

Terling School Mixed Level Curriculum Link Frame

Year 1 or a 2 Year Cycle

Year 5/6

| | Numeracy | Literacy | Science | ICT | History | Geography | DT | Art | Music | RE | PSHE | PE |
|-------------------------------------|----------|----------|---|---|--|-----------------------------|--|---|---|---|------|--|
| TERM 1 Topic: Victorians | | | 6E Forces in Action 6G Changing Circuits | 6B Spreadsheets + Modelling | 11 Children in Victorian Britain 12 How Has Life Changed in our Locality? | 24 Passport to the World | 6D Control Vehicles Or 6C Fairground | Construction Drawing Painting | 15 Ongoing Skills 17 Roundabout exploring sounds | Hindu Festival of Light Bible Explorers: New Testament Origins of Christmas | | 3 Invasion Games 5/6 Gymnastics |
| TERM 2 Topic: Life Cycles | | | 5B Lifecycles 5/6 Enquiry 6A Interdependence & Adaptation 5F Changing Sounds | 5C Evaluation, Accuracy & Plausibility 6C Control & Monitoring | | 25 Geography & Numbers | 5A Musical Instruments | Construction Painting Drawing | 15 Ongoing Skills 18 Journey into Space | Circle of Life Creation Stories Death Pilgrimage | | 4 Invasion Games 5/6 Dance |
| TERM 3 Topic: Tudors | | | 6B Micro Organisms 5A Keeping Healthy | 5F Monitor Environmental Changes 5A Graphic Modelling | 7, 8, 19 Tudors | | 6A Shelters | Construction Textiles Clay | 15 Ongoing Skills 19 Songwriter | Places of Worship Worship Practices | | 2 Striking & Fielding Games 3 Athletics 2 Net/Wall Games Swimming |

Potential MoE Experiences

Year 1

Term 3
5/6

Year

| Inquiry | Community | Client | Audience | Enterprise | Challenging Episodes | Learning |
|--|--|---|--|---|---|---|
| <p><u>SCIENCE:</u> <u>Micro-organisms & Keeping Healthy:</u> (short)</p> <p>Micro-biologists have been asked to pinpoint the source of an infectious outbreak and stem its spread.</p> | <p>A group of experts in aspects of micro-biology and keeping healthy.</p> | <p>Government agencies for national health & safety - Home Security</p> | <p>The government health agencies & whole community who need to protect themselves from this threat.</p> | <p>From a collection of evidence, diary entries and data from hospitals, establish the source of the outbreak.</p> <p>Develop a protocol for protection and eradication of the threat.</p> <p>Develop training & information packages on protection for the community - especially schools.</p> | <p>Your colleague is stricken with the disease - desperate diary accounts urge you to be quick in your research.</p> <p>Government official visits for a report on progress.</p> <p>School which has benefited from your safety instructions has an issue with drugs. Could you please give a talk & demonstration to educate on the threats?</p> | <p>Reading graphs & data Creating & testing hypothesis Writing conclusions Researching Instructions Posters & leaflets Letter writing Radio play scripts for advertising Planning oral speech Note taking Video/Power Point</p> |
| <p><u>HISTORY</u> <u>The Tudors:</u></p> <p>Choose an historically important aspect of Tudor life - regarding Henry 8th.</p> <p>Based on Horrible Histories.</p> | <p>Arts establishment</p> <p>Film company</p> | <p>BBC Unit making a series on historical period.</p> | <p>Wider community, especially children</p> | <p>Actors commissioned to create first cut version to show BBC before production.</p> | <p>Funding being withdrawn - must prove value & progress.</p> | <p>Write scripts Public speaking Research & ICT Value judgements Acting skills Prop making</p> <p>Artefact loan</p> |

