

# KS2 OVERVIEW

Local History Study

Thematic study post 1066

Location and place

Ancient civilisations

Chronological British History

|       | AUTUMN   | SPRING  | SUMMER   |
|-------|--|---|--|
| 3/4 A | WE WILL ROCK YOU<br>(Stone age to Iron age-Romans)   | FOOD GLORIOUS FOOD<br>(travel/journeys far trade-tropics-)                            | LOCAL STUDY-ROSES ARE RED<br>(Local study-Cecily Neville)<br>Field study- landscape survey   |
| 3/4 B | MAMMA MIA<br>(Ancient Greeks-Modern Greece)  | ROLLIN LIKE A RIVER<br>(River study and rivers of Europe)<br>Field study-river survey | WALK LIKE AN EGYPTIAN<br>(Ancient Egypt)   |
| 5/6 A | WE ARE SAILING<br>(Anglo Saxons-Vikings Kingdoms-Counties)   | PACK UP YOUR TROUBLES<br>(thematic study -Lives of children post 1066)                | I'M A SURVIVOR<br>(Darwin, Anning and Galapagos islands)<br>Field study-environmental survey |
| 5/6 B | SWEET CHILD O MINE<br>(Thematic study-Lives of children post 1066)<br>Field study- Land use survey | LIVIN IN AMERICA<br>(Mexico and Ancient Maya 90ad)                                    | I FEEL THE EARTH MOVE<br>(Natural disasters-climate change -Explorers)                       |

# WE WILL ROCK YOU

## DRIVERS:

### CHRONOLOGY:

- KNOW AT LEAST 3 CHANGES BETWEEN THE BEGINNING OF THE STONE AGE AND THE IRON AGE
- KNOW THE MAIN DIFFERENCES BETWEEN THE STONE, BRONZE AND IRON AGE
- KNOW SOME WAYS THAT BRITAIN CHANGED UP TO THE END OF THE ROMAN OCCUPATION
- KNOW 3 WAYS THAT THE ROMANS ADVANCED BRITISH SOCIETY
- KNOW WHO BOUDICCA WAS
- KNOW SOME FACTS ABOUT 1 ROMAN EMPORER



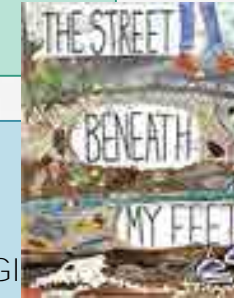
### HUMAN AND PHYSICAL:

- LABEL THE PARTS OF A VOLCANO

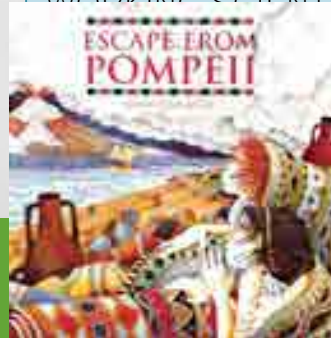


### CHEMISTRY:

- DESCRIBE AND GROUP ROCKS GIVE REASON
- KNOW HOW SOIL IS MADE AND FOSSILS FORMED
- KNOW ABOUT THE DIFFERENCES BETWEEN SEDIMENTARY, METAMORPHIC AND IGNEOUS ROCK



### WORKING SCIENTIFICALLY



## Enhancers:

### STUDY OF ARTISTS:

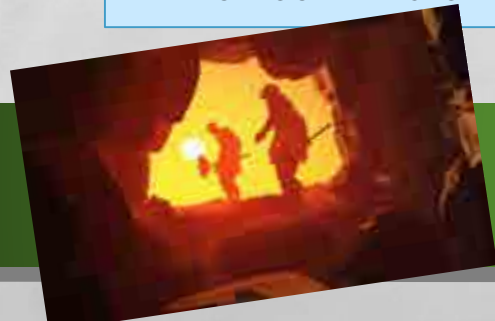
- KNOW HOW TO RECOGNIZE WHEN ART IS FROM DIFFERENT HISTORICAL PERIODS
- KNOW HOW TO IDENTIFY TECHNIQUES BY DIFFERENT ARTISTS

### SKETCHBOOKS:

- KNOW HOW TO USE GRADES OF PENCILS TO SHADE
- KNOW HOW TO USE SKETCHES TO PRODUCE A FINAL PIECE OF ART



Cave art-Pencils  
chalks  
Paint, powder  
paint



Underlying the  
settlement, low  
resistance, living

Our Locality: Binchester  
Roman Fort, Piercebridge  
Roman Settlement, Deer  
Street Roman Road.

