

| Term                             | A1   | A2 | S1 | S2  | S1 | S2  |
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| Topic Title                      | World War 2 ('The Battle of Britain' and 'Towards a New Future')   |    |    | Harry Potter ('Magical Beginnings')   |    | Ancient Greece  |
| Topic links/<br>Inspiration      | WW2<br>Light (blackouts)<br>Anderson Shelters (DT)<br>Vera Lynn – morale of the troops<br>Clarice Cliff – used to work at Havens at Hamlet Court Road<br>VE Day - street party linked with Community choir sing along<br>RE - Judaism (Holocaust link) |    |    | Mountains and Rivers<br>Harry Potter<br>Evolution<br>Owls<br>Revision term<br>Games App   |    | Ancient Greece<br>Olympics comparison to modern day           |
| Hooks and<br>'Wow' Moments       | WW2 Day<br>Designing and making Anderson Shelters<br>Lindy Hop<br>Watching Goodnight Mister Tom<br>Producing model Spitfires<br>Silhouette Blitz pictures<br>Clarice Cliff (design and make replica plate)   |    |    | Harry Potter Studio Tour<br>Making wands<br>Watching Harry Potter films<br>Starry Night pictures<br>Potion Making with sentences of three |    | Greek pottery<br>Olympics<br>School Play<br>Leaver's assembly |
| Possible trips<br>links to Topic | WW2 Day (external visitor)   |    |    | Harry Potter Studio Tour<br>Trip to Chelmsford sewer (links to Water Cycle writing).  |    | N/A this half term  |
| Topic Maths<br>Links             | Place Value and four operations<br>Rounding<br>Ordering numbers<br>Statistics<br>Percentages   |    |    | SATs revision   |    | Anywhere Island   |

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| <p>Topic English Links/Text Types</p>        | <p>Diaries (Mister Tom and Willie's Point of View)</p> <p>Biographies (Churchill and Hitler)</p> <p>Letters (evacuee letter, letter to orphanage about why Tom should keep William)</p> <p>Newspapers (Blitzkrieg)</p> <p>Non-chronological report (Anderson Shelters)</p> <p>Billy the Kid (Yellow Reading Set)</p> <p>Recount of a Dogfight</p> | <p>Narrative (How Harry Got His Scar, Harry's birthday)</p> <p>Persuasive Leaflet (Studio Tour)</p> <p>Setting description (Diagon alley)</p> <p>Formal letters/ invitation to Hogwarts</p> <p>Informal letter between characters</p> <p>Quidditch commentary, report, non-chron/ info text</p>  | <p>Greek non-chron</p> <p>Play scripts (Greek myth)</p>   |
| <p>Book Links</p>                            | <p>Goodnight Mister Tom (see above)</p> <p>Billy the Kid (Yellow Set Reading)</p>   | <p>Harry Potter and The Philosopher's Stone</p> <p>SATS comprehension packs</p> <p>Percy Jackson (descriptive writing)</p>   | <p>Percy Jackson/ various Greek myths</p>   |
| <p>History link:</p> <p>NC objectives:</p>   | <p>WW2</p> <p>- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (significant turning point in British history, for example, the Battle of Britain).</p>   | <p>N/A this half term.</p>   | <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> |
| <p>Geography link:</p> <p>NC objectives:</p> | <p>Use maps and atlases to locate countries.</p> <p>Locate the world's countries using maps to focus on Europe.</p>   | <p>Physical geography,</p> <ul style="list-style-type: none"> <li>- climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>-name and locate key topographical features including hills, mountains, coasts and rivers.</li> <li>- name and locate counties and cities in the UK</li> <li>- identify the position and significance of latitude, longitude, equator etc.</li> <li>- locate World's continents</li> <li>-describe and understand the key aspects of physical geography - including rivers, mountains and the water cycle.</li> </ul> | <p>Use maps and atlases to locate countries.</p>  |

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| <p>Science link:</p> <p>NC objectives:</p> | <p>Light -</p> <p>Recognise that light appears to travel in straight lines.</p> <p>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</p> <p>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</p> <p>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> | <p>Evolution and Inheritance</p> <p>- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> | <p>Living things and their habitats</p> <p>describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals</p> <p>give reasons for classifying plants and animals based on specific characteristics.</p> | <p>Animals Including Humans</p> <p>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>- describe the ways in which nutrients and water are transported within animals, including humans.</p> | <p>Electricity</p> <p>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>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</p> <p>use recognised symbols when representing a simple circuit in a diagram</p> |   |
| <p>Computing link:</p> <p>Mrs Rising</p>   | <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>  | <p>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</p>   | <p>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>   | <p>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>   | <p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p>   | <p>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</p> |

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| <p>Art/ DT links:</p> <p>NC objectives</p> | <p>Anderson Shelters (DT)–</p> <p>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes</p> <p>use a wide range of tools and equipment to perform practical tasks.</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>understand how key events and individuals in design and technology have helped shape the world</p> <p>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>Clarice Cliff (Art)</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>about great artists, architects and designers in history.</p> | <p>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> | <p>use a wide range of tools and equipment to perform practical tasks.</p> <p>understand how key events and individuals in design and technology have helped shape the world</p> <p>understand how key events and individuals in design and technology have helped shape the world</p> <p>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> |
| <p>Why do this at Northwick Park?</p>      | <p>Important that children gain an understanding of why their lives are the way they are.</p> <p>Proximity to London/ River Thames.</p> <p>To gain an understanding/ acceptance of different cultures and beliefs.</p> <p>Links to Jewish community being prevalent on the island/ links to WW2.</p>   | <p>To provide children with access to well-known texts.</p> <p>To provide children with real-life experiences (e.g. describing Forbidden Forest after walking through it).</p> <p>To gain an understanding of the wider world in which we live.</p> <p>To provide children with the opportunity to take part in a trip that they may not otherwise experience.</p>  | <p>Important for chn to have knowledge of ancient civilisations and how they have shaped the modern world.</p>   |