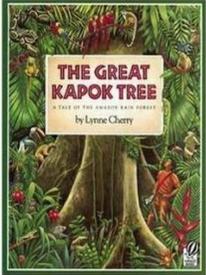
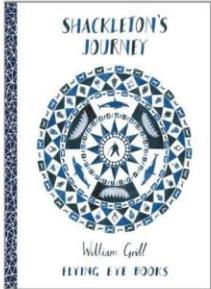
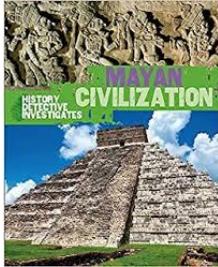
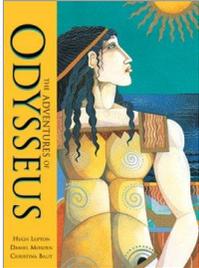
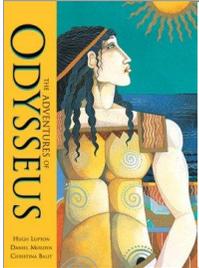


	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Key Idea	<p>'The love for all living creatures is the most noble attribute of man' Charles Darwin</p> 	<p>'The journey of a thousand miles must begin with a single step' Lao Tzu</p> 	<p>'Reflect so you can see how you are doing' Mayan Proverb</p> 	<p>'The whole is more than the sum of its parts' Aristotle</p> 	<p>'What you leave behind is not what is engraved in stone monuments, but what is woven into the lives of others' Pericles</p> 	<p>We need diversity of thought in the world to face new challenges' Tim Berners-Lee</p> 
Core Texts	The Great Kapok Tree by Lynne Cherry.	Shackleton's Journey	Mayan Civilisation (the history detectives) The Chocolate Tree- a Mayan Folktale The Hero Twins	The Adventures of Odysseus	The Adventures of Odysseus	The Kingdom Revealed
Suggested Progression of Themes	<p>Geography: Biomes- Rainforests The Amazon Rainforest Deforestation of the rainforest</p>	<p>Geography: Biomes- hit & cold deserts What was happening in the world at the time of the expedition? How did this help/ hinder the expedition? What was the impact of this event?</p>	<p>History: A study of a non-European society that provides contrasts with British history - Mayan civilization c. AD 900</p>	<p>Geography: What countries make up Europe? What are the capital cities? What are the main physical and human features? What is the EU?</p>	<p>History: Ancient Greece-what was it like to live there? Ancient Greeks and their impact on today</p>	<p>History: Explain how the land in Tunbridge Wells has changed. Recall events leading up to the discovery of The Spring Recall the impact of Beau Nash</p>

Current affairs/wider world opportunities)	Importance of Fair trade	Global Warming	Fair trade chocolate	European Union	Poverty/Homelessness Democracy/debates	Justice/Prisons/Punishment
	English -The Power of Reading Here We Are 2 Week unit Poetry Free verse poetry Reflecting on relationships Information Text Persuasive Writing	English-The Power of Reading Diary entry Letter writing Persuasive letter	English -The Power of Reading Non-chronological reports Newspaper reports Narrative retelling of a myth	English -The Power of Reading Narrative-retelling of a myth-adventure. Newspaper article-suspense. Information poster Play script Choral poem	English -The Power of Reading Newspaper article-bias/persuasion Estate Agents Diary entry Performance poetry Narrative-retelling of a myth-adventure. Newspaper article-suspense. Information poster Play script Choral poem	English - The Power of Reading Advertisement-persuasive language Diary entry Monologue Narrative set in real world using suspense Letter writing-formal and informal
	Maths -White Rose Hub Place value Addition and subtraction Statistics	Maths White Rose Hub Multiplication and Division Perimeter and Area	Maths White Rose Hub Multiplication and division. Fractions	Maths White Rose Hub Fractions Number-decimals and percentages	Maths White Rose Hub Decimals Properties of shape	Maths White Rose Hub Position and Direction Measurement-converting units Measure-Volume
	Science- Notable Scientists	Science- Kent Forces	Science- Kent Earth and Space	Science- Kent Reproductive Cycles	Science- Kent Physical & Chemical changes	Science- Kent Particles in physical & chemical changes
	Geography/ History Biomes- Climate Adaptation Deforestation	Geography/ History Biomes- Climate Adaptation Deforestation	The Mayans A non-European society that provides contrasts with British history - Mayan Civilisation AD900	Geography A comparison of a region of the UK with a region of Europe (Greece).	History Ancient Greeks and their impact on life today/western world	History Local history study (Tunbridge Wells/The Pantiles) A study tracing how several aspects of national history are reflected in the locality, including Victorians.

