History – The Plague in the Peaks: By the end of this unit what should children know?
To know what the plague was, how it affected people's lives in the 14th and 17th centuries, and to understand why the village of Eyam is remembered for its response to the outbreak.
To know the main reasons why the plague spread so quickly in 1665, and to be able to explain which causes were most important.
To know how the people of Eyam responded to the plague in 1665 and to understand that different people in the village had different views about the decision to quarantine.
To know that the plague caused a range of short-term and long-term consequences for society, and to explain how and why some groups of people benefited while others suffered.
To explain how the people of Eyam experienced the plague and how their choices affected others, both in the village and beyond.
Vocabulary – Apothecary, Boundary Stone, Buboes, Epidemic, Miasma, Outbreak, Peasant, Plague, Quarantine, Rector, Remedy, Rural, Tailor, Unsanitary, Urban, Zoonotic

Science – Earth in Space - By the end of this unit what should children know?
That the Sun, Earth, and Moon are approximately spherical bodies.
The relative sizes of the Earth, Sun and Moon and how far away from each other they are.
How to describe the movement of the Earth, and other planets relative to the Sun in the Solar System.
How to describe the movement of the Moon relative to the Earth.
Why day and night occur, due to the Earth's rotation and why the Sun appears to move across the sky.
Vocabulary – Asteroid, Astronomer, Astronomy, Axis, Celestial body, Crescent, Geocentric, Gibbous, Heliocentric, Horizon, Lunar, Orbit, Rotation, Waning, Waxing

Year 4 Maths - By the end of this unit what should children know?
Number and Place Value – I can count in multiples of 6, 7, 9, 25 and 1,000. Find 1,000 more or less than a given number. Count backwards through to 0 to include negative numbers.
Number and Place Value – I can recognise the place value of each digit in a 4-digit number. Order and compare numbers beyond 1,000. Round any number to the nearest 10, 100 or 1,000. Read Roman numerals to 100 (I to C).
Vocabulary – Integer, Multiple, Negative, Numeral, Placeholder, Positive, Rounding, Value

Year 5 Maths - By the end of this unit what should children know?
Number and Place Value – I can read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit. Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0. Round any number up to 1,000,000.
Addition and Subtraction – I can add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction). Add and subtract numbers mentally with increasingly large numbers. Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.
Vocabulary – Approximate, Ascending, Descending, Difference, Digit, Estimate, Exchange, Gattegno chart, Interval, Multiple, Numeral, Placeholder, Power of 10, Represent, Rounding, Value

Year 6 Maths - By the end of this unit what should children know?
Number and place Value – I can read, write, order and compare numbers to 10,000,000. Round any whole number to required degree. Use negative numbers in context.
Addition, Subtraction, Multiplication and Division – I can multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication. Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division and interpret remainders.
Vocabulary - Approximate, Cube number, Digit, Estimate, Exchange, Factor, Gattegno chart, Integer, Inverse, Multiple, Numeral, Placeholder, Prime number, Represent, Rounding, Square number, Value

English – The Boy at the Back of the Class: By the end of this unit what should children know?
Poetry – I know the features of a list poem. Create a toolkit to compose their own list poem. I can use hyphens to avoid ambiguity.
Non-Fiction – I know the features of a formal letter. Create a toolkit to plan, compose, edit and redraft their own formal letter. I can use the subjunctive form in formal letter writing.
Vocabulary - Ambiguity, Clarify, Formal, Hyphen, Informal, Relative clause, Subjunctive form

Creative Writing By the end of this unit what should children know?
I can use effective similes.
I can use a specific nouns for detail to strengthen descriptions.
I can use personification.
I can use engaging language choices.
I know why creative writing can be used as a form of well-being.