Potential MoE Experiences

Year 1

Term 2
5/6

Year

| Inquiry | Community | Client | Audience | Enterprise | Challenging Episodes | Learning |
|---|---|---|--|--|--|--|
| <p><u>SCIENCE:</u></p> <p>What does a plant need to survive & what are its parts?</p> | <p>The wild gardeners company who specialise in growing wild and rare plants, designing gardens, educating gardeners and promoting gardening to both old and young.</p> | <p>Mrs Wild, widow of Mr Wild wishes for a garden sanctuary in her husband's memory. She has approached a very successful firm of horticulturalists to help her do the work.</p> <p>(Possible figure in the news, locally famous etc)</p> | <p>The public to whom the garden sanctuary will be open to.</p> <p>Beginning gardeners who need advice on plant care.</p> <p>Mrs Wild, who hopes to maintain the garden herself.</p> | <p>Design and source plants for a commemorative garden, giving care instructions.</p> <p>Incorporate a range of native flora both wild and unusual.</p> <p>If possible, the slipper orchids should be included as Mr Wild was obsessed with their beauty and rarity.</p> | <p>Ground Force have heard about your undertaking & want you to promote it on a section of their show. Plan a 3 minute video clip detailing your challenge, inspiration & progress.</p> <p>Local education department have asked you to develop and promote a range of seeds to encourage children to take up gardening.</p> | <p>Label the parts of a plant. Research conditions plants require for optimum growth.</p> <p>Instructions on how to care for plants. Detailed drawings of planned garden designs. Letter to accept commission. Shot video or movie - storyboards, oral language, camera shots Design for seed range - survey children, graph results, tally charts</p> |
| <p><u>SCIENCE/DT</u></p> <p>Musical Instruments:</p> | <p>A company of small business advisors who have experience in encouraging villages to use materials at hand to sell on to the tourist community.</p> | <p>Aid agency who wants to give skills to local villagers who have suffered poverty and want to start a small community business.</p> | <p>The village learning business skills & musical instrument making.</p> <p>Potential tourist market.</p> | <p>Design and create a selection of musical instruments from local materials.</p> <p>Create simple instructions for villagers to follow.</p> <p>Create 'Blue Peter' video instructions.</p> | <p>Villagers don't understand the concept of pitch, tone or loudness - create a teaching package to for them to learn from.</p> <p>Tourist board visitor checking for quality control and pricing.</p> | <p>DT aspects of designing & creating Art for decoration - ethnic</p> <p>Music/sound travelling & changing</p> <p>Instructions, written & video/oral</p> |
| <p>Lifecycles in science & RE:</p> | | | | | | |

Potential MoE Experiences

Year 1

Term 1

Year

5/6

| Inquiry | Community | Client | Audience | Enterprise | Challenging Episodes | Learning |
|---|---|--|---|--|--|--|
| <p><u>GEOGRAPHY</u></p> <p>Passport to the World</p> <p>World geography & safety while travelling.</p> | <p>Servicing enterprise</p> <p>A company who specialise in tracking people across the world to ensure they are safe, well & in the right place at the right time.</p> | <p>Princess Beatrice's carers (or local rock star/football hero) are happy for her to go on holiday but need to be sure she will be safe on the travels planned.</p> | <p>Future tourists.</p> <p>Current confidential client.</p> | <p>The team have been allocated the task of protecting the safety of Princess Bea or a local hero.</p> <p>Plan the travel, given the itinerary. Sort language, time differences, weather issues and money exchange.</p> | <p>News Flash - trouble spot right where client is heading - how can we warn her?</p> <p>Text from client - needs basic language for a certain country.</p> <p>Client asked for a tourist run-down on important things to visit, do and eat in a certain country.</p> | <p>Mapping skills</p> <p>ID possible threats Consequences</p> <p>News analysis</p> <p>Time differences</p> <p>Money differences</p> <p>Local country knowledge</p> |
| <p><u>HISTORY:</u></p> <p>A Victorian Christmas:</p> <p>How has life changed in the local area since Victorian times?</p> <p>(Doctor WHO based)</p> | <p>Servicing Enterprise</p> <p>Time travel mystery solvers. A group of researchers who gather information to solve mysteries both now, from the past and in the future.</p> | <p>Someone has unearthed a family artefact - the diary account of a Victorian boy and/or girl (siblings - one was their ancestor) and wants the mystery of solved.</p> <p>(child in the workhouse - can write or a factory worker)</p> | <p>Family reunion where the evidence will be presented.</p> <p>Evidence will also be published in the book tracing their family history.</p> <p>Braintree Museum is interested in adding the information and a role-play addition to it's Victorian Day experience.</p> | <p>Collect all accounts, historical sources from the present to build picture - complete the family history.</p> <p>Step back in time with a list of tasks to gather information about the child/time/period in question.</p> <p>Present information in multi-media at a family reunion.</p> <p>Present work in format to be published in the family history book.</p> | <p>Tardis has landed in a factory - write a diary/record of a day including feelings or observations of subject.</p> <p>Interview subject about their life - take a time capsule to the future.</p> <p>Caught a glimpse of the very picture from the office - at the workhouse. Note book records of sights, smells and sounds.</p> <p>Family member finds another artefact - records from census/marriage certificate.</p> <p>Find grave in local graveyard - gather information & record for presentation.</p> | <p>Sources</p> <p>Compare fact vs opinion</p> <p>Bias in reporting</p> <p>Newspaper reports</p> <p>Chronological reporting</p> <p>Deduction</p> <p>Historical knowledge</p> <p>Persuasive speaking or writing</p> <p>Letter writing</p> <p>History of Christmas & workhouses/factories</p> <p>Features of Victorian buildings</p> <p>Victorian Christmas</p> <p>Religious differences</p> <p>Tolerance</p> <p>Family tree</p> <p>A Christmas Carol text</p> <p>Terling graveyard</p> <p>Local census material</p> <p>Artefact loan</p> |