# FOOD GLORIOUS FOOD

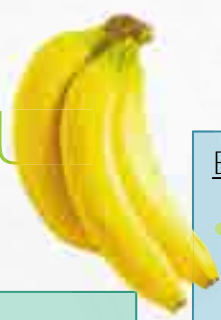
## DRIVERS:

### LOCATIONAL KNOWLEDGE:

- KNOW WHERE THE TROPIC OF CANCER, TROPIC OF CAPRICORN AND THE GREENWICH MERIDIAN ARE ON A WORLD MAP
- **KNOW WHAT IS MEANT BY THE TERM 'TROPICS'**

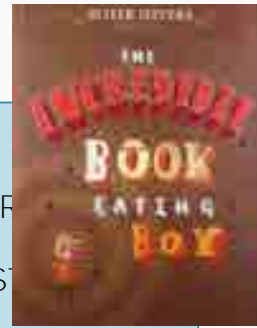
### HUMAN AND PHYSICAL

- KNOW THAT CERTAIN FOODS ARE ABUNDANT IN DIFFERENT PLACES DUE TO CLIMATE DIFFERENCES GIVING SOME EXAMPLES.
- DESCRIBE WHAT IS MEANT BY THE TERMS FAIR TRADE AND FOOD MILES
- FIELDWORK:
- USE MAPS AND GLOBES TO LOCATE THE EQUATOR, TROPICS AND GREENWICH MERIDIAN



### BIOLOGY:

- IDENTIFY AND NAME THE PARTS OF THE HUMAN DIGESTIVE SYSTEM
- KNOW THE FUNCTIONS OF THE ORGANS IN THE DIGESTIVE SYSTEM
- IDENTIFY AND NAME THE DIFFERENT TYPES OF HUMAN TEETH
- KNOW THE FUNCTIONS OF DIFFERENT HUMAN TEETH
- USE AND CONSTRUCT FOOD CHAINS TO IDENTIFY PREDATORS AND PREY
- USE CLASSIFICATION KEYS TO IDENTIFY AND NAME LIVING THINGS
- KNOW HOW CHANGES TO AN ENVIRONMENT COULD ENDANGER LIVING THINGS



## Enhancers:

**Smoothies & packaging-  
Food Tech**



### FOOD TECHNOLOGY:

- KNOW HOW TO BE BOTH SAFE AND HYGIENIC IN THE KITCHEN
- BRING A CREATIVE ELEMENT TO THE FOOD PRODUCT BEING DESIGNED

### STUDY OF GREAT ARTISTS:

- EXPERIMENT WITH THE STYLES USED BY OTHER ARTISTS
- KNOW HOW ARTISTS DEVELOP THEIR OWN SPECIFIC TECHNIQUES

### SKETCHBOOKS:

- KNOW HOW TO INTEGRATE DIGITAL IMAGES INTO ARTWORK
- USE SKETCH BOOKS TO EXPERIMENT WITH DIFFERENT TEXTURE

### DRAWING, PAINTING AND SCULPTURE

- KNOW HOW TO USE LINE, TONE, SHAPE AND COLOUR TO REPRESENT FORMS AND FIGURES IN MOTION



Underlying themes:  
journeys, health, equality,



Our Locality: Local produce,  
School Gardening Area

**Arcimboldo-  
Pencils, digital  
media**



# ROLLIN LIKE A RIVER

## DRIVERS:



### PHYSICAL AND HUMAN:

- KNOW AND LABEL THE MAIN FEATURES OF A RIVER
- KNOW, NAME AND LOCATE THE MAIN RIVERS OF THE UK
- KNOW THE NAME OF AND LOCATE A NUMBER OF THE WORLDS LONGEST RIVERS
- KNOW THE NAMES OF A NUMBER OF THE WORLDS HIGHEST MOUNTAINS
- KNOW WHERE THE MAIN MOUNTAIN REGIONS OF THE UK ARE
- EXPLAIN THE FEATURES OF THE WATER CYCLE
- KNOW WHY MOST CITIES ARE BY RIVERS

### LOCATIONAL KNOWLEDGE:

- NAME 6 CITIES IN ENGLAND AND LOCATE THEM ON MAPS

### FILEDWORK:

- KNOW HOW TO CARRY OUT A LOCAL RIVER STUDY AND CREATE SKETCHES



## PHYSICS:

- KNOW ABOUT AND DESCRIBE HOW OBJECTS MOVE ON DIFFERENT SURFACES
- KNOW HOW A PULLEY WORKS AND USE TO LIFT AN OBJECT
- KNOW WHICH FORCES REQUIRE CONTACT AND WHICH DO NOT -GIVING EXAMPLES
- KNOW HOW OBJECTS/MAGNETS ATTRACT AND REPEL
- PREDICT WHETHER MAGNETS ATTRACT OR REPEL GIVING A REASON
- KNOW THAT DARK IS THE ABSENSE OF LIGHT
- KNOW THAT LIGHT IS NEEDED IN ORDER TO SEE AND IS REFLECTED
- KNOW AND DEMONSTRATE HOW A SHADOW IS FORMED
- EXPLAIN HOW A SHADOW CHANGES SHAPE
- KNOW ABOUT THE DANGERS OF SUNLIGHT AND DESCRIBE HOW TO STAY PROTECTED

## Enhancers:

### DESIGNING:

- PROVE THAT A DESIGN MEETS A SET CRITERIA
- DESIGN A PRODUCT THAT LOOKS ATTRACTIVE
- CHOOSE A MATERIAL FOR IT'S SUITABILITY AND APPEARANCE

