

**HISTORY**TO BUILD AN OVERVIEW OF WORLD HISTORY

Describe historical events.

Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did.

TO UNDERSTAND CHRONOLOGY

Place events and artefacts in order on a time line.

Label time lines with words or phrases such as: past, present, older and newer.

Recount changes that have occurred in their own lives

Use dates where appropriate.

TO COMMUNICATE HISTORICALLY

Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.

Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.

**GEOGRAPHY**TO INVESTIGATE PLACES

Name and locate the world's continents and oceans.

TO COMMUNICATE GEOGRAPHICALLY

Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.

Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).

TOPIC STATEMENT

We will find out who Blackbeard was and when he lived. We will explore what treasure means to different people and think about how we can keep our treasures and ourselves safe. We will use maps to find out about our continents and oceans and to give simple directions.

POSSIBILITIES

Responsibilities  
Keeping our oceans clean

HOOK

Hayden Sewage works

WOW

Historical Pirate OA

ENQUIRY

(THAT LEADS US TO OUR 'GOLDEN THREADS' POWER, EXPLORATION AND DISCOVERY)

**EXPLORE:** Who was Blackbeard

**DISCOVERY:** What is treasure?

**POWER:** What should we treasure?

SIGNIFICANT PERSON/EVENT/PLACE

Blackbeard/Faberge/Ole Kirk Christiansen

SUGGESTED VOCABULARY

- Infamous
- Fearsome
- Courageous
- Treasure
- Plunder
- Anchor
- Overboard
- Invader
- Galleon
- Mast

## LANGUAGES

SPEAK  
CONFIDENTLY

Understand a range of spoken phrases

Understand standard language (sometimes asking for words or phrases to be repeated)

Answer simple questions and give basic information

Pronounce words showing a knowledge of sound (or pitch in Mandarin) patterns

Identify countries and communities where the language is spoken

Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken

Show awareness of the social conventions when speaking to someone

Write short phrases used in everyday conversations correctly

## P.E

GAMES

Assess and develop the fundamental skills of running, jumping, throwing and catching  
Master basic movements including running, jumping, throwing and catching.  
Participate in team games developing simple tactics for attacking and defending.  
Use the terms opponent and team-mate

DANCE

Perform dances using simple movement patterns

## COMPUTING

CONNECT

Understand online risks and the age rules for sites.

CODE

Motion-Control motion by specifying the number of steps to travel, direction and turn

## D.T

TO TAKE  
INSPIRATION FROM  
DESIGN  
THROUGHOUT  
HISTORY

Explore objects and designs to identify likes and dislikes of the designs

TO DESIGN, MAKE,  
EVALUATE AND  
IMPROVE

Use software to design.

TO MASTER  
PRACTICAL SKILLS  
MATERIALS

Cut materials safely using tools provided. Measure and mark out to the nearest centimetre.

Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).

Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).

CONSTRUCTION

Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.

## ART

INSPIRATION FROM  
THE GREATS

Describe the work of notable artists, artisans and designers. Respond to ideas and starting points.

MASTER  
TECHNIQUESDRAWING

Show different tones by using coloured pencils. Colour (own work) neatly following the lines.

Draw lines of different sizes and thicknesses. SCULPTURE

Use rolled up paper, straws, paper, card and clay as materials. Use a combination of shapes.

Use techniques such as rolling, cutting, moulding and carving. Include lines and texture.

COLLAGE

Sort and arrange materials

Mix materials to create texture.

Use a combination of materials that are cut, torn and glued.

## MUSIC

TO PERFORM  
(Singing)

Take part in singing, accurately following the melody  
Follow instructions on how and when to sing.

Make and control long and short sounds, using voice

TO COMPOSE

Clap rhythms.

TO DESCRIBE  
MUSIC

Identify the beat of a tune.

## R.E

GLOUCESTERSHIRE  
AGREED SYLLABUS  
SEE SUB.LEADER  
DIRECTION

Identify the core beliefs and concepts studied and give a simple description of what they mean. Give examples of how people use stories, texts and teachings to guide their beliefs and actions.

Give examples of ways in which believers put their beliefs into action. Give a good reason for the views they have and the connections they make. Give clear, simple accounts of what stories and other texts mean to believers.

Think, talk and ask questions about whether the ideas they have been studying have something to say to them. Give examples of how stories show what people believe.

WORLD AND OTHERS

## P.S.C.H.E

CAMBRIDGESHIRE SCHEME  
SEE SUB.LEADER  
DIRECTIONYEAR 1

Myself and relationships: Working together.  
Communication,  
Participation and Self-Awareness

Myself and my relationships: Friendships and difference  
My Relationships and Valuing difference

YEAR 2

Myself and relationships: My emotions. Emotional wellbeing

Myself and my relationships: Managing risk and change