| Terling School Mixed Level Curriculum Link Frame | | | | | | | | Year 2 or a 2 Year Cycle | | | Year 5/6 | |
|--|----------|----------|--|---|------------------------|--|------------------------|---|---|---|----------|--|
| | Numeracy | Literacy | Science | ICT | History | Geography | DT | Art | Music | RE | PSHE | PE |
| TERM 1 Topic: Water | | | 5D Changing State 5C Gas Around Us | 5A Graphic Modelling 5D Introduction to Spreadsheets | | 24 Passport to the World 11 Water | 5C Movable Toys | Construction Drawing Print Making | 15 Ongoing Skills 16 Cyclic Patterns | Bible Explorer: Old Testament Hanukkah Christmas across the Gospels | | 3 Outdoor Adventure Activities 3 Invasion Games 5/6 Gym |
| TERM 2 Topic: Changes | | | 6C Dissolving 6D Reversible & Irreversible Change | 6D Internet Database Search 5B Analysing Data | | 10 Village in India | 5B/D Bread or Biscuits | Drawing Painting Print Making | 15 Ongoing Skills 21 Who Knows? | Old Testament History Easter Service of Light | | 4 Invasion Games 5/6 Dance |
| TERM 3 Topic: Ancient Greeks | | | 5E Earth, Sun & Moon 6F How We See Things | 6A Multimedia Presentation | 14 & 15 Ancient Greeks | | 6B Slippers | Construction Textiles | 15 Ongoing Skills 20 Stars Hide Your Fires | Synagogue & Torah Scroll | | 2 Striking & Fielding Games 3 Athletics 2 Net/Wall Games Swimming |

Potential MoE Experiences

Year 2

Term 1

Year

5/6

| Inquiry | Community | Client | Audience | Enterprise | Challenging Episodes | Learning |
|---|---|--|---|---|--|---|
| <p><u>SCIENCE</u> <u>GEOGRAPHY</u></p> <p>Changing state, passport to the World, Water</p> <p>Re-cycling especially water & the effects of damming a river.</p> | <p>Training establishment</p> <p>Servicing enterprise</p> <p>Environmental group = WN2 (waste not, want not) specialising in waste reuse, re-cycling materials & conservation of resources.</p> | <p>Government officials from a water scarce region need huge amounts of water for its people.</p> <p>A dam has been proposed which stems the main river and will cost more than money.</p> | <p>The local villagers whose homes are about to be flooded.</p> <p>Government officials who need to implement conservation...</p> | <p>Team from WN2 travel to the country concerned & advise on the affects of the scheme on the environment & explore other means of conserving water already in the region.</p> | <p>The local river has flooded, villagers & aid agencies are concerned about infection. Develop a package of equipment, information and training videos to educate locals.</p> <p>Local school in UK asks for materials to show children how to conserve water.</p> <p>Local city council concerned about low re-cycling amongst residents. Could you please develop a motivating education drive.</p> | <p>Re-cycling & conservation</p> <p>Micro-organisms</p> <p>Consequences & responsibility</p> <p>Filtering & purifying water</p> <p>Pollution</p> <p>Water cycle</p> |
| <p><u>SCIENCE:</u></p> <p>What do we know about gas, reversible change, the needs of a micro-organism and fair testing? (Yr 5/6)</p> | <p>An expert drinks development & marketing company.</p> | <p>H M the Queen</p> <p>Local High School</p> <p>Local large supermarket chain</p> | <p>Drinkers of ginger beer both young & old</p> | <p>Commissioned by Her Majesty, the Queen of England, to create a commemorative soft drink to mark the 21st year of her grandson Harry.</p> <p>Commissioned by supermarket chain to deliver 20, 000 bottles.</p> | <p>Local High School withdraws order because of focus on healthy eating.</p> <p>Lack of delivery options.</p> <p>How to lengthen life of product beyond the commemorative year & to include younger consumers.</p> <p>Client comes for official tasting & decides final ginger beer & advertising.</p> | <p>Write a formal letter</p> <p>Magazine article</p> <p>Radio scripts</p> <p>Graphic design on ICT of logos, posters, vouchers & leaflets</p> <p>Creation of a MS movie advert</p> <p>Design & prototype build of moveable vehicle</p> <p>Electrical circuits</p> <p>Drama convention debate</p> <p>Spreadsheets of cost analysis</p> <p>Multiplication application</p> <p>Yeast activation experiments</p> <p>Fair testing</p> <p>Ginger Beer creation</p> |

