**Spring 2**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year 1 –** | **History** | **Geography** | | | **Art** | | | **DT** | |
| **National Curriculum Objectives** | **Hi 3** about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods | **SF 2** to use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map | | | AD1 to use a range of materials creatively to design and make their products | | | **M1** to select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]  **M2** to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics  **E1** to explore and evaluate a range of existing products  **CN 1** to use the basic principles of a healthy and varied diet to prepare dishes | |
| **Key Knowledge**  **Superheroes** | **Key Facts**  -To explain who Rosa Parks was – know she was born in 1913, why she is a significant individual, the impact today.  -To explain who Florence Nightingale was – know she was living in the 19th century (1820-1910), why she is a significant individual, the impact today.  -To explain who Elizabeth Fry was – know she was born in the 18th century (1780-1845), why she is a significant individual, the impact today.  -To explain who Thomas Fowell Buxton was – know he was born in the 18th century (1786-1845), why he is a significant individual, the impact today.  -To explain who David Livingstone was, know he was born in 19th century (1813-1873), why he is a significant individual, the impact today.  **Chronological understanding**  Can they recognise that a story that is read to them may have happened a long time ago?  **Knowledge and interpretation**  Do they appreciate that some famous people have helped our lives be better today?  **Historical enquiry**  **Can they find out more about a famous person from the past and carry out some research on him or her?** | **Key Facts** | | | Do children know how to handle malleable materials?  Can children describe how the materials feel? (play dough/plasticine)  Do children know how to make shapes to create realistic and imagined forms out of play dough or plasticine?  Do children know how to state whether they like/dislike something? | | | To know and identify the range of materials and tools that they could use for a given task.  To be able to choose appropriate materials and tools for a given task, explaining why they are appropriate.  To know what makes a balanced diet.  To know what superfoods there are and how they help keep the body healthy. | |
| **Key Skills** | **Significant Individuals**  Sequence the story of a significant historical figure.  **Cause and Consequence**  Describe, in simple terms, why a significant individual acted the way they did. | **Direction**  Use simple locational language, including in front, behind, next to, far away and near to, to describe the location of geographical features on a map and in fieldwork. | | | Handle and manipulate rigid and malleable materials and say how they Feel  Use modelling materials to create a realistic or imagined form  Outline personal likes and dislikes regarding their own work | | | **Developing, Planning and Communicating ideas**  Can they follow verbal instructions.  Can they explain what they are making and which materials they are using  Can they name the tools they are using.  Can they describe what they need to do nex.t  Can they select materials from a limited range  Can they select and name the tools  Can they select appropriate technique explaining First, Next, Last  Can they discuss their work as it progresses  **Food**  Can they develop a food vocabulary using taste ,smell, texture and feel  Can they group familiar food products e.g. fruit and vegetables  Can they work safely and hygienically  Can they understand the need for a variety of foods in a diet  Can they measure and weigh food items, using spoons, cups  **Sheet Materials**  Can they fold, tear and cut paper and card  Can they cut along lines, straight and curved  **Evaluation**  Can they say what they like and do not like about items they have made and attempt to say why  Can they talk about their designs as they develop and identify good and bad points | |
| **Possible Extended Writing Ideas** | Comic Strips  Narrative  Fact Files or Fact Sheets | | | **Possible Text Links** | | Superkid (Claire Freedman)  Supertato (Sue Hendra)  Emergency! Margaret Mayo | | | |
| **Previous Learning** | **History building on:**  Sequence events or objects in chronological order.  Begin to describe similarities and differences in artefacts drama – why people did things in the past use a range of sources to find out characteristic features of the past.  Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) (photos, BBC website).  Sort artefacts “then” and “now” use as wide a range of sources as possible speaking and listening (links to literacy) to ask and answer questions related to different sources and objects.  Time lines (3D with objects/ sequential pictures) drawing drama/role play writing (reports, labelling, simple recount) ICT.  **Geography building on:**  Teacher led enquiries, to ask and respond to simple closed questions.  Use information books/pictures or sources of information.  Investigate their surroundings.  Make observations about where things are e.g. within school or local area.  Follow directions (up/down, left/right, forwards/backwards)  Draw picture maps if imaginary places and from stories.  Use own symbols on imaginary maps.  Use simple picture map to move around the school recognising that it is about a place.  Use relative vocabulary (bigger/smaller, like/dislike)  **Art building on:**  AD1 to use a range of materials creatively to design and make their products | | | | | | | | |
