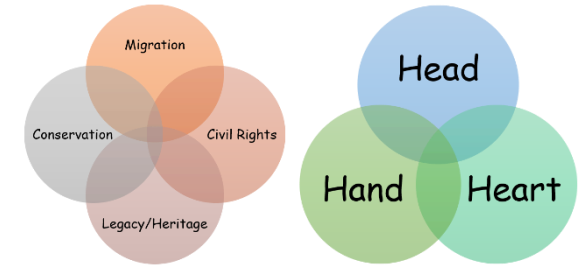


# Riversdale Primary School

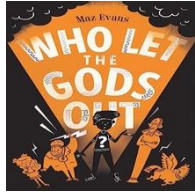
## Medium Term Planning



<b>Year Group</b>	<b>Year 6</b>
<b>Term</b>	<b>Autumn 1</b>

<b>Learning Overview</b>
<p>Pupils will explore the Ancient Greek civilisation this half term, exploring its location and how this influenced its development. They will expand on this further with an exploration of different city-states, comparing and contrasting everyday life, culture, and beliefs. Being a science, technology and engineering focused term, the pupils will also explore how Ancient Greek belief systems influenced their architecture, particularly the development of temples and how this in turn has impacted modern-day Britain. In Science they will continue developing their understanding of bodily processes related to health and wellbeing, exploring the significance of the circulatory system. The pupils will also begin the academic year discussing online safety and re-establishing the expectations for keeping ourselves safe as well as where to seek support and guidance from.</p>

<b>Possible Engaging Starting Points/Hooks</b>
<ul style="list-style-type: none"><li>• A trip to the British Museum to explore the Ancient Greek exhibits.</li><li>• A VR tour of Athens, modern and/or ancient.</li></ul>

<b>Quality Stimulus Text(s)</b>	
<ul style="list-style-type: none"><li>• First week themed book</li><li>• Who Let the Gods Out</li></ul>	

## Relevant UNCRC Articles

- Article 2: Non-discrimination
- Article 12: Respect for the views of the child
- Article 13: Freedom of expression
- Article 17: Access to information from the media
- Article 31: Leisure, play and culture

Subject	<b>Consolidating:</b> What skills specific to this topic are being built upon? What knowledge specific to this topic is being consolidated?	<b>Head*</b> What substantive KNOWLEDGE should the children learn?	<b>Hand*</b> What disciplinary knowledge and SKILLS should the children learn?	<b>Heart*</b> What VALUES and EMOTIONAL INTELLIGENCE concepts should the children develop?
<b>English:</b>	Year 5: <ul style="list-style-type: none"> <li>• Text type features of a recount through diary entry.</li> <li>• Text type features of a 1<sup>st</sup>/3<sup>rd</sup> person narrative.</li> <li>• Text type features of a non-chronological report.</li> <li>• Recognising and applying the grammatical concepts of: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, past perfect tense.</li> <li>• Recognising and applying the word structures:               <ul style="list-style-type: none"> <li>- Converting nouns or adjectives into verbs using suffixes.</li> <li>- Verb prefixes.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Explain the format and structure of a diary entry, including increased precision in description, chronology and thoughts/feelings.</li> <li>• Explain the format and structure of a 1st person narrative, including the use of dialogue to drive the action forward.</li> <li>• Understand that different people present at events may have different interpretations.</li> <li>• Define expanded noun phrases and how more complex forms can be used for precise detail.</li> <li>• Explain the impact of varying sentence length and type in narrative writing.</li> <li>• Define adverbials and how they can be used to clarify a character's perspective.</li> <li>• Explain the format and structure of a non-chronological report, including the importance of appropriate language choices for the desired impact on the reader.</li> </ul>	Pupils to apply grammar, purpose for writing and specific text type features in <b>Writing to Entertain</b> : <ol style="list-style-type: none"> <li>1. Recount through diary entry based on a text read as a class.</li> <li>2. 1<sup>st</sup> Person Narrative recounting an event from a text read in class, but from a different character's perspective.</li> </ol> Pupils to apply grammar, purpose for writing and specific text type features in <b>Writing to Inform</b> : <ol style="list-style-type: none"> <li>3. Non-chronological report about Ancient Greek culture, including attitudes and beliefs.</li> </ol> Handwriting: <ul style="list-style-type: none"> <li>• Write increasing legibly, fluently and with increasing speed through improving choices of which the shape of a letter to use when given choices and deciding whether or not to join specific letters.</li> </ul> Composition: <ul style="list-style-type: none"> <li>• Plan by identifying the audience for and purpose of the writing, and desired impact upon the audience.</li> <li>• Plan by noting and developing initial ideas, drawing on reading where necessary.</li> <li>• Draft and write by selecting appropriate grammar and vocabulary for the desired impact.</li> </ul>	<ul style="list-style-type: none"> <li>• Work collaboratively, listening to one another and sharing ideas.</li> <li>• Enjoying writing and listening to stories.</li> <li>• Building confidence in reading and writing.</li> <li>• Reflect on own writing and set targets for improvement, with support.</li> <li>• Respect the work of others and show empathy when providing feedback.</li> </ul>