	Art Rainforest animal portraits (acrylics)	Art Collage- hot & cold deserts	Art: Chocolate packaging design.	DT: Clay Pots/ plates	DT: Catapults/ Greek sandals	DT: Tunbridge Ware boxes
	Computing- Purple Mash We are coders		Computing- Purple Mash We are web developers Word processing (Word) Keyboard skills		Computing- Purple Mash We are game developers	
	French On holiday	French Eating out	French Hobbies	French A school trip	French Seasons	French The environment
	PSHE Jigsaw: being me in my world	PSHE Jigsaw; Celebrating difference	PSHE Jigsaw: Dreams & Goals	PSHE Jigsaw: Healthy Me	PSHE Jigsaw: Relationships	PSHE Jigsaw: Changing me
	RE God-What does it mean if God is loving and holy?	RE Incarnation-Was Jesus the Messiah?	RE People of God-How can following God bring freedom and justice?	R.E Salvation-What did Jesus do to save human beings?	R.E What is it like to be Jewish in Britain today?	R.E What is it like to be A Muslim today?
	PE- Basketball Football	PE- Basketball Football	PE- Cricket	PE- Dance & Gymnastics	PE - Net & Wall	P.E - Athletics

<p>SPAG</p>	<p>English:</p> <p>Revision- word classes Revise apostrophe for contraction and possession Use of capital letters Identifying conjunctions Revision-basic punctuation Direct speech Commas in lists Use formal and informal language</p>	<p>English:</p> <p>Modals Modal adverbs Coordinating conjunctions Subordinating conjunctions Relative pronouns Relative clauses Active and passive voice Colons and semi-colons</p>	<p>English:</p> <p>Perfect tense Prepositions of time Imperatives Hyphens Fronted adverbials</p>	<p>English:</p> <p>Cohesive devices First/ 3rd p3erson Subjunctive Bullet points</p>	<p>English:</p> <p>Brackets Reported speech Adverbs Suffixes Determiners Prefixes</p>	<p>English:</p> <p>Commas for parenthesis Dashes Synonyms Expanded noun phrases Review areas of weakness</p>
<p>Core</p>	<p>Science: To know the difference between bacteria and viruses.</p> <p>To know how the first vaccine was created To know how notable scientists have contributed to science.</p> <p>To know how sound travels.</p> <p>To understand the effects of pesticides on ocean habitats.</p> <p>To understand the reasons for crop rotation.</p>	<p>Science: To recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect. (Skips)</p> <p>To explain the different types of forces acting on an object. These include air resistance, water resistance, gravity and upthrust. (SciPoS)</p> <p>To explain that unsupported objects fall towards the Earth because of the force of gravity acting. (SciPoS)</p>	<p>Science: To describe the movement of the Earth and other planets relative to the Sun's solar system. (SciPoS)</p> <p>To describe the movement of the Moon relative to the Earth. (SciPoS)</p> <p>To use the idea of the Earth's rotation to explain day and night, and the apparent movement of the sun across the sky. (SciPoS)</p>	<p>Science: To compare and group everyday materials on the basis of their properties including hardness, solubility, transparency, and conductivity. (SciPoS)</p> <p>To know that some materials will dissolve in liquid form to form a solution and others will not. (SciPoS)</p> <p>To demonstrate that dissolving, mixing and changes of state are reversible. (SciPoS)</p>	<p>Science: To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. (SciPoS)</p> <p>To describe the life process of reproduction in some plants and animals. (SciPoS)</p>	<p>Science: To describe the changes as humans develop to old age. (SciPoS)</p>

