























## Westhouses Primary School Curriculum Map Cycle B 24/25 – Trailblazers

	Autumn Term		Spring Term		Summer Term	
Topic Title	The Plague in Derbyshire	Medicine Through Time	Brilliant Britain!	Rivers and Coasts	Crime and Punishment 1	Crime and Punishment 2
Key Question(s)	Does an apple a day keep the doctor away?	To bathe or not to bathe?	Should we dig deep?	Where does our water come from?	Do the crime, do the time?	Punish or rehabilitate?
Engage	Eyam Museum, church and village visit	Heart dissection	Mining and/or local resident visitor	Stream and Derwent Visit	Galleries of Justice Visit	Police and Law workshops (in school).
End Product	Book Launch (linked to DT work)	Carol Concert	Flower Sculptures Gallery	Present Fieldwork (linked to DT work)	Dragon's Den: selling electronic games.	End of Year Play
Class Text	Who Let the Gods Out? – Maz Evans	Beetle Boy – M G Leonard	The Explorer – Katherine Rundell	The Explorer – Katherine Rundell	The Boy at the Back of the Class – Onjali Rauf	A Murder Most Unladylike – Robin Stevens
Unseen Comprehension	Year 5: Mountains	Year 5: Ancient Egypt	Year 5: Rainforests	Year 5: Shang China	Year 5: Brazil	Year 5: Illness and Medicine
	Year 6: The Victorians	Year 6: The Heart	Year 6: Mexico	Year 6: Ice Planet	Year 6: The Vikings	Year 6: Volcanoes
English Writing (Main focus in bold)	<u><b>Journeys and Migration</b></u> The Odyssey – Gillian Cross <ul style="list-style-type: none"> <li>- Speeches</li> <li>- Dialogue</li> <li>- Missing science</li> <li>- Postcards</li> <li>- adverts</li> <li>- <b>Epic stories</b></li> </ul> The Arrival – Shaun Tan <ul style="list-style-type: none"> <li>- Letters</li> <li>- Rules</li> <li>- Character</li> </ul>	<u><b>Conservation and Preservation</b></u> Can We Save the Tiger – Martin Jenkins <ul style="list-style-type: none"> <li>- Letters</li> <li>- Explanations</li> <li>- Persuasive poster</li> <li>- Speech</li> <li>- Simple poems</li> <li>- <b>Discussion texts</b></li> </ul> The Last Bear – Hannah Gold <ul style="list-style-type: none"> <li>- Character</li> </ul>	<u><b>Inspiration and Activism</b></u> Suffragettes: The Battle for Equality – David Roberts <ul style="list-style-type: none"> <li>- Formal letter</li> <li>- Diary</li> <li>- Balanced arguments</li> <li>- Speeches</li> <li>- News report</li> <li>- <b>Persuasive campaigns</b></li> </ul> 	<u><b>Dystopian Worlds</b></u> Paradise Sands – Levi Pinfold <ul style="list-style-type: none"> <li>- Descriptive story openings</li> <li>- Informal notes of advice</li> <li>- Formal letters in role</li> <li>- Descriptive retellings</li> <li>- Conversations</li> <li>- Book reviews</li> <li>- <b>Narrative</b></li> </ul>	<u><b>Fate and Fortune</b></u> The Lost Happy Endings – Carol Ann Duffy <ul style="list-style-type: none"> <li>- Letter</li> <li>- Poetry</li> <li>- Passage of direct speech</li> <li>- Diary entry</li> <li>- Story ending</li> <li>- <b>Alternative perspective prequels</b></li> </ul> The Wind in the Wall – Sally Gardner <ul style="list-style-type: none"> <li>- Posters</li> <li>- Figurative</li> </ul>	<u><b>A Sense of Place</b></u> Some Places More than Others – Renee Watson <ul style="list-style-type: none"> <li>- A transition project to represent children including maps, recipes, poems, photos and a biography</li> <li>- <b>The Suitcase Project</b></li> </ul>



