

Cycle 2- Spring Term

Year 3 Rock on Through the Ages Year 4 Settlers

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

	History/Geography	Science	Art/DT	RE
<i>National Curriculum objectives and coverage</i>	<p>Year 3 History Rampaging Romans The Roman Empire and its impact on Britain.</p> <p>Subject Endpoints Place key events, people and changes into correct periods of time. To be chronologically secure in my knowledge and understanding. Develop the appropriate use of historical terms. To be able to sympathise with the ideas, beliefs, attitudes and experiences of the people and societies in the past. Devise historically valid questions using a range of questions types. To be able to recall, select and organise information. Identify and describe reasons for and against historical events, situations and changes. To be able to communicate my knowledge and understanding in a variety of ways.</p> <p>Year 3 Geography Violent Volcanoes</p> <p>Subject Endpoints Locate the countries of Europe. Use an atlas to find countries in Europe. Use an atlas to find the capital city of a country. To be able to identify and explain the 8 compass points. Identify the environmental regions of Europe by their environmental conditions such as climate, landforms and soil etc. To know the position and significance of the Equator, the Tropic of Cancer and the Tropic of Capricorn. Use geographical language to describe some aspects of human and physical features. To draw diagrams of volcanoes and produce writing, using the correct vocabulary. To describe the causes and effects of a volcano on the environment. Identify volcanoes that are dormant or still active. Explain how human geography has changed over time in different locations. To be able to describe places and features using simple geographical vocabulary.</p> <p>Year 4 Desert Discoveries (link Geography) The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</p> <p>Subject Endpoints Place the ancient Egyptian civilization on a timeline and chart key events in its history. To explain these events: Building of the Great Pyramid / Tutankhamun's death / Alexander the Great's conquer of Egypt / Rome's rule over Egypt / Discovery of tombs and hieroglyphics. Use dates, the passing of time in both ancient and modern History. Locate the ancient Egyptian empire and its key places on a map. Identify a primary and secondary source of information and give reasons. To know that our knowledge of the past is constructed from a range of sources.</p> <p>Year 4 Geography Africa (link History)</p> <p>Subject Endpoints Use maps, atlases, globes, Ordnance survey maps and digital/computer mapping (Google earth) to locate the countries of Africa. Use 4 figure grid references to read maps. To be able to make connections between the equator and the tropics and Africa. Identify the largest urban areas in Africa and the deserts/plains. Compare two different regions in Africa (rural/urban). To use maps, atlases, globes, Ordnance survey maps and digital/computer mapping (Google earth) to locate the countries, mountain ranges, capitals, rivers and oceans of Africa.</p>	<p>Rocks and Soil</p> <p>Subject endpoints</p> <p>Skills</p> <p>Working scientifically Asking relevant questions and using different types of scientific enquiries to answer them Setting up simple practical enquiries, comparative and fair tests. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</p> <p>Knowledge Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. To be able to investigate which rock is suitable for a specific job and why. To know the differences between: Igneous, Metamorphic and Sedimentary rocks and how they are formed. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter. To raise questions on how soils are formed.</p>	<p>Art Cave paintings study (charcoal). Artists: April Coppini (American)/ Andy Goldsworthy (British).</p> <p>Subject Endpoints</p> <p>Skills Develop techniques including control (handling and using charcoal effectively). Improve mastery of techniques including drawing with a range of materials (charcoal). To record observations (comment on existing art and choose most effective design to create). Handle and use charcoal to create pieces in the style of early stone age art.</p> <p>Knowledge Learn about great artists. Use creativity and experimentation and an increasing awareness of different kinds of art and design (creating art by using natural objects). Understand that digital media is a form of art.</p> <p>DT</p> <p>Creating a bag that could have been used in the Stone Age (Textiles)</p> <p>Subject endpoints</p> <p>Skills 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. To investigate and evaluate existing products. Investigate how bags are made. Research different fabrics to see which would suit the purpose.</p> <p>Knowledge 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. Apply their understanding of how to strengthen, stiffen and reinforce. Practise different stitching techniques.</p>	<p>Religion, Family and Community</p> <p>Religions: Islam and Christianity</p> <p>Subject Endpoints</p> <p>Skills Compare similarities and differences. Show respect to people of faiths.</p> <p>Knowledge Understand Muslim prayer rituals Understand the importance of prayer Explore worship during the Iron Age Consider the concept of 'belonging' Pupils create a ceremonial mask which represents their own beliefs.</p>
Curriculum Enrichment				
Stone Age Day Event				
Visit to Cresswell Craggs or Rocks and Fossils Show				

