Learning Connection block	Innovation and Change		Invasion and Connections		Culture and Contrasts	
Learning Connection Lead Subject	Geography	History	Geography	History	History	Geography
Time of Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5/6 A:	Priority Subject Geography: Mountain, Volcanoes and Earthquakes *Compare and contrast key physical and human geographical aspects.* Additional Subjects: RE Creation/Fall *Creation and Science: conflicting or complementary?* *Harvest Celebration* Science Living Things and their Habitats: Classification (Y6) Computing Online safety: Sharing Personal Information Online PSHE Different types of families (Different types of relationships) Healthy/harmful relationships	Priority Subject History The Mayan Civilisation – *Would you have preferred to live here or there in this period of time?* a non-European society that provides contrasts with British history -Mayan civilization c. AD 900; the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study Additional Subjects RE *God - What does it mean if God is holy and loving?* *Christmas Celebration* Science Animals including Humans (Y6) DT Cooking: Design and make vegetarian main course	Priority Subject Geography Darwin's Voyage of Discovery Maps and Atlases - *Can you trace Darwin's voyage across the globe? What contrasts and cultures would he have experienced?* Additional Subjects RE *Other Faiths - Why do Hindus want to be good?* Science Evolution and Inheritance (Y6) Art Drawing SMSC British Values PSHE Spending decisions Gambling (Exploring risk in relation to gambling) Computing Effective Research	Priority Subject History The Vikings and Anglo-Saxon Struggle – *why did they invade?* Viking raids and invasion/the Viking and Anglo-Saxon struggle for the Kingdom of England Additional Subjects RE *Why do some people believe in God and some people not?* *Easter Celebration* Science Forces (Y5) Art Painting Computing/DT Programming – Microbits PSHE Share Aware 1 – Alex (Online friendships and keeping safe) Share Aware 2 – Lucy (Skills for using the Internet safely)	Priority Subject Additional Subjects History WWII – *Why was the Battle of Britain a turning point in WWII?* - a significant turning point in British history, for example, the Battle of Britain RE *Gospel - What would Jesus do?* Science Light (Y6) Art Collage: Blitz skyline silhouettes, exploring artwork created of the Blitz and Remembrance Day collage Computing Online Safety: We are respectful of others PSHE Social media Feelings and common anxieties when changing schools PE Athletics	Priority Subject Geography Name and Locate – Europe including Russia – the geography of WWII – *Why was it harder for the Germans to invade the UK?* Europe and Russia Additional Subjects RE - *How does faith help people in Devon when life gets hard?* Global Objectives: *Where in the World?* The lives of Christians around the world Science Electricity (Y6) DT Car Model – wheels, pulleys and axles Computing Productivity: Webpage Creation PSHE

	(Diverse community and stereotypes) PE Tag Rugby Music Charanga MFL (French) Our School	Computing Online safety: We will not share inappropriate images PSHE Keeping your body safe 1 Keeping your body safe 2 PE Dance Swimming Music Performance and song - Christmas	(Research a location online using a range of resources appropriately) PE Hockey Gymnastics Music Charanga MFL (French) Then and Now	PE Netball Invasion Games Swimming Music Performance and song - Easter	Cricket Music Charanga MFL (French) Creating a Cafe	Changing schools (Changes from primary to secondary school) PE Orienteering Rounders Music Charanga
Metacognitive Skill Progression	Planning Inquiring – identifying, exploring and organising information and ideas: Pose questions *Pose questions to clarify and interpret information and probe further to discover causes and consequences.* Inquiring – identifying, exploring and organising information and ideas: Identify and	Planning Inquiring – identifying, exploring and organising information and ideas: Organise and process information *Analyse, condense, and combine relevant information from multiple sources.* Evaluation Analysing, synthesising and evaluating reasoning and procedures element: Evaluate procedures and outcomes	Planning Inquiring – identifying, exploring and organising information and ideas: Pose questions *Pose questions to clarify and interpret information and probe further to discover causes and consequences* Generating ideas, possibilities and actions element: Consider alternatives	Planning Inquiring – identifying, exploring and organising information and ideas: Organise and process information *Analyse, condense, and combine relevant information from multiple sources.* Evaluation Analysing, synthesising and evaluating reasoning and procedure element: apply logic and reasoning	Planning Inquiring – identifying, exploring and organising information and ideas: Pose questions *Pose questions to clarify and interpret information and probe further to discover causes and consequences.* Evaluation Analysing, synthesising and evaluating reasoning and procedures element:	Monitoring Reflecting on thinking and processes element: transfer knowledge into new contexts *Apply knowledge gained from one context to another unrelated context and identify new meaning* Evaluation Analysing, synthesising and evaluating reasoning and procedures element:

	clarify information and ideas *Identify and clarify relevant information and prioritise ideas.*	*Evaluate the effectiveness of ideas, products, performances, methods, and courses of action against given criteria*	*Identify situations where current approaches do not work, challenge existing ideas, and generate alternative solutions.*	*Assess whether there is adequate reasoning and evidence to justify a claim, conclusion, or outcome*	Evaluate procedures and outcomes *Evaluate the effectiveness of ideas, products, performances, methods, and courses of action against given criteria*	Evaluate procedures and outcomes *Evaluate the effectiveness of ideas, products, performances, methods, and courses of action against given criteria*
	Monitoring Reflecting on thinking and processes element: think about thinking *Reflect on assumptions made, consider reasonable criticism, and adjust their thinking if necessary.*		Generating ideas, possibilities and actions element: Seek solutions and put ideas into action *Assess and test options to identify the most effective solution and put ideas into action* Monitoring Reflecting on thinking and processes element: think about thinking *Reflect on assumptions made, consider reasonable criticism, and adjust their thinking if necessary.*	Analysing, synthesising and evaluating reasoning and procedures element: draw conclusions and design a course of action *Scrutinise ideas or concepts, test conclusions and modify actions when designing a course of action*		