### TECHNICAL KNOWLEDGE:

- KNOW HOW TO STRENGTHEN A PRODUCE BY STIFFENING A PART OR REINFORCING A PART

### MAKING:

- FOLLOW A STEP BY STEP PLAN
- SELECT THE MOST APPROPRIATE TOOLS
- WORK ACCURATELY TO MEASURE, MAKE CUTS AND MAKE HOLES

### EVALUATING:

- EXPLAIN HOW TO IMPROVE A MODEL
- KNOW WHY A MODEL HAS/HAS NOT BEEN SUCCESSFUL

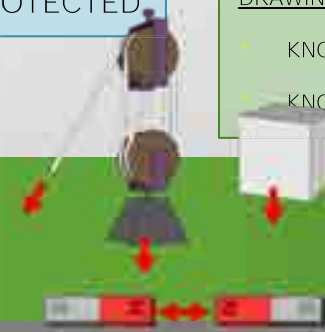
### DRAWING PAINTING AND SCULPTURE:

- KNOW HOW TO CREATE A BACKGROUND WASH
- KNOW HOW TO USE A RANGE OF DIFFERENT BRUSHES



Bridges-structures

River scenes- water colour paints



Our Locality: River Tees, High Force, Middlesbrough transporter bridge, Newcastle Millennium bridge

# MAMMA MIA

## DRIVERS:

### ANCIENT GREECE:

- KNOW SOME OF THE MAIN CHARACTERISTICS OF ATHENIANS AND SPARTANS
- KNOW ABOUT THE INFLUENCE THE GODS HAD IN ANCIENT GREECE
- KNOW AT LEAST 5 SPORTS FROM THE ANCIENT GREEK OLYMPICS
- NAME SOME OF THE INFLUENCES THE ANCIENT GREEKS HAD ON THE WESTERN WORLD

### PLACE KNOWLEDGE:

- KNOW AT LEAST 5 DIFFERENCES BETWEEN LIVING IN THE UK AND A MEDITERRANEAN COUNTRY
- KNOW THE NAMES AND LOCATE 8 EUROPEAN COUNTRIES
- KNOW THE NAMES OF A NUMBER OF EUROPEAN CAPITALS

Underlying Themes:  
power, beliefs, science,  
inventions, health



### PHYSICS:

- KNOW HOW SOUND IS MADE
- KNOW HOW SOUND TRAVELS FROM A SOURCE TO OUR EARS
- KNOW THE CORRELATION BETWEEN PITCH AND THE OBJECT
- KNOW THE CORRELATION BETWEEN THE VOLUME OF SOUND AND THE STRENGTH OF VIBRATIONS
- KNOW WHAT HAPPENS TO A SOUND AS IT TRAVELS AWAY FROM ITS SOURCE

### CHEMISTRY:

- GROUP MATERIALS BASED ON THEIR STATE OF MATTER
- KNOW THE TEMPERATURE AT WHICH MATERIALS CHANGE SHAPE
- KNOW ABOUT AND EXPLORE HOW SOME MATERIALS CHANGE STATE
- KNOW THE PART PLAYED BY EVAPORATION AND CONDENSATION IN THE WATER CYCLE

### WORKING SCIENTIFICALLY

## Enhancers:

### STUDY OF ARTISTS:

- EXPLAIN SOME FEATURES OF ART FROM HISTORICAL PERIODS
- KNOW HOW ARTISTS HAVE DEVELOPED THEIR SPECIFIC TECHNIQUES

### DRAWING PAINTING AND SCULPTURE:

- KNOW HOW TO USE LINES AND MARKS TO SHOW TEXTURE IN ART

- KNOW HOW TO PRINT ONTO DIFFERENT MATERIALS

### SKETCHBOOKS:

- USE SKETCHBOOKS TO EXPERIMENT WITH DIFFERENT TEXTURES



Greek vases-paper mache Printing painting



# ROSES ARE RED

## DRIVERS:



### LOCAL STUDY:

- KNOW SOME KEY FACTS ABOUT A PERIOD OF HISTORY (POST 1066) THAT HAS STRONG CONNECTIONS TO THEIR LOCALITY
- RESEARCH AND KNOW 3 KEY FACTS ABOUT 'THE ROSE OF RABY'
- DESCRIBE THE SIGNIFICANCE OF HER POSITION
- KNOW HOW TO IDENTIFY & COMPARE DIFFERENT SOURCES IF EVIDENCE
- DESCRIBE 3 ISSUES ASSOCIATED WITH THE PERIOD (DIVORCE, REFORMATION, MEDICINE)
- KNOW HOW THE LIVES OF WEALTHY PEOPLE DIFFERED FROM THE POOR

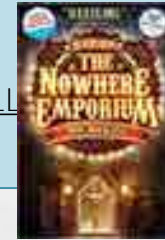


### BIOLOGY:

- KNOW THE LIFE CYCLE OF DIFFERENT THINGS E.G. MAMMAL, AMPHIBIAN, INSECT, BIRD
- KNOW THE DIFFERENCES BETWEEN LIFE CYCLES
- KNOW THE PROCESS OF REPRODUCTION IN PLANTS
- CREATE A TIMELINE TO SHOW GROWTH IN HUMANS



### WORKING SCIENTIFICALLY



## Enhancers:

Tudor pies-  
food tech

### FOOD TECHNOLOGY:

- BE BOTH HYGIENIC AND SAFE IN THE KITCHEN
- KNOW HOW TO PREPARE A MEAL BY COLLECTING THE INGREDIENTS
- KNOW WHICH SEASON VARIOUS FOODS ARE AVAILABLE FOR HARVESTING
- UNDERSTAND FOODS THAT ARE AVAILABLE LOCALLY

