

Cycle 2 – Autumn Term

Year 3/4

Adventures in Space

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

| | History/Geography | Science | Art/DT | RE |
|---|---|--|--|--|
| <p><i>National Curriculum objectives and coverage</i></p> | <p>Year 3 History Rock on through the Ages Changes in Britain from the Stone Age to Iron Age. Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae. Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture.</p> <p><u>Subject Endpoints</u> Place key events, people and changes into correct periods of time. Use dates, the passing of time in both ancient and modern History. Interpret the features of periods and societies in the past. Devise historically valid questions using a range of questions types. Place my growing Historical knowledge into different contexts. To be able to ask questions about change, cause, similarity, difference, and significance. Know that our knowledge of the past is constructed from a range of sources. Identify a primary and secondary source of information and give reasons. Create my own structured accounts, including written narratives and analyses. Recall, select and organise information.</p> <p>Year 3 Geography Local School Study Use fieldwork to observe, measure, record and present the human and physical features around school grounds using a range of methods.</p> <p><u>Subject Endpoints</u> Undertake a fieldwork project To be able to express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively Plan a tour of the school and its grounds. Create a map/plan of the school and the main geographical features using a key. Take digital photographs of a location and annotate. Undertake an environmental survey Record changes and observations of a location using a method of choice.</p> <p>Year 4 Settlers Settlers Britain's settlement by Anglo-Saxons and Scots. Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne</p> <p><u>Subject Endpoints</u> To be chronologically secure in my knowledge and understanding. Place key events, people and changes into correct periods of time. Develop the appropriate use of historical terms. Sympathise with the ideas, beliefs, attitudes and experiences of the people and societies in the past. Answer questions about the past using information I have gathered. Understand the social, cultural, religious and ethnic diversities in the past. Identify and describe reasons for and against historical events, situations and changes. Describe and make links between events and situations. Identify a primary and secondary source of information and give reasons. To be able to create my own structured accounts, including written narratives and analyses</p> | <p>Earth and Space</p> <p><u>Subject Endpoints</u></p> <p><u>Skills</u> <u>Working scientifically</u> Comparing the time of the day at different places on the Earth. (through internet links and direct communication). Create simple models of the solar system. Construct simple shadow clocks and sundials. Finding out how Stonehenge might have been used as astronomical clocks.</p> <p><u>Knowledge</u> Name the planets in our solar system. Describe how the earth moves to form light and darkness (day and night). Understand how the earth rotates and moves. Know that the sun is a star. Understand the moon orbits a planet.</p> <p><u>Light</u> <u>Working Scientifically</u> Asking relevant questions and using different types of scientific enquiries to answer them. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Look for patterns when a light source moves, an object changes or the distance differs.</p> <p><u>Knowledge</u> Explain what happens when light reflects off a mirror. Know why it's important to protect eyes from the sun/brightness. Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by an opaque object. Find patterns in the way that the size of shadows changes. Use straightforward scientific evidence to answer questions or to support their findings</p> | <p>Art</p> <p>Artists: Alma Thomas (African-American)- Space exploration pieces. Van Gogh (Dutch)-Starry Night.</p> <p><u>Subject Endpoints</u></p> <p><u>Skills</u> Develop techniques including control (creating equal paint brush strokes). Improve mastery of techniques including painting with a range of materials (poster paint). To record observations (comment on existing art and experiment with different paint brushes etc).</p> <p><u>Knowledge</u> Learn about great artists. Use creativity and experimentation and an increasing awareness of different kinds of art and design (understanding not all art has to be life-like, understanding abstract art.) To create pieces using abstract methods. To compare different artists' work.</p> <p>DT</p> <p>Creating a torch (Electrical systems)</p> <p><u>Subject Endpoints</u></p> <p><u>Skills</u> Generate, develop and communicate ideas through annotated sketches. Select from and use a range of tools/select from and use a wider ranges of materials. Investigate and analyse a range of existing products/ evaluate their ideas and products. Investigate how switches work. Find faults in circuits. Create and test switches. Create and design a torch.</p> <p><u>Knowledge</u> Use research and design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors).</p> | <p>Inspirational People from the Past</p> <p>Religions: Islam</p> <p><u>Subject Endpoints</u></p> <p><u>Skills</u> Pupils understand the impact of inspiration Pupils can research and identify key points</p> <p><u>Knowledge</u> Understand the importance of the Prophet Muhammad Understand how inspirational Muhammad is to Muslims Explore modern-day inspirational person (Neil Armstrong/Tim Peak). Pupils can create their own inspirational person</p> |
| <p>Curriculum Enrichment</p> | | | | |
| <p>Visit to the National Space Centre</p> | | | | |
| <p>Visit from Planetarium</p> | | | | |

