|  |  |
| --- | --- |
|  | **Galmpton Year Group Curriculum Map 2020-2021 Year …** |
| **Term** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **No. of weeks** | **7 Weeks** | **7 Weeks** | **6 weeks** | **5 Weeks 4 days** | **6 Weeks** | **6 Weeks 2 days** |
| **Gateway** | **Citizenship** | **Leadership** | **Exploration** | **Expression** | **Flourishing** | **Citizenship** |
| **Metacognition** | **Independence** | **Creativity** | **Collaboration** | **Independence** | **Creativity** | **Collaboration** |
| **Key Question** | Do I treat everyone equally? | How are humans affecting climate? | Where in the Dunkirk evacuation was leadership shown? | How can I use my knowledge of electrical circuits, sound & light to design and make Christmas gift? | How is human activity threatening the rainforests of Borneo? | What role did scientists of the past play in our understanding of the world today? | Why is Michael Morpurgo such a successful author? | What lasting legacy of Victorian engineering did Isambard Kingdom Brunel leave in Galmpton? | How can I use sculpture to depict a character from Macbeth? | Why is it important to understand the components of a happy relationship? | How can I make a children’s toy that uses a mechanism? | How did Greenway influence Agatha Christie’s success as a writer? |
| **Main Subject** | RHSE Cultural Diversity 3 weeks | Geography-World resources -climates4 weeks | History-WW11 (Dunkirk)4 weeks | Science-Electricity, sound and light3 weeks | Geography-Climate zones, biomes & vegetation belts (Borneo case study)3 Weeks | Science-Classification & evolution3 weeks | Whole School Book week2 weeks | History – Local study – Victorians3 Weeks | Art - Sculpture – Create a maquette sculpture3 weeks | RHSE – Relationship education (family & friends)3 weeks | Science –Forces2 weeks | Whole schoolCommunityenquiry – (geography/history) -4 weeks |
| **2nd Subject** | Computing – Understanding social media. | Art – Printing(Create protest posters?) | Art – Perspective (Drawing railway tracks link to Erika’s story) – with informal letter/memoir | DT – Design and make a Christmas light jar etc. | Art – Paint effects  | Art – Harmonising different colours |  | Music – Victorian music hall/ Oliver Twist | Drama - Macbeth |  | DT – Make a toy using ‘force’ as a design brief. |  |
| **Class reading** | The Island at the End of Everything,The Island, The Undefeated, Bold Women/Men from Black History | Our Castle by the Sea, Rose Blanche, Little Ships, Erika’s story.Film – Into the Arms of Strangers | The Light Jar. | The ExplorerSurvivors | What Mr Darwin Saw?Skellig | Michael Morpurgo short stories and picture books. | Street Child, Tom’s Midnight Garden, The Speckled Band  | Macbeth | The HighwaymanRomeo & JulietKensuke’s Kingdom | Cogheart | Dead Man’s Folly (extracts) |
| **Writing Outcome** | Narrative – The Island | DebateDiscursiveSpeech | Newspaper reportDescriptionNarrative | ExplanationInstructions | Non-chronological ReportPersuasive LetterBiog/Diary | DiaryNarrative | Persuasive argument | LetterNarrative | RecountLeaflet | Letter | Instruction leaflet | The Mallowan Essay |
| **Gateway****Learning** | What has my contribution been to make the world a better place? | How have I inspired others through my actions?How have I maintained positivity in my team in the face of adversity? | How can I use reflection to make an informed decision when faced with a challenge?How have I taken myself out of my comfort zone? | How have I expressed myself to an unknown audience confidently and articulately?How do I express my values with honesty, including the ability to disagree respectfully? | How have I identified and overcome barriers to my well-being?How have I worked to form positive relationships with the wider world? | What have I volunteered for?What sustained difference have I made to my community? |

R.E. -core subject, taught weekly MFL – taught weekly (Spanish) Computing-taught weekly PE – Taught Weekly (TU at least once) Music – taught weekly- Charanga