	<p>description</p> <ul style="list-style-type: none"> <li>- Diaries</li> <li>- Short scripts</li> <li>- <b>Extended narratives</b></li> </ul> 	<p>profile</p> <ul style="list-style-type: none"> <li>- Dialogue</li> <li>- Monologue</li> <li>- Logbook entry</li> <li>- Scientific report</li> <li>- <b>Newspaper article</b></li> </ul>	<p>The Invention of Huga Cabret – Brian Selznick:</p> <ul style="list-style-type: none"> <li>- Diaries</li> <li>- Journalistic Writing</li> <li>- Flashback narratives</li> <li>- Speeches</li> <li>- Discussions</li> <li>- Letters</li> <li>- Film critiques</li> <li>- Biographies</li> </ul>	<p><b>Prequel</b></p> <p>Boy in the Tower – Polly Ho-Yen</p> <ul style="list-style-type: none"> <li>- Journalistic writing</li> <li>- Formal letters</li> <li>- Non-chronological reports</li> <li>- <b>Own Version Narratives</b></li> </ul>	<p>Writing</p> <ul style="list-style-type: none"> <li>- Descriptions</li> <li>- Old English Letter</li> <li>- Dialogue</li> <li>- <b>Extended Gothic Narratives</b></li> </ul>	<p>The Unforgotten Coat – Frank Cottrell Boyce</p> <ul style="list-style-type: none"> <li>- Letter</li> <li>- Diaries</li> <li>- Explanations</li> <li>- Dialogue</li> <li>- Non-chronological reports</li> <li>- <b>Own Version Narratives</b></li> </ul>
<p><b>Foundation Subject Writing Opportunities</b></p>	<p><u>History:</u> Spread of the plague text</p> <p>Comparison – plague to Covid.</p> <p><u>Art:</u> Ann Rippin artist study</p> <p><u>Science:</u> Investigation write up</p> <p>Heart explanation text</p> <p>Persuasion – anti smoking</p> <p><u>Religious Education:</u> Prayer instructions.</p>	<p><u>History:</u> Ancient Egyptian Medicine info text.</p> <p>Greek Asclepion persuasion</p> <p>WW1/2 Discussion</p> <p>NHS balanced argument</p> <p><u>Design Technology</u> Evaluation</p> <p><u>Science:</u> Investigation write ups Circuits explanations</p> <p><u>Religious Education:</u> Charity comparison</p>	<p><u>Geography:</u> UK information text.</p> <p>Persuasion – Blackwell Parish</p> <p><u>Science:</u> 6 Kingdoms research and info text</p> <p>Carl Linnaeus biography</p> <p>Investigation write ups.</p> <p><u>Religious Education:</u> Balanced argument</p>	<p><u>Geography:</u> Rivers formation explanation text</p> <p>Uses of rivers text</p> <p><u>Science:</u> Investigation write up</p> <p><u>Religious Education:</u> Discussion text</p>	<p><u>History:</u> Roman Discussion text</p> <p>What is a 'Viking Thing'?</p> <p><u>Science:</u> Investigation write up</p> <p><u>DT:</u> Evaluation</p> <p><u>RE:</u> Place of Worship Comparison</p>	<p><u>History:</u> The Highway Man Diary</p> <p>Elizabeth Fry Biography</p> <p><u>Science:</u> Investigation write up</p> <p><u>Art:</u> Artist biography</p>

<b>Spelling</b>	Wk 1 /a/ phoneme Wk 2 /ay/ phoneme Wk 3 Year Group Specific -fer Wk 4 /ew/ phoneme Wk 5 /oo/ phoneme Wk 6 Year Group Specific -able/ably/ably/ibly Wk 7 Review and Word List	Wk 1 /ow/ phoneme Wk 2 /e/ phoneme Wk 3 /ee/ phoneme Wk 4 Year Group Specific - suffixes Wk 5 /u/ phoneme Wk 6 /ue/ phoneme Wk 7 Review	Wk 1 /h/ phoneme Wk 2 Year Group Specific -ity Wk 3 /j/ phoneme Wk 4 Year Group Specific -ate Wk 5 /kw/ phoneme Wk 6 Review	Wk 1 /sh/ phoneme Wk 2 Year Group Specific - ough Wk 3 /shun/ phoneme Wk 4 /w/ phoneme Wk 5 /m/ phoneme	Wk 1 /k/ phoneme Wk 2 /z/ phoneme Wk 3 /aw/ phoneme Wk 4 /r/ phoneme Wk 5 /er/ phoneme Wk 6 Review	Wk 1 /n/ phoneme Wk 2 /p/ phoneme Wk 3 Year Group Specific - shuhs Wk 4 /t/ phoneme Wk 5 /y/ phoneme Wk 6 Review
<b>Reading Practice Text</b>	Year 5: Holes – Louis Sachar (660L – Mystery)  Year 6: Letters from the Lighthouse – Emma Carroll (700L – Historical Fiction)  Year 6+: Cogheart – Peter Bunzl (820L – Dystopian Fiction) 	Year 5: Pig Heart Boy – Malorie Blackman (HL600L – Friendship and Betrayal)   Year 6: The House with Chicken Legs – Sophie Anderson (770L – Traditional Tales)  Year 6+: Orphans of the Tide – Struan Murray (Adventure)	Year 5: Kensuke's Kingdom – Michael Morpurgo (730L – Adventure)  Year 6: Wed Wabbit – Lissa Evans (870L – Danger and Adventure)  Year 6+ Skylark's War – Hilary McKay (Historical Fiction)	Year 5: Street Child – Berlie Doherty (810L – Historical Fiction)  Year 6: Clockwork – Phillip Pullman (900L – Mystery)  Year 6+: Tom's Midnight Garden – Philippa Pearce (Fantasy) 	Year 5: Harry Potter and the Philosopher's stone – J K Rowling (880L – Fantasy and Adventure)  Year 6: The Hobbit – J R R Tolkein (1000L – Fantasy, Adventure and Traditional Tales)  Year 6+: Nevermoor – Jessical Townsend (Moral and Fantasy)	
Protected Characteristic Text Links Red = English Texts	Marie Curie - Maria Isabel Sanchez Vegara <i>(Gender)</i> 	Stephen Hawking - Maria Isabel Sanchez Vegara <i>(Gender; Disability)</i>  	Dreams of Freedom In Words and Pictures - Amnesty International <i>(Disability; Race and Ethnicity; Religion and Belief; Gender; Age)</i>	I Talk Like a River – Jordan Scott and Sydney Smith <i>(Disability)</i> 	The Island – Armin Greder <i>(Race and Ethnicity)</i> The Arrival – Shaun Tan <i>(Race and Ethnicity)</i>	Red: A Crayon's Story – Michael Hall <i>(Gender. Sexual Orientation; Gender Reassignment)</i> 

