



Geography

"The United Kingdom"

- 1 Locating the UK and its capital cities on maps, and exploring some key geographical features of the UK.
- 2 Exploring what a county is and using geographical clues to name and locate counties of England and Wales.
- 3 Naming towns and cities of the UK and locating them on a map.
- 4 Exploring hills and mountains of the UK, using data and other sources to explore their geographical features.
- 5 Exploring seas and coasts of the UK, particularly coastal formations, such as coastal stacks and caves.
- 6 Finding out about the journey of a river from mouth to sources, associating this with major rivers in the UK.

Objectives:

- KS2 - 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
- KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- KS2 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied



DT

"Great British Dishes"

- 1 Exploring some savoury English dishes before making either a cottage pie or ploughman's lunch.
- 2 Exploring traditional English sweet dishes and their nutritional values, before making a fruit crumble or Eton mess.
- 3 Exploring traditional Scottish dishes before designing and making oat cake toppings or baking shortbread.
- 4 Exploring traditional Welsh dishes before making rarebit muffins, or investigating sheep farming.
- 5 Investigating how the cuisine of other nations has influenced British cooking.
- 6 Exploring the shelf life of different products and how families plan meals before planning their own meal that they think reflects British cuisine.

Objectives:

- KS2 - understand and apply the principles of a healthy and varied diet
- KS2 - prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- KS2 - understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed



History

"Rebuilding Britain"

- 1 Considering ways in which Britain, and the British people, were affected by the events of WW2.
- 2 Exploring Britain in 1945 and how the war had affected the government, economy, infrastructure and people of Britain.
- 3 Understanding why the British people wanted significant changes to the way the government was run after the war, as reflected in the general election of 1945.
- 4 Exploring the creation of the NHS and how this impacted the lives of the British people.
- 5 Identifying ways in which the British Empire changed after WW2, and the reasons behind this.
- 6 Exploring the reasons for, and the effects of, migration from Caribbean countries to the UK after WW2.
- 7 Exploring how and why new towns and cities were built in the UK after WW2.

Objectives:

- KS2 - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066



Science

"Great British Scientists"

- 1 Finding out who Isaac Newton was and exploring his three laws of motion.
- 2 Exploring and investigating Newton's work on light and colour.
- 3 Finding out who Stephen Hawking was and exploring his work on black holes and gravity.
- 4 Exploring the work of Anning, Wallace and Darwin in relation to evolution and adaptation.
- 5 Investigating the world of Alexander Fleming on antibiotics, and exploring how scientists use fair tests and variables to draw conclusion.
- 6 Exploring the modern bicycle design of John Kemp Starley, and investigating the movement of gears in relation to their size and number.

Objectives:

- Year 5 - planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- Year 5 - recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- Year 5 - reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- Year 5 - identifying scientific evidence that has been used to support or refute ideas or arguments
- Year 5 - explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- Year 5 - recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect
- Year 6 - recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- Year 6 - identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

Brilliant Britain

Teacher's Topic Planner

Maths

English

Science

"Great British Scientists"

PlanBee 

History

"Rebuilding Britain"

PlanBee 

Geography

"The United Kingdom"

PlanBee 

RE

Computing

Art

DT

"Great British Dishes"

PlanBee 

Languages

Music

Teacher's notes:



Geography

"The United Kingdom"



History

"Rebuilding Britain"



DT

"Great British Dishes"



Science

"Great British Scientists"