Potential MoE Experiences

Year 2

Term 2

Year 5/6

| Inquiry | Community | Client | Audience | Enterprise | Challenging Episodes | Learning |
|---|--|--|---|---|---|--|
| <p><u>GEOGRAPHY</u> <u>Village in India:</u></p> <p>What will make a country interesting to tourists?</p> <p>History Geography Religion Disease Pollution Threat of war</p> | <p>Servicing Enterprise</p> <p>Travel Agent Company specialising in catering for the adventurous traveller.</p> | <p>Ruler of, an imaginary province of India who is concerned that very few tourists visit his province. He has commissioned your company to develop cultural, adventurous and historical based holidays for the more discerning tourist.</p> | <p>Adventurous travellers of all ages.</p> | <p>Promote a country to UK travellers.</p> <p>Create a range of itineraries to suit a variety of different travellers - including those with disabilities.</p> <p>Create a tourist introduction to the area, detailing local beliefs, customs, places of interest and</p> | <p>Threat of war from neighbouring country - please develop an evacuation plan for your team as they are trapped within the country. Can you help 50 other women & children also?</p> <p>Local farmland gets flooded as the braided river bursts its banks. Health & safety issues for disease. Flood protection. Purifying water. How will you protect the locals & your tourists?</p> <p>A disabled traveller approaches you about travelling to Can you tailor a holiday to suit their needs?</p> | <p>Atlas mapping skills Time differences</p> <p>Brochure & advertising Money conversion Instructions on safety while travelling</p> <p>Survey potential clients to determine needs & interests Value judgements regarding aspects to include in holiday itinerary</p> <p>Historical events Architectural points of interest Geographical areas of interest</p> <p>Establishing religious beliefs & festivals of the local culture</p> <p>Re-telling or creating myths and legends of the culture</p> |
| <p><u>SCIENCE</u> <u>SAT Revision:</u></p> | <p>A company specialising in making learning resources for children and adults.</p> <p>Particular expertise in understanding how the brain works and individual learning styles.</p> | <p>Tony Bunzan, the creator of mind-maps.</p> | <p>Tony Bunzan, the creator of mind-maps.</p> <p>School children around UK.</p> <p>Parents who want to help their children study.</p> | <p>Create an exhaustive mind-map resource to be published as a SAT study guide.</p> | <p>Create a memory aid game for key science vocabulary or one aspect of the curriculum.</p> | |

Potential MoE Experiences

Year 2

Term 3
5/6

Year

| Inquiry | Community | Client | Audience | Enterprise | Challenging Episodes | Learning |
|---|--|--|---|--|---|---|
| <p><u>RELIGIOUS EDUCATION</u> <u>PSHE:</u> <u>Initiations:</u></p> | <p>A team and confidence building company who specialise in teaching businesses how to build trust, good relationships and a community identity.</p> | <p>Brand new school - Headteacher, children and community.</p> | <p>Headteacher, staff and pupils will all take part in the act of initiation in a special service.</p> <p>School Governors and parents.</p> | <p>Develop a ceremony of initiation for a brand new school. An act to draw individuals into a sense of community & belonging.</p> <p>It could incorporate some aspects of music, dance, rule writing or other activities that would build community.</p> | <p>Been asked to write the school song based on a known tune.</p> <p>Governors want a training session for evaluation prior to the school presentation.</p> <p>A child refuses to wear uniform, follow rules, respect adults or peers - you have been asked to give guidelines on how to bring this person into the community.</p> | <p>ID, compare & contrast acts of initiation across the world, cultures and religions.</p> <p>Determine what makes a community & identifies communities - symbols & signs.</p> <p>Value judgements on aspects of community.</p> |
| <p><u>HISTORY</u> <u>Ancient Greece:</u> Who were the Ancient Greeks and how do they influence us today?</p> | <p>Maintenance, Arts & training Establishment</p> <p>INCLUSIVE INSTITUTE OF LEARNING:</p> <p>A company specialising in including all learning styles in educational experiences. Experienced in designing learning games, interactive classrooms and 'hands on museums'.</p> | <p>The British Museum, Educational Manager and Developments Board.</p> | <p>Museum visitors, especially children.</p> | <p>Create an interactive and engaging room in the Ancient Greek wing, incorporating all major aspects of Ancient Greek history.</p> <p>The target audience is children aged 8 -12 and it is imperative that it is interactive and motivating.</p> | <p>Should we return the Elgin Marbles?</p> <p>Women's rights activist contacts us to insure we include that the Ancient Greeks were not democratic as they discriminated against women, slaves and foreigners.</p> <p>Concern has been raised about access for blind people and whether touching artefacts is acceptable in their preservation.</p> | <p>Ancient Greek history researched.</p> <p>Accuracy of information evaluated ICT</p> <p>Value judgements made & persuasive speech made for museum topic inclusion</p> <p>Understanding of VAK shown.</p> <p>Thinking into effectiveness of museums.</p> <p>History represented in written, aural, pictorial and interactive aspects</p> <p>Educational support materials created</p> <p>Own learning evaluated & tracked</p> |

