



## BRABIN'S ENDOWED PRIMARY SCHOOL

Class: Oak Year 5/6 Term: Spring 1 2024

### Curriculum Unit -Theatre through the Ages

Key Learning Overview:-

Science- Children will be able to build more complex working circuits and recognise and use the corresponding symbols.

DT- Children will be able to design and create an electrical system that incorporates structures, mechanical and computer systems.

Geography- The Rhine and the Mediterranean (opening worlds unit)

History- The Roman Republic (opening worlds unit)

Writing Opportunities- we will write: a new scene for Macbeth, write formal persuasive reviews of our Shakespeare production, poems with a structure and historical diaries set in a Shakespearian Theatre.

Class Novel, key texts and extracts- Study of Shakespeare Plays: Romeo and Juliet and extracts from others. Extracts of Great Expectations and Treasure Island. Selection of sonnets, including Shakespeare's. William Shakespeare biography.

Class Novel- Charlie Changes into a Chicken

### Curriculum Shapers

- Be Curious: engage in first-hand experiences and experience contrasts between periods of history.
- Be Knowledgeable: nurture a thirst for knowledge and apply cross-curricular skills
- Be Adventurous: experience exhilaration, challenge and achievement and work outside our comfort zones by performing in a professional theatre to an audience
- Be Ambitious: link with experts (Shakespeare Schools' Festival)
- Be Creative: develop creative thinking skills and question why
- Be Collaborative: working as a team to perform Romeo and Juliet
- Be Reflective: listen to and act on advice
- Be Positive: develop self-esteem

### Key Questions

- Where, how and why did theatre start?
- What did William Shakespeare contribute to the theatre?
- How did Roman, Greek and Tudor theatres compare?
- What is an electrical circuit and which symbols correspond with each part?
- How can I create a product which incorporates electricity?

## Key Skills Coverage - Science

### Prior Knowledge

- Year 1/2: Uses of everyday materials
- Year 3/4: Forces and magnets
- Year 3/4: Light
- Year 3/4: Electricity:
  - identify common appliances that run on electricity
  - construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
  - identify whether or not a lamp will light in a simple series circuit
  - recognise that a switch opens and closes a circuit
  - recognise some common conductors and insulators, and associate metals with being good conductors.

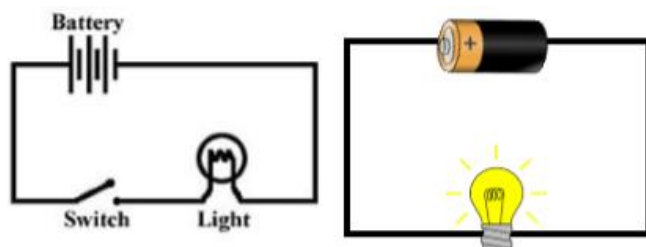
### Key Scientific Skills

#### Knowledge

- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.
- Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.
- Use recognised symbols (at least: cells, wires, switches, bulbs, buzzers and motors) when representing a simple circuit in a diagram.
- Use and interpret circuit diagrams to construct a variety of more complex circuits predicting whether they will 'work'.

#### Working Scientifically

- By systematically identifying [**testing**] the effect of changing one component at a time in a circuit.
- By designing and making an item that includes an electrical component



### Key Vocabulary

**Electricity** - a form of energy that can be carried by wires and is used for heating and lighting, and to provide power for devices

**Energy**- the power from sources such as electricity that makes machines work or provides heat

**Conductor**- a substance that heat or electricity can pass through or along

**Insulator**- a non-conductor of electricity or heat

**Current**- a flow of electricity through a wire or circuit

**Battery/cell**- small devices that provide the power for electrical items such as torches

**Bulb**- the glass part of an electric lamp, which gives out light when electricity passes through it.

**Motor**- a device that uses electricity or fuel to produce movement

**Switch**- a small control for an electrical device which you use to turn the device on or off

**Wires**- a long thin piece of metal that is used to fasten things or to carry electric current

**Buzzer**- an electrical device that is used to make a buzzing sound

## Key Skills Coverage - DT

### Prior Knowledge

- Year 1/2: Mechanisms-pop ups and simple card levers
- Year 1/2: Mechanisms- axles and wheels
- Year 1/2: Structures- stability and strength
- Year 3/4: Mechanical Systems- levers and linkages
- Year 3/4: Control- electrical systems
- Year 3/4: Structures shell and frame- strengthening

### Key Design Skills

#### **Mechanical and Electrical Systems and ICT**

*Record ideas using annotated diagrams.*

*Complete drawings to refine ideas.*

*Cut dowel, square section wood accurately to 1mm.*

*Build frameworks to support mechanisms.*

*Make a structure that incorporates electrical, mechanical and computer systems.*

*Identify strengths and weaknesses of their design and explain these.*

*Review their product and record how it can be improved.*

*Understand that mechanical and electrical systems have an input, process and an output.*

### Key Vocabulary

**Axle-** Rod on which one or more wheels can turn.

**Cam-**Specially shaped wheel, or one with a hole off-centre; when it rotates, anything resting on its edge will bob up and down, as in a pull-along toy.

**Dowel-**Wood cut to a cylindrical shape, available in various widths.

**Pulley-**A grooved wheel over which a rope can run.

**Shaft-**A rod which transmits motion

**Wheel-**Circular frame or disc which rotates about a centre, enabling linear (straight-line) movement from circular motion.

**Control-**Process of making an action take place; computer control involves programming the computer so it will instruct a device to carry out an action

**Framework-**A structure made by joining together a number of pieces of wood, metal, card or plastic.

**Linkage-**A means of connecting components together usually so they can move.