	<p>To understand Stephen Hawking's theories about black holes.</p> <p>To identify changes related to scientific ideas by describing Marie Curie's research into x-rays.</p>	<p>To identify the effects of air resistance, water resistance and friction that act between moving surfaces (SciPoS)</p> <p>To recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect (SciPos).</p>				
<p>Skills: Foundation subjects</p>	<p>Geography/ History: Locate the world's countries using maps to focus on South America, Africa, Asia - equator areas concentrating on environmental regions. (GePoS) Human geography, including land use, economic activity including trade links, and the distribution of natural resources. (GePoS) To think about the lives of other people living in other places and times, and people with different values and customs. (GePoS) To use an atlas to locate the different rainforests around the world. (GePoS)</p>	<p>Geography/ History: Locate the world's countries using maps to focus on South America and Antarctica. (GePoS) Identify significance and position of latitude, longitude equator, northern and southern hemisphere. (GePoS)</p>	<p>Geography/ History: Understand the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared Think about the lives of other people living in other places and times, and people with different values and customs (GePoS)</p>	<p>Geography/ History: Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; understand how some of these have changed over time. (GePoS) Locate the world's countries using maps to focus on Europe. (GePoS) Think about the lives of other people living in other places and times, and people</p>	<p>Geography/ History: To study aspects of Greek life and achievements and their influence on the western world. (HisPoS) To order events on a time line BC era. (HisPoS) To make suggestions for what different artefacts are, could be used for. (HisPoS) To suggest what we can learn from these artefacts about life in Ancient Greece. (HisPoS)</p>	<p>Geography/ History: To study an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. (HisPoS) To study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) (HisPoS) To think about the lives of other people living in other places and times, and people with different values and customs. (HisPoS) To understand life in the Victorian era and compare it to our life today. (HisPoS)</p>

				<p>with different values and customs. (GePoS)</p> <p>Understand geographical similarities and difference through a study of human and physical geography of a region of UK and a region of a European country. (GePoS)</p>		
	<p>RE: To fully understand the meaning of what it means to be loving and holy. (REPoS)</p> <p>To justify Christian beliefs using the bible that support the statement 'God is loving and Holy'. (REPoS)</p>	<p>R.E: To explore and compare works in the Old Testament with works in the New Testament that support the belief that Jesus was the Messiah. (REPoS)</p> <p>To understand the meaning of Jesus' death and how this contributed to views of him being the Messiah. (REPoS)</p>	<p>R.E: To identify the story of Moses who returned to Egypt to free the Egyptian slaves and understand the impact this had on the Egyptian people. (REPoS)</p>	<p>R.E:</p>	<p>R.E: To understand the fundamental beliefs of the Jewish faith including the meaning of the Passover and to understand what it is like for Jewish people living in Britain today. (REPoS)</p>	<p>R.E: To understand the fundamental beliefs of the Islamic faith and to understand what it is like for Jewish people living in Britain today. (REPoS)</p>
	<p>Art: To improve their mastery of art and design techniques, including drawing, painting using a range of materials (acrylics) (ArtPoS)</p>	<p>Art: To improve their mastery of art and design techniques, including drawing, painting using a range of materials (collage) (ArtPoS)</p>	<p>DT:</p>	<p>DT:</p>	<p>DT:</p>	<p>Art: To recognise William Morris designs and to draw his work using a range of different techniques. (ArtPoS)</p>

