomorrow's world'.

National Curriculum Content

Computing **Website or app creation including photo editing**	**Enterprise skills**
• 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 • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • 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	* planning and organising *critical thinking *problem solving *creativity &innovation *personal effectiveness

Designing for life	**DT, Science**	**SUMMER TERM** 2 weeks	**Main project outcome:** Healthy burger for an end of year party

Rationale:

Through this topic children will learn about the human circulatory system, describing the functions of the heart, blood vessels and blood. They will describe the ways in which nutrients and water are transported within animals, including humans and recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. With this greater awareness of how their bodies function and how good health can be compromised, children will consider the role of food in particular and will consider current thinking and debates about what makes a healthy diet.

Children will then apply their learning to design their own healthy burger, experimenting with alterative ingredients in their quest to create the healthiest and tastiest burger that they can. Children will consider alternative diets when designing their new creation (e.g. vegetarian, gluten free) and explore a range of ingredients that they can add for increased flavour and interest. They will learn how to prepare and cook with a variety of ingredients hygienically and safely, for example beef and turkey mince. Finally, children will cook their burger for a class end of year celebration.

Available support for planning: Plan Bee - 'Burgers'

National Curriculum Content

DT	**Science** (Animals including humans)
*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	*working scientifically *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