

**CURRICULUM MAP  
YEAR**

**SUMMER TERM**

**IDENTITY**

**Science**

**National Curriculum ref:**

**Summer 1: Evolution and inheritance**

- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

**Milestone ref:**

- **Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.**
- **Describe how adaptation leads to evolution.**
- **Recognise how and why the human skeleton has changed over time, since we separated from other primates.**

**Literacy**

**Theme link:**

**Content:**

Recounts: Biographies and Autobiographies (1Week)  
Children writing their own autobiography  
Explanation texts (2weeks): Linked to science - evolution  
Report writing (2weeks):PGL  
Non-Fiction: Debating (2 weeks)  
Debating (2weeks):  
Take on Poet/ Poetry appreciation (2weeks)  
Study skills in preparation for SATs (3 weeks)

**Milestone ref:**

- Write paragraphs that give the reader a sense of clarity.
- Write paragraphs that make sense if read alone.
- Write cohesively at length.
- Guide the reader by using a range of organisational devices, including a range of connectives.
- Choose effective grammar and punctuation and propose changes to improve clarity.
- Ensure correct use of tenses throughout a piece of writing.
- Write sentences that include:
  - ✓ relative clauses
  - ✓ modal verbs
  - ✓ relative pronouns
  - ✓ brackets
  - ✓ parenthesis
  - ✓ a mixture of active and passive voice
  - ✓ a clear subject and object
  - ✓ hyphens, colons and semi colons
  - ✓ bullet points.

**Science**

**National Curriculum ref:**

**Summer 2: Evolution and inheritance**

- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

**Milestone ref:**

- **Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.**
- **Describe how adaptation leads to evolution.**
- **Recognise how and why the human skeleton has changed over time, since we separated from other primates.**

## History

### Theme Link

Exploring the impact of the Roman invasion and settlement in Britain

### National Curriculum ref:

The Roman Empire and its impact on Britain

### Milestone ref:

- Compare some of the times studied with those of the other areas of interest around the world.
- Describe the social, ethnic, cultural or religious diversity of past society.
- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
- Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).
- Identify periods of rapid change in history and contrast them with times of relatively little change.
- 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.

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## Geography

### Theme link:

A comparison of geographical issues in different geographical zones, with an analysis of social, economic, political and physical impact and effects.

### Content:

Comparing and contrasting 3 different geographical issues and how decisions are made : Haiti, Brazil and Nevada.

### Milestone ref:

Name and locate the countries of North and South America and identify their main physical and human characteristics.  
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).  
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.  
Describe and understand key aspects of **human geography,**

## ICT

### Theme link:

Exploring how countries are led and managed along with geographical data

### Herts ICT Scheme ref:

Information models:

To understand that spreadsheets have a specific structure (sheets, columns, rows, cells etc) and can be used to enter, format, copy and paste numbers, words and graphics.

### Content:

Collecting geographical data from different countries around the world to compare and contrast. Displaying in a graphs and charts.

### Milestone ref:

- Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner.

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**Music**

**Theme link:**

An exploration of identity as expressed through music.

**Content:**

Children to explore how national identity shown through music - Exploring national anthems. Children to investigate how music can inspire a feeling of pride and togetherness.

**Milestone ref:**

- Perform with controlled breathing (voice) and skilful playing (instrument).
- Sing a harmony part confidently and accurately
- Perform solos or as part of an ensemble.
- Create songs with verses and a chorus.
- Thoughtfully select elements for a piece in order to gain a defined effect.
- Convey the relationship between the lyrics and the melody.
- Use digital technologies to compose, edit and refine pieces of music
- Create rhythmic patterns with an awareness of timbre and duration.
- Combine a variety of musical devices, including melody, rhythm and chords.

**ART**

**Theme link:**

An exploration of the history and changing expressions of identity through self portraits.

**Content:**

Children will explore the history of self portraits including traditional representations of the self through t more abstract concepts of self portraits – Van Gogh’s chair, Tracy Emin’s bed. Children will choose an artistic style to emulate before creating their own self portrait .

**Milestone ref:**

- Give details (including own sketches) about the style of some notable artists, artisans and designers.
- Show how the work of those studied was influential in both society and to other artists.
- Create original pieces that show a range of influences and styles.

**R.E.**

**Theme link:**

An exploration of religious identity . How do people express their religious identity.

**Content:**

Children will explore religious identity, both through individual s and communities .

**Milestone ref:**

- Explain how religious beliefs shape the lives of individuals and communities.
- Explain some of the different ways that individuals show their beliefs.
- Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings.
- Explain the practices and lifestyles involved in belonging to a faith community.

## PSHE

### **Theme link:**

An exploration of personal identity: What does it mean to be a global citizen.

What does it mean to be British.

Who am I?

### **Content:**

Children to explore their own identity as members of a school/ local / national /global community

How do you relate to other while retaining a sense of your own identity?

### **Milestone ref:**

- Listen first to others before trying to be understood.
- Change behaviours to suit different situations.
- Describe and understand others' points of view.
- Consider oneself to be lucky and understand the need to look for luck.
- Show a determination to keep going, despite failures or set backs.

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## Design and Technology

### **Theme link:**

Exploring identity through food: Creating a traditional British preserve.

### **Content:**

Children will make their own jam , inventing a new flavour using a variety of berries .

### **Milestone ref:**

- 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.

## P.E.

### **Theme link:**

N.A

### **Content:**

Children will take part in cricket lessons run by SIX 4 SIX in preparations for the Tring County Cricket Tournament. Children will also take part in athletics events in preparation for sports day.

### **Milestone ref:**

- Work alone, or with team mates in order to gain points or possession.
- Strike a bowled or volleyed ball with accuracy.
- Use forehand and backhand when playing racket games.
- Field, defend and attack tactically by anticipating the direction of play.
- Choose the most appropriate tactics for a game.
- Uphold the spirit of fair play and respect in all competitive situations.
- Lead others when called upon and act as a good role model within a team.
- Combine sprinting with low hurdles over 60 metres.
- Choose the best place for running over a variety of distances.
- Throw accurately and refine performance by analysing technique and body shape.
- Show control in take off and landings when jumping.
- Compete with others and keep track of personal best performances, setting targets for improvement.

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## IDENTITY



## P.E.

### **Theme link:**

N/A

### **Content:**

Children will take part in rugby and learn how to play tag rugby as a team.

### **Milestone ref:**

- Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).
- Work alone, or with team mates in order to gain points or possession.
- Field, defend and attack tactically by anticipating the direction of play.
- Choose the most appropriate tactics for a game.
- Uphold the spirit of fair play and respect in all competitive situations.
- Lead others when called upon and act as a good role model within a team.