The United Kingdom : Geography : Year 5/6

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To be able to identify and describe key geographical features of the United Kingdom.	Children will recap and learn some key facts about the UK. They will locate the UK on a world map and identify the four countries and capital cities. They will find out information about aspects such as area, life expectancy and population.	<ul style="list-style-type: none"> Can children locate the United Kingdom on a world map? Can children name and locate the countries and capital cities of the United Kingdom? Do children know some facts about the human geography of the United Kingdom, such as population and life expectancy? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C/1D Books, atlases, access to internet, etc. Domino Cards (FSD? activity only)
Lesson 2	To be able to identify and locate the counties of the United Kingdom.	Children will learn what a county is and find out how the counties of England can be split into regions. They will then undertake a variety of activities to help them locate and identify different counties of the UK.	<ul style="list-style-type: none"> Do children know what a county is? Can children identify the counties of the UK? Can children place counties of the UK on a map? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B/2C/2D UK Counties Map Clue Cards (FSD? activity only)
Lesson 3	To be able to locate and identify towns and cities in the UK.	Children will learn the difference between a town and a city before going on to locate some of the UK's major cities on a map. They will describe where different towns and cities are in relation to one another. There is also the chance to explore a particular UK city in detail.	<ul style="list-style-type: none"> Can children describe what a city is? Can children identify cities of the UK? Can children locate UK cities on a map? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C/3D City Cards (FSD? activity only) Access to internet and atlases
Lesson 4	To find out about the hills and mountains of the UK.	Children will start to understand the difference between a hill and a mountain and are given a brief explanation of how mountains are formed. They will go on to explore some of the hills and mountains of the UK and identify their features and key facts.	<ul style="list-style-type: none"> Do children know how mountains and hills are formed? Can children identify major hill and mountain ranges of the UK? Can children use a variety of sources to find out about hills and mountains, and communicate their findings appropriately? 	<ul style="list-style-type: none"> Slides Worksheet 4A/4B/4C/4D Books, atlases, access to internet, etc. Challenge Cards (FSD? activity only)
Lesson 5	To find out about the seas and coasts of the UK.	Children will find out about the coastline of Britain and identify the seas and oceans that surround the UK. They will use photos to identify similarities and differences between different UK beaches, and use appropriate geographical vocabulary to describe their features.	<ul style="list-style-type: none"> Can children identify the oceans and seas that surround the UK? Do children know that the UK has a varied coastline? Can children use and understand vocabulary relating to seas and coasts? 	<ul style="list-style-type: none"> Slides Worksheet 5A/5B/5C/5D Blank UK Map sheet (FSD? activity only)
Lesson 6	To be able to identify and explore the major rivers of the UK.	Children will find out about the journey of a river from source to mouth, and some of the features of rivers, such as deltas and tributaries. They will then identify some of the major rivers in Britain and explore their journeys, thinking about where they are located, which counties and cities they flow through and other key facts about each one.	<ul style="list-style-type: none"> Can children understand and describe the journey of a river from source to sea? Can children name some of the major rivers of the UK? Can children find out and analyse information about rivers of the UK? 	<ul style="list-style-type: none"> Slides Worksheet 6A/6B Information Sheet River Cards (FSD? activity only) Question Cards (FSD? activity only) Books, atlases, access to internet, etc. End of Unit Quiz