| **Suggested**  **Key Vocab** | **Proper Nouns: Tier 2**  Emergency services | | **Nouns: Tier 2**  Actions  Characteristics  Charity  Choice  Comic strip  Costume  Doctor Figurine Fire fighter Hero Heroine Mask  Nurse Police  Politician  Power Rules Senses  Super-food Teacher Paper Glue Tool Scissors Material Fold Tear Join Cut Stick  Materials  Dough  Play dough  Plasticine  Shapes  imagine | | | | **Adjectives: Tier 2**  Soft  Hard  Malleable | | **Verbs: Tier 2**  Disguise  Rescue |
| **Proper Nouns: Tier 3**  Mongomery Bus Boycott | | **Nouns: Tier 3**  Abolitionist  Activist  Appearance  Century  Civil rights  Conflict  Missionary Prison reformer  Quaker  Segregation  Sidekick  Social reformer  Villain | | | | **Adjectives: Tier 3**  Chronological order Missionary work  Significant individual | | **Verbs: Tier 3** |
| **Visit/Visitor** |  | | | | | | | | |

**Spring 2**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year 2** | **History** | **Geography** | | | | | **Art** | | **DT** |
| **National Curriculum Objectives** | **Hi 1** to identifychanges within living memory. Where appropriate, these should be used to reveal aspects of change in national life.  **Hi 2** about events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]  **Hi 3** about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods  **Hi 4** about significant historical events, people and places in their own locality. | **LK 1** to name and locate the world’s seven continents and five oceans  **LK 2** to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas  **PK 1** to understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country  **HP 2b** to use basic geographical vocabulary to refer to:  key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop  **SF 3** to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.  **SF 4** to use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment | | | | | N/A | | **M2** to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics  **E2** to evaluate their ideas and products against design criteria  **TK 1** to build structures, exploring how they can be made stronger, stiffer and more stable  **TK 2** to explore and use mechanisms [for example, levers, slides, wheels and axles], in their products |
| **Key Knowledge**  **Turrets, Tunnels and Towers** | **Key Facts**  -To know who built castles, how, where they were built and why.  -To name the 5 main parts of a castle – keep, motte, bailey, curtain wall, gatehouse.  -To talk about who lived in a castle and their role.  -To explain who Isambard Kingdom Brunel was – when he was born (1806), built bridges, tunnels, railway lines, docks and ships during the industrial revolution.  -Talk about ‘The Great Escape’ and look at pictures of the 3 tunnels – Tom, Dick and Harry.  **Chronological understanding**  Can they use words past and present correctly?  Can they use a range of appropriate words and phrases to describe the past?  **Knowledge and interpretation**  Can they recount some interesting facts from a historical event, such as where the fire of London started?  **Can they give examples of things that are different in their life from that of a long time ago in a specific period of history such as Victorian times?**  **Historical enquiry**  Can they answer questions by using a specific source, such as an information book?  **Can they say at least two ways they can find out about the past, for example using books and the internet?**  **Note – Bold text is the challenge** | **Key Facts** **-To name 4 significant castles in the United Kingdom – Caernarfon Castle, Alnwick Castle, Tower of London, Carisbrooke Castle.**  -To name 4 famous towers from around the world – CN Tower (Toronto Canada), Big Ben (London, England), Eiffel Tower (Paris, France), Tokyo Skytree (Tokyo, Japan).  -To name 4 types of bridges – Mental suspension bridge, concrete road bridge, stone railway bridge, rope footbridge.  -To name 2 famous tunnels – The Channel Tunnel, The Zion-Mount Carmel Tunnel (USA) -Name some of the bridges or tunnels that Isambard Kingdom Brunel designed and built – Brunel’s Box Tunnel (Box Hill, England) and The Clifton Suspension Bridge (Bristol, England).  **Geographical enquiry** **Can they label a diagram or photograph using some geographical words?**   **Physical geography** **Can they describe the key features of a place, using words like, beach, coast, forest, hill, mountain, ocean, valley?