### STUDY OF ARTISTS:

RESEARCH THE WORK OF AN ARTIST AND USE THEIR WORK TO REPLICATE A STYLE

### DRAWING PAINTING AND SCULPTURE:

- USE A RANGE OF PENCILS, PASTELS OR CHARCOAL TO CREATE OBSERVATIONAL ART
- EXPERIMENT BY USING MARK AND LINES TO PRODUCE TEXTURE
- KNOW HOW TO USE IMAGES CREATED, SCANNED AND FOUND, ALTERING THEM TO CREATE ART

Botanical drawings-  
mixed media,  
pencils, 3d  
sculpture

### LOCATIONAL KNOWLEDGE:

- KNOW THE NAMES OF A NUMBER OF EUROPEAN COUNTRIES AND THEIR CAPITALS
- FIELDWORK:
- DRAW A SKETCH MAP
- KNOW WHAT SOME O.S MAP SYMBOLS REPRESENT



Underlying Themes:  
power, beliefs, tyranny,  
equality



Our Locality: Raby Castle, Neville Family, House of York, local produce & farming, Local Historian



# WALK LIKE AN EGYPTIAN



## DRIVERS:

### ANCIENT CIVILIZATIONS:

- KNOW ABOUT AND NAME SOME OF THE ADVANCED SOCIETIES THAT WERE IN THE WORLD AROUND 3000 YEARS AGO:

ANCIENT EGYPT

ANCIENT SUMER

INDUS VALLEY

SHANG DYNASTY



- KNOW ABOUT THE KEY FEATURES OF ANCIENT EGYPT

### PLACE KNOWLEDGE:

KNOW THE NAME OF AND LOCATE A NUMBER OF THE WORLDS LONGEST RIVERS



Understand the importance of the Nile river system and its role in Egyptian society and beliefs.

### BIOLOGY:

- KNOW ABOUT THE IMPORTANCE OF A BALANCED DIET
- KNOW HOW NUTRIENTS, WATER AND OXYGEN ARE TRANSPORTED WITHIN ANIMALS AND HUMANS
- KNOW ABOUT THE SKELETAL AND MUSCULAR SYSTEM
- KNOW THE FUNCTION OF DIFFERENT PARTS OF FLOWERING PLANTS AND TREES
- KNOW HOW WATER IS TRANSPORTED WITHIN PLANTS
- KNOW THE PLANT LIFE CYCLE, ESPECIALLY THE IMPORTANCE OF FLOWERS

### WORKING SCIENTIFCALLY



Bread-food tech

## Enhancers:

### FOOD TECHNOLOGY:

- DESCRIBE HOW FOOD INGREDIENTS COME TOGETHER
- WEIGH OUT INGREDIENTS AND FOLLOW A GIVEN RECIPE
- TALK ABOUT WHICH FOOD IS HEALTHY AND WHICH IS NOT
- KNOW WHEN FOOD IS READY FOR HARVESTING



### STUDY OF ARTISTS:

- KNOW HOW TO RECOGNIZE WHEN ART IS FROM DIFFERENT CULTURES
- KNOW HOW TO COMPARE WORK OF DIFFERENT ARTISTS

### DRAWING PAINTING AND SCULPTURE:

- KNOW HOW TO SHOW FACIAL EXPRESSIONS IN ART
- KNOW HOW TO USE DIGITAL IMAGES AND COMBINE WITH OTHER MEDIA
- USE ICT TO CREATE ART
- SKETCHBOOKS:
- KNOW HOW TO USE SKETCHES TO PRODUCE A FINAL PIECE OF ART

Egyptian Art- Mixed media, clay

Our Locality: Durham oriental museum and botanical gardens. School grounds and Forest area

# WE ARE SAILING

DRIVERS:



## CHRONOLOGY:

- KNOW HOW BRITAIN CHANGED AT THE END OF THE ROMAN OCCUPATION
- KNOW SOME WAYS THAT THE ANGLO-SAXONS ATTEMPTED TO BRING ABOUT LAW AND ORDER
- KNOW THAT THE SAXON BRITAIN WAS DIVIDED INTO MANY KINGDOMS AND NAME SOME
- KNOW HOW THESE KINGDOMS LED TO THE CREATION OF OUR COUNTY BOUNDARIES TODAY
- KNOW WHERE TO PLACE THE ANGLO-SAXONS ON A TIMELINE
- KNOW WHERE THE VIKINGS ORIGINATED AND SHOW THIS ON A MAP
- KNOW THAT THE VIKINGS AND ANGLO-SAXONS WERE OFTEN IN CONFLICT
- KNOW WHY THE VIKINGS OFTEN WON BATTLES

Underlying Themes: change, settlement, beliefs, invasion, journeys,



## LOCATIONAL KNOWLEDGE:

- KNOW THE NAMES OF AND LOCATE AT LEAST 8 COUNTIES AND 6 CITIES IN ENGLAND
- IDENTIFY LOCAL PLACE NAMES ON A MAP

## FIELDWORK:

- PLAN A JOURNEY USING A ROAD MAP

## PHYSICS:

- IDENTIFY AND NAME APPLIANCES THAT USE ELECTRICITY
- KNOW HOW TO CONSTRUCT A SERIES CIRCUIT
- IDENTIFY AND NAME THE COMPONENTS IN A CIRCUIT
- PREDICT AND TEST IF A LAMP WILL WORK IN A CIRCUIT
- KNOW THE FUNCTION OF A SWITCH
- KNOW THE DIFFERENCE BETWEEN A CONDUCTOR AND AN INSULATOR AND GIVE EXAMPLES OF EACH