Rebuilding Britain : History : Year 6

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To consider some of the ways in which Britain, and British people, were affected by events during the Second World War.	Children will learn about Britain's involvement in WWII and how it ended, then produce mind maps or answer questions to show what they have learned about how the 'war at home' had affected people.	<ul style="list-style-type: none"> Can children identify ways in which Britain was affected on the outbreak of war with Germany? Can they identify ways in which Britain was affected by the Blitz? Can children identify ways in which British colonies/ Commonwealth countries were affected by the war? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C/1D Families At War 1 Access to library books/internet
Lesson 2	To consider how, by 1945, the lives of British people had been affected by the Second World War.	Children will consider in greater depth how Britain and its people were affected by the war and learn about initial rebuilding efforts in bomb-damaged cities. Optionally, they may also look at post-war Modernist architecture.	<ul style="list-style-type: none"> Can children explain some ways in which given aspects of British life had been affected by the end of the war? Can children link some causes to their related effects? Can children identify some specific ways in which Britain needed to be 'rebuilt' or improved after the war ended? 	<ul style="list-style-type: none"> Slides Challenge Sheet 2 Cause Cards 2 Effect Cards 2 Worksheet 2 (FSD? activity only)
Lesson 3	To understand why British people wanted significant changes in the way Britain was governed at the end of the Second World War.	Children will consider why, given the circumstances, post-war voters wanted significant changes in Britain, such as nationalisation and the creation of the Welfare State. They will then either produce persuasive texts or hold a mock election.	<ul style="list-style-type: none"> Can children identify some of the major issues which affected post-war rebuilding? Can children suggest reasons why Labour's post-war election policies were so popular? Can children produce persuasive texts about the issues around which the post-war general elections were centred? 	<ul style="list-style-type: none"> Slides Challenge Card 3A/3B/3C The Election! 3 (FSD? activity only) Blank writing frames and cue cards
Lesson 4	To consider ways in which the creation of the NHS improved the lives of people living in Britain.	Children will learn about the creation of the NHS and its impact on British life as well as expressing their own views and experiences of it. They will then either study original source material or produce their own leaflets/posters describing the 'new' NHS.	<ul style="list-style-type: none"> Can children describe some of the difficulties faced by ordinary people prior to the establishment of the NHS? Can children describe some of the care offered by the newly-established NHS? Can children explain some effects caused by the establishment of the NHS? 	<ul style="list-style-type: none"> Slides Worksheet 4A/4B/4C 1948 NHS Leaflet Challenge Card 4A (FSD? activity only)
Lesson 5	To identify ways in which the British Empire changed after the Second World War.	Children will learn about what the British Empire was, and how the people of her colonies were involved in the war. They will go on to explore when and why almost all of the colonies sought and won independence in the post-war years.	<ul style="list-style-type: none"> Can children explain in their own words what the British Empire was? Can children describe some ways in which Commonwealth countries were affected by the war? Can children explain some ways in which the Empire contracted in the post-war years? 	<ul style="list-style-type: none"> Slides Task List 5A/5B/5C Resource Pack 5 Internet/library access Challenge Card 5 (FSD? activity only)
Lesson 6	To find out about the reasons for, and effects of, migration from Caribbean countries after the Second World War.	Children will consider why there was a need for immigration into Britain in the post-war years, as well as think about, discuss and write about the experiences of the first Caribbean people arriving in Britain to live and work.	<ul style="list-style-type: none"> Can children explain why there was a need for migration into Britain after the war? Can children study different sources to find reasons why people migrated from the Caribbean after the war? Can children describe some effects of Caribbean immigration after the war? 	<ul style="list-style-type: none"> Slides Worksheet 6A/6B/6C Internet access Source 6A Source 6B (FSD? activity only)
Lesson 7	To find out why and how new towns were built after the Second World War.	Children will find out about the reasons why it was decided to build new towns, then either consider the point of view of the post-war town planners by designing their own new town, or visit a new town in your local area.	<ul style="list-style-type: none"> Can children identify reasons why the decision to build new towns was made? Can children identify some distinguishing features of new towns? Can children consider some problems associated with new towns? 	<ul style="list-style-type: none"> Slides Checklist 7A/7B/7C Teacher's Notes (FSD? activity only)