**  **Human geography**  Can they explain what facilities a town or village might need?  **Geographical knowledge**  Can they name the main cities of England, Wales, Scotland and Ireland?  **Note – Bold text is the challenge** | | | | | N/A | | Use the basic principles of a healthy and varied diet to prepare dishes.  Cooking and nutrition DT CN 2 KS1 Understand where food comes from.  Design DT D 1 KS1 Design purposeful, functional, appealing products for themselves and other users based on design criteria.  Design DT D 2 KS1 Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.  Evaluate DT E 1 KS1 Explore and evaluate a range of existing products.  Evaluate DT E 2 KS1 Evaluate their ideas and products against design criteria.  Make DT M 1 KS1 Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing).  Make DT M 2 KS1 Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.  Technical knowledge DT TK 1 KS1 Build structures, exploring how they can be made stronger, stiffer and more stable.  Technical knowledge DT TK 2 KS1 Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products. |
| **Key Skills** | **Vocabulary**  Use further terms associated with the past (e.g. year, decade, century)  **Historical Questions**  Ask and answer questions about a range of historical sources  **Chronology**  Order events from a period of history studied  **Cause and Consequence**  Begin to understand cause and effect by looking at a significant individual’s actions and what happened as a result  **Recording**  Show increased knowledge and events beyond living memory through simple recording, using text and drawings.  **Local History**  Describe how people, places and events in their own locality have changed over time | **United Kingdom**  Name and locate the capital cities of the United Kingdom and its surrounding seas.  **The World**  Name and locate the world’s continents and oceans on a world map or globe.  **Human and Physical**  Describe and compare human and physical features seen in their local environment and other places in the world.  **Using Maps**  Locate continents and oceans on a world map.  **Places**  Describe and compare the physical similarities and differences between and area in the United Kingdom and one of a contrasting Non-European country.  **Processes**  Describe how a physical or human process has changed an aspect of an environment (e.g. the local environment)  **Mapping**  Draw simple maps or plans using symbols for a key.  **Perspective**  Identify and describe geographical human and physical features using an aerial photograph.  **Field Work**  Name, describe and compare human and physical features of their own locality and another names place, asking and responding to questions**.**  **Data**  Collect and organise simple data from first and second hand sources including fieldwork. | | | | | N/A | | Can they choose appropriate materials and suggest ways of manipulating them to achieve a desired effect.  Can they join fabrics using a variety of joining methods  Can they explain how closely finished products meet the design criteria and say what they could do better in the future  Can they think of ideas and plan what to do next, based on their experience of working with materials and components  Can they improve structures by making them stronger, stiffer and more stable.  Can they use ICT packages to create a labelled design or plan  Can they cut, measure, form and shape materials to fix or repair something, explaining objectives  Can they choose appropriate materials and suggest ways of manipulating them to achieve a desired effect.  Can they explain how closely, finished products meet their design criteria and say what they could do better in the future  Can they work safely and hygienically during cooking or construction activities |
| **Possible Extended Writing** | Recount of a visit  Narrative Writing  Letter of complaint  Information poster/text | | | **Possible Text Links** | The Tunnel (Anthony Browne)  Three Billy Goats Gruff (Mara Alperin0  Rapunzel (Sarah Gibb) | | | | |
| **Previous Learning** | **History building on:**  Sequence events or objects in chronological order.  Begin to describe similarities and differences in artefacts drama – why people did things in the past use a range of sources to find out characteristic features of the past.  Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) (photos, BBC website).  Sort artefacts “then” and “now” use as wide a range of sources as possible speaking and listening (links to literacy) to ask and answer questions related to different sources and objects.  Time lines (3D with objects/ sequential pictures) drawing drama/role play writing (reports, labelling, simple recount) ICT.  **Geography building on:**  Teacher led enquiries, to ask and respond to simple closed questions.  Use information books/pictures or sources of information.  Investigate their surroundings.  Make observations about where things are e.g. within school or local area.  Follow directions (up/down, left/right, forwards/backwards)  Draw picture maps if imaginary places and from stories.  Use own symbols on imaginary maps.  Use simple picture map to move around the school recognising that it is about a place.  Use relative vocabulary (bigger/smaller, like/dislike) | | | | | | | | |