## WORKING SCIENTIFICALLY



## Enhancers:

### DRAWING PAINTING AND SCULPTURE

- KNOW HOW TO SCULPT CLAY AND OTHER MOLDABLE MATERIALS
- KNOW HOW TO USE LINES AND MARKS TO SHOW TEXTURE IN ART

### DESIGNING:

- USE IDEAS FROM OTHER PEOPLE WHEN DESIGNING
- PERSEVERE AND ADAPT DESIGNS WHEN THINGS DO NOT WORK
- COMMUNICATE IDEAS IN A RANGE OF WAYS E.G. SKETCHES, ANNOTATED DRAWINGS

### TECHNICAL KNOWLEDGE:

- USE SWITCHES, BUZZERS AND LIGHTS
- USE ELECTRICAL SYSTEMS TO ENHANCE A PRODUCT
- USE ICT WHERE APPROPRIATE

### MAKING:

- KNOW WHICH TOOLS TO USE AND SHOW KNOWLEDGE OF HANDLING THAT TOOL
- CAN MEASURE ACCURATELY
- USE A RANGE OF CONSTRUCTION MATERIALS

### EVALUATING:

- EVALUATE PRODUCTS FOR THEIR PURPOSE AND APPEARANCE
- PRESENT A PRODUCT IN AN INTERESTING WAY
- EXPLAIN ANY IMPROVEMENTS MADE

lighthouse-circuits

Dragon Eyes-pencils, clay, paint

Our Locality: Jorvik Viking Centre-York, Durham, Bamburgh, St Cuthbert



# PACK UP YOUR TROUBLES DRIVERS:



- LOCATIONAL KNOWLEDGE
- LOCATE AND NAME ALL EUROPEAN COUNTRIES AND THEIR CAPITAL CITIES

## BEYOND 1066:

- KNOW AT LEAST 3 WAYS THAT THE WORLD WARS AFFECTED CHILDREN LIVING IN BRITAIN
- DESCRIBE THE DIFFERENCES BETWEEN THE LIVES OF CHILDREN IN DIFFERENT ERAS
- KNOW HOW TO PLACE HISTORICAL EVENTS AND PEOPLE THAT IMPACTED THE LIVES OF BRITISH CHILDREN IN A CHRONOLOGICAL FRAMEWORK
- KNOW HOW THESE CHANGES HAD AN INFLUENCE ON BRITAIN LONGER TERM
- KNOW WHICH SOURCES OF INFORMATION AND EVIDENCE ARE MORE RELIABLE AND EXPLAIN WHY.

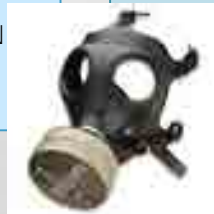
## BIOLOGY:

IDENTIFY AND NAME THE MAIN PARTS OF THE CIRCULATORY SYSTEM

KNOW THE FUNCTION OF THE HEART, BLOOD VESSELS AND BLOOD

KNOW THE IMPACT OF DIET, EXERCISE AND DRUGS ON HEALTH

KNOW THE WAYS WHICH NUTRIENTS AND WATER ARE TRANSPORTED IN ANIMALS



## Enhancers:



## STUDY OF GREAT ARTISTS

- UNDERSTAND ART CAN BE VERY ABSTRACT AND WHAT THE MESSAGE IS THE ARTIST IS TRYING TO CONVEY

## DRAWING, PAINTING SCULPTURE

- USE A FULL RANGE OF PENCILS, CHARCOAL, PASTELS WHEN CREATING A PIECE OF OBSERVATIONAL ART

## USING SKETCHBOOKS

- EXPLAIN WHY CHOSEN SPECIFIC TECHNIQUES HAVE BEEN USED
- KNOW HOW TO USE FEEDBACK TO MAKE AMENDMENTS AND IMPROVE ART

## FOOD TECHNOLOGY:

- EXPLAIN HOW FOOD INGREDIENTS SHOULD BE STORED AND GIVE REASONS
- WORK WITHIN A BUDGET OR RESTRICTION TO CREATE A MEAL
- UNDERSTAND THE DIFFERENCES BETWEEN A SWEET AND SAVORY DISH



Hearts-  
Ink, pens,  
pencils  
Paint  
Blitz- collage,  
pastels, chalks

Ration meals-  
Food Tech

Underlying Themes:  
Industry, equality,  
education

Our Locality: local mining villages, Killhope Lead mine, National Mining Museum, School Log books, Ex miner- Mr. Scott, Beamish Museum