RE – What Can Be Done to Reduce Racism? Can Religion Help? By the end of this unit what should children know?
Describe at least two examples of racism, saying what they think is unjust in each case.
Learn about reasons why Bristol's statie of Edward Colston was racially offensive to some but the statue of John Wesley celebrates anti-slavery.
Learn about the Bible story of Saint Peter and Cornelius from Acts 10 and explain how the story challenges racism.
Make links between expressions of The Golden Rule in different forms from different religions. Express views about how The Golden Riles could change their community and society for the better.
Learn about actions of equality from different world religions and understand how people from different religions have worked for equality.
Learn about the legacy of Jo Cox MP and that her big idea was 'more unites is than divides us'.
Vocabulary – Abolitionist, Confront, Diversity, Ethnicity, Gentile, Golden Rule, Humanity, Minority, Offensive, Prejudice, Racism, Scripture, Silver Rule, Slavery, Stereotype, Unjust

Computing – Online Safety: By the end of this unit what should children know?
I understand that passwords need to be strong and that apps require some form of password.
I can recognise some types of online communication and know who to go to if they need help with any communication matters online.
I can search for simple information about a person, such as their birthday or key life moments.
I know what bullying is and that it can occur both online and in the real world.
I can recognise when health and well-being are being affected in either a positive or negative way through online use.
I can offer some advice and tips to combat the negative effects of online use.
Vocabulary – Emojis, Meme, Mental Health, Mindfulness, Personal Information, Trusted Adult

PHSE – Being Me in My World: By the end of this unit what should children know?
I can identify my goals for this year, understand my fears and worries about the future and know how to express them.
I know that there are universal rights for all children but for many children these rights are not met.
I understand that my actions affect other people locally and globally.
I understand how democracy and having a voice benefits the school community.
Vocabulary – Collaboration, Democracy, Empathise, Fears, Goals, Motivation, Needs, Participation, Responsibilities, Rights, Value, Wants

PE - By the end of this unit what should children know?
I can choose the best pace for a running event.
I can identify good athletic performance.
I can perform a range of jumps showing techniques.
I can show control in take-off and landing.
I can persevere to achieve my Personal Best.
Vocabulary – Drive, Explosive, Grip, Officiate, Rhythm, Stance, Strategy

Art – By the end of this unit what should children know?
Demonstrate the appropriate techniques to create light and dark in a piece of art.
Learn how a light source produces not only light and dark areas of an object but also a distinct shadow.
Describe how the use of tenebrism can emphasise the contrast of light and dark to add mood and drama within a painting.
Discuss the materials, techniques and processes used in a piece of art, using correct vocabulary.
Vocabulary – Artificial, Contrast, Dark, Illuminated, Light, Orrery, Philosopher, Shade, Shadow, Tenebrism.

Music - What Shall We Do With The Drunken Sailor? – By the end of this unit what should children know?
I can compose body percussion patterns to accompany a sea shanty. Write these out using rhythm girds.
I can sing a sea shanty expressively, with accurate pitch and a strong beat.
I can play bass notes, chords, or rhythms to accompany singing.
I can sing in unison while playing an instrumental beat (untuned).
I can keep a beat playing a 'cup' game. I can talk about the purpose of sea shanties and describe some of the features using music vocabulary.
Vocabulary – Accompaniment, Harmony, Sea Shanties, Strong beat, Triad chord

Latin - By the end of this unit what should children know?
I can read and identify key language: est is, et and, in in, mercator merchant, piscatrix fishmonger, pistor baker, salve hello, taberna taberna, vale goodbye, via street
I can retell the mythology tale of the labours of Hercules.
I can read and identify simple sentences: Marcus est puer. Marcus is a boy. pistor est in via. The baker is in the street. salve, carnifex! Hello, butcher!

Leaders of the Future - By the end of this unit what should children know?
Buddying up with other children from their house in house team events. Supporting younger pupils on their first school trip.
English – Write a formal letter about a matter that is important to them.
Hathersage: Supporting and leading others while on residential, taking on roles in the centre to support and guide each other.

Morley Away Curriculum - By the end of this unit what should children know?
Bluebells – Connecting with other children from their house.
Hathersage – Map reading, field studies, forming new friendships and local history study of Eyam.