| **Suggested**  **Key Vocab** | **Proper Nouns: Tier 2** | | **Nouns: Tier 2**  *evaluation*  *materials*  *turrets*  *design*  *criteria*  Components  Arch  Archer  Arrow  Castle  Concrete  King  Queen  Saxon  Spiral staircase  Structure  Tower  Tunnel | | | **Adjectives: Tier 2**  *appropriate*  *recycled*  *construction*  *secure*  *natural*  *desired effect* | | **Verbs: Tier 2**  *plan*  *construct construction constructing*  *manipulate*  *experience*  *joining*  *methods* | |
| **Proper Nouns: Tier 3**  Isambard Kingdom Brunel | | **Nouns: Tier 3**  Bailey  Battlements  Burrow  Curtain wall  Drawbridge  Fortress  Gate House  Gong scourer  Keep  Knights  Moat  Motte  Portcullis  Lord  Rampart  Stewards  Turret  Viaduct | | | **Adjectives: Tier 3**  Chronological order  Significant individual | | **Verbs: Tier 3**  Medieval | |
| **Visit/Visitor** |  | | | | | | | | |

**Spring 2**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year 3** | **History** | **Geography** | | | **Art** | | **DT** | |
| **National Curriculum Objectives** | **Hi 2** Learn about the Roman Empire and its impact on Britain. | **LK1** Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.  **HP1** Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle | | | **AD 2** to improve their mastery of Art and Design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] | | **M2** to select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities  **TK 1** to apply their understanding of how to strengthen, stiffen and reinforce more complex structures | |
| **Key Knowledge**  ***Tremors*** | **Key Facts**  Know and understand Roman invasions, relovts and individuals.  Julius Caesar’s failed invasions of 55 & 54 BC  Successful Roman invasion, led by Aulus Plautius  **Key individuals:**  **Aulus Plautius** – General who led Roman invasion army in 43  **Claudius** – Emperor who ordered the invasion  **Gaius Suetonius Paulinus** – 1 st Governor  **Prasutagus** – King of the Iceni **Boudicca** – Queen of the Iceni  **Hadrian** – Emperor who orders the building of the wall between Scotland & Roman Britain  **Tacitus** – Roman historian who writes an account of the Inceni Revolt.  **Timeline of key events:**  54BC Julius Caesar’s invasion attempt 43 Successful invasion ordered by Claudius  51 Defeat of Caratacus  61 Iceni revolt led by Boudicca  122 Construction of Hadrian’s wall 200 Introduction of Christianity  306 Constantine proclaimed emperor in York  406 Suevi, Alans, Vandals and Burgundians attack Gaul, and break contact between Rome and Britain: Remaining Roman army in Britain mutinies  408 Devastating attacks by the Picts, Scots and Saxons  409 Britons expel Roman officials and fight for themselves  410 Britain is independent  440-500 Civil war and famine in Britain; Pictish invasions: Many towns and cities are in ruins.  c. 480 – 550 Arrival of Anglo-Saxons | **Key Facts**  Know and understand what natural disasters are and where they occur most in the world and why.  Eruption of Vesuvius timeline ranging from 24th August 79 AD to Present Day excavating the site.  Understand different types of rocks examples of these rocks  Igneous: granite and basalt  Sedimentary: sandstone and limestone  Metamorphic: marble and slate | | | AD2  Ideas:  Arrange different types, size and colour of rocks and crystals into interesting cultural forms. Capture digital images of these arrangements from different viewpoints  Knowledge:   * Can children articulate their creative vision? * Can children group pictures together to fit a theme? * Can children create a collage with a variety of materials? * Do the children know how to add detail to a piece of work? * Do the children know how to use paint, pencil or print to add detail? Explaining why they used certain mediums instead of others * Can the children evaluate their own work? * Can the children articulate how they can adapt/improve their work? | | Cooking and nutrition DT CN 1 KS2 Understand and apply the principles of a healthy and varied diet.  Cooking and nutrition DT CN 2 KS2 Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.  Cooking and nutrition DT CN 3 KS2 Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.  Design DT D 1 KS2 Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.  Design DT D 2 KS2 Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided  design.  Evaluate DT E 1 KS2 Investigate and analyse a range of existing products.  Evaluate DT E 2 KS2 Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.  Evaluate DT E 3 KS2 Understand how key events and individuals in design and technology have helped shape the world.  Make DT M 1 KS2 Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.  Make DT M 2 KS2 Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.  Technical knowledge DT TK 1 KS2 Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.  Technical knowledge DT TK 2 KS2 Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].  Technical knowledge DT TK 3 KS2 Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].  Technical knowledge DT TK 4 KS2 Apply their understanding of computing to program, monitor and control their products. | |
