








Autumn 1: Who are we?		
Driver: Science		
Outcome: How have pandemics shaped who we are?		
Core Text: Many Different Kinds of Love: A story of life, death and the NHS	Writing Genres: Character description x2, setting description and poetry	
Key Vocabulary	Pandemic, covid-19, micro-organism, bacteria, treatment, nutrients, medicine, circulatory system, function, prevention	
Subjects:	Learning Objectives:	Activities
History 	<p>Use dates to order and place events on a timeline</p> <p>Make comparisons between aspects of periods of history and the present day</p> <p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</p> <p>Note connections, contrasts and trends over time and show developing appropriate use of historical terms</p>	<p>Timeline of medicine and different treatments to pandemics; posies, bloodletting, Spanish flu, smallpox vax.</p> <p>Compare to Covid 19 pandemic and how countries responded.</p> <p>Ask questions about cause, changes, similarities and differences and of significance.</p>
Science: Living things and their habitats  Animals including humans	<p>I can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms</p> <p>I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>I can recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>I can describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>Living things- focus on microorganisms, groups these based on their characteristics, compare based on similarities and differences. Explore how they impact the circulatory system.</p> <p>Focus on the impact of Covid 19 and other pandemics on diet and exercise and compare with the impact of diet, exercise, drugs and lifestyle on the body.</p> <p>Describe the way water and nutrients travel through animals/humans.</p>
Art: 	<p>Produce intricate patterns and textures in a malleable media</p> <p>Create intricate printing patterns by simplifying and modifying sketchbook designs</p>	<p>Choose a microbe to study and create series of sketch designs.</p> <p>Create individual Papier mache microbes using images of different microbes studied.</p>  <p>Bacteria Handmade Models Tutorial</p>
PSHE: 	<p>Health and prevention</p> <p>Physical health & fitness</p> <p>Basic first aid</p> <p>Strong emotions</p> <p>Drugs alcohol & tobacco education</p>	<p>Health and prevention, physical health and fitness (Cross-curricular with science).</p> <p>Study impacts of drugs/alcohol and tobacco on the body (particularly on the circulatory system)</p> <p>Strong emotions- how victims, family members felt during the pandemic</p> <p>Basic first aid- how people responded to treating COVID 19 themselves</p>
Action/Exhibition: Exhibition of art works		
Trip ideas		Wellcome trust, Medicine gallery @ Science museum
To be taught in a block and evidenced through floor books/ RE booklets		 <p>RE: Introduction to Hinduism: Christianity and religious leaders around the world</p>  <p>Computing: Programming A</p>

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