	Theme Overview: Battles through time **Year A - Autumn Term** **Years 5/6**
Cranham Church of England (VA) Primary School	

Key Questions

Autumn 1: Why is the Battle of Britain so significant?
Autumn 2: What did the Ancient Greeks do for us?

Curriculum Intent (link with values etc):

This topic will aim to inspire the boys in my class to engage with reading and writing. The units will continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study by learning about a variety of key events from World War II and Ancient Greece. By the end of the first unit, all children will be able to recall facts such as some of the countries involved and key dates and explain the significance of the Battle of Britain. They will have made a Scratch program to represent the battle planning and decision making involved. By the end of the second unit, all children will be able to talk about Ancient Greek gods and myths and some will be able to explain how and why the Greek Empire was so successful and be able to confidently explain how the political system worked.

The school value of compassion will run through the units of helping others during WW2 and understanding aspects of slavery through Ancient Greece.

The D.T unit during the WWII unit will look at the mechanical and electrical aspects of tanks. The D.T unit during the Ancient Greece unit will be creating a sandal.

Enrichment and Experiences:

Women of WW2/WW2 workshop (www.planmyschooltrip.co.uk)

The Wilson Museum Cheltenham resource boxes

English – long term overview coverage: Recounts, biography, persuasive writing, debate, play scripts, stories with dilemmas, letters. Sentences – 3 bad (dash) question, When_; when_; when_; then_. Sentences.	Possible texts: War Horse Who Let the Gods Out?

Opportunities for Cross Curricular Maths:

Roman numerals, numbers of soldiers involved for practical arithmetic numbers. The children also compare and contrast the modern day Olympics with the Ancient Greek events and use their mathematical skills to present their findings in the form of a Venn diagram.

History NC objectives
- a significant turning point in British history, for example, the first railways or the Battle of Britain
- the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day

Ancient Greece – a study of Greek life and achievements and their influence on the western world

Science NC objectives
- 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.
- 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.
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate

Geography NC objectives
- 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
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

Computing
CQ Threshold concept: Code
NC objectives:
- 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

Art NC objectives
- 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]

DT NC objectives
- 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
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world
- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products.

PSHE NC objectives
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