			<ul style="list-style-type: none"> <li>• Edit own work independently, applying current learning around spelling, punctuation and grammar.</li> </ul>	
<b>Mathematics:</b>	<p>Number &amp; Place Value:</p> <ul style="list-style-type: none"> <li>• Read, write, order, and compare numbers to at least 1,000,000 and determine the value of each digit.</li> <li>• Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000.</li> <li>• Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000.</li> <li>• Solve number problems and practical problems that involve all of the above.</li> <li>• Read Roman numerals to 1,000 (M) and recognise years written in Roman numerals.</li> </ul> <p>Addition &amp; Subtraction:</p> <ul style="list-style-type: none"> <li>• Add and subtract whole numbers with more than 4 digits, including using formal written methods.</li> <li>• Add and subtract numbers mentally with increasingly large numbers.</li> <li>• Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.</li> <li>• Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</li> </ul> <p>Multiplication &amp; Division:</p> <ul style="list-style-type: none"> <li>• Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</li> <li>• Know and use the vocabulary of prime numbers, prime factors, and composite (non-prime) numbers.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the place value system, where each digit's position indicates its value.</li> <li>• Identify the meaning of expanded form (e.g., <math>3,450,209 = 3,000,000 + 400,000 + 50,000 + 9,000 + 200 + 9</math>).</li> <li>• Explain the meaning of rounding as well as its real-life applications.</li> <li>• Explain the rounding rules with a clear connection to place value.</li> <li>• Explain the process of multiplication and the importance of place value in the process.</li> <li>• Explain the steps involved in long multiplication, including renaming.</li> <li>• Understand the process of division and the role of place value in the process.</li> <li>• Explain the steps involved in long division, including remainders.</li> <li>• Know that remainders can be interpreted in different ways, including whole numbers, fractions, and decimals.</li> <li>• Understand the principles of short division.</li> <li>• Identify the meaning of factors and multiples.</li> <li>• Recognise prime numbers as those with only two factors: 1 and themselves.</li> <li>• Explain why 1 is not a prime number.</li> <li>• Identify what the Order of Operations is and why it is used.</li> <li>• Know that Addition and Subtraction are of equal importance.</li> <li>• Know that Multiplication and Division are of equal importance.</li> </ul>	<p>Number &amp; Place Value:</p> <ul style="list-style-type: none"> <li>• Read, write, order, and compare numbers up to 10 000 000 and determine the value of each digit.</li> <li>• Round any whole number to a required degree of accuracy.</li> <li>• Solve number and practical problems that involve all of the above.</li> </ul> <p>Addition, Subtraction, Multiplication &amp; Division:</p> <ul style="list-style-type: none"> <li>• Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.</li> <li>• Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.</li> <li>• Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context.</li> <li>• Perform mental calculations, including with mixed operations and large numbers.</li> <li>• Identify common factors, common multiples, and prime numbers.</li> <li>• Use their knowledge of the order of operations to carry out calculations involving the 4 operations.</li> <li>• Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</li> </ul>	<ul style="list-style-type: none"> <li>• Working collaboratively with partners and in groups.</li> <li>• Using appropriate listening skills and turn taking in group discussion.</li> <li>• Showing empathy and kindness by helping each other to understand.</li> <li>• Knowing that giving your partner the answer is not helpful but explaining it is.</li> <li>• To recognise the value in making mistakes.</li> <li>• To identify the importance of resilience in problem solving.</li> <li>• To find different ways to solve the same problem.</li> </ul>

	<ul style="list-style-type: none"> <li>• Establish whether a number up to 100 is prime and recall prime numbers up to 19.</li> <li>• Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers.</li> <li>• Multiply and divide numbers mentally drawing upon known facts.</li> <li>• Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.</li> <li>• Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000.</li> <li>• Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3).</li> <li>• Solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares, and cubes.</li> <li>• Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.</li> <li>• Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</li> <li>• Compare and order fractions whose denominators are all multiples of the same number.</li> <li>• Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how to use estimation to quickly assess if answers are reasonable.</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems involving addition, subtraction, multiplication, and division.</li> <li>• Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</li> </ul> <p>Fractions:</p> <ul style="list-style-type: none"> <li>• Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.</li> <li>• Compare and order fractions, including fractions <math>&gt;1</math>.</li> <li>• Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.</li> </ul>	
--	---	--	---	--

	<ul style="list-style-type: none"> <li>Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements <math>&gt; 1</math> as a mixed number.</li> <li>Add and subtract fractions with the same denominator and denominators that are multiples of the same number.</li> </ul>			
<b>Science:</b>	<p>Year 2:</p> <ul style="list-style-type: none"> <li>When we exercise, our hearts beat faster.</li> </ul> <p>Year 3:</p> <ul style="list-style-type: none"> <li>Eating a balanced diet is important in maintaining a healthy body.</li> </ul> <p>Year 4:</p> <ul style="list-style-type: none"> <li>Digestion is the process of breaking down food to be absorbed into the blood.</li> <li>Nutrients are absorbed into the small intestine.</li> </ul> <p>Year 5:</p> <ul style="list-style-type: none"> <li>Recognise how secondary sources can be used to answer questions that cannot be answered through practical work.</li> <li>Given a wide range of resources decide for themselves how to gather evidence to answer a scientific question.</li> <li>Choose a type of enquiry to carry out and justify this choice.</li> <li>Recognise the need for control variables where necessary and identify these.</li> <li>Carry out fair tests, recognising and controlling variables.</li> <li>Decide what observations or measurements to make over time and for how long.</li> <li>Look for patterns and relationships using a suitable sample.</li> <li>Decide how to record and present evidence.</li> </ul>	<ul style="list-style-type: none"> <li>The circulatory system is made of the heart, blood vessels, and blood.</li> <li>The circulatory system is needed to transport oxygen, nutrients, and water.</li> <li>Blood includes red and white blood cells, platelets, and plasma.</li> <li>Red blood cells carry oxygen, whilst white cells fight infections.</li> <li>The heart has four chambers, two atria and two ventricles.</li> <li>The walls of the heart are made of muscle which contracts (gets smaller) to pump blood around our bodies.</li> <li>Blood vessels include arteries, veins and capillaries.</li> <li>Capillaries allow oxygen, nutrients, water, and waste to pass between blood and body cells.</li> <li>Regular exercise enhances the health of the heart and vessels and muscle strength.</li> <li>Smoking and unhealthy habits can harm our heart and blood vessels, leading to heart diseases.</li> </ul> <p><i>Vocabulary:</i>  <i>circulatory System, heart, blood, blood vessel, vein, artery, capillaries, pulse, oxygen, Carbon Dioxide.</i></p>	<p>Ask Questions:</p> <ul style="list-style-type: none"> <li>Recognise how secondary sources can be used to answer questions that cannot be answered through practical work.</li> <li>Given a wide range of resources decide for themselves how to gather evidence to answer a scientific question.</li> <li>Choose a type of enquiry to carry out and justify this choice.</li> <li>Recognise the need for control variables where necessary and identify these.</li> </ul> <p>Enquiry:</p> <ul style="list-style-type: none"> <li>Carry out fair tests, recognising and controlling variables.</li> <li>Decide what observations or measurements to make over time and for how long.</li> <li>Look for patterns and relationships using a suitable sample.</li> </ul> <p>Record/Present:</p> <ul style="list-style-type: none"> <li>Decide how to record and present evidence.</li> <li>Record observations, for example: using annotated photographs, videos, labelled diagrams, labelled scientific diagrams or writing.</li> </ul> <p>Conclusions:</p> <ul style="list-style-type: none"> <li>Answer own and others' questions based on information gained from secondary sources.</li> <li>In conclusions: identify causal relationships and patterns in the natural world from evidence;</li> </ul>	<p>Values: Value, Empathy, Respect, Reflect, Aspire, Individuality, Democracy, Share</p> <ul style="list-style-type: none"> <li>Recognising the value of blood as a crucial part of our bodies.</li> <li>Developing empathy for the importance of blood and its components in maintaining health and how some people's bodies do not function correctly.</li> <li>Respecting the complexity and significance of the heart's role in the body.</li> <li>Reflecting on the intricacies of the heart's structure and function.</li> <li>Understanding the circulatory system's role in distributing nutrients and oxygen.</li> <li>Reflecting on the intricate network of blood vessels and their contribution to overall health.</li> <li>Valuing the role of nutrients and water in nourishing our bodies.</li> <li>Aspiring to make healthy food choices to support bodily functions.</li> <li>Recognising that dietary needs and exercise preferences vary for individuals.</li> <li>Developing empathy for others that cannot make the healthy choices due to personal circumstances.</li> <li>Understanding the impact of lifestyle choices on personal well-being and health.</li> </ul>

	<ul style="list-style-type: none"> <li>Record observations, for example: using annotated photographs, videos, labelled diagrams, labelled scientific diagrams or writing.</li> <li>Answer own and others' questions based on information gained from secondary sources.</li> <li>In conclusions: identify causal relationships and patterns in the natural world from evidence; identify results that do not fit the overall pattern; and explain findings using own subject knowledge.</li> <li>Communicate findings to an audience using relevant scientific language and illustrations.</li> </ul>		<p>identify results that do not fit the overall pattern; and explain findings using own subject knowledge.</p> <p>Communicate:</p> <ul style="list-style-type: none"> <li>Communicate findings to an audience using relevant scientific language and illustrations.</li> </ul>	<ul style="list-style-type: none"> <li>Sharing knowledge about the benefits of balanced diets and exercise for the heart.</li> </ul>
<p><b>Art:</b></p>	<p>Year 5:</p> <ul style="list-style-type: none"> <li>Use a sketchbook to collect and record visual information from different sources as well as experimentations/ planning/trying out ideas for future works.</li> <li>Express thoughts and feelings about their own work and that of others through clear and well explained annotations</li> <li>Use a sketchbook to make notes on how they can adapt and improve their work, throughout the creative process.</li> <li>Discuss and review own and others work, expressing thoughts and feelings with clear explanations that are supported by their knowledge or artists and techniques.</li> <li>Reflect on own work identifying modifications that can be made, in relation to styles and approaches to develop this further.</li> <li>Explore a wide range of great artists and designers, identifying those that have worked in a similar way to their own work.</li> </ul>	<ul style="list-style-type: none"> <li>Viewfinders frame areas for observation and aid composition.</li> <li>They support with developing detail.</li> <li>Perspective techniques, like one-point and two-point perspective, create depth and dimension in drawings.</li> <li>Coloured pencils allow layering and blending of colours to create depth through shades, tones, and tints.</li> <li>Experimentation with different media and tonal contrasts allows us to develop our own individual style.</li> <li>The grid method helps us to break up a drawing into smaller, more manageable parts.</li> </ul> <p><i>Vocabulary:</i>  <i>tonal contrast, blending, tone, shade, tint, 3D, depth, detail, composition, perspective, observation, viewfinder, scale, proportion</i></p>	<p>Exploring &amp; Developing Ideas:</p> <ul style="list-style-type: none"> <li>Use a sketchbook to collect and record visual information from different sources as well as experimentations/ planning/trying out ideas for future works.</li> <li>Express thoughts and feelings about their own work and that of others through clear and well explained annotations</li> <li>Make notes to indicate their intentions/purpose of a piece of work.</li> <li>Use a sketchbook to explain how they can adapt and improve their work, throughout the creative process based on their intentions.</li> </ul> <p>Responding to Art:</p> <ul style="list-style-type: none"> <li>Discuss and review own and others work, with clear explanations that are supported by their knowledge or artists and techniques.</li> <li>Reflect on own work identifying modifications that can be made, in relation to styles and approaches to develop this further.</li> </ul> <p>Drawing:</p>	<p>Values: Reflect, Value, Individuality, Share</p> <ul style="list-style-type: none"> <li>Reflect on skills and techniques previously learnt and improvements that could be made this term.</li> <li>Reflect on skills and techniques previously learnt and improvements that could be made this term.</li> <li>The use of a new technique and how it can help progress drawing skills.</li> <li>Value the importance of planning and research when creating a piece of work.</li> <li>Show their individuality in their exploration of media and drawings.</li> <li>Reflect and share on how well they have done in their work and how it connects back to the artist.</li> </ul>

	<ul style="list-style-type: none"> <li>• Work in a sustained and independent way to create a detailed drawing.</li> <li>• Apply different techniques learnt for different purposes.</li> <li>• Begin to develop an awareness of scale and proportion.</li> <li>• Develop perspective in their drawing through one-point or two-point perspective.</li> <li>• Confidently compose drawings building on prior knowledge.</li> <li>• Work from a variety of sources including observation, photographs and digital images.</li> <li>• Develop close observation skills using a variety of view finders.</li> </ul>		<ul style="list-style-type: none"> <li>• Select appropriate media and learned techniques to achieve a desired outcome.</li> <li>• Work in a sustained and independent way to create a detailed drawing over a number of sessions.</li> <li>• Work from a variety of sources including observation, photographs and digital images.</li> <li>• Continue to explore the combination of different art media in their artwork, developing their own personal style.</li> <li>• Adapt drawings over time, based on self and peer assessment giving clear reasons behind decisions.</li> </ul>	
<b>Computing: First Week of Autumn</b>	<p>Year 5:</p> <ul style="list-style-type: none"> <li>• Identifying possible dangers online and learning how to stay safe.</li> <li>• Explain the pros and cons of online communication.</li> <li>• Recognise that information on the internet might not be true or correct.</li> <li>• Identify ways of checking validity.</li> <li>• Know what bullying is and that it can occur both online and in the real world.</li> <li>• Explain what to do if they experience bullying online.</li> <li>• Understand that passwords need to be strong and that apps require some form of passwords.</li> <li>• Recognise different types of online communication</li> <li>• Go to a responsible adult if they need help with any communication matters online.</li> <li>• Search for simple information about a person, such as their birthday or key life moments.</li> <li>• Recognise when health and wellbeing are being affected in</li> </ul>	<p>Kapow Computing Scheme:</p> <p>Online Safety:</p> <ul style="list-style-type: none"> <li>• To know that a digital footprint means the information that exists on the internet as a result of a person's online activity.</li> <li>• To know what steps are required to capture bullying content as evidence.</li> <li>• To understand that it is important to manage personal passwords effectively.</li> <li>• To understand what it means to have a positive online reputation.</li> <li>• To know some common online scams.</li> </ul> <p><i>Vocabulary:</i>  <i>anonymity, antivirus, biometrics, block, consent, digital footprint, digital personality, financial information, hacking, inappropriate, malware, online bullying, online reputation, password, personal information, phishing, privacy settings, private, reliable source, report, respect, scammers, screen grab, screenshot, secure,</i></p>	<p>Online Safety:</p> <ul style="list-style-type: none"> <li>• Learning about the positive and negative impacts of sharing online.</li> <li>• Learning strategies to create a positive online reputation.</li> <li>• Understanding the importance of secure passwords and how to make them.</li> <li>• Learning strategies to capture evidence of online bullying to seek help.</li> <li>• Recognising that updated software can help to prevent data corruption and hacking.</li> </ul>	<p>Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy</p> <ul style="list-style-type: none"> <li>• Respecting others' privacy and personal boundaries online.</li> <li>• Using respectful language and behaviour in digital communications.</li> <li>• Respect the uniqueness of each individual's online presence and the importance of expressing oneself while staying safe.</li> <li>• Create strong, unique passwords and usernames to protect personal accounts.</li> <li>• Explore the value of personal information and the potential consequences of sharing it recklessly.</li> <li>• Evaluate the reliability and credibility of online sources.</li> <li>• Ensure trustworthiness online, including how to identify trustworthy websites and individuals.</li> </ul>

	<p>either a positive or negative way through online use.</p> <ul style="list-style-type: none"> <li>• Offer a couple of advice tips to combat the negative effects of online use.</li> </ul>	<p><i>selfie, software updates, two-factor authentication, URL, username</i></p>		<ul style="list-style-type: none"> <li>• Address the risks and benefits of sharing personal information with others on the internet.</li> <li>• Reflect on online activities and interactions to identify risks.</li> <li>• Critically analysing online content before sharing or believing it.</li> <li>• Be responsible when sharing content online, including images, videos, and personal information.</li> <li>• Know the consequences of oversharing and how to set appropriate boundaries.</li> <li>• Know that online platforms can promote democratic discussions.</li> <li>• Aspire to be positive digital citizens who contribute positively to online communities.</li> <li>• Promote online empathy and kindness, in our actions.</li> <li>• Address cyberbullying – be an upstander!</li> </ul>
<p><b>Computing: Remainder of Autumn 1</b></p>	<p>Year 5:</p> <ul style="list-style-type: none"> <li>• To know that Mars Rover is a motor vehicle that collects data from space by taking photos and examining samples of rock.</li> <li>• To know what numbers using binary code look like and be able to identify how messages can be sent in this format.</li> <li>• To know what simple operations can be used to calculate bit patterns.</li> <li>• Understanding how data is collected in remote or dangerous places.</li> <li>• Understanding how data might be used to tell us about a location.</li> </ul>	<p>Kapow Computing Scheme:</p> <p>Big Data (Lessons 1, 3, 4 &amp; 5 only).</p> <ul style="list-style-type: none"> <li>• Data contained within barcodes and QR codes can be used by computers.</li> <li>• Infrared waves are a way of transmitting data.</li> <li>• Radio Frequency Identification (RFID) is a more private way of transmitting data.</li> <li>• Data is often encrypted so that even if it is stolen it is not useful to the thief.</li> </ul> <p><i>Vocabulary: algorithm, barcode, Boolean, brand, chip, commuter, contactless, data, encrypt, infrared, proximity, QR code, QR scanner, radio waves, RFID, signal, spreadsheet, systems analyst, transmission, wireless</i></p>	<ul style="list-style-type: none"> <li>• Understanding and identifying barcodes, QR codes and RFID.</li> <li>• Identifying devices and applications that can scan or read barcodes, QR codes and RFID.</li> <li>• Understanding how barcodes, QR codes and RFID work.</li> <li>• Gathering and analysing data in real time.</li> <li>• Creating formulas and sorting data within spreadsheets.</li> <li>• Learning how 'big data' can be used to solve a problem or improve efficiency.</li> </ul>	<p>Values: Respect, Individuality, Value, Entrust, Reflect, Share, Empathy</p> <ul style="list-style-type: none"> <li>• Emphasise the importance of respecting others' privacy and data security.</li> <li>• Highlight the uniqueness of data related to individuals.</li> <li>• Discuss how technology can cater to individual needs while maintaining privacy.</li> <li>• Connect the idea of valuing data by treating it as an important asset that needs protection.</li> <li>• Discuss how accurate and reliable data adds value to decision-making and problem-solving.</li> <li>• Teach students about the responsibility that comes with being entrusted with others' data.</li> <li>• Explain how encryption and secure data transmission methods, like</li> </ul>



				<p>RFID, are ways to protect that trust.</p> <ul style="list-style-type: none"> <li>• Encourage students to reflect on the ethical implications of using data and technology.</li> <li>• Discuss the importance of sharing data responsibly.</li> <li>• Teach students to consider how their use of technology affects others.</li> </ul>
<b>DT:</b>	<p>Year 5:</p> <ul style="list-style-type: none"> <li>• Continue to build on understanding of fruits and vegetables grown in the UK, exploring the concept of seasonality.</li> <li>• Identify foods for different seasons in the UK.</li> <li>• Know that foods are often processed into ingredients that can be eaten or used in cooking.</li> <li>• Investigate different processing procedures.</li> <li>• Evaluating Existing Products: <ul style="list-style-type: none"> <li>- how much products cost to make,</li> <li>- how sustainable the materials in products are,</li> <li>- how well products have been made,</li> <li>- why materials have been chosen,</li> <li>- what methods of construction have been used,</li> <li>- how well products achieve their purposes,</li> <li>- how well products meet user needs and wants.</li> </ul> </li> </ul>	<p>Mediterranean Foods (Lessons 1 – 3):</p> <ul style="list-style-type: none"> <li>• Before the increase in food imports, the UK diet focused on local, seasonal and staple foods.</li> <li>• Importing gives us access to foods that might not grow in our country.</li> <li>• Importing foods even when they are not in season in our country.</li> <li>• Importing foods can make food prices higher.</li> <li>• Transporting food can harm the environment due to increased pollution.</li> <li>• Foods with high “food miles” can lose freshness so may not be as nutritious.</li> <li>• Preserving foods helps them stay fresh during transport.</li> <li>• Food commonly imported from mainland Europe include: olives, tomatoes, citrus fruits, peppers.</li> </ul> <p><i>Vocabulary:</i>  <i>diet, import, export, traditional, produce, preserve, food miles, Mediterranean</i></p>	<p>Cooking &amp; Nutrition:</p> <ul style="list-style-type: none"> <li>• Exploring how UK diets have changed as a result of food imports, including the impact on seasonality.</li> <li>• Understanding that some foods are imported/exported.</li> <li>• Identify benefits and limitations of importing and exporting foods.</li> <li>• Identify common foods imported from mainland Europe.</li> <li>• Identify how foods are preserved in preparation for export.</li> <li>• Recognise that foods have “miles” and that some common foods eaten have very high mileage.</li> </ul> <p>Evaluating:</p> <ul style="list-style-type: none"> <li>• Existing Products: <ul style="list-style-type: none"> <li>- how much products cost to make,</li> <li>- how sustainable the materials in products are,</li> <li>- how well products have been made,</li> <li>- why materials have been chosen,</li> <li>- what methods of construction have been used,</li> <li>- how well products achieve their purposes,</li> <li>- how well products meet user needs and wants.</li> </ul> </li> </ul>	<p>Value: Share, Reflect, Respect</p> <ul style="list-style-type: none"> <li>• Encourage pupils to see how cultural exchange through imports have positively impacted the UK food market.</li> <li>• Support pupils in reflecting on the positive and negative aspects of food imports allowing them to make informed decisions later in life.</li> <li>• Support pupils in respecting other cultural foods and widening their world experiences.</li> </ul>
<b>Geography:</b>				

<p><b>History:</b></p>	<p>Year 4:</p> <ul style="list-style-type: none"> <li>Recognise the difference between an empire and a civilization.</li> </ul> <p>Year 5:</p> <ul style="list-style-type: none"> <li>Continue to develop a chronologically secure knowledge and understanding of British, local and world history.</li> <li>Establish clear narratives within and across the periods studied.</li> <li>Make links between events and changes within and across different time periods/societies.</li> <li>Give reasons why changes may have occurred supported by evidence.</li> <li>Identify a range of causes of major events in history.</li> <li>Using a range of sources to find out about a particular aspect of the past.</li> <li>Know that the most reliable sources are primary sources which were created for official purposes.</li> <li>Evaluate the usefulness and accuracy of different sources of evidence.</li> <li>Form own opinions about historical events from a range of sources.</li> <li>Analyse a wide range of evidence to justify claims about the past.</li> <li>Suggest plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</li> <li>Recognise that secondary sources are influenced by the beliefs, cultures and time of the author.</li> <li>Describe the most significant features of past societies and periods.</li> <li>Recognise that secondary sources are influenced by the beliefs, cultures and time of the author.</li> </ul>	<ul style="list-style-type: none"> <li>Ancient Greeks lived in the eastern Mediterranean region in Europe.</li> <li>The mountainous geography, as well as the many islands influenced the development of city-states.</li> <li>It existed from around 2,000 BCE to 146 BCE.</li> <li>This was at the same time as the later part of the Ancient Egyptian civilization.</li> <li>Athens was known for valuing education, philosophy and the arts.</li> <li>The Athenian society was divided into different classes: citizens, women, metics, and slaves.</li> <li>Athens was governed by a democratic system.</li> <li>Sparta was a militaristic society emphasising discipline and military training.</li> <li>Spartan women enjoyed many freedoms whilst Athenian women did not.</li> <li>Sparta was governed by an oligarchy.</li> <li>The Ancient Greeks were polytheistic.</li> <li>The most important gods were part of the Olympian pantheon.</li> <li>Mythology was significant as it explained the world and human existence.</li> <li>Temples were built as the dwelling places of deities.</li> <li>They contained statues which were believed to embody the god or goddess.</li> <li>Cities were planned and developed around temples and other religious sites.</li> </ul> <p><i>Vocabulary:</i></p>	<p>Chronology:</p> <ul style="list-style-type: none"> <li>Continue to develop a chronologically secure knowledge and understanding of British, local and world history.</li> <li>Establish clear narratives within and across the periods studied.</li> </ul> <p>Change and Continuity:</p> <ul style="list-style-type: none"> <li>Make links between events and changes within and across different time periods/societies.</li> <li>Give reasons why changes may have occurred supported by evidence.</li> </ul> <p>Cause and Consequence:</p> <ul style="list-style-type: none"> <li>Identify a range of causes of major events in history.</li> </ul> <p>Using Sources for Enquiry:</p> <ul style="list-style-type: none"> <li>Using a range of sources to find out about a particular aspect of the past.</li> <li>Know that the most reliable sources are primary sources which were created for official purposes.</li> <li>Evaluate the usefulness and accuracy of different sources of evidence.</li> <li>Form own opinions about historical events from a range of sources.</li> </ul> <p>Historical Interpretation:</p> <ul style="list-style-type: none"> <li>Analyse a wide range of evidence to justify claims about the past.</li> <li>Suggest plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</li> <li>Recognise that secondary sources are influenced by the beliefs, cultures and time of the author.</li> </ul> <p>Similarities and Differences:</p> <ul style="list-style-type: none"> <li>Describe the most significant features of past societies and periods.</li> </ul>	<p>Values: Individuality, Democracy, Entrust, Value, Respect</p> <ul style="list-style-type: none"> <li>Support pupils in developing an understanding that the civilization developed as a result of specific contributing factors, making it truly individual and unique.</li> <li>Understand the concept of people having a voice, however, understanding that in Ancient Greece this was limited.</li> <li>Explore the concept of being trusted by your community to protect and serve.</li> <li>Discuss which concepts we value most and how these fit with Athenian or Spartan viewpoints.</li> <li>Reverence for beliefs and traditions of other cultures but also how each of the gods had their own personality.</li> <li>Awe and inspiration from cultural achievements as well as appreciating the beauty and historical significance of ancient architecture. Possible link to the British Museum debate?</li> </ul>
------------------------	--	--	--	---

	<ul style="list-style-type: none"> <li>Describe similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</li> <li>Describe the significant features of the past, including ideas, beliefs, attitudes and experiences of men, women, and children.</li> <li>Explain a range of similarities and differences between daily lives of people in the past and today.</li> </ul>	<i>city-state, philosophy, democracy, agriculture, trade, military, oligarchy polytheism, ritual, architecture</i>	<ul style="list-style-type: none"> <li>Recognise that secondary sources are influenced by the beliefs, cultures and time of the author.</li> <li>Describe similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</li> </ul> <p>Historical Significance:</p> <ul style="list-style-type: none"> <li>Describe the significant features of the past, including ideas, beliefs, attitudes and experiences of men, women, and children.</li> <li>Explain a range of similarities and differences between daily lives of people in the past and today.</li> </ul>	
<b>Music:</b>	<p>Year 5:</p> <ul style="list-style-type: none"> <li>Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</li> <li>Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</li> <li>Comparing, discussing and evaluating music using detailed musical vocabulary.</li> <li>Developing confidence in using detailed musical vocabulary to discuss and evaluate their own and others' work.</li> <li>Composing a detailed piece of music from a given stimulus with voices, bodies and instruments.</li> <li>Improvising coherently within a given style.</li> <li>Combining rhythmic patterns into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</li> <li>Using staff notation to record rhythms and melodies.</li> </ul>	<p>Kapow Music Scheme:</p> <p>Dynamics, Pitch &amp; Texture:</p> <ul style="list-style-type: none"> <li>To know that the conductor beats time to help the performers work well together.</li> <li>To understand that improvisation means making up music 'on the spot'.</li> <li>To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change.</li> <li>To know that timbre can also be thought of as 'tone colour' and can be described in many ways e.g. warm or cold, rich or bright.</li> </ul> <p><i>Vocabulary:</i>  <i>classical, characterise, composition, conductor, depict, dynamics, ensemble, graphic score, improvisation, notation, orchestra, pitch, texture</i></p>	<ul style="list-style-type: none"> <li>Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</li> <li>Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</li> <li>Using musical vocabulary correctly when describing and evaluating the features of a piece of music.</li> <li>Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</li> <li>Improvising coherently and creatively within a given style, incorporating given features.</li> <li>Composing a multi-layered piece of music from a given stimulus with voices, bodies, and instruments.</li> <li>Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch, and texture.</li> </ul>	<p>Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy</p> <ul style="list-style-type: none"> <li>Appreciate the skills and efforts of their peers and musicians.</li> <li>Respect for the instruments and equipment used in music-making.</li> <li>Express individual creativity through music composition and performance.</li> <li>Explore different instruments and musical roles.</li> <li>Maintain individual responsibilities in group performances, ensemble rehearsals, and collaborative projects.</li> <li>Lead, make decisions, and contribute to the musical process.</li> <li>Engage in reflective practices after performances, analysing what went well and areas for improvement.</li> <li>Share musical talents and skills through performances.</li> <li>Share ideas, insights, and responsibilities.</li> <li>Engage in discussions about the selection of repertoire and the organisation of musical events.</li> </ul>

	<ul style="list-style-type: none"> <li>Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</li> <li>Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</li> <li>Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</li> <li>Performing with accuracy and fluency from graphic and simple staff notation.</li> <li>Playing a simple chord progression with accuracy and fluency.</li> </ul>		<ul style="list-style-type: none"> <li>Recording own composition using appropriate forms of notation and/or technology.</li> <li>Constructively critiquing their own and others' work, using musical vocabulary.</li> <li>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time, and communicating with the group.</li> <li>Performing a solo or taking a leadership role within a performance.</li> <li>Performing with accuracy and fluency from graphic and staff notation and from their own notation.</li> <li>Performing by following a conductor's cues and directions.</li> </ul>	<ul style="list-style-type: none"> <li>Set musical goals, whether related to technique, theory, or performance.</li> <li>Aim for higher levels of musical proficiency and expression.</li> <li>Develop a love for music through exposure to various genres and styles.</li> <li>Nurture emotional connections to music and express and interpret emotions through performance.</li> <li>Develop empathy by understanding the emotions conveyed in different pieces.</li> <li>Listen to and understand each other in teamwork.</li> </ul>
<b>PE:</b>	<p>Year 5:</p> <ul style="list-style-type: none"> <li>Identify tactics that help to keep possession of the ball.</li> <li>Explain way to send and receive with control in games.</li> <li>Define the terms speed, agility and coordination.</li> <li>Being able to use control within a game</li> <li>Carry out warm up activities independently.</li> </ul>	<ul style="list-style-type: none"> <li>Express the importance of control in relation to sending and receiving.</li> <li>Know how to manipulate the game by thinking tactically.</li> <li>Develop an understanding of how to improve in different physical activities and sports.</li> <li>Learn necessary vocabulary to evaluate and recognise their own success</li> <li>Make links between the content of the lesson and the possible warm-ups that might be utilised.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and use tactics to help their team keep the ball and take it towards the opposition's goal/basket.</li> <li>Close down opponents with the ball and help each other in defence.</li> <li>Carry out warm up activities that use exercises that relate to invasion games</li> </ul>	<p>Values: Respect, Value, Entrust, Reflect, Share, Democracy, Aspire, Empathy</p> <ul style="list-style-type: none"> <li>Carry out activities to improve their work and understand why they are useful.</li> <li>Come up with and share sensible solutions, given time to think about their actions.</li> <li>Work collaboratively to improve individual and team member skills, showing aspiration.</li> <li>Value the efforts of others and show empathy when providing peer-assessment/feedback.</li> <li>Entrust each other to be kind and supportive, showing good sportsmanship.</li> <li>Show resilience when receiving feedback and reflect on how this can be used.</li> </ul>
<b>RE:</b>	<p>Year 5:</p> <ul style="list-style-type: none"> <li>Describe some reasons for why people belong to religions.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss what we know/believe/wonder about the world.</li> </ul>	<p>Learning about Religion &amp; Beliefs:</p> <ul style="list-style-type: none"> <li>Describe some reasons for why people belong to religions.</li> </ul>	<p>Values: Respect, Individuality, Value, Reflect, Share</p>

	<ul style="list-style-type: none"> <li>• Explain how similarities and differences between religions can make a difference to the lives of individuals and communities.</li> <li>• Use a wider religious vocabulary.</li> <li>• Begin to suggest reasons for similarities and differences in the answers given to moral questions.</li> <li>• Begin to explain how religious sources are used to provide answers to moral questions.</li> <li>• Say what religions teach about some of the big questions of life and begin to use more sources to explain different views.</li> <li>• Give own views and describe the views of others on questions about identity and the meaning of life.</li> <li>• Use brief reasons and some references to sources of wisdom, such as inspirational people.</li> <li>• Begin to express much clearer opinions on matters of religion and belief and use some examples to support their views.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the argument from design, and key objections to this.</li> <li>• Explain the argument from first cause, and objections to this.</li> <li>• Explain what ‘numinous’ means.</li> <li>• Describe when someone could experience this.</li> <li>• Discuss whether non-religious people can be ‘good’.</li> <li>• Explain what makes non-religious people ‘behave’.</li> <li>• Describe the social functions of religion.</li> <li>• Explain how non-religious people fulfil this aspect of religious life.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how similarities and differences between religions can make a difference to the lives of individuals and communities.</li> <li>• Use a wider religious vocabulary.</li> <li>• Begin to suggest reasons for similarities and differences in the answers given to moral questions.</li> <li>• Begin to explain how religious sources are used to provide answers to moral questions.</li> <li>• Say what religions teach about some of the big questions of life and begin to use more sources to explain different views.</li> </ul> <p>Learning from Religion &amp; Beliefs:</p> <ul style="list-style-type: none"> <li>• Give own views and describe the views of others on questions about identity and the meaning of life.</li> <li>• Use brief reasons and some references to sources of wisdom, such as inspirational people.</li> <li>• Begin to express much clearer opinions on matters of religion and belief and use some examples to support their views.</li> </ul>	<ul style="list-style-type: none"> <li>• Respect alternative viewpoints that differ from our own.</li> <li>• Celebrate individuality of thought and belief.</li> <li>• Understand that not all people have a religious belief, but may be spiritual.</li> <li>• Understand that not all individuals have a formal belief system but are still “good” people.</li> <li>• Value the role that others have to play in our development as citizens, be that religious or not.</li> <li>• Reflect on our own development and how we are growing as “good” people.</li> <li>• Share our opinions with kindness and understanding of others.</li> </ul>
<p><b>RSE:</b></p>	<p>Year 5:</p> <ul style="list-style-type: none"> <li>• What makes up a person’s identity?</li> <li>• What decisions can people make with money?</li> <li>• How can we help in an accident or emergency?</li> <li>• How can friends communicate safely?</li> <li>• How can drugs common to everyday life affect health?</li> <li>• What jobs would we like?</li> </ul>	<ul style="list-style-type: none"> <li>• How mental and physical health are linked.</li> <li>• What positive friendships are and being involved in activities such as clubs and community groups support wellbeing.</li> <li>• How to make choices that support a healthy, balanced lifestyle including: <ul style="list-style-type: none"> <li>- how to plan a healthy meal,</li> <li>- how to stay physically active,</li> <li>- how to maintain good dental health, including oral hygiene, food and drink choices,</li> <li>- how to benefit from and stay safe in the sun,</li> <li>- how and why to balance time spent online with other activities,</li> </ul> </li> </ul>	<p>Health and Wellbeing:</p> <ul style="list-style-type: none"> <li>• Looking after ourselves.</li> <li>• Growing up.</li> <li>• Becoming independent.</li> <li>• Taking more responsibility.</li> </ul>	<p>Values: Respect, Individuality, Value, Entrust, Reflect, Aspire, Love, Empathy</p> <ul style="list-style-type: none"> <li>• Respect that all people are different and have different experiences.</li> <li>• Develop empathy for people that may struggle with their mental health.</li> <li>• Value the positive relationships/friendships we have built.</li> <li>• Value the opportunities we may have and aspire towards greater opportunities in life.</li> <li>• Aspire to make good choices and develop positive habits.</li> <li>• Reflect on choices and make decisions for self-betterment.</li> </ul>

