



Intent:	To gain an understanding as to what makes Britain unique and great.	
Starter:	Heritage Boxes	
Core Texts:	The Promise, I am the seed that grew the tree.	
Key Concepts:	Belonging, Curiosity, Home, Diversity, Respect	
Outcome Pieces:	Present completed PowerPoint Presentation to the class.	
Enrichment:	Walk Around Local Area.	
Subject Area:	Statements:	Key Vocabulary:
Science	<ul style="list-style-type: none"> Can I research the gestation period of animals and compare them to humans? Can I understand how a foetus develops and what it needs in order to do so? Can I recognise and explore key milestones in baby and child development? Can I describe the changes as humans develop into old age? 	Growth, Development, Foetus, Gestation, Baby, Childhood, Puberty, Adolescence, Adulthood, Old age, Birth, Death, Reproduction
	National Curriculum: <i>Pupils should be taught to:</i> <ul style="list-style-type: none"> describe the changes as humans develop to old age. 	
Geography	<ul style="list-style-type: none"> Can I explain where Great Britain is on a world map? Can I name and locate the countries which make up Great Britain? Can I understand the difference between Great Britain and The United Kingdom? Can I name the capital cities of Great Britain? Can I understand that the UK is a monarchy? Can I understand the British Values? Can I understand the physical geographical features of Great Britain? Great Britain focus. Can I describe the key human geographical features of Great Britain including economic activity, trade links, and the distribution of natural resources including energy, food, minerals and water? Can I research the positives of holidaying in Great Britain? Can I create a persuasive holiday web page for a location in Great Britain? Can I use an eight point compass and locational and directional language? (Trip/Twitter) 	Europe, Capital cities, United Kingdom, Great Britain, England – London, Scotland – Edinburgh, Wales – Cardiff, Ireland – Belfast, Physical geography, Human geography, Grid reference, Symbols, Keys, Climate zones, Biomes, Vegetation belts, Economic activity, Trade links, Natural resources, Energy, Food, Minerals, Water
	National Curriculum: <i>Pupils should be taught to:</i> <ul style="list-style-type: none"> 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. human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. 	
History	<ul style="list-style-type: none"> Can I understand the British monarchy? 	British, Monarchy
	National Curriculum: <i>Pupils should be taught to:</i> <ul style="list-style-type: none"> Study of an aspect or theme in British history that extends pupils 'chronological knowledge beyond 1066. 	



Design Technology	N/A		N/A
	National Curriculum:	N/A	
Art	<ul style="list-style-type: none"> Can I create a self-portrait? Can I evaluate my piece of artwork? 		
	National Curriculum:	Pupils should be taught: <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas. 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. 	
Music	<ul style="list-style-type: none"> Can I research some of the most prominent pop musicians in British history? Can I listen to and appraise the music of British musicians? Can I understand chords and accompaniment? 		Appraise, Influence, Impact, Queen, The Beatles, Wham, Elton John, Westlife
	National Curriculum:	Pupils should be taught to: <ul style="list-style-type: none"> appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. develop an understanding of the history of music. 	
PSHE	<ul style="list-style-type: none"> Can I understand what heritage is? Can I explore my own heritage is and understand where I have come from? Can I create a family tree? Can I understand that families are different? Can I understand what makes up our own family? Can I except people who are different to me? Can I research information about Mother Teresa? Can I understand and explain the impact Mother Teresa has had? Can I explain why learning about Mother Teresa is important? Can I understand why human rights are important? Can I explain the rights set out in the UN Declaration of the Rights of the Child? Can I understand the lives of people living in other places, their customs and values? 		Heritage, Family, Difference, Religion, Family tree, Identity, Values, Customs, Discrimination, Citizenship, Human Rights, UN Ethnicity, Nationality, Aunt/Uncle/Cousin
	National Curriculum:	See PSHE Subject Lead Document.	
RSE	<ul style="list-style-type: none"> Can I understand the main physical and emotional changes that happen during puberty? Can I understand how puberty affects the reproductive organs? Can I understand how to manage physical and emotional changes? Can I understand how to keep clean during puberty? Can I explain how to get support during emotional changes? Can I understand pressures associated with social media and body image? Can I use the story of <i>How to heal a broken wing</i> to explain how my actions can have huge impacts on the world? (PSHE book) Can I understand the important of understanding changes that happen to me during puberty? (PSHE book) 		Puberty, Physical changes, Emotional changes, Body Shaming, Changes, Social Media, Pressure, Confidence



	<ul style="list-style-type: none"> • Can I understand how puberty affects the reproductive organs? (PSHE book) 	
	<p>National Curriculum: See PSHE Subject Lead Document.</p>	
<p>Religious Studies</p>	<ul style="list-style-type: none"> • Can I explore my own religion and its importance? • Can I research the main religions that are found throughout the world? • Can I explain the religious make up of Leicester and compare it to the UK? • Can I understand why it is important to visit different places of worship? • Can I understand the importance of respect in a community? • Can I explain why we should live in harmony despite being different? 	<p>Religions, Differences, Diversity, Respect, Place of worship, Harmony</p>
	<p>National Curriculum: See SACRE Document.</p>	