	<p>PE: Invasion games (football) Develop dribbling the ball with control. Be able to dribble the ball under pressure. Be able to pass the ball accurately to a target. Develop first touch control. Be able to turn using a drag back, inside and outside hook. Develop defending skills. Develop goalkeeping skills.</p>	<p>PE: Invasion games (basketball) Develop dribbling the ball with control. Be able to dribble the ball under pressure. Be able to pass the ball accurately to a target. Develop first touch control. Be able to turn using a drag back, inside and outside hook. Develop defending skills. Develop goalkeeping skills.</p>	<p>PE: Striking & Fielding Striking Explore defensive and driving hitting techniques and directional batting. Fielding Develop over and underarm bowling technique. Select and apply long and short barriers appropriate to the situation. Throwing Demonstrate clear technique when using a variety of throws under pressure. Catching Explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations.</p>	<p>PE: Dance Actions Choreograph planned dances by using, adapting and developing actions and steps from different dance styles. Dynamics Confidently use dynamics to express different dance styles. Space Use direction and patterning to express different dance styles. Relationships Confidently use formations, canon and unison to express a dance idea. Performance Perform dances expressively, using a range of performance skills, showing accuracy and fluency PE: Gymnastics To perform shapes consistently and fluently to a high standard, sometimes linked with other gymnastic actions.</p>	<p>PE: Net & Wall Shots Develop the range of shots used in the games they play. Serving Develop their range of serving techniques appropriate to the game they are playing. Rallying Use a variety of shots to keep a continuous rally. Footwork Demonstrate effective footwork patterns to move around the court</p>	<p>PE: Athletics Running Apply fluency and coordination when running for speed in relay changeovers. Running Effectively apply speeds appropriate for the event. Jumping Develop power, control and consistency in jumping for distance. Jumping Explore technique and rhythm in the triple jump. Throwing Develop technique and power in javelin and shot put.</p>
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				<p>Inverted movements Explore progressions of a cartwheel and a handstand.</p> <p>Balances Explore symmetrical and asymmetrical balances.</p> <p>Rolls Develop control and fluency in the straight, barrel, forward, straddle and backward roll.</p> <p>Jumps Select a range of jumps to include in sequence work.</p>		
Experiences			Temper Temper - chocolate making/Fairtrade	Trip to the British Museum	Howletts Wild Animal Park Visit to The Pantiles	Victorian Day
Knowledge	<p>Rainforests =</p> <ul style="list-style-type: none"> *oldest ecosystems on Earth. *fundamental to all life *provide amount of oxygen. * named because heavy rainfall as result of rampant humidity and hot temperatures. *found in different countries of the world and are located in the tropics. 	<p>Antarctica</p> <ul style="list-style-type: none"> *is the southernmost continent on Earth. *South Pole is found in Antarctica. *Southern Ocean surrounds Antarctica. *larger than Europe and almost double the size of Australia. *Mostly covered in ice over 1.6 kilometres thick (1 mile). 	<p>Ancient Maya</p> <ul style="list-style-type: none"> *lived in the forests of Central America from 250 until 900CE *complex society with organised religion, writing and impressive architecture *Mesoamerica is the area 	<ul style="list-style-type: none"> *Climates vary across Europe. *population of Europe is around 740 million. *land area of 9,908,600 square kilometres, a third of the size of Africa. *Europe =46 countries, 27 are members of the European Union or EU. 	<ul style="list-style-type: none"> *Ancient Greece dominated much of the Mediterranean thousands of years ago. *under Alexander the Great, Ancient Greece ruled much of Europe and Western Asia. *The Greeks came before the Romans and the Greeks influenced much of the Roman culture. 	<p>The Victorians</p> <ul style="list-style-type: none"> * people who lived during the reign of Queen Victoria, from the 20 June 1837 until the 22 January 1901. *a time of exciting discoveries, inventions and exploration following the Industrial Revolution. *Britain expanded its territory throughout the world and became the largest,

- *largest rainforest is the Amazon rainforest in South America.
- *full of millions of different kinds of plants, animals and insects - some haven't even been discovered yet.
- *80% of life found in the canopy
- *other layers are emergent, the understory, then shrubs, then the ground.
- *Animals and reptiles move around the canopy by flying, jumping, swinging on vines and gliding.
- *depend on rainforests because they are so full of life
- *plants and trees produce around 20% of the oxygen in the world
- *many things threatening rainforests
- * impact of deforestation to the local community and the rest of the world.

- *experiences such little rain it is considered a desert.
- *oldest recorded temperature on Earth in 1983 at Vostok Station, Antarctica, measuring a rather chilly -89.2 °C (-128.6 °F).
- *humans don't permanently reside in Antarctica, several thousand people at various research facilities found on the continent.
- * a number of plants and animals have adapted to survive and call the icy continent home.
- *August 1914 the British Imperial Trans-Antarctic Expedition (1914-16) left England under Ernest Shackleton's leadership.
- *planned to cross Antarctica from a base on the Weddell Sea to McMurdo Sound, via the South Pole,
- *his ship *Endurance* was trapped in ice off the Caird coast and drifted for 10 months before being crushed in the pack ice.
- *members of the expedition then drifted on ice floes for another five months and finally escaped in boats to Elephant Island in

extending from central Mexico south to Honduras and Nicaragua in which several pre-Columbian cultures thrived including the Maya

- *60 separate city-states without a single Mayan nation
- *Powerful Kings (occasionally queens) ruled the Maya
- *worshipped many gods including Itzamna, Kulkulcan, Kinich-Ahau
- *believed that the world was large, flat and resting on the back of an animal (like a crocodile)
- *built pyramids and temples
- *moved from being hunter-gatherers to farmers and established settled villages
- *Grew maize, beans, peppers, sweet potatoes,

