

Year 5 & 6 Benin Teaching Sequence - Newnham Croft Primary School

Session	Science	History/Geography	DT/Art	RE & PSHE	Computing	PE	French
1	<p>Forces Introduction: To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object by identifying forces acting on objects. To identify the effects of air resistance, water resistance and friction by identifying forces acting on objects</p> <p>To identify forces acting on objects.</p>	<p>The Kingdom of Benin</p> <p>Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study by learning about how the kingdom of Benin formed.</p> <ul style="list-style-type: none"> I can find out how the kingdom of Benin developed. 	<p>Exploring Structures</p> <p>To investigate and analyse a range of existing products in the context of looking at existing free standing structures.</p> <ul style="list-style-type: none"> I can investigate free standing structures. <p>To apply their understanding of how to strengthen, stiffen and reinforce more complex structures in the context of strengthening, reinforcing and stabilising a cardboard tube.</p> <ul style="list-style-type: none"> I can apply my understanding of structures. 	<p>Freedom and Justice</p> <p>What Is Freedom?</p> <p>I can examine the concept of freedom.</p> <p>To recognise their own strengths and skills and understand how they are perceived by others.</p> <p>To be able to challenge themselves and others to work on developing new skills.</p>	<p>Number Operations</p> <p>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. Introduce and familiarise with spreadsheets using given templates. Enter and edit text and numbers in cells and use SUM formula; begin formatting cells.</p> <p>I can enter data and formulae into a spreadsheet.</p>	<p>Year 5 swimming lessons will be led by teachers from The Leys they will include these objectives:</p> <ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations. <p>Year 6 To appreciate the context of the 1920/30s through key action content, shaping a social dance sequence for performance. Students will explore through discussion, demonstration, improvisation and tasks.</p>	<p>I'm Thirsty</p> <p>Engage in conversations; ask and answer questions, in the context of role play about hot and cold drinks.</p> <ul style="list-style-type: none"> I can ask and answer questions about drink choices.
2	<p>Gravity: To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object by measuring the force of gravity pulling on objects.</p> <p>To explore the effect gravity has on objects and how gravity was discovered.</p>	<p>Religion</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning about the religious beliefs of the people of ancient Benin.</p> <ul style="list-style-type: none"> I can describe what the people of Benin believed in. 	<p>Marble Run Bridges</p> <p>To select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately in the context of joining cardboard tubes accurately together.</p> <ul style="list-style-type: none"> I can use a wider range of tools and equipment to perform practical tasks accurately. 	<p>Freedom and Justice</p> <p>What Is Justice?</p> <p>Exploring Stories 1</p> <p>I can examine the concept of justice.</p> <p>To reflect on the experience of learning a new skill and know how to apply it in different contexts.</p> <p>To be aware of how their strengths may be useful in a range of different careers in the future.</p>	<p>Ordering and Presenting Data</p> <p>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. Begin to use the SUM function for a specific a purpose, such as calculating a League Table. Order data using the Sort function and produce a graph to present the data.</p> <p>I can order and present data based on calculations.</p>	<p>Year 6 To appreciate the context of the 1950s through key action content, shaping a social dance sequence for performance. Students will explore through discussion, demonstration, improvisation and tasks.</p>	<p>Open and Closed</p> <p>Read carefully and show understanding of words, phrases and simple writing, in the context of opening/closing times of a restaurant.</p> <ul style="list-style-type: none"> I can interpret a chart written in French.
3	<p>Air Resistance: To identify the effects of air resistance by investigating the best parachute to slow a person down.</p> <p>To investigate the effects of air resistance.</p>	<p>Benin Art</p> <p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by learning about why the art of Benin challenged the world's perceptions of African art.</p> <ul style="list-style-type: none"> I can understand why Benin's sculptures 	<p>Developing Practical Skills</p> <p>To select from and use a wider range of tools and equipment to perform practical tasks (for example cutting, shaping, joining and finishing), accurately in the context of developing practical skills to help make bends in marble</p>	<p>Freedom and Justice</p> <p>What Is Justice?</p> <p>Exploring Stories 2</p> <p>I can compare concepts of justice</p> <p>To understand and practise some skills of a good communicator, including effective listening skills, debating, explaining their views and acknowledging others' views.</p>	<p>Add, Edit and Calculate Data</p> <p>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. Children will</p>	<p>Year 6 To appreciate the context of the 1960s through key action content, shaping a social dance sequence for performance. Students will explore through discussion, demonstration, improvisation and tasks.</p>	<p>Breakfast</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly, in the context of breakfast items.</p> <ul style="list-style-type: none"> I can write a sentence to express my choices.