Great British Scientists : Science : Year 5/6

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To investigate and explain Newton's three laws of motion.	Children are introduced to Sir Isaac Newton and the three laws of motion which he wrote to describe how forces interact with various objects. They begin by discussing different examples of each law and are then challenged to use models, diagrams and/or demonstrations to aid them in presenting and explaining each law.	<ul style="list-style-type: none"> • Can children name at least one of Newton's three laws? • Are children able to explain at least one of Newton's three laws of motion using scientific vocabulary? • Are children able to use a model or diagram to exemplify or describe one of the three laws of motion? 	<ul style="list-style-type: none"> • Slides • Tennis balls (or similar), toy cars, balloons, string, cups, weights, sticky tac, tape and other modelling materials • Three Laws Sheet 1A • Worksheet 1A (FSD? activity only)
Lesson 2	To explore the phenomena of light and colour.	Children revisit Newton's achievements and focus on his study on light and colour. They explore how prisms and water can split light into colours and think about where they have seen this happen. Children then investigate the mixing of coloured light using coloured filters and how this affects the colours we see.	<ul style="list-style-type: none"> • Can children describe what white light is? • Can children name the seven colours Newton identified within white light? • Are children able to use scientific vocabulary in their explanations and descriptions? 	<ul style="list-style-type: none"> • Slides • CDs and/or prisms (optional) • Worksheet 2A/2B/2C • Bright light sources and colour filters • Brightly coloured objects (e.g. multilink cubes, coloured paper) • Instruction Sheet 2A (FSD? activity only) • Colour Wheel Template (FSD? activity only) • Worksheet 2D (FSD? activity only)
Lesson 3	To investigate the effects of gravity.	Children will learn about the studies of Stephen Hawking and his work on black holes. The children focus on the gravitational pull of the black holes and use this concept to learn about weight, gravity and mass. They use force meters to explore the relationship between weight and mass on Earth or alternatively build and calibrate their own force meter to use.	<ul style="list-style-type: none"> • Can children define the words mass, weight and gravity? • Are children able to describe the effects of gravity and how it changes in different places in our solar system? • Can children calculate the weight of an object on Earth in Newtons? 	<ul style="list-style-type: none"> • Slides • Worksheet 3A/3B/3C and Graph Paper 3A • Weights, force meters and scales • Plenary Notes 3A • Instruction Sheet 3A (FSD? activity only) • Worksheet 3D (FSD? activity only) • Materials outlined on Instruction Sheet 3A (FSD? activity only)
Lesson 4	To explore the work of Anning, Wallace and Darwin on evolution.	Children will discuss and study the works of Anning, Wallace and Darwin on evolution and natural inheritance. They will think carefully about how the different scientists contributed to scientific discovery in this area. They explore the process of natural selection and how this has led to changes and variations in different species because of advantageous traits.	<ul style="list-style-type: none"> • Can children describe the works of Anning, Darwin and/or Wallace and how their work contributed to science? • Are children able to describe the process of natural selection? • Can children name an advantageous and disadvantageous characteristic or feature of a living organism? 	<ul style="list-style-type: none"> • Slides • Worksheet 4A/4B • Prehistoric Cards 4A • Modern Relative Cards 4A • Habitat Cards (FSD? activity only) • Worksheet 4C (FSD? activity only)
Lesson 5	To plan an investigation considering the variables and measurements taken.	Children investigate antibiotics and the scientist who discovered them: Alexander Fleming. They explore what antibiotics do and discuss why this was such an important discovery. The children then take on the role of Fleming and plan an experiment to test his theory that mould can kill bacteria.	<ul style="list-style-type: none"> • Can children plan an investigation to test a hypothesis? • Can children identify control variables in an investigation? • Are children able to identify the dependent and independent variables in an investigation? 	<ul style="list-style-type: none"> • Slides • Worksheet 5A/5B/5C • Information Sheet 5A (FSD? activity only) • Worksheet 5D (FSD? activity only)
Lesson 6	To explore the movement of gears in relation to their size and number.	Children will investigate how gears and wheel sizes affect speed and distance travelled. They explore the design of a penny-farthing and are introduced to the inventor of the Rover safety bicycle: John Kemp Starley. They observe the changes the size of gears can make and how they work together in a chain drive to make a bike move. The children are challenged to calculate the gear ratios for different gear chains.	<ul style="list-style-type: none"> • Can children make and record detailed observations of a mechanism? • Can children describe how using smaller or larger gears to power another gear will affect the movement? • Can children calculate the gear ratio for a train of two gears? 	<ul style="list-style-type: none"> • Slides • Gear Cards 6A or modular construction kits with gears and pulleys • Worksheet 6A/6B/6C • Image Cards 6A • Wheel Cards 6A/different sized cylinders • A geared bike per group (FSD? activity only) • Worksheet 6D (FSD? activity only)

