



The Swinging 60s



Educational Visits / Visitors/ enrichment Residential to Okehampton	History Study The Windrush Generation A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 1. Where are the Caribbean islands? What's their history? 2. How did the people of the Caribbean help Britain in the war against Nazi Germany and Hitler? 3. Why did people migrate from the Caribbean to England in 1948? 4. What was life in London like for the Windrush pioneers? 5. Who was Sam King and what did he do? Who was Norma Best and what did she do? 6. How did the Windrush migration change Britain for the better?	Science Light 1. How does light travel? 2. What colour is light made of? 3. Reflection - how does light help us to see objects? 4. Which surfaces make the best reflectors? 5. Why do we see objects as a particular colour? 6. What happens to the appearance of objects when placed in water? Living things and their habitats 1. Who was the scientist Carl Linnaeus and what did he do? 2. How do we classify vertebrates? 3. How do we classify invertebrates we know? 4. How do we classify invertebrates we don't know? (Sponges, Jellyfish and Flatworms) 5. What are microorganisms? 6. How do I classify plants
DT CADS TinkerCAD project 1. What different types of 3D models can you find, and what industries use them? 2. How does Tinkercad work and what tools do I need to make a 3D model?	Geography How can you use your map skills to navigate a geographical area? 1. What is orienteering, how do I orientate a map? 2. How do I navigate a simple indoor course using controls?	Art Take a seat 1. How do designers and craftspeople express their personality through the furniture they create? 2. What can chair designs from different eras tell us

3. What will your 3D model look like, and what dimensions will it have? 4. What tools and features in Tinkercad will you use to create your model? 5. How will you place, modify, and join objects on the work plane to build your model? 6. Does your 3D model match your design and meet the given specification? 7. What could you change or improve to make your 3D model even better?	3. How do I navigate a simple outdoor course using controls? 4. How do I plan and set up an orienteering course?	about the time and culture they were made in? 3. How can sketchbooks help us explore ideas, materials, and visual elements when designing? 4. What techniques can we use to experiment with materials and create inventive mini sculptures? 5. How can we design and build a model chair that reflects something unique about ourselves? 6. How can discussing and reflecting on our work (and others' work) help us improve as designers? Shadow Puppets 1. How have different cultures used intricate paper cut-outs to tell stories through shadow puppetry? 2. How do artists adapt traditional techniques to reflect their own culture, identity and time? 3. How can we use our sketchbooks to explore line, shape, form and character when designing puppets? 4. What materials and tools can we use to design expressive shadow puppets, and how do these choices affect the final outcome? 5. How can we create movement and expression in our puppets through articulations and cut-out details? 6. How can collaborating with others help us create a shared shadow puppet performance and improve our ideas through feedback?
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Computing Creating Media: Python 1. How can we iterate ideas during a lesson, testing and changing our approach while explaining what our program does? 2. What are nested loops, and why do we need two repeats in our designs? 3. How can we alter a house drawing using Python commands, and how can we use comments to demonstrate our understanding of what our code does? 4. What are the components of a loop in Python, and how can we explain the function of each part? 5. How do computers generate random numbers, and how can we decompose a program into an algorithm to modify it for personalisation?	Music Celebrations 1. How can the pentatonic scale be used to perform and improvise music? 2. How can melodies be structured to make them sound effective and engaging? 3. How are the <i>chaal</i> rhythm and break performed within a class ensemble? 4. How does a syncopated rhythm work when performing as part of a class ensemble? 5. How can musical features be chosen to compose a piece for a celebration? 6. How can music be refined and performed effectively using features from the chosen genre? Reggae 1. How did reggae music begin, what are its key features, and how is singing performed in this style? 2. What common features define reggae music, and how is a reggae drum groove introduced? 3. How do chords help shape the distinctive sound of reggae music? 4. How do chords and bass lines work together as key features of reggae music? 5. How are chords and bass lines developed and performed effectively in small groups? 6. How can a melody made of paired phrases be composed to fit over a chord structure and bass line?	PSHE Being My Best 1. Why do we have goals? 2. How can we improve our health and wellbeing? 3. How can I identify the risk in a situation? 4. What first aid and why is it important? 5. What are the five aspects of wellbeing? Growing and Changing 1. What is the impact of societies' view of beauty and how can this be manipulated? 2. What is a stereotype and how can we challenge this? 3. What is peer pressure and how can this impact me? 4. How can I manage change? 5. How will I change through puberty? 6. How does puberty link to making a baby?
RE <i>Curriculum development in progress</i>	PE Athletics Football Basketball Tennis	MFL Healthy Lifestyles 1. How will I say and write 10 new nouns and determiners for healthy foods/drinks?

		2. How will I say and write 10 more nouns and determiners for unhealthy foods/drinks? 3. How will I consolidate all the new language and focus on the partitive article (some)? 4. How will I improve my range of vocabulary by also learning key phrases for healthy and unhealthy habits? 5. How will I learn to follow a healthy recipe in French and create my own using my new knowledge?
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