			<p>runs.</p> <ul style="list-style-type: none"> • I can develop a range of practical skills to create bends. 	To understand and develop effective group work skills, including decision making, chairing and debating.	<p>create totals and averages for existing data; sort according to either column then add or edit the data by following instructions. Begin to understand the benefit of automatic recalculation when editing.</p> <p>I can add, edit and calculate data.</p>		
4	<p>Water Resistance: To identify the effects of water resistance by creating and racing streamlined boats.</p> <p>To explore the effects of water resistance.</p>	<p>The Story of Eweka</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information by finding out about the oral tradition of history in African communities and the different versions of the story of Eweka, Oba of the Benin Kingdom (AD 1180).</p> <ul style="list-style-type: none"> • I can find out how Benin's past is recorded through a range of sources. • I can find out about the story of how 	<p>Timed Marble Run Challenge</p> <p>To investigate and analyse a range of existing products in the context of investigating commercially bought marble runs.</p> <ul style="list-style-type: none"> • I can investigate free standing structures 	<p>Freedom and Justice Human Rights</p> <p>I can describe the influence of religious and non-religious world views on the human rights movement.</p> <p>To recognise influences on their decision making, including the media.</p> <p>To be aware of the range of different strengths and skills people bring to a group and to know how my own strengths and skills complement those of others.</p>	<p>Solving Problems</p> <p>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. Children are given an investigation where the solution to a problem is best calculated using a spreadsheet. They must use prior knowledge and skills to find the best solution.</p> <p>I can use a spreadsheet to solve problems</p>	<p>Year 6 To appreciate the context of the 1970s through key action content, shaping a social dance sequence for performance. Students will explore through discussion, demonstration, improvisation and tasks.</p>	<p>Sandwiches</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly, in the context of describing preferred sandwich types.</p> <ul style="list-style-type: none"> • I can write sentences expressing my preferences.
5	<p>Friction: To identify the effects of friction by investigating brakes.</p> <p>To investigate the effects of friction.</p>	<p>Artefact Exhibition</p> <p>Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by exploring what we can learn about the Benin Kingdom from different artefacts.</p> <ul style="list-style-type: none"> • I can examine and evaluate different sources of evidence about Benin and and say what they can teach us about Benin culture. 	<p>Making the Marble Run</p> <p>To select from and use a wider range of materials and components according to their functional properties and aesthetic qualities in the context of selecting and using materials and components to make a marble run.</p> <ul style="list-style-type: none"> • I can select from and use materials and components to make a marble run. 	<p>Freedom and Justice Non-Violent Protest Movement</p> <p>I can describe the influence of religious views on nonviolent protest movements</p> <p>To be able to persevere and overcome barriers to achieving a task.</p> <p>To be able to evaluate a group work task, learning from their mistakes and suggesting changes to make in the future.</p>	<p>Party Plan Budget</p> <p>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. Children are given a list of possible items and prices, along with a maximum spending budget. They must choose items for a party, calculate quantities and totals within the set budget for a given number of people.</p> <p>I can plan and calculate a spending budget.</p>	<p>Year 6 To appreciate the context of the 1980s through key action content, shaping a social dance sequence for performance. Students will explore through discussion, demonstration, improvisation and tasks.</p>	<p>I Like to Eat</p> <p>Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English, in the context of describing food items.</p> <ul style="list-style-type: none"> • I can use adjectives to describe nouns.
6	<p>Marvellous Mechanisms: To recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect by exploring and</p>	<p>A Lost Kingdom</p> <p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by learning how and why the kingdom of Benin came to an end.</p>	<p>Evaluating and Improving</p> <p>To evaluate their ideas against their own design criteria and consider the views of others to improve their work in the context of evaluating their marble run against the design criteria set in lesson 5.</p>	<p>Freedom and Justice Which Is More Important: Freedom or Justice?</p> <p>I can examine the concepts of freedom and justice and how they might conflict.</p> <p>To be able to give and receive positive and constructive feedback which can be applied to future</p>	<p>Design You Own</p> <p>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,</p>	<p>Year 6 children compare their performances with previous ones and demonstrate improvement. Create a dance sequence incorporating elements of what they have learned.</p>	<p>Pizzas</p> <p>Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English, in the context</p>

	<p>designing a simple mechanism.</p> <p>To explore and design mechanisms.</p>	<p>• I can explain how and why the kingdom of Benin became powerful and successful and also how and why the empire came to an end.</p>	<p>• I can evaluate and improve my design and technology work.</p>	<p>learning.</p> <p>To understand what they have learned and to be able to share it with others.</p>	<p>including collecting, analysing, evaluating and presenting data and information. After a recap of the skills taught so far, and the potential use for a spreadsheet, pupils are given an open-ended challenge to design their own.</p> <p>I can design a spreadsheet for a specific purpose</p>		<p>of saying which pizza toppings to have.</p> <p>• I can use the correct French form for 'some'.</p>
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