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ENDPOINTS **Substantive knowledge children will know:** **Disciplinary knowledge children will know how to / be able to:**	**Geography:** Location knowledge • **Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.** • Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Understand some of the reasons for geographical similarities and differences between countries *(Comparing Jamaica and The United Kingdom)*. • Describe how locations around the world are changing and explain some of the reasons for change. • Describe geographical diversity across the world. • Describe how countries and geographical regions are interconnected and interdependent *(Looking at how importing and exporting of goods affected both historic and modern-day Jamaica)*. **History:** Change and continuity • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events. Sources and evidence • Use sources of evidence to deduce information about the past *(focussing on the transatlantic slave trade)*. • Use sources of information to form testable hypotheses about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. **Science:** Understand electrical circuits • 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. **Design and Technology:** Food technology • Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). • Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. • Demonstrate a range of baking and cooking techniques. • Create and refine recipes, including ingredients, methods, cooking times and temperatures *(creating a unique spice blend for erk chicken)*. **Art and Design** Oil pastels • Sketch (lightly) before painting to combine Line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Combine colours, tones and tints to enhance the mood of a piece.

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	• Develop a personal style of painting, drawing upon ideas from other artists. **Music** To compose • Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect. • Convey the relationship between the lyrics and the melody. To perform • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skillful playing (instrument).
Links to Prior Knowledge:	Physical geography knowledge – comparing and contrasting localities, movement/migration of peoples around the world, continents and countries of the world, tourism; Historical knowledge – continue to build an overview of human history; English – persuasive language.
Links for Relevance and Currency:	Black Lives Matter movement, Immigration and modern-day slavery
Immersion Event / Activity:	Creating own recipes for, cooking and eating jerk chicken
Celebration of Learning:	Electricity fair games
English Links:	English – tourism brochure and features of persuasive language
Maths Links:	Statistics, percentages, interpreting graphs

Subject	Lesson	Key knowledge or skill (taken from CQ Milestones or scheme of work)	Substantive and Disciplinary Knowledge and skills embedded through:	Outcomes	Links to Curriculum Drivers				
					Values	Outdoor Learning	P4C	Global / Rights	TASC
Geography	1	Investigate places This concept involves understanding the geographical location of places and their physical and human features. • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features	• Through Atlas work, children learn about climate zones, seasons, longitude and latitude, and time zones.	• Children can locate countries using longitude and latitude coordinates. • Children understand climate zones and seasons.					

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		and land-use patterns; and understand how some of these aspects have changed over time. Investigate patterns This concept involves understanding the relationships between the physical features of places and the human activity within them • Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).							
Geography	2	• Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.	• Interpreting maps: altitude, crime rate, agriculture, tourism, industry.	• Children can interpret maps and list the benefits and disadvantages of different locations within Jamaica. • Children can suggest (with reasons) suitable destinations within the country for tourism.	✓				
Geography	3	• Understand some of the reasons for geographical similarities and differences between countries. • Describe how locations around the world are changing and explain some of the reasons for change. • Describe geographical diversity across the world. • Describe how countries and geographical regions are interconnected and interdependent.	• Interpreting maps: altitude, crime rate, agriculture, tourism, industry.	• Children can give detailed reasons of the benefits and disadvantages of tourism.	✓				
History	1	Change and Continuity • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events.	• Children study a timeline of world history in order to place the slave trade in historical context.	• The children are able to build an overview of world history and where the slave trade sits in relation to other periods of history they have previously studied. • The children start to gain an understanding into Britain's colonial past.	✓				

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History	2	**Sources and Evidence** • Use sources of evidence to deduce information about the past. • Use sources of information to form testable hypotheses about the past.	• Children study primary sources on the triangular trade route. • Children study primary sources and form reasonable arguments about who benefited most and least from the Atlantic slave trade.	• Children understand the triangular trade route. • Children able to show empathy and understand how social attitudes have changed since this time. • Children can analyse and justify claims about the past.	✓				
History	3	**Sources and Evidence** • Use sources of information to form testable hypotheses about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past.	• Children study primary sources – extracts from the diary of the abolitionist Olaudah Equiano.	• Children able to show empathy and understand how social attitudes have changed since this time. • Children can analyse historical texts and make sensible hypothesise about the purpose of such writing. •	✓				
History	4	**Diversity / Sources and Evidence** • Use sources of information to form testable hypotheses about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past.	• Children learn more about the abolitionist movement by studying primary and secondary historical sources.	• Children are able to link historical protests to contemporary movements such as BLM.	✓				
History	5	**Diversity / Sources and Evidence** • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate.	• P4C using the BLM movement as a stimulus.	• Children use the P4C approach to consider an issue debated under broad scope the BLM movement. Ideas could include: • Was the toppling of the statue of Edwards Colston the right thing to do? Was it done in the right way? • Should we defund the police? • Should there be reparations? How could this be implemented fairly? • Is Britain systemically racist?	✓		✓		

