



Computing Medium Term Planning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	<p>Unit 1.1 – Online safety & Exploring Purple Mash (Digital Literacy)</p> <ul style="list-style-type: none"> • Children can log in to Purple Mash using their own login. • Children have created their own avatar and understand why they are used. • Children can add their name to a picture they created on the computer. • Children are beginning to develop an understanding of ownership of work online. • Children can save work into the My Work folder in Purple Mash and understand that this is a private saving space just for their work. <p>Unit 1.2 – Grouping & Sorting</p> <ul style="list-style-type: none"> • Children can find their saved work in the Online Work area of Purple Mash. • Children can find messages that their teacher has left for them on Purple Mash. • Children can search Purple Mash to find resources. 		<p>Mechanism – Hot Air Balloon (flight)</p> <p>Design, make, evaluate and technical knowledge:</p> <p>Children design and make their own paper mache hot air balloon and paint it. (link to flight)</p> <p>Look at different designs of hot air balloons, how are they build and how are they able to fly.</p> <p>Evaluate product based on paper mache technique.</p> <p>Key Vocabulary: Glue, paper mache, hot air balloon, paste, newspaper, strong, stable, shaping, joining, ripping, layering, materials.</p>		<p>Structures: recycled sculptures (castles and art)</p> <p>Design, make, evaluate and technical knowledge:</p> <p>Experiment with construction and joining recycled, natural and manmade materials. Use simple 2D shapes to create 3D form and build a castle.</p> <p>Include a moving drawbridge</p> <p>Evaluate the castle based on features that a castle should have.</p> <p>Architecture focus: Tower of London, Alnwick Castle, Leeds Castle</p> <p>Key Vocabulary: Strong, stiffer, stable, cutting, mock-ups, materials</p>	

	<p>Key Vocabulary:</p> <p>Alert, avatar, button, device, file name, filter, home screen, icon, login, log out, menu, my work area, notification, password, private, purple mash tools, saving, search, shared folder, textbox, think about box, topic area, tool bar, typing, writing template, activities, criteria, describe, equal groups, less than, more than, sort.</p>		
knowledