

Cycle 1 – Summer Term

Rampaging Romans

All subjects are directly linked to the National Curriculum’s programmes of study.

Year 3/4	HISTORY/GEOGRAPHY	SCIENCE	ART/DT	RE	MUSIC
<p><i>National Curriculum objectives and coverage</i></p> <p>Curriculum Enrichment</p> <p>Roman Workshop</p> <p>Visiting Musician</p>	<p>History Learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in-depth study of Ancient Rome.</p> <p>Subject Endpoints</p> <p>Skills To be able to identify primary and secondary source of information and give reasons. To use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries of Europe. Devise historically valid questions using a range of question types. To recall, select and organise information. Recognise that the past is represented and interpreted in different ways. To identify the key physical and human characteristics of countries and major cities. Describe places and features using simple geographical vocabulary.</p> <p>Knowledge Place key events, people and changes of the Roman Empire into correct periods of time on a timeline. Use dates and the passing of time in Ancient Rome. To sympathise with the ideas, beliefs, attitudes and experiences of the people during Ancient Roman times. Understand the social, cultural, religious and ethnic diversities in the past. Place growing Historical knowledge into different contexts. Identify and describe reasons for and against historical events, situations and changes. Make links between events and situations. Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p>Forces and Magnets</p> <p>Subject Endpoints</p> <p>Skills Working Scientifically Reporting on findings from enquiries, including oral and written explanations displays or presentations of results and conclusions. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Identifying differences, similarities or changes related to simple scientific ideas and processes. Using straightforward scientific evidence to answer questions or to support findings.</p> <p>Knowledge Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing. Know that magnetic poles attract and repel. To recognise magnetic material.</p> <p>Sound</p> <p>Subject Endpoints</p> <p>Skills Working Scientifically Ask relevant questions and use different types of scientific enquiries to answer them. Set up simple practical enquiries, comparative and fair tests. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Using results to draw simple conclusions.</p> <p>Knowledge Identify how sounds are made, associating them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases</p>	<p>Art Architects through time. Focus on Roman Architecture-look at their signature designs.</p> <p>Subject Endpoints</p> <p>Skills Use creativity and experimentation and an increasing awareness of different kinds of art and design. (Understanding that architects are also artists and buildings have to be designed). To record observations (comment on buildings/preferences of designs/special features etc).</p> <p>Knowledge Understand the role of an architect. Understand the importance of architects. Learn about influential architects in history. Identify different features of buildings/structures. Create designs including different features present in Roman Architecture. Recognise great architects in History.</p> <p>DT Inventions and how they've shaped the world.</p> <p>Subject Endpoints</p> <p>Skills Design - generate, develop and communicate ideas through annotated sketches and exploded diagrams/ use research and develop the design of innovative, functional, appealing products. Make - investigate and analyse a range of existing products. Evaluate - Understand how key events and individuals in design and technology have helped shape the world.</p> <p>Knowledge Identify different inventions and who created them. Investigate technology through time and how it has changed. Investigate and analyse existing products. Complete exploded diagrams and annotated sketches about specific technology. Create an exploded diagram based on an existing technology with new modifications. Design a product for a specific audience.</p>	<p>Journey of life and death</p> <p>Judaism with a focus on Brit Milah and Bat Mitzvah and Hindusim with a focus on marriage and death.</p> <p>Subject Endpoints</p> <p>Skills Pupils are able to discuss key events in their own lives and link it to the life of a religious believer. Comment on connections between questions, beliefs, values and practices.</p> <p>Knowledge Understand key events in the life of an Ancient Roman soldier. Understand that life is a journey. Know and understand that religious people have key events that are important (birth, marriage, death etc.) Understand key events in the life of a Jewish and Hindu believer.</p>	<p>Music from Roman times.</p> <p>Subject Endpoints</p> <p>Skills To develop an understanding of the history of music. Play musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Knowledge To describe some instruments used in Roman times. To explain how we know about Roman music. Give examples of when music was played in Roman times.</p>

Cycle 1 – Summer Term

Gifted Greeks

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Year 5/6	HISTORY/GEOGRAPHY	SCIENCE	ART/DT	RE	MUSIC
<p><i>National Curriculum objectives and coverage</i></p> <p>Curriculum Enrichment</p> <p>Greek Workshop</p> <p>Talk from an Architect</p>	<p>History Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p>Subject Endpoints</p> <p>Skills To ask questions about change, cause, similarity, difference and significance. Describe and make links between events and situations. Recognise that the past is represented and interpreted in different ways. Make connections, draw contrasts, analyse trends and frame historically-valid questions. To be able to answer questions about the past using information gathered. Place growing Historical knowledge into different contexts. To be able to use maps to name and locate countries and cities of Europe. To be able to use eight compass points confidently and accurately. To be able to use atlases to find out about other features of places.</p> <p>Knowledge Place key events, people and changes during the Ancient Greek period and understand their chronological order. Develop the appropriate use of historical terms referring to life in Ancient Greece. To interpret the features of society during the Ancient Greek period. Understand the social, cultural religious and ethnic diversities during the Ancient Greek period. Understand how the locations in Ancient Greece have changed over time. To be able to create own structured accounts, including written narratives and analyses.</p>	<p>Animals including humans</p> <p>Subject Endpoints</p> <p>Skills Working Scientifically Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Knowledge Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>Forces</p> <p>Subject Endpoints</p> <p>Skills Working Scientifically Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Use test results to make predictions to set up further comparative and fair tests. Report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations.</p> <p>Knowledge Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p>Art Greek Vases</p> <p>Subject Endpoints</p> <p>Skills Develop techniques including the use of materials (creating a pot using joining techniques). Improve mastery of techniques including sculpture with a range of materials (using clay to create a clay mini vase). Record observations (comment on existing vases and comment on the different pictures depicted on the vases). Experiment with different clay techniques and using different clay tools. Select from and use a range of tools and equipment/select and use a range of materials and components, including construction materials, according to their functional properties and aesthetic qualities. Evaluate - investigate and analyse a range of existing products/evaluate products against their own design criteria/ understand how individuals in design and technology have helped shape the world.</p> <p>Knowledge Design a clay pot in the style of an Ancient Greek vase. To be able to join clay using different techniques. Create a vase out of clay, using sculpting techniques. Use the scratch art technique to complete a Greek vase picture (paint). Use layering to create a piece of art.</p> <p>DT Directing a beebot around a labyrinth (Programming).</p> <p>Subject Endpoints</p> <p>Skills To program and control floor robots. To monitor a robot. Generate and develop ideas through discussion. Research a range of materials. Plan a labyrinth.</p> <p>Knowledge To use appropriate materials based on research. To be able to evaluate a finished product.</p>	<p>Islam</p> <p>Subject Endpoints</p> <p>Skills Use understanding of calligraphy to create a visual representation of something important to them.</p> <p>Knowledge Consider how the beliefs of the Ancient Greeks impacted their architecture. Understand how the beliefs of Muslims impact their lives (prayer, calligraphy, mosque architecture).</p>	<p>Based on the battle of Troy.</p> <p>Subject Endpoints</p> <p>Skills Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Knowledge To be able to perform songs related to the battle of Troy. To be able to compose their own songs related to the battle of Troy.</p>