Cycle 2 – Autumn Term

Year 5/6

Year 5 Invaders

Year 6 We'll Meet Again

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

| | History/Geography | Science | Art/DT | RE |
|---|--|---|---|--|
| <p><i>National Curriculum objectives and coverage</i></p> | <p>Year 5 History Invaders The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Investigate Viking raids and invasions. Resistance by Alfred the Great and Athelstan, first king of England. Explore further Viking invasions and Danegeld. Investigate Anglo-Saxon laws and justice. Find out about Edward the Confessor and his death in 1066.</p> <p>Subject Endpoints To be able to place key events, people and changes into correct periods of time. To be able to use dates, the passing of time in both ancient and modern History. Interpret the features of periods and societies in the past. Devise historically valid questions using a range of questions types. Place my growing Historical knowledge into different contexts. To be able to ask questions about change, cause, similarity, difference, and significance. To know that our knowledge of the past is constructed from a range of sources. To create my own structured accounts, including written narratives and analyses. To recall, select and organise information.</p> <p>Year 5 Geography U.K Study Compare and contrast up to 3 different areas within the UK.</p> <p>Subject Endpoints Compare and contrast 3 different areas in the U.K and identify the following:</p> <ul style="list-style-type: none"> different environmental regions and counties key physical and human characteristics major cities national parks hills and mountains coasts <p>To be able to use geographical language to identify and explain some aspects of human and physical features and patterns.</p> <p>Year 6 History We'll Meet Again A World War 2 study. (link Geography) A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Subject Endpoints Place key events, people and changes into correct periods of time. Use dates, the passing of time in both ancient and modern History. To sympathise with the ideas, beliefs, attitudes and experiences of the people and societies in the past, Answer questions about the past using information I have gathered. Understand the social, cultural, religious and ethnic diversities in the past. Ask questions about change, cause, similarity, difference, and significance. Identify and describe reasons for and against historical events, situations and changes. To be able to note connections, contrasts and trends over time.</p> | <p>Electricity</p> <p>Subject Endpoints</p> <p>Knowledge Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram.</p> <p>Skills Working scientifically Answer questions about what happens when different components are added to a circuit. Identifying the outcome of changing one component at a time in a circuit. Design and make their own circuit (traffic lights or a burglar alarm).</p> <p>Light</p> <p>Subject Endpoints</p> <p>Skills Working Scientifically Deciding where to place rear-view mirrors on cars. Explaining how light appears to travel in straight lines (using a periscope). Look at phenomena – rainbows, colours on soap bubbles, coloured filters and objects looking bent in water.</p> <p>Knowledge Recognise that light appears to travel in straight lines ☒ use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> | <p>Art Artist: Georgia O'Keefe (American) - flowers.</p> <p>Subject Endpoints</p> <p>Skills Develop techniques including control (colouring with accuracy). Improve mastery of techniques including painting with a range of materials (oil pastel). To record observations (comment on existing art and experiment with different methods of blending). To be able to mix and blend oil pastels.</p> <p>Knowledge Learn about great artists. Review and revisit ideas (progression from food topic).</p> <p>DT Rationing (Food)</p> <p>Subject Endpoints</p> <p>Skills Select from and use a range of tools and equipment. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams. Demonstrate a range of food skills and techniques.</p> <p>Knowledge Understand and apply the principles of a healthy and varied diet. Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed. Identify foods that were rationed and why they were rationed.</p> | <p>Religion, Family and Community</p> <p>Religions: Christianity</p> <p>Subject Endpoints</p> <p>Knowledge Understand the purpose of worship Exploring religious commitments Understand religious commitments between 1939 and 1945 Pupils Create their own code of conduct</p> <p>Skills Making comparisons Understand personal commitments</p> <p>Belief in action in the world (The Holocaust)</p> <p>Religions: Judaism and Humanism</p> <p>Subject Endpoints</p> <p>Knowledge Understand life pre-1939 Understand that life is a journey Understand the role of an Upstander Explore religious resistance Pupils are able to promote respect to other pupils</p> <p>Skills Consider the effect of prejudice Understand the importance of resisting discrimination. Consider personal biases and how to respect others</p> |
| <p>Enrichment Activities</p> <p>Visit from WW2 refugee</p> <p>Visit to Holocaust Centre</p> <p>Visit from 'a Viking'</p> | | | | |

To identify a primary and secondary source of information and give reasons.
To create my own structured accounts, including written narratives and analyses.
To recall, select and organise information.

Year 6 Geography

Fieldwork Study (link to History)

Draw a sketch of key features of topic studied with increasing accuracy.

Subject Endpoints

To collect and record evidence unaided

Analyse evidence and draw conclusions e.g. field work, data on land use, comparing land use data, look at patterns and explain reasons behind it

To draw a sketch of key features of topic studied with increasing accuracy.

To be able to select and use a range of measuring instruments and investigations.

To draw a variety of thematic maps based on their own data.

To draw a sketch map using symbols and a key.

To begin to draw plans of increasing complexity.