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Science	1	**Understand electrical circuits** 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.	• Explore series circuits and understand volts amps and resistance. • Introduce particle theory and flow of electrons. • Experiment with adding/removing components and seeing the effect this has on, e.g. the brightness of a bulb. Working Scientifically Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work.	• Children can build circuits using electrical components, working safely and sensibly. They can appreciate the qualities of different components (e.g. batteries and buzzers having polarity; bulbs not having polarity) • Children can use diagrams, symbols and scientific vocabulary to accurately represent circuits. • Children can consider the impact of adding or removing components, using vocabulary such as volts/voltage.					✓
Science	2		• Explore series and parallel circuits and consolidate knowledge of voltage, amps and resistance. • Compare series and parallel circuits.	• Children can use diagrams, symbols and scientific vocabulary to accurately represent circuits. • Children can build different types of circuits and explain the difference between series and parallel. • Children can identify some real life examples of parallel and series circuits. E.g. Xmas lights vs. the lights in your house.					✓
Science	3		• Test insulators and conductors (link to Y4 learning.) Extend • Explore some of the uses in electrical products.	• Children build an appropriate circuit to test different materials. • Children understand and use vocabulary insulator and conductor. • Children to build on previous knowledge in their experiments. Y4 might classify what types of materials are conductors. Y6 might ask a question such as: are all metals conductors? How far can the current from my circuit travel through different types of conductors? • Children can identify the use of conductors and insulators in different real life products (e.g. a screwdriver handle being an insulator), including safety functions.					✓
Science	4		• Create electromagnets and understand their real world applications. Link prior learning on magnetism (Y3). Show that electricity can produce an effect that we cannot see (unlike bulbs/buzzers etc.) • Children carry out a fair test to see how the voltage used in the electromagnet affects a variable (e.g. how many paperclips it can lift)	• Children create an electrical product; working accurately (e.g. loose coils will cause the electromagnet not to function. • Children conduct a fair test.					✓

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			Working Scientifically objective: Plan enquiries, including recognising and controlling variables where necessary.						
Science	5+		• Children look at how some electronic games employ series / parallel circuits (e.g. operation is a parallel circuit). • Using the TASC approach, children plan a game for the Jamaican carnival, which utilises a series or parallel circuit and some of the components we have been learning about.	• Children design, make and evaluate an electronic carnival game which showcases their knowledge from this half term's Science unit.					✓
Art & Design	1-3	**Master techniques – Oil Pastels** **This concept involves developing a skill set so that ideas may be communicated.**	**• Sketch (lightly) before painting to combine line and colour.** **• Create a colour palette based upon colours observed in the natural or built world.** **• Use the qualities of watercolour and acrylic** **• Combine colours, tones and tints to enhance the mood of a piece.** **• Develop a personal style of painting, drawing upon ideas from other artists.**	• The children look at a range of paintings that bring the colour and vibrancy of Caribbean beach culture to life. • The children use oil pastels to create their own version of a Jamaican beach scene.	✓				
Design & Technology	1-3	**Food technology – to master practical skills**	• Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). • Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. • Demonstrate a range of baking and cooking techniques. • Create and refine recipes, including ingredients, methods, cooking times and temperatures.	• Children look at a recipe for Jerk chicken and rice and peas. • Children learn about the spices and herbs used in the spice mix for Jerk chicken. • Children sample different spices and herbs and create their own unique jerk chicken blend, using subject-specific vocabulary to describe the qualities of the different ingredients. • Children cook their jerk chicken, then eat and evaluate their spice blend. Children also cook rice and peas, following a recipes and working in small groups.	✓				
Music		To perform	• Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing.	• Charanga unit 'Three Little Birds' • The children learn about Bob Marley, Reggae music; they learn and perform the song 'Three Little Birds'	✓				

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			• Perform with controlled breathing (voice) and skillful playing (instrument).						
Music		To Compose	• Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect. • Convey the relationship between the lyrics and the melody.	• The children compose two new verses for 'Three Little Birds'. • Study the rhyming structure of the song and ensuring the last two lines rhyme. Emphasise that the song must retain its upbeat, positive message.	✓				
Music		To Compose	• Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect. • Convey the relationship between the lyrics and the melody.	• Using glockenspiels, the children create a call and response piece of music to play during the final extended chorus of the song 'Three Little Birds'.	✓				
Music		How does music connect us to our past? L1	Listen and respond – My Best Friend by Joanna Mangona and Chris Taylor Learn to sing – My Best Friend						
Music		How does music connect us to our past? L2	Listen and respond – Why by Supaman Improvise and compose – My Best Friend (glockenspiels)						
Music		How does music connect us to our past? L5	Listen and respond – Roll Alabama Learn to sing – Roll Alabama						
Wellbeing		Analysing digital media	Analyse media websites for common features Discuss political bias in the media Discuss terms such as clickbait and how to stay safe online.	• The children have a broad understanding of what 'the media' is and what purpose it serves. • They understand the different points of view from left and right-leaning publications.					

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				• They understand that all news reports can contain a biased point of view.					
Wellbeing		Echo Chambers	Read a story from one person's point or view and make a snap judgement on their character. Re-read the same story from another perspective and re-evaluate. Discuss the concept of echo chambers and how they can be problematic.	• The children have a greater understanding of bias • They understand the meaning / concept of echo chambers • They understand that it is vital to obtain information from trusted sources and helpful to have more than one source of information before coming to a final judgement on a topic.					
Wellbeing		Social Media Anxiety	Explore the questions 'Is there such thing as a perfect life?' and 'Does the Internet make us happy?'.	• The children understand the difference between expectation and reality. • The children understand that social media accounts are 'curated' and do not reflect real life.					
RE		To evaluate different Christian traditions and celebrations in the light of their reference and relevance to Christian beliefs in Jesus.	**Engagement** – to consider their own celebrations at Christmas **Investigation** – to consider why Christmas celebration and traditions help Christians understand who Jesus was and why he was born. That Christian's celebrate the arrival of Jesus as God's son – the Incarnation. **Evaluation** – to discuss the key facts discussed in Luke's gospel and how celebrations centre around Christian's beliefs. **Expression** – to think carefully about the Christian belief that Jesus is both human and God.	• To make links between Jesus's birth and the Christian beliefs about Jesus (Incarnation).	✓			✓	