Additional Short MoE Experiences

Year 5/6

| Inquiry | Community | Client | Audience | Enterprise | Challenging Episodes | Learning |
|--|---|--|--|---|---|--|
| <p><u>PSHE:</u> <u>Philosophy 4</u> <u>Children:</u> <u>RE:</u></p> <p>Who am I? What is civilization & what are humans?</p> | <p><u>Servicing enterprise</u></p> <p>Messages Limited - an agency that makes contact for clients to deliver messages.</p> | <p>Space station operatives who have the job of making contact with alien cultures possibly have made contact with a far-off planetary civilisation who wishes to find out about humans & share their culture.</p> | <p>Alien cultures</p> <p>Space station operatives</p> <p>Prime Minister</p> | <p>Message delivery department of M-Ltd are to make contact with the space station in order to see what messages need to be delivered and aid in their creation.</p> | <p>Last message was misinterpreted resulting in alien culture arming for war - diplomatic skills urgently required to discover how offence was taken.</p> <p>Message received from culture but in code - urgently need to decipher.</p> | <p>Features of living things</p> <p>What is culture</p> <p>Space & other travel</p> <p>Planets</p> <p>Communication</p> <p>What do we believe in?</p> <p>Clarity vs., Oral debate</p> <p>Ethics & morals</p> <p>Philosophical discussion</p> <p>Signs & symbols, Formal language</p> <p>Diversity, Justify opinion</p> <p>Sorting according to importance</p> <p>Challenge prejudice & opinions</p> |
| <p><u>LITERACY:</u> <u>ICT:</u> <u>ART:</u></p> <p>Writer's Workshop</p> <p>Story Writing</p> | <p>A collective of writers, recently awarded the 'Writer of the Year' gold award for a collection of short stories. They have been head hunted by 'Book World' publications of the USA.</p> | <p>Book World Publications of USA</p> <p>The Wolf in Little Red Riding Hood</p> | <p>The real story of The Wolf for all children and adults to read.</p> <p>Published with pictures.</p> | <p>Phone call or personal interview with World Book representative on behalf of the Wolf. Could we please correct the misrepresentation and slight to his character, re-balancing the story to give the true picture?</p> <p>Interview characters</p> <p>Weigh evidence vs. opinion</p> | <p>There has been a terrible miscarriage of justice. I, the Wolf have been misrepresented. Little Red Riding Hood, Granny and the Wood Cutter are the criminals and I the innocent victim.</p> <p>Could we please create an easy read version for infants?</p> <p>Could we create audio books of the story and interactive multi-modal books?</p> | <p>Story starts & setting</p> <p>Character development</p> <p>Adjectives & adverbs</p> <p>Similes & metaphors</p> <p>Paragraphs, Chronological order</p> <p>Vary sentences to develop tension</p> <p>Deduction, Oral readings</p> <p>Structure of a story</p> <p>Point of view, Person, tense</p> <p>Use of connectives to create a variety of sentence construction</p> <p>Punctuation - esp. internal comma</p> <p>Direct speech & punctuation</p> <p>Editing & publishing skills</p> <p>Blurbs - persuasive writing</p> <p>Fact vs. opinion</p> <p>Writing interview questions</p> <p>Word processing skills</p> <p>Scanning skills, Digital camera use</p> <p>Power point presentations</p> <p>Graphics & text combined</p> <p>Interactive Whiteboard use</p> <p>Design book covers</p> <p>Watercolour & ink illustrations</p> |