# I'M A SURVIVOR

## DRIVERS:



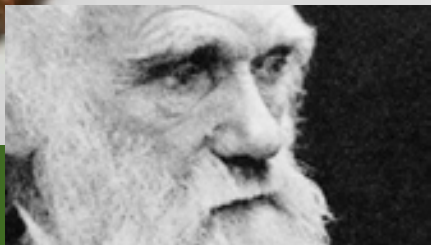
## LOCATIONAL KNOWLEDGE

- KNOW ABOUT TIME ZONES AND WORK OUT DIFFERENCES

## FIELDWORK:

- USE GOOGLE EARTH TO EXPLORE A COUNTRY OR PLACE

- BIOLOGY:
- CLASSIFY LIVING THINGS INTO BROAD GROUPS BASED ON SIMILARITIES AND DIFFERENCES
- KNOW HOW LIVING THINGS HAVE BEEN CLASSIFIED
- GIVE REASONS FOR CLASSIFYING LIVING THINGS IN A SPECIFIC WAY
- KNOW HOW EARTH AND LIVING THINGS HAVE CHANGED OVER TIME
- KNOW HOW FOSSILS CAN BE USED TO FIND OUT ABOUT THE PAST
- KNOW ABOUT REPRODUCTION AND OFFSPRING
- DESCRIBE WAYS OFFSPRING CAN BE DIFFERENT FROM THEIR PARENTS
- LINK ADAPTATION TO EVOLUTION
- KNOW ABOUT EVOLUTION AND CAN EXPLAIN WHAT IT IS



## Enhancers:

### STUDY OF GREAT ARTISTS:

- UNDERSTAND ART CAN BE VERY ABSTRACT AND WHAT THE MESSAGE IS THE ARTIST IS TRYING TO CONVEY
- RESEARCH THE WORK OF AN ARTISTS AND USE THEIR WORK TO REPLICATE A STYLE

### DRAWING, PAINTING AND SCULPTURE:

- KNOW HOW TO OVERPRINT AND CREATE DIFFERENT PATTERNS
- KNOW WHICH MEDIA TO USE TO CREATE MAXIMUM IMPACT

### SKETCHBOOKS:

- EXPLAIN WHY DIFFERENT TOOLS HAVE BEEN USED TO CREATE ART
- DESIGNING:
- JUSTIFY PLANNING IN A CONVINCING WAY
- USE MARKET RESEARCH TO INFORM PLANS AND IDEAS

### MAKING:

- KNOW HOW TO USE ANY TOOL CORRECTLY AND SAFELY
- USE A RANGE OF MATERIALS SUCH AS TEXTILES
- KNOW HOW TO TEST AND EVALUATE DESIGNED PRODUCT

### TECHNICAL KNOWLEDGE:

- USE KNOWLEDGE TO IMPROVE A MADE PRODUCT BY STRENGTHENING, STIFFENING OR REINFORCING

Felting/applique  
e-textiles



Evolution Art-  
Pencils, marbling,  
painting

Our Locality:

# SWEET CHILD O' MINE

DRIVERS:



## BEYOND 1066:

- KNOW AT LEAST 3 IMPROVEMENTS TO THE LIVES OF CHILDREN IN VICTORIAN & INDUSTRIAL BRITAIN
- DESCRIBE THE DIFFERENCES BETWEEN THE LIVES OF CHILDREN IN DIFFERENT ERAS
- KNOW HOW TO PLACE HISTORICAL EVENTS AND PEOPLE THAT IMPACTED THE LIVES OF BRITISH CHILDREN IN A CHRONOLOGICAL FRAMEWORK
- KNOW HOW THESE CHANGES HAD AN INFLUENCE ON BRITAIN LONGER TERM
- KNOW WHICH SOURCES OF INFORMATION AND EVIDENCE ARE MORE RELIABLE AND EXPLAIN WHY.

## HUMAN AND PHYSICAL

- KNOW WHY INDUSTRIAL AREAS AND PORTS ARE IMPORTANT
- DESCRIBE THE FEATURES OF SOME IMPORTANT INDUSTRIAL AREAS BOTH LOCALLY AND NATIONALLY

## FIELDWORK:

- KNOW WHAT MOST ORDNANCE SURVEY SYMBOLS STAND FOR
- KNOW HOW TO USE 6 FIGURE GRID REFERENCES



## PHYSICS:

- COMPARE AND GIVE REASONS WHY COMPONENTS WORK AND DO NOT WORK IN A CIRCUIT
- DRAW CIRCUIT DIAGRAMS USING CORRECT SYMBOLS
- KNOW HOW THE NUMBER AND VOLTAGE OF CELLS IN A CIRCUIT LINKS TO THE BRIGHTNESS OF THE LAMP
- KNOW HOW LIGHT TRAVELS
- KNOW AND DEMONSTRATE HOW WE SEE OBJECTS
- KNOW WHY SHADOWS HAVE THE SAME SHAPE AS THE OBJECTS THAT CASTS THEM
- KNOW HOW SIMPLE OPTICAL INSTRUMENTS WORK E.G. PERISCOPE, TELESCOPE, BINOCULARS, MIRROR

## WORKING SCIENTIFICALLY

Enhancers:



## STUDY OF GREAT ARTISTS

- RESEARCH THE WORK OF AN ARTISTS AND USE THEIR WORK TO REPLICATE A STYLE
- UNDERSTAND WHAT A SPECIFIC ARTIST IS TRYING TO ACHIEVE IN A GIVEN SITUATION