| **Key Skills** | Use a range of sources to research life in a busy Roman town e.g. research questions such as:  What would the town look like? What Jobs would people have had? What types of people and lifestyles?  Use labelled diagrams, recounts stories, diaries and pictures to illustrate understanding about the historical events and famous people.  ***Social:*** How did the Roman invasions change the way people lived, traded and socialised?  ***Cultural:*** How did the Roman invasions affect the cultural development of Britain?  ***Political***: What were the political issues surrounding the invasion?  ***Historical:*** What effects did the Roman invasions have?  Environmental: How did the Rom | Identify and locate Pompeii, Italy on a map.  Draw sketch maps using a key of Pompeii including towns, seas and oceans.  Locate the ‘Ring of Fire’ on the Pacific Ocean. | | | **AD2:**  Take photographs and explain their creative vision  Use a variety of materials to make a collage on a theme  Use line to add surface detail to drawing, print or painting  Make suggestions for ways to adapt/improve their work | | **Plan which materials will be needed for a task and explain why**  **Make realistic plans identifying processes, equipment and materials needed**  **Build models incorporating circuits with buzzers and bulbs**  **Select appropriate tools and explain choices**  **Use CT packages to create a labelled design or plan in detail**  **Create a shell or frame structures using diagonal struts to strengthen them**  **Compare and contrast a great structure designs, explaining why a particular design is significant in engineering history** | |
| **Possible Extended Writing** | **Historical Narrative**  of the day of the eruption as seen by a child living in Pompeii. Use a story board or timeline format to make notes on character, setting and events before and after the eruption. Brainstorm words they plan to use for description and time sequencing.  **Newspaper Report**  Use the web to research a natural disaster, making notes of facts available to the write for a newspaper report to cover the story.  **Explanation Text**  How volcanoes, earthquakes or Tsunamis are formed.  **Non-Chronological report**  Write about either volcano, earthquake or Tsunami | | | **Possible Text Links** | The Firework Maker’s Daughter (Philip Pullman)  Volcanoes (Stephanie Turnbull)  Violent Volcanoes: Horrible Geography (Anita Ganeri) | | | |
| **Previous Learning** | **History building on:**  No previous learning from KS1 on Roman Britain.  To sequence artefacts closer together in time sequence events sequence photos etc from different periods of their life describe memories of key events in lives.  Find out about people and events in other times collections of artefacts – confidently describe similarities and differences drama – develop empathy and understanding (hot seating, sp. and listening).  Compare pictures or photographs of people or events in the past able to identify different ways to represent the past. use a source – why, what, who, how, where to ask questions and find answers sequence a collection of artefacts.  Use of time lines discuss the effectiveness of sources. Class display/ museum annotated photographs ICT.  **Geography building on:**  To name and locate the world’s seven continents and five oceans.  To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.  To identify weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.  Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.  Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.  To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.  Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.  Art building on:  **AD 1** to create sketch books to record their observations and use them to review and revisit their ideas  **AD 2** to improve their mastery of Art and Design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]  **AD 3** about great artists, architects and designers in history | | | | | | | |
| **Suggested**  **Key Vocab** | **Proper Nouns: Tier 2**  Italy | | **Nouns: Tier 2**  Fabric  Collage Pattern  Drought  Earthquake  Flood  *volcano special effects*  *structures challenge*  *design*  *construction methods*  *strength*  Brick, Slate, Wood, Stone, Metal, Texture, Bronze, Iron | | | **Adjectives: Tier 2**  Running stitch Back stitch  *3D three dimensional*  Abstract, Natural, Bold, Delicate, Detailed, Colour descriptors e.g. scarlet, crimson, emerald, turquoise, Detail, Decoration, Natural, Form  Rocks  Crystals  Big  Small  Medium  Colours (eg; blue, indigo etc)  Viewpoints  Themes  Mediums  Capture  Photograph  Arrangements  Digital images | | **Verbs: Tier 2**  *Testing*  *construct*  *build*  *select*  *explain*  *compare* |