						
<b>Maths</b> <b>Year 5 and 6</b> <b>(White Rose)</b>	<b>Number:</b> Place Value <b>Number:</b> Addition and Subtraction <b>Number:</b> Multiplication and Division A <b>Number:</b> Fractions A <b>Number:</b> Multiplication and Division B	<b>Number:</b> Multiplication and Division B <b>Number:</b> Fractions B <b>Number:</b> Decimals A <b>Measurement:</b> Area, perimeter and volume <b>Number:</b> Decimals B <b>Number:</b> Fractions, decimals and percentages	<b>Ratio</b> <b>Algebra</b> <b>Geometry:</b> Shape <b>Geometry:</b> Position and direction <b>Statistics</b> <b>Measurements:</b> Converting Units			








<b>Science (Developing Experts).</b>	<b><u>The Heart (Y6)</u></b>  NC: identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood, recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function, describe the ways in which nutrients and water are transported within animals, including humans   <b>TAPS Assessment: set up enquiry – heart rate.</b>	<b><u>Electricity (Y6)</u></b>  NC: 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 when representing a simple circuit in a diagram  <b>TAPS Assessment: ask questions and plan - bulb brightness.</b>	<b><u>Living Things and their Habitats (Y6)</u></b>  NC: 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  <b>TAPS Assessment: interpret and report – invertebrate research</b>	<b><u>Properties of Materials (Y5)</u></b>  NC: compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering,	<b><u>Forces (Y5)</u></b>  NC: explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect  <b>TAPS Assessment: observe and measure: spinners. TAPS Assessment: evaluate – marble run</b>	<b><u>Light (Y6)</u></b>  NC: recognise that light appears to travel in straight lines use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them  <b>TAPS Assessment: record – light shadows</b>
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Computing (Teach Computing)	CS	<b>Computer Systems and Networks:</b> (Yr 6) Communication <b>ADEF</b>		<b>Programming B:</b> (Yr 5) Selection in Quizzes <b>ABCF</b>			<b>Programming A:</b> (Yr 5) Variables in games <b>ABDFG</b>
	IT		<b>Creating Media:</b>		<b>Creating Media:</b>	<b>Data and Information:</b>	




			(Yr 5) Video Editing EFG		(Yr 6) Webpage creation EFG	(Yr 6) Spreadsheets F	
	DL	Privacy and Security F  School AUP	Online Bullying (PSHE) F  Self image and Identity F	Online Relationships F  Online Reputation F (PSHE)	Health, Wellbeing and Lifestyle EF (PSHE)	Managing Online Information F	Copyright and Ownership F
History/ Geography		<u>The Plague in Eyam</u>  NC: a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality (Eyam and Black Death focus)	<u>Medicine through time – Prehistoric to Modern Day</u>  NC: changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century  Revisit: Prehistoric, Roman, Greek, Egyptian and Saxon medicine. Introduce: Tudor, Victorian and Modern medicine, including the role of WW1/2 on the creation of the NHS. 	<u>Local area study: Study of the UK and focus on Westhouses and compare to other areas in Derbyshire. Explore how the local area has changed over time and why – the impact of Railways and Mining.</u>  NC: name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time; use fieldwork to observe, measure record and present the human and physical features in the local	<u>Rivers and Coasts</u>  NC: name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	<u>Chronological Study of Crime and Punishment through time, comparing key periods studied during LKS2.</u>  NC: changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century  Revisit: Roman, Saxon and Modern methods of punishment. Introduce: key people in history – Elizabeth Fry, Dick Turpin. 	