## DRAWING, PAINTING SCULPTURE

- KNOW WHICH MEDIA TO SUE TO CREATE MAXIMUM IMPACT
- USING SKETCHBOOKS
- KNOW HOW TO USE A RANGE OF E-RESOURCES TO CREATE ART

## DESIGNING:

- SHOW THAT CULTURE/SOCIETY IS CONSIDERED IN PLANS AND DESIGNS
- FOLLOW AND REFINE ORIGINAL PLANS
- TECHNICAL KNOWLEDGE:
- USE ELECTRICAL CIRCUITS CORRECTLY AND ACCURATELY TO ENHANCE A GIVEN PRODUCT

- KNOW WHICH IT WOULD ENHANCE A PRODUCT

## MAKING:

- KNOW WHICH TOOLS TO USE FOR A TASK
- KNOW WHAT EACH TOOL IS USED FOR
- EXPLAIN WHY A SPECIFIC TOOL IS BEST FOR A SPECIFIC ACT

- USE A RANGE OF CONSTRUCTION MATERIALS

## EVALUATING:

- KNOW HOW TO TEST AND EVALUATE DESIGNED P
- EXPLAIN HOW PRODUCTS SHOULD BE STORED
- EVALUATE A PRODUCT AGAINST CLEAR CRITERIA

Lowry-Penciis, paints, ICT



Mining lamp-circuits and control

Underlying Themes: industry, equality, education

Our Locality: local mining villages, Killhope Lead mine, National Mining Museum, School Log books, Ex miner- Mr. Scott, Beamish Museum



# LIVING IN AMERICA

## DRIVERS:

### ANCIENT MAYAN CIVILIZATION:

- KNOW AT LEAST 3 REASONS WHY THE MAYANS WERE CONSIDERED AN ADVANCED SOCIETY
- EXPLAIN AT LEAST 3 WAYS THE MAYAN CIVILIZATION HAD AN IMPACT ON THE WORLD
- EXPLAIN 3 WAYS WE CAN LEARN ABOUT THE MAYAN SOCIETY TODAY



### LOCATIONAL KNOWLEDGE:

- KNOW THE NAMES OF AND LOCATE A NUMBER OF NORTH/SOUTH AMERICAN COUNTRIES

### HUMAN AND PHYSICAL:

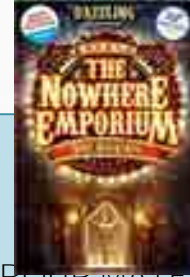
- KNOW KEY DIFFERENCES BETWEEN LIVING IN THE UK AND A COUNTRY IN NORTH AMERICA/SOUTH AMERICA
- KNOW SOME HUMAN AND PHYSICAL DIFFERENCES BETWEEN DEVELOPED AND DEVELOPING COUNTRIES
- USE GOOGLE EARTH TO LOCATE A PLACE OF INTEREST

Underlying Themes:  
poverty, society, invention,  
communication

## CHEMISTRY:

- COMPARE AND GROUP MATERIALS BASED THEIR ON PROPERTIES
- KNOW AND EXPLAIN HOW MATERIALS DISSOLVE TO FORM A SOLUTION
- KNOW HOW TO RECOVER A SUBSTANCE FROM A SOLUTION
- KNOW AND DEMONSTRATE HOW MATERIALS CAN BE SEPERATED
- KNOW AND GIVE EXAMPLES OF CHANGES THAT ARE REVERSIBLE AND THOSE THAT ARE NOT
- KNOW AND GIVE EXAMPLES OF CHANGES THAT RESULT IN THE FORMATION OF A NEW MATERIAL

## WORKING SCIENTIFCALLY



## Enhancers

### STUDY OF ARTISTS:

- RESEARCH THE WORK OF AN ARTIST AND USE THEIR VISION TO REPLICATE A STYLE
- DRAWING PAINTING AND SCULPTURE:
- KNOW HOW TO ORGANISE LINE, TONE, SHAPE AND COLOUR TO REPRESENT FIGURES AND FORMS
- KNOW HOW TO EXPRESS EMOTION IN ART
- SKETCHBOOKS:
- EXPERIMENT BY USING MARKS AND LINES TO PRODUCE PATTERN
- EXPERIMENT WITH MEDIA TO CREATE EMOTION IN ART

### DESIGNING

- COME UP WITH A RANGE OF IDEAS AFTER COLLECTING IDEAS FROM DIFFERENT SOURCES
- PRODUCE A DETAILED STEP BY STEP PLAN
- EXPLAIN HOW A PRODUCT WILL APPEAL TO A SPECIFIC AUDIENCE

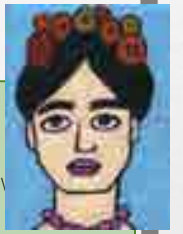
### MAKING

- USE A RANGE OF TOOLS AND EQUIPMENT COMPETENTLY
- USE A RANGE OF TEXTILE AND CONSTRUCTION MATERIALS

### EVALUATING

- EVALUATE APPEARANCE AND FUNCTION AGAINST SUCCESS CRITERIA

Pinatas and masks-  
structure and  
textiles



Frida  
kahlo-  
pastels,  
paint



Our Locality: Local  
Mexican restaurants

# I FEEL THE EARTH MOVE...

## DRIVERS:



### HUMAN AND PHYSICAL:

- KNOW THE NAMES OF AND LOCATE A NUMBER OF NORTH/SOUTH AMERICAN COUNTRIES
- KNOW WHAT IS MEANT BY BIOMES, WHAT THE FEATURES OF A SPECIFIC BIOME ARE AND IT'S THREATS
- DESCRIBE WAYS IN WHICH BIOMES CAN BE PROTECTED
- LABEL THE LAYERS OF A RAINFOREST
- DESCRIBE WHAT DEFORESTATION IS AND ITS EFFECTS.
- KNOW THE NAMES OF AND LOCATE THE WORLD'S DESERTS
- EXPLAIN THE CAUSES OF EARTHQUAKES