| **Proper Nouns: Tier 3**  Pompeii | | **Nouns: Tier 3**  Archaeologist Pyroclastic Flow  Compression Richter scale  Seismometer Hurricane  Effusive eruption Tectonic plates  Epicentre Tsunami  Erosion Avalanche  Explosive eruption Fossil  Geologist Tremor  Lava Volcanic Eruption  Volcanologist Magnitude  Magma Volcano  *circuits*  *buzzer*  *bulbs* | | | **Adjectives: Tier 3**  Igneous  Metamorphic  Sedimentary  Seismic  *shell frame*  *structure*  *struts* | | **Verbs: Tier 3** |
| **Visit/Visitor** |  | | | | | | | |

**Spring 2**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year 4** | **History** | **Geography** | | | | **Art** | | | **DT** |
| **National Curriculum Objectives** | NA | NA | | | | **AD 1** to create sketch books to record their observations and use them to review and revisit their ideas  **AD 2** to improve their mastery of Art and Design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]  **AD 3** about great artists, architects and designers in history | | | **D1** to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  **D2** to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  **M1** to select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately  **M2** to select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities  **E1** to investigate and analyse a range of existing products |
| **Key Knowledge**  **Burps, Bottoms and Bile** | NA | NA | | | | **AD1** Do the children know how to use darker and lighter tones? (Painting and drawing)  Can the children develop relevant ideas linked to a theme?  Can children experiment with 3D materials?  Do the children know how to create a human form?  Do the children know how to glue embellishments and decorations onto sculptures?  Can children use the keynote app to create a digital montage? Do children know how to create moods/atmosphere within a collage?  **AD2**  Can children use a stencil and a motif?  Do children understand what a monoprint is?  Do children understand how to create a repeating pattern?  Can the children develop relevant ideas linked to a theme?  Do the children know how to investigate, combine and organise materials based on their qualities?  **AD3**  Can children compare between artwork of a similar theme?  Can children comment on artwork of a similar theme?  Can children identify the different approaches taken by the artists? (Paul Klee and others)  Can the children articulate how their own work makes them feel?  Can the children articulate how they feel about other’s work? Justifying why. | | | To know about secondary sources of information e.g. photographs and film footage.  To know about primary sources of information e.g artefacts.  To know what suitable materials and tools are appropriate to the task and to be able to explain these choices.  To know how to improve on a finished product giving reasons  To know why a plan is important before making a product.  To know what a prototype is and why it is important. |
| **Key Skills** | NA | NA | | | | **AD1**  Use tone to emphasise form in drawing and painting  Select and record visual and other information to develop ideas on a theme  Use 3-D materials to sculpt a human form  Add embellishments and decorations to enhance a form or sculpture  Create a photo montage of digital images to achieve a particular purpose  **AD2**  Using a motif and stencil to create a mono or repeat print  Add embellishments and decorations to enhance a form or sculpture  Select and record visual and other information to develop ideas on a theme  **AD3**  Compare and comment on a number of artworks on a similar theme, explaining the approaches taken by different artists or genres    Comment on similarities/differences between own and others’ work, describing what they feel about both | | | **Developing, Planning and Communicating Ideas**  Can they investigate similar products to the one to be made to give starting points for a design  Can they draw/sketch products to help analyse and understand how products are made  Can they think ahead about the order of their work and decide upon tools and materials  Can they plan a sequence of actions to make a product  Can they record the plan by drawing (labelled sketches) or writing  Can they develop more than one prototype or adaptation of an initial design  Can they propose realistic suggestions as to how they can achieve their design ideas  **Sheet Materials**  Can they cut internal shapes  **Evaluation**  Can they identify the strengths and weaknesses of their design ideas  Can they decide which design idea to develop Can they consider and explain how the finished product could be improved  Can they discuss how well the finished product meets the design criteria and how well it meets the needs the needs of the user. |
| **Possible Extended Writing** | Explanations using Idioms  Report  Narrative  Persuasive writing | | | **Possible Text Links** | | | Demon Dentist (David Walliams)  Why do we eat (Usborne: Stephanie Turnbull)  The Usborne Big Book of the Body (Minna Lacey) | | |