<p>Computing</p>	<ul style="list-style-type: none"> • Can I create a webpage using spark page? • Can I independently use search engines to find information? <p>E-Safety – Project Evolve Strand 1 – Self Image and Identity Strand 2 – Online Relationships See Project Evolve Document.</p> <p>NCEE Unit 1: Computing Systems and Networks</p> <table border="1"> <tr><td>To explain that computers can be connected together to form systems</td></tr> <tr><td>To recognise the role of computer systems in our lives</td></tr> <tr><td>To recognise how information is transferred over the internet</td></tr> <tr><td>To explain how sharing information online lets people in different places work together</td></tr> <tr><td>To contribute to a shared project online</td></tr> <tr><td>To evaluate different ways of working together online</td></tr> </table>	To explain that computers can be connected together to form systems	To recognise the role of computer systems in our lives	To recognise how information is transferred over the internet	To explain how sharing information online lets people in different places work together	To contribute to a shared project online	To evaluate different ways of working together online	<p>PowerPoint. Embed , Search Engine, Reliability, Digital footprint, Gamer tag, E-safety, Laws, Passwords, Personal Data</p> <p>System, connection, digital, input, process, output System, connection, digital, input, process, output Protocol, address, packet Chat, explore, slide deck Chat, explore Reuse, remix, collaboration</p> <p>Video, audio, recording, storyboard, script, soundtrack, dialogue Video, audio, recording, capture, zoom, storage, digital, tape "Video, audio, AV (audiovisual), recording, save, videographer Video techniques: Zoom, pan, tilt, angle " Video, lighting, setting, YouTuber, content, light, audio/sound, camera angle, colour Export, computer, Microsoft Movie Maker, split, trim/clip, edit, titles, end credits, timeline, transitions, audio, soundtrack, content, retake/reshoot (choose agreed language) Video, special effects, title screen, end credits, export, constructive feedback</p>
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<p>NCEE Unit 2: Vector Drawing</p> <table border="1"> <tr><td>To identify that drawing tools can be used to produce different outcomes</td></tr> <tr><td>To create a vector drawing by combining shapes</td></tr> <tr><td>To use tools to achieve a desired effect</td></tr> <tr><td>To recognise that vector drawings consist of layers</td></tr> <tr><td>To group objects to make them easier to work with</td></tr> <tr><td>To evaluate my vector drawing</td></tr> </table>	To identify that drawing tools can be used to produce different outcomes	To create a vector drawing by combining shapes	To use tools to achieve a desired effect	To recognise that vector drawings consist of layers	To group objects to make them easier to work with	To evaluate my vector drawing		
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	National Curriculum:	Pupils should be taught to: <ul style="list-style-type: none">• 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.• 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.• 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.



- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Sequence of Lessons			
Subject	Learning Challenge	Outcomes	Concepts
1. PSHE/Geography	Can I understand what heritage is? Can I explore my own heritage is and understand where I have come from? Can I create a family tree?	Display – TBC <i>Create mini family tree for Floor book</i>	
2. RE	Can I explore my own religion and its importance?	Mind map of religion with a picture of themselves into TOPIC book <i>Group children into faiths</i>	
3. RE	Can I research the main religions that are found throughout the world? Can I explain the religious make up of Leicester and compare it to the UK?	Floor book – Give ideas and collaborate design together	
4. PSHE	Can I understand that families are different? Can I understand what makes up our own family? Can I except people who are different to me?	<i>And Tango makes three</i> Same Love Different Families Floor Book - put who lives in their house on a tree	
5. Art	Can I create a self-portrait?	Self – portrait (ON PAPER)	
6. Art	Can I evaluate my piece of artwork?		
7. Geography	Can I explain where Great Britain is on a world map? Can I name and locate the countries which make up Great Britain? Can I understand the difference between Great Britain and The United Kingdom? Can I name the capital cities of Great Britain?		Home
8. Geography / History	Can I understand that the UK is a monarchy? Can I understand the British monarchy? Can I understand the British Values?	Create Blooms questions in Topic books	Curiosity
9. Geography	Can I understand the physical geographical features of Great Britain? Great Britain focus.	Double page spread	



10. Geography	Can I describe the key human geographical features of Great Britain including economic activity, trade links, and the distribution of natural resources including energy, food, minerals and water?		Home
11. Music	Can I research some of the most prominent pop musicians in British history? Can I listen to and appraise the music of British musicians? Can I understand chords and accompaniment?	3 lessons - performance Pub Quiz Timeline?	Home, Diversity
12. Geography	Can I research the positives of holidaying in Great Britain?		
13. Geography	Can I create a persuasive holiday web page for a location in Great Britain?		
14. RE	Can I understand why it is important to visit different places of worship?		Diversity, Respect, Belonging
15. RE	Can I understand the importance of respect in a community? Can I explain why we should live in harmony despite being different?		
16. PSHE	Can I research information about Mother Teresa? Can I understand and explain the impact Mother Teresa has had? Can I explain why learning about Mother Teresa is important?		
17. PSHE	Can I understand why human rights are important? Can I explain the rights set out in the UN Declaration of the Rights of the Child?		
18. PSHE	Can I understand the lives of people living in other places, their customs and values?	Speech bubbles of children with ideas	Respect, Diversity
19. RSE day/ or 2	Can I understand the main physical and emotional changes that happen during puberty? Can I understand how puberty affects the reproductive organs? Can I understand how to manage physical and emotional changes? Can I understand how to keep clean during puberty? Can I explain how to get support during emotional changes? Can I understand pressures associated with social media and body image? Can I use the story of <i>How to heal a broken wing</i> to explain how my actions can have huge impacts on the world? (PSHE book) Can I understand the important of understanding changes that happen to me during puberty? (PSHE book) Can I understand how puberty affects the reproductive organs? (PSHE book)		Respect, Diversity, Belonging
20. Science	Can I research the gestation period of animals and compare them to humans? (Science books) Can I understand how a foetus develops and what it needs in order to do so? (Science books) Can I recognise and explore key milestones in baby and child development? (Science books)		Respect

Year 5 Unit Plan: What makes Britain great? (7 weeks) *inc. Our Diverse Heritage.



	Can I describe the changes as humans develop into old age? (Science books)		
21. Geography	Can I use an eight point compass and locational and directional language? (Trip/Twitter)	Trip / Twitter	
22. End of topic evaluation			