### FIELDWORK:

KNOW HOW TO USE GRAPHS TO RECORD FEATURES SUCH AS RAINFALL AND TEMPERATURE HERE AND ACROSS THE WORLD.



### PHYSICS:

- KNOW WHAT GRAVITY IS AND IT'S IMPACT ON OUR LIVES
- IDENTIFY AND DESCRIBE THE EFFECT OF AIR/WATER RESISTANCE
- KNOW THE EFFECT OF FRICTION
- EXPLAIN HOW LEVERS, GEARS AND PULLEYS ALLOW A SMALLER FORCE TO HAVE A GREATER EFFECT
- KNOW ABOUT AND EXPLAIN THE MOVEMENT OF THE EARTH AND OTHER PLANETS AROUND THE SUN
- KNOW AND EXPLAIN THE MOVEMENT OF THE MOON IN RELATION TO EARTH
- DEMONSTRATE HOW NIGHT AND DAY ARE CREATED
- DESCRIBE THE SUN MOON AND EARTH (USING THE TERM SPHERICAL)



## Enhancers:

### STUDY OF GREAT ARTISTS:

- RESEARCH THE WORK OF AN ARTIST AND USE THEIR WORK TO REPLICATE STYLE



### DRAWING, PAINTING AND SCULPTURE:

- KNOW HOW TO USE SHADE TO CREATE MOOD AND FEELING
- KNOW HOW TO ORGANISE LINE, TONE, SHAPE AND COLOUR TO REPRESENT FIGURES AND FORMS IN MOTION

### SKETCHBOOKS:

- EXPERIMENT WITH SHADING TO CREATE MOOD AND FEELING

### DESIGNING:

- DESIGN A PRODUCT THAT REQUIRES PULLEYS OR GEARS

### MAKING:

- MAKE A PROTOTYPE BEFORE MAKING A FINAL VERSION
- MAKE A PRODUCT THAT RELIES ON PULLEYS OR GEARS
- USE A RANGE OF CONSTRUCTION MATERIALS

### EVALUATING:

- SUGGEST ALTERNATIVE PLANS- OUTLINE POSITIVE FEATURES AND DRAW BACKS
- TECHNICAL KNOWLEDGE:
- LINK SCIENTIFIC KNOWLEDGE OF PULLEYS AND GEARS
- USE A COMPLEX IT PROGRAM TO ENHANCE THE QUALITY OF THE FINISHED PRODUCT

Pulley - mechanism-

Environment Art- collage, paint pencils, pastels, paint



Our Locality: Weather measuring on school grounds.

# LITERACY OVERVIEW 3/4 A

| YEAR 3/4 | Literacy Unit Texts  | Guided Reading                                    |
|----------|--|---|
| Autumn 1 | Ugg Boy Genius of the Stone Age -<br>The soli beneath my feet<br>Journey<br>Stone Age Bone age   | Stone Age Boy-DLR                                 |
| Autumn 2 | The hundred mile an hour dog<br>Escape from Pompeii  | Romans on the Rampage by Jeremy<br>Strong - DLR   |
| Spring 1 | Krindlekrax - Phillip Ridley (RR)<br>Tuesday - David Weisner                                     | The Enormous Crocodile - Roald Dahl<br>(Need DLR) |
| Spring 2 | The Worst Witch - Jill Murphy (RR)<br>The Quest - Aaron Becker                                   | Gangster Granny - David Walliams<br>(DLR)         |
| Summer 1 | Beowolf- Michael Morpurgo<br>Viking Boy<br>Battle cries<br>Tell mea dragon<br>The Dragon Machine | The Hodgeheg - Dick King Smith (RR)               |
| Summer 2 | Free choice  | Free choice                                       |



# LITERACY OVERVIEW 5/6 A

| YEAR 5/6 | Literacy Unit Texts  | Guided Reading                            |
|----------|--|---|
| Autumn   | Trash-Andie Mulligan<br>Cloud tea Monkeys-Huan Wingard   | Boy in the tower-Polly Ho Yen             |
|          | Holes- Louis Sachar<br>Jumaji  | Nowhere emporium                          |
| Spring   | Goodnight Mr Tom (RR)<br>Erika's Story<br>Rose Blanche - Roberto Innocenti<br>WW1 Poetry                       | Archies war scrapbook<br>The Silver Sword |
|          |  | The borrowers                             |
| Summer   | Shackleton's Journey<br>Stories of survival<br>Ice trap<br>Trapped in the ice<br>The whale-Ethan & Vita Murrow | The Explorer-Katherine Rundell            |
|          | The man who walked between the towers  | Cloud tea Monkeys                         |