| **Previous Learning** | **History building on: NA**  **Geography building on: NA**  **Art building on:**  **AD 1** to create sketch books to record their observations and use them to review and revisit their ideas  **AD 2** to improve their mastery of Art and Design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]  **AD 3** about great artists, architects and designers in history | | | | | | | | |
| **Suggested**  **Key Vocab** | **Proper Nouns: Tier 2** | | **Nouns: Tier 2**  Sculpture  materials  pencil,  charcoal,  paint,  Clay  Embellishments  Decorations  Moods  form | | **Adjectives: Tier 2**  Darker  Lighter | | | **Verbs: Tier 2**  drawing,  painting | |
| **Proper Nouns: Tier 3** | | **Nouns: Tier 3**  Montage  Collage  Monoprint | | **Adjectives: Tier 3** | | | **Verbs: Tier 3** | |
| **Visit/Visitor** |  | | | | | | | | |

**Spring 2**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year 5** | **History** | **Geography** | | **Art** | | | **DT** | |
| **National Curriculum Objectives** | NA | **LK2** Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time  **PK1** Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region  **HP2** Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water  **SF2** Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world | | **AD 1** to create sketch books to record their observations and use them to review and revisit their ideas  **AD 2** to improve their mastery of Art and Design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] | | | **D2** to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  **M2** to select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities  **TK 1** to apply their understanding of how to strengthen, stiffen and reinforce more complex structures  **CN 2** to prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques | |
| **Key Knowledge**  **Allotments** | NA |  | | **AD1**  Can children see how their work is being developed?  Can children articulate how their work/ideas/skills have been developed?  Do children know how to use the rubbing technique?  Do children know how to use the technique to acquire different patterns and textures?  Can children use a range of media effectively in their work?  Can children articulate their intention and the effect the media has on their work?  Can children comment on the ideas/methods/approaches in others’ work?  Can children comment on the ideas/methods/approaches in their own work?  **AD2** Do children know how to use the rubbing technique?  Do children know how to use the technique to acquire different patterns and textures?  Do children understand how to make different tints of colours?  Do children understand what monochrome is?  Can children choose relevant text to their art work?- justifying why certain words/phrases have been chosen | | | Do they know how to create a detailed, labelled design for a product  Do they know how to evaluate the work of others and explain how this impacts their own design.  Do they know why recycling material is a positive and what material can be recycled  Which materials and tools are appropriate to the task and explain why they have chosen them  Do they know the different ways that two materials can be joined  Do they know how to effectively evaluate a product suggesting improvements  Do they know what elements constitute a balanced diet and which foods would support this | |
| **Key Skills** | NA | **LK2:**  Name and locate countries in the United Kingdom, identifying and describing their physical and human characteristics.  Explain what physical and human processes may have occurred in a place by studying an aerial image of it.  Respond to and ask relevant questions about patterns in the landscape and make appropriate observations on the location of features, relative to others.  Compare land use and geographical features on different types of maps  Describe how weather and climate effects land use and food production.  **PK1:**  Describe and explain similarities and differences (human and physical) of a region of a European country, and a region or area within North or South America.  **HP2:**  Describe how weather and climate effects land use and food production.  Discuss and comment on a range of views people hold about environmental interaction and change.  Use search engines, index and contents and other research techniques to locate and interpret information. | | **AD1**  Explain how an idea has developed over time  Use rubbing techniques to collet patterns and textures  Combine a range of media within a piece of work and explain the desired effect.  