		<ul style="list-style-type: none"> <li>- how sleep contributes to a healthy lifestyle</li> <li>- the effects of poor sleep,</li> <li>- strategies that support good quality sleep,</li> <li>- how to manage the influence of friends and family on health choices.</li> <li>• That habits can be healthy or unhealthy.</li> <li>• Strategies to help change or break an unhealthy habit or take up a new healthy one.</li> </ul>		
<p><b>Spanish:</b></p>	<p>Year 5:</p> <ul style="list-style-type: none"> <li>• To know that phonic knowledge can be applied to pronounce unfamiliar words correctly.</li> <li>• To know that plural nouns referring to nouns of mixed gender always take the masculine form.</li> <li>• To know that I can use más or menos que to make comparisons.</li> <li>• To know whether to use the pronouns el 'he' or ella 'she' (or the gender-neutral pronoun elle) when describing someone.</li> <li>• To know that the ending of an adjective often changes according to the gender and number of the noun it describes.</li> <li>• To know how to form the first person, second person and third person of the verb tener, llamarse and gustar.</li> <li>• To know that when expressing likes and dislikes about a noun, me gusta is followed by the definite article (el or la) then the noun.</li> <li>• To know that when expressing likes and dislikes about plural nouns, me gustan is followed by the definite articles (los or las).</li> <li>• To know that there is no possessive apostrophe in Spanish.</li> </ul>	<p>Kapow Spanish Scheme:</p> <p>Clothes in Spain: Grammar:</p> <ul style="list-style-type: none"> <li>• To know that if a word is plural, we cannot use un or una and instead use unos and unas – some.</li> <li>• To know the rules for changing the ending of an adjective according to the gender and number of the noun it describes.</li> <li>• To know that porque – because, can be used to extend a sentence and give a justification.</li> </ul> <p><i>Vocabulary:</i> unos – some, unas – some, lleva - he/she is wearing, ¿Qué lleva? - What is he/she wearing?, porque – because, bonito – pretty, cómodo – comfortable, deportivo – sports, elegante - elegant/stylish/smart, formal – formal, impermeable – waterproof, suelto - loose/baggy, tradicional - traditional</p>	<p>Language Comprehension:</p> <ul style="list-style-type: none"> <li>• Identifying and extracting key information in a range of authentic texts.</li> <li>• Using a bilingual dictionary to select alternative vocabulary for independent sentence building.</li> <li>• Using further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary.</li> </ul> <p>Language Production:</p> <ul style="list-style-type: none"> <li>• Planning, asking and answering extended questions.</li> <li>• Developing extended sentences to justify a fact or opinion.</li> <li>• Planning and giving a short oral presentation.</li> <li>• Speaking and reading aloud with increasing confidence and fluency.</li> <li>• Using existing knowledge of vocabulary and phrases to create new sentences.</li> <li>• Recognising and using a wide range of descriptive phrases.</li> <li>• Giving a presentation drawing upon learning from a number of previous topics.</li> </ul>	<ul style="list-style-type: none"> <li>• To feel confident to speak Spanish.</li> <li>• Compare the lifestyles between England and Spain, appreciating individuality within this.</li> <li>• Appreciate similarities and differences between languages and cultures.</li> <li>• Respect pronunciation and the importance of accuracy in communicating in different languages.</li> <li>• Reflect on own progress and aspire for highest quality possible.</li> </ul>

	<ul style="list-style-type: none"><li>• To know that you can make a statement into a question simply by changing your intonation and punctuation.</li><li>• To know that when the preposition a is followed by el, the contraction al is used.</li><li>• Listening and selecting information from short audio passages to give an appropriate response.</li><li>• Reading and responding to a range of authentic texts.</li><li>• Identifying key information in simple writing.</li><li>• Using a range of language detective strategies to decode new vocabulary including context and text type.</li><li>• Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.</li><li>• Using further contextual clues and cues, such as knowledge of text types and structures to deduce unknown vocabulary.</li><li>• Forming a question in order to ask for information.</li><li>• Presenting factual information in extended sentences.</li><li>• Beginning to use conversational phrases for purposeful dialogue.</li><li>• Beginning to predict spelling patterns.</li><li>• Rehearsing and recycling extended sentences orally.</li><li>• Speaking in full sentences using known vocabulary.</li><li>• Recognising key phonemes in an unfamiliar context, applying pronunciation rules.</li><li>• Using intonation and gesture to differentiate between statements and questions.</li></ul>			
--	--	--	--	--

	<ul style="list-style-type: none"> <li>• Formulating their own strategies to remember and apply pronunciation rules.</li> <li>• Speaking and reading aloud with increasing confidence and fluency.</li> <li>• Creating and presenting a monologue, dialogue or role-play.</li> <li>• Giving a presentation drawing upon learning from a number of previous topics.</li> <li>• Adapting model sentences to express different ideas.</li> <li>• Writing a short text using a model or scaffold.</li> <li>• Selecting the correct form of an adjective that agrees with the singular or plural noun it is describing.</li> <li>• Using adapted phrases to describe an object or person.</li> </ul>			
--	---	--	--	--

\*Links to Curriculum Themes: Migration, Civil Rights, Conservation, Legacy/Heritage