

GEOGRAPHY

TO UNDERSTAND CHRONOLOGY
Understand the concept of change over time, representing this, along with evidence, on a time line.
Use dates and terms to describe events.
Place events, artefacts and historical figures on a time line using dates.
Identify periods of rapid change in history and contrast them with times of relative little change.

TO INVESTIGATE AND INTERPRET THE PAST
Use evidence to ask questions and find answers to questions about the past
Suggest causes and consequences of some of the main events and changes in history.
Describe different accounts of a historical event , explaining some of the reasons why the accounts may differ.

TO BUILD AN OVERVIEW OF WORLD HISTORY
Give a broad overview of life in Britain from ancient until medieval times.
Describe changes that have happened in the locality of the school throughout history.
Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children

TO COMMUNICATE HISTORICALLY
Use appropriate historical vocabulary to communicate
Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

GEOGRAPHY

TO COMMUNICATE GEOGRAPHICALLY
Describe key aspects physical geography including rivers, mountains, volcanoes, and earthquakes and the water cycle.
Describe key aspects of human geography: Settlements and land use.
Use the 8 points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom

TOPIC STATEMENT
As historians we will move rapidly through the Stone Age, Bronze Age and Iron Age to gain a broad overview of the human race and how it learnt to survive in ancient times. We will use timelines to highlight periods of change. We will compare the ideas, beliefs, attitudes and experiences of those ancient people to those living in modern times.

POSSIBILITIES
How humans adapt to survive
Renewable energy

ENQUIRY
(THAT LEADS US TO OUR GOLDEN THREADS POWER, EXPLORATION AND DISCOVERY)
DISCOVER what evidence we can use to tell the story of our past.
EXPLORE the similarities and differences between the ages.
Did **POWER** increase through the ages?

HOOK
Foraging Art Lesson
WOW
Forest School Fire

SIGNIFICANT PERSON/EVENT/PLACE
Skara Brae/Marie Curie

- SUGGESTED VOCABULARY**
- Neolithic
 - Mesolithic
 - Paleolithic
 - Survival
 - Thrive
 - Prehistoric
 - Smelt
 - Trade
 - Hunter
 - Gatherer

LANGUAGES

SPEAK CONFIDENTLY

Understand the main points from spoken passages

Ask others to repeat words of phrases if necessary
Ask and answer simple questions and talk about interests

Demonstrate a growing vocabulary

Describe with some interesting details some aspects of countries or communities where the language is spoken

Make comparisons between life in countries or communities where the language is spoken and this country

P.E

Games – OAA (x4 weeks)

Take part in outdoor and adventurous activity which challenges both individually and within a team
Enjoy communicating, collaborating and competing with each other

Games – Invasion (x5 weeks)

Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
Develop an understanding of how to improve in different physical sports and learn how to evaluate and recognise their own success

Gymnastics (x5 weeks)

Develop flexibility, strength, technique, control and balance
Compare their performances with previous ones and demonstrate improvement to achieve their personal best

COMPUTING

CONNECT

Understand how online services work.

Understand the term 'copyright'.

D.T

TO TAKE INSPIRATION FROM DESIGN THROUGHOUT HISTORY

Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs

TO DESIGN, MAKE, EVALUATE AND IMPROVE

Design with purpose by identifying opportunities to design

Use software to design and represent product designs.

TO MASTER PRACTICAL SKILLS FOOD

Prepare ingredients hygienically using appropriate utensils.
Measure ingredients to the nearest gram accurately. Follow a recipe.
Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).

ART

TO TAKE INSPIRATION FROM THE GREATS (CLASSIC AND MODERN)

Create original pieces that are influenced by studies of others.

TO DEVELOP IDEAS COLLECT INFORMATION, SKETCHES AND RESOURCES. MASTER TECHNIQUES DRAWING

Sketch lightly (no need to use a rubber to correct mistakes).
Use different hardness of pencils to show line, tone and texture.
Use shading to show light and shadow

PAINTING
Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.
Mix colours effectively.
Use watercolour paint to produce washes for backgrounds then add detail.

Experiment with creating mood with colour.

SCULPTURE
Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).
Include texture that conveys feelings, expression or movement.
Use clay and other mouldable materials.
Add materials to provide interesting detail.

MUSIC

TO PERFORM (Singing / Tuned Instruments)

Sing from memory with accurate pitch.
Sing in tune.
Pronounce words within a song clearly.
Show control of voice.

TO COMPOSE

Compose and perform melodic songs.
Use sound to create abstract effects.
Use digital technologies to compose pieces of music

TO TRANSCRIBE

Devise non-standard symbols to indicate when to play and rest.

TO DESCRIBE MUSIC

Evaluate music using musical vocabulary to identify areas of likes and dislikes

R.E

GLOUCESTERSHIRE AGREED SYLLABUS SEE SUB-LEADER DIRECTION

Identify and describe the core beliefs and concepts studied. Make clear links between texts/sources of authority and the key concepts. Make simple links between stories, teachings and concepts and how people live, individually and in communities. Offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers. Describe how people show their beliefs in how they worship and in the way they live. Make links between some beliefs and practices and life in the world today, expressing some ideas of their own clearly. Give good reasons for the views they have and the connections they make. Identify some differences in how people put their beliefs into action. Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live.

STAGES OF LIFE

P.S.C.H.E

CAMBRIDGESHIRE SCHEME SEE SUB-LEADER DIRECTION**YEAR 3**

Myself and relationships: Working together, Communication, Participation and self-awareness

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

YEAR 4

Myself and relationships: My emotions Emotional wellbeing

Myself and my relationships: Managing risk and change