



## BRABIN'S ENDOWED PRIMARY SCHOOL

Class: Oak Year 5/6 Term: Summer 2 2025

### Curriculum Unit -London

#### Key Learning Overview:-

**Geography**- children will study the physical and human geography of North and South America and draw some comparisons with London and the UK.

**History**- children will complete their study of Anglo-Saxon and Viking Britain with a focus on changing rulers.

**Science**- Children will study the classification of living things including: micro-organisms, plants and animals. They will learn the meaning of the terms 'vertebrate' and 'invertebrate' and be able to classify types of these animals.

**Music**- Children will follow the journey of music through the ages, with a particular focus on classical music genres. They will listen to a range of pieces, understand how musical elements are combined, understand how music was/is produced and know that time and place can influence how music is created and performed.

**Writing Opportunities**- we will write: a range of reports on London, create our own play script and produce a collection of figurative poems

#### Class Novel, key texts and extracts- Novel: The Imaginary

Extracts of: a novel and play script linked to the Summer Production, play scripts based on children's classic fiction and a collection of figurative poems.

### Curriculum Shapers

- Be Curious: engage in first hand experiences by visiting the capital city of London
- Be Knowledgeable: nurture a thirst for knowledge
- Be Adventurous: work outside of your comfort zone (Summer Production)
- Be Ambitious: link with experts and develop responsibility for one's own learning
- Be Collaborative: work with each other as a team (Summer Production)
- Be Positive: develop self- esteem

### Key Questions

- What is the history of London?
- What are London's physical features?
- What are London's human features?
- How many people live there?
- What is the population of London like?
- Why is London important for the UK?
- How can living things be classified?
- What are vertebrates and invertebrates?
- What are some of the similarities and differences between the characteristics of living things?
- How has British music changed over throughout history? Over the last 100 years?
- How have classical composers influenced modern music?

## Key Skills Coverage - Science

### Prior Knowledge

- Year 1/2: Animals including humans- hygiene
- Year 1/2: Animals including humans- exercise and survival
- Year 1/2: Living things and their habitats
- Year 1/2: Plants
- Year 3/4: Plants
- Year 3/4: Rocks and Fossils
- Year 3/4: Habitats and Animals
- Year 3/4: recognise that living things can be grouped in a variety of ways
- Year 3/4: explore and use classification keys to help group, identify and name a variety of living things in their local area and wider environment

### Key Scientific Skills

#### Knowledge

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics.

#### Working Scientifically

- Report and present findings from enquiries, including conclusions and causal relationships, in oral and written forms such as displays and other presentations, using appropriate scientific language
- By using classification systems and keys.
- By identifying and classifying] some animals and plants in the immediate environment.
- By researching unfamiliar animals & plants from a broad range of other habitats & decide where they belong in the classification system



### Key Vocabulary

**Classification key-** a system which divides things into groups or types

**environment-** all the circumstances, people, things, and events around them that influence their life

**food chain-** a series of living things which are linked to each other because each thing feeds on the one next to it in the series

**habitat-** the natural environment in which an animal or plant normally lives or grows

**characteristics-** the qualities or features that belong to them and make them recognisable

**species-** a class of plants or animals whose members have the same main characteristics and are able to breed with each other

**Prey-** an animal hunted or captured for food

**predator-** an animal that kills or hunts another animal for food

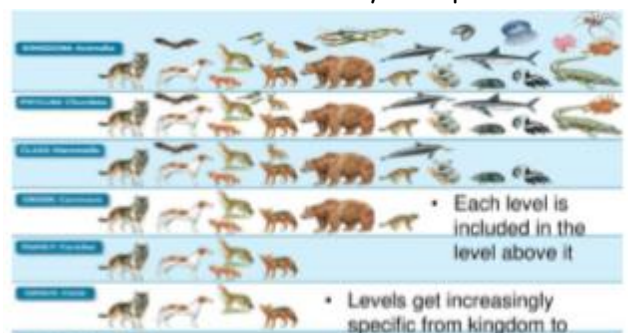
**Vertebrate-** a creature with a spine or backbone

**invertebrate-** a creature which does not have a spine

**Carnivore-** an animal that eats meat

**omnivore-** animal which eat all kinds of food- plants and meat

**herbivore-** an animal that only eats plants



## Key Skills Coverage - Music

### Prior Knowledge

Year 1/2: Latin Music (performing and listening)

Year 3/4: Rock and Roll (history of music, performing and listening)

Year 3/4: European Composers (history of music, listening and composing)

### Key Musical Skills

#### Knowledge

- develop an understanding of the history of music.
- use and understand staff and other musical notations

#### Listening

- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

#### Musical Elements (Revise all briefly through listening process)

1. Pitch: Identify short phrases and long phrases, prominent melody patterns in a piece of music, Improvise a melodic patterns and melodies.
2. Duration: Perform rhythmic patterns and ostinato, identify a silence in a rhythmic pattern with a gesture, indicate strong and weak beats through movements and recognise a metre.
3. Dynamics: Recognise crescendo, diminuendo assess the appropriateness of dynamic.
4. Tempo: Identify the differences between fast and slow tempos and identify the tempo of music as fast, moderate, slow, getting faster or getting slower.
5. Timbre: Identify groupings of instruments and recognise the instruments heard in a piece of music.
6. Texture: Understand how the texture might vary in a song.

### Key Vocabulary

**orchestra** - a large group of instruments, usually classical

**structure**- the order of a piece

**bar** - a regular section on a staff, separated by vertical lines. Contains the beat

**staff** - five horizontal lines on which notes are written

**notation** - a method of writing music

**clef** - a symbol on written music, defining what pitch to play the note

**rest** - moment when a note is not played for a defined length of time

**beat**- unit of rhythm

#### Note lengths