Compare and comment on ideas/methods/approaches in own and others’ work (relating to context)  **AD2**  Add black and white to paint to create subtle tints and tones, light and shade  Create a monochromatic collage which incorporates text  Use rubbing techniques to collet patterns and textures | | | **Developing, Planning and Communicating Ideas**  Can they investigate products/images to collect ideas  Can they sketch and model alternative ideas  Can they develop one idea in depth  Can they plan the sequence of work using a storyboard  Can they record ideas using annotated cross-sectional diagrams  **Food**  Can they show awareness of a healthy diet from an understanding of a balanced diet  Can they work safely and hygienically  Can they prepare food products taking into account the properties of ingredients and sensory characteristics  Can they select and prepare foods for a particular purpose  **Construction**  Can they use a bradawl to mark hole positions  Can they use a hand drill to drill tight and loose fit holes  Can they cut strip wood, dowel, square section wood accurately to 1mm Join materials using appropriate methods  **Evaluation**  Can they use the design criteria to inform their decisions about ways to proceed  Can they justify their decisions about materials and methods of construction  Can they reflect on their work using design criteria stating how well the design fits the needs of the user  Can they identify what does and does not work in the product. Can they make suggestions as how their design could be improved | |
| **Possible Extended Writing** | **Instructions**  **Explanations**  **Narrative**  **Poetry** | | | **Possible Text Links** | | The Secret Garden (Frances Hodgson Burnett)  The Giving Tree (Shel Silverstein)  Plants: Moving up with Science (Peter Riley) | | |
| **Previous Learning** | **History building on: NA**  **Geography building on:** | | | | | | | |
| **Suggested**  **Key Vocab** | **Proper Nouns: Tier 2** | | **Nouns: Tier 2**  Rubbing technique  Patterns  Textures  Combine  Media  Effect | | **Adjectives: Tier 2**  Black  White  Monochrome  Light  Dark | | | **Verbs: Tier 2** |
| **Proper Nouns: Tier 3** | | **Nouns: Tier 3**  Tints  Shades | | **Adjectives: Tier 3** | | | **Verbs: Tier 3** |
| **Visit/Visitor** |  | | | | | | | |

**Spring 2**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Year 6** | **History** | **Geography** | | **Art** | | **DT** | |
| **National Curriculum Objectives** | NA - SATs | NA - SATs | | **AD 2** to improve their mastery of Art and Design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] | | **D1** to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  **D2** to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  **E1** to investigate and analyse a range of existing products  **E3** to understand how key events and individuals in design and technology have helped shape the world  **TK 4** to apply their understanding of computing to program, monitor and control their products | |
| **Key Knowledge**  **Tomorrow’s World** | NA - SATs | NA - SATs | | **AD 2**  Do children know how to use digital technology in iPads to combine images?  Do children know how to rotate and edit images?  Do children know how to use digital software?  Do children know how to experiment on iPads (changing colours, rotation, size etc) | | Do they know the different ways in which a design can be respresented  Do they know what CAD/CAM products are and how to use them  Do they know who Sir Tim Berners Lee, Steve Jobs, Sir Jonathan Ive, Bill Gates, Steve Wozniak, Alan Turing are and how they have influenced the wider world and history. | |
| **Key Skills** | NA - SATs | NA - SATs | | **AD 2**  Combine images using digital technology, colour size and rotation  Using digital software create abstract prints which involve experimentation with colour, size, shape and repetition | | **Developing, Planning and Communicating Ideas**  Can they investigate products/images to collect ideas Can they sketch and model alternative ideas  Can they develop one idea in depth  Can they combine modelling and drawing to refine ideas  Can they plan the sequence of work using a storyboard  Can they record ideas using annotated cross-sectional and exploded diagrams  Can they use found information to inform decisions  Can they use a computer to model ideas  Can they draw plans which can be read/followed by someone else Can they give a report using correct technical vocabulary  **Evaluation**  Can they reflect on their work using design criteria stating how well the design fits the needs of the user  Can they identify what does and does not work in the product.  Can they make suggestions as how their design could be improved | |
| **Extended Writing (2 pieces)** | Newspaper Reports  Persuasive Texts  Narrative | | | **Text Links** | Stormbreaker (Anthony Horowitz)  Iron Fist :The Inventory (Andy Briggs  Artemis Fowl (Eoin Colfer) | | |
| **Previous Learning** | **History building on:**  **Geography building on:**  Art building on:  **AD 2** to improve their mastery of Art and Design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] | | | | | | |
| **Suggested**  **Key Vocab** | **Proper Nouns: Tier 2** | | **Nouns: Tier 2**  **Digital technology**  **Combine**  **Rotation**  **Software**  **Repetition** | **Adjectives: Tier 2** *large scale*  **Size** | | | **Verbs: Tier 2** |
| **Proper Nouns: Tier 3** | | **Nouns: Tier 3**  **Abstract prints** | **Adjectives: Tier 3** | | | **Verbs: Tier 3** |
| **Visit/Visitor** |  | | | | | | |