Cycle 2- Spring Term

Year 5\6 The Ancient World

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	History/Geography	Art/DT	RE
<i>National Curriculum objectives and coverage</i>	<p>Year 5 History Gifted Greeks</p> <p>Subject Endpoints Place key events, people and changes into correct periods of time. To be chronologically secure in my knowledge and understanding. 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. Devise historically valid questions using a range of questions types. Identify and describe reasons for and against historical events, situations and changes. To describe and make links between events and situations.</p> <p>Year 5 Geography Rivers Recognise and describe key rivers in the United Kingdom and around the world.</p> <p>Subject Endpoints Recognise and describe key rivers in the United Kingdom and around the world Use the language of rivers e.g. erosion, deposition and transportation. Explain and present the processes of rivers. Compare how river use has changed over time and research the impact on trade in history. Research and discuss how water affects the environment, settlement, environmental change and sustainability. To understand the water cycle including transpiration.</p> <p>Year 6 History Magnificent Mayans (link Geography) A non-European society that provides contrasts with British history , the study of the Mayan civilization c. AD 900.</p> <p>Subject Endpoints Place key events, people and changes into correct periods of time. To be chronologically secure in my knowledge and understanding. Use dates, the passing of time in both ancient and modern History. Sympathise with the ideas, beliefs, attitudes and experiences of the people and societies in the past. Devise historically valid questions using a range of questions types. Place my growing Historical knowledge into different contexts. To identify and describe reasons for and against historical events, situations and changes. To establish clear narratives.</p> <p>Year 6 Geography Magnificent Mayans (link History) To locate the countries, mountain ranges, capitals, rivers and oceans of Central America.</p> <p>Subject Endpoints Use maps, atlases, globes, Ordnance survey maps and digital/computer mapping (Google earth) to locate the countries, mountain ranges, capitals, rivers and oceans of Central America. Confidently identify significant places and environments. To be able to identify and describe where places are around the world. Investigate how decisions about places and environments affect the future quality of people's lives. To use eight point compass points confidently and accurately Use atlases to find out about other features of places e.g. mountains, weather patterns To be able to describe places and features using simple geographical vocabulary. To use latitude and longitude on atlas maps and globes. Identify and name the key topographical features on a map including coast, hills, mountains and rivers.</p>	<p>Art Egyptian art- study (focus on sketching.)</p> <p>Subject Endpoints</p> <p>Skills Develop techniques including control (learn how to draw a portrait). Review and revisit ideas (progression from Vikings drawing topic). Improve mastery of techniques including drawing with a range of materials (pencil). To understand the difference between sketching and drawing and model this in our work. To be able to draw a face with the correct proportions. To be able to draw a death mask with accuracy. To be able to use shading techniques to create different textures within drawings.</p> <p>Knowledge Have an increasing awareness of the different kinds of art, craft and design (portrait work).</p> <p>DT Creating a pyramid using tinkercad.com (CAD)</p> <p>Subject endpoints</p> <p>Skills Generate, develop, model and communicate their ideas through discussion and computer-aided design. Use navigation skills. Move, rotate and scale objects. Make and manipulate grouped objects. Use the align tools and work plane helper. Create a 3D model of the pyramids using CAD software.</p> <p>Knowledge Apply their understanding of computing to program, monitor and control their products.</p>	<p>Religion and the Individual</p> <p>Religions: Christianity and Islam</p> <p>Subject Endpoints</p> <p>Skills Compare similarities and differences. Consider personal devotion Understand the positive traits in others.</p> <p>Knowledge Understand religious devotion in Christianity and Islam. Know the importance of Lourdes and Mecca. Explore the purpose of pilgrimage. Explore Egyptian religious devotion. Pupils will create a poster exploring how to be a good world citizen</p>
Curriculum Enrichment			
A visit from Cleopatra			
Visit to British Museum			