- *highest peak is Mount Elbrus in Russia = 5,643 metres above sea level.
- *largest lake is Lake Lagoda in north-western Russia = 17,700 square km
- *longest river in Europe is the Volga River in Russia = 3,530 km
- *smallest country is the Vatican City in the Italian city of Rome. The pope, the leader of the Catholic Church, lives here along with its 800 citizens.
- *largest country is the Russian Federation.
- * over 200 different languages spoken across Europe.
- *Europe has a range of different climates including temperate and Mediterranean climates.
- *Climate change is already affecting Europe leading to biodiversity loss, forest fires, decreasing crop yields and higher temperatures, it affects people's health. For instance,

- *Ancient Greece formed the foundation of much of Western culture today including government, philosophy, science, mathematics, art, literature, and even sports
- *were the first Europeans to learn to write with an alphabet, and from them alphabetic writing spread to the rest of Europe and eventually the world.
- * had lots of stories to help them learn about their world. The gods featured heavily in these tales, and so did mythological monsters - like Cerberus, a three-headed dog that guarded the gates to the underworld; Medusa, a slithery sorceress whose look could turn people to stone; and the Cyclops who had one eye in the middle of its forehead - yikes! These tales are known as Greek mythology.
- * Greek's Olympics included wrestling, boxing, long jump, javelin, discus and chariot racing. But those taking part in the wrestling event had to be the toughest, as

- richest and most powerful empire in world history!
- *A quarter of the world's population lived in the empire.
- *Queen Victoria was crowned Empress of India.
- *children worked long hours for less money than adults
- *children's jobs were often dangerous and conditions hard. Children were used because they could fit into tight spaces
- *many children worked in factories, coal mines and as chimney sweeps.
- *Expansion of the railways meant that people could travel further than ever before
- *boom in industry saw lots of people moving to cities to find work. For the first time in world history, more people lived in cities than in the countryside, making city centres very cramped!
- *Poor people lived in crowded slums
- *many ordinary people lead hard lives.
- *new machines left lots of people without jobs. Many resorted to workhouses, which provided basic poor relief like food, medical care and shelter in exchange for labour. Conditions were poor and sadly, families were often separated.
- Dudley Lord North, a distinguished courtier during

the South Shetland Islands, where they subsisted on seal meat, penguins, and their dogs.
*Shackleton and five others sailed 800 miles to South Georgia in a whale boat, a 16-day journey across a stretch of dangerous ocean, before landing on the southern side of South Georgia where they were rescued.

tomatoes, cassava
*hieroglyphs and developed their own number system
*Clothing included loincloths for poor, elite wore feathers, animal skins and jewellery made from precious stones like jade
*artworks included sculptures, frescoes, jewellery, ceramics
*Chichen Itza, centre of the Ancient Maya in Central America, and one of the 'New 7 Wonders of the World'.

people can die as a result of heatwaves.

there were hardly any rules - and they had to compete naked.
*Statues of Greek gods and goddesses were placed inside temples, the most famous of which is the Parthenon. This temple in Athens was built for the goddess Athena, the protector of the city.

the reign of King James I, discovered the waters in 1606.
*Travelling through woodland on his return to London, he discovered the waters and decided to try them. He found his health completely restored and lived to the age of 80.
*Lord Abergavenny cleared the area of brushwood, sank wells and surrounded them with stone paving and railings.
*The waters attracted other visitors, who also claimed their health to be restored.
*Henrietta Maria of France, wife of King Charles I, visited six weeks after the birth of her son (later to become King Charles II) whose party camped in opulent tents erected at Bishops Down.
*Originally called Frant Wells, they were later renamed Queen Mary's Wells, in honour of Queen Mary II and were only later given the present name of Tunbridge Wells.
*The Upper and Lower Walks were created in 1638, when an existing bank of earth stretching south-west from the wells was levelled and planted with a double row of trees. Wooden buildings were constructed on both sides of the Walks.
*19th century Tunbridge Wells experienced growth. It became a fashionable resort town again following visits by

						<p>the Duchess of Kent, Queen Victoria and Prince Albert. *benefited from a new estate on Mount Pleasant and the building of the Trinity church in 1827, and improvements made to the town and the provision of facilities such as gas lighting and a police service meant that by 1837 the town population had swelled to 9,100. *The town now has a population of 117,842 and remains to be a very affluent town in Southern England.</p>
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