			area using a range of methods, including sketch maps, plans and graphs, and digital technologies, including the exploration and impact of <b>coal mining and railways</b> in the local area.			
<b>Art/ DT</b>	<b><u>Patchwork Quilt (Art) – textiles</u></b>  NC: to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	<b><u>Mechanisms – designing mechanical and pop up books (DT)</u></b>  NC: select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetics.	<b><u>Flowers and water (Art) - painting</u></b>  NC: to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and <b><u>sculpture (wire, Mo-droc and tissue paper)</u></b> with a range of materials [for example, pencil, charcoal, paint, clay] <div data-bbox="1057 1114 1173 1225" data-label="Image"> </div>	<b><u>Structures - bridges (DT)</u></b>  NC: apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products	<b><u>Electronic Games: steady hand games (DT)</u></b>  NC: all criteria.	<b><u>Portraits – (Art) - drawing</u></b>  NC: to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
<b>RE (Derbyshire Syllabus)</b> <div data-bbox="129 1305 340 1417" data-label="Image"> </div>	<b><u>U2.6 What does it mean to be a Muslim in Britain today? (part 2)</u></b>  (Islam)	<b><u>U2.8 What difference does it make to believe in Ahimsa, Grace and/or Ummah?</u></b> (Christianity, Hindus and Islam)	<b><u>U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?</u></b> (Christians, Muslims and non-religious views)	<b><u>U2.4 If God is everywhere, why go to a place of worship?</u></b>  (Christianity, Hinduism, Judaism & Islam)		

<b>PSHCE (Jigsaw)</b>	Being me in my world 	Celebrating Difference 	Dreams and Goals 	Healthy Me 	Relationships 	Changes 
<b>PE</b>	Paceball (Coach)  Badminton	Paceball (Coach) then Athletics  Gymnastics (Parkour)	Forest School  Gymnastics – movement and balance.	Basketball (Coach)  Dance – Derbyshire Dances	Cricket (Coach)  Volleyball	Rounders  Fitness (Dodgeball)
<b>French (Kapow)</b> 	French Monster Pets  Using monsters and body part vocabulary, this unit revises noun gender, using the correct article to go with nouns, making adjectives agree with the noun they describe and sentence constructions, placing the adjectives in the correct place.	Space Exploration  This unit transports children into space, developing their scientific vocabulary as well as their grammar. Pupils develop their listening and language detective skills, use figurative language and develop their sentence structure by adding adjectives, using prepositions and making simple adjectival comparisons.	Shopping in France  Pupils learn to construct high numbers in French, develop food-related vocabulary through games, stories and role-play and build on their understanding of sentence structures, questions and phrases, equipping themselves with language they could use when shopping in France.	French Speaking World  Pupils discover that there are many countries in the world that speak French, and they learn to give and follow directions in French, discuss climate and use comparative language, which they practise as they explore different French-speaking countries and the cultural treasures belonging to those countries.	Verbs in a French Week.  Pupils identify the infinitive form of verbs, and subject pronouns, then group French verbs into -er, -ir and -re categories before learning the -er regular verb endings, practising with a set of regular action verbs; they discover that not all verbs are regular and learn the foundation verbs 'avoir' and 'être'.	Meet my French Family.  This unit draws on vocabulary and grammar learned previously, introduces family and relations vocabulary, the possessive adjective, my, and how to express likes and dislikes.
	Investigation of France: culture, geography and comparison to the UK (links to Geography PoS).					
<b>Music (Charanga)</b>	Unit: Happy  Style: Pop/Motown	Unit: Classroom Jazz 2  Style: Jazz, Latin, Blues	Unit: Benjamin Britten - A New Year Carol	Unit: You've Got A Friend	Unit: Music and Me  Style: Contemporary,	Unit: Reflect, Rewind and Replay



	<p>Topic and cross-curricular links: What makes us happy? Video/project with musical examples.</p> 	<p>Topic and cross-curricular links: History of music - Jazz in its historical context.</p> 	<p>Style: Benjamin Britten (Western Classical Music), Gospel, Bhangra.</p> <p>Topic and cross-curricular links: Literacy and history, <a href="http://www.fridayafternoonsmusic.co.uk">www.fridayafternoonsmusic.co.uk</a>. The historical context of Gospel music and Bhangra.</p>	<p>Style: The Music of Carole King</p> <p>Topic and cross-curricular links: Her importance as a female composer in the world of popular music.</p>	<p>music and identity</p> <p>Topic and cross-curricular links: Celebrating the role of women in the music industry.</p> 	<p>Style: Western Classical Music and your choice from Year 6</p> <p>Topic and cross-curricular links: Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p>
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