Great British Dishes : DT : Year 5/6

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To learn about and make some national English savoury dishes	In this first lesson, children will develop their understanding of what a national dish is. They will explore some national savoury dishes of England, looking at the origin of each one and discussing how healthy it is. In their independent activities, children will follow a recipe to cook a cottage pie, or in the alternative activity, they will sample and then plan their own ploughman's lunch.	<ul style="list-style-type: none"> Do children know the origins of some traditional English savoury dishes? Can children cut and chop vegetables safely? Can children combine ingredients and follow a recipe? 	<ul style="list-style-type: none"> Slides Cooking Safely Sheet Peeling, Grating, Chopping and Mashing Sheet Cottage Pie Recipe Card A/B Ploughman's Lunch Information Sheet (FSD? activity only) Taste Test Recording Sheet (FSD? activity only) Ploughman's Lunch Design Sheet (FSD? activity only)
Lesson 2	To know about and make some traditional English sweet dishes	Children will explore some national sweet dishes of England. They will focus on how healthy each one is, and learn about the RDA (Recommended Daily Allowance) values for sugar. They will look at seasonal fruits as a natural source of sugar for ingredients of desserts. In their independent activities, children will either make a fruit crumble, or research and then design their own Eton mess dessert.	<ul style="list-style-type: none"> Can children name some English desserts? Do children understand their RDA for sugar and how to identify the sugar content on food packaging? Do children understand the seasonality of different British fruits? 	<ul style="list-style-type: none"> Slides Cooking Safely Sheet Peeling and Cutting Methods Card Fruit Crumble Recipe Card A/B/C Eton Mess History and Recipe Sheet (FSD? activity only) Eton Mess Challenge Cards (FSD? activity only) Design Sheet (FSD? activity only) Seasonal Fruit Chart (FSD? activity only)
Lesson 3	To learn about and make some national Scottish dishes	In this lesson, children will find out how oats, a staple crop in Scotland, are grown, harvested and processed. They will then explore some of the national dishes of this country which include oatmeal as an ingredient. In their independent activities, children will design sweet and savoury toppings for oatcakes, or follow a recipe to make shortbread.	<ul style="list-style-type: none"> Do children know how oats are grown, harvested and produced? Do children know some traditional Scottish dishes and their main ingredients? Can children design/follow a simple recipe? 	<ul style="list-style-type: none"> Slides Teacher Suggestions Sheet Oatcake Topping Design Sheet A/B/C Request Cards Shortbread Recipe Sheet (FSD? activity only)
Lesson 4	To learn about and make some national Welsh dishes	Children will learn about the importance of sheep farming in Wales, and how this has led to lamb becoming a popular ingredient in a lot of Welsh food. They will look at a range of popular dishes from the country. In their independent activities, children will choose ingredients for their own Welsh rarebit muffins. Alternatively, they will learn more about a year in the life of a sheep farmer.	<ul style="list-style-type: none"> Do children know some traditional Welsh dishes and their main ingredients? Can children give their opinion of different ingredients? Can children follow and adapt a given recipe? 	<ul style="list-style-type: none"> Slides Welsh Rarebit Muffin Recipe Sheet Worksheet 4A/4B/4C Sheep Farming Information Sheet (FSD? activity only) Sheep Farming Picture Cards (FSD? activity only)
Lesson 5	To learn about the influences of and similarities between cuisines from other countries	Children will explore how and why the cuisines of other countries have influenced British dishes over the years, with a focus on Anglo-Indian food. In their independent activities, they will research how other countries around the world have influenced British cooking, or have similar dishes. In the alternative activity, children make the Anglo-Indian inspired recipe of Coronation chicken.	<ul style="list-style-type: none"> Do children understand what 'cuisine' means? Do children understand that the cuisine of different countries can influence and be similar to each other? Can children research, record and share their knowledge? 	<ul style="list-style-type: none"> Slides Cuisines of the World Information Sheets Question Cards Influences and Similarities Sheet Cuisine Challenge Cards Coronation Chicken Recipe Sheet (FSD? activity only)
Lesson 6	To know how to plan and shop for a meal	In this final lesson, children will first learn about the shelf life of different products, and find out the difference between 'best before' and 'use by' labels. They will then look at the steps that need to be taken in order to plan and shop for a specific meal. In their independent activities, children are challenged to plan a meal that they think represents great British food. Alternatively, children are challenged to create an artwork that they feel represents great British food.	<ul style="list-style-type: none"> Do children understand that different food products have different 'shelf-lives'? Do children understand how to plan and cost a meal? Can children give general kitchen health and safety advice? 	<ul style="list-style-type: none"> Slides Worksheet 6A/6B/6C Recipe books (optional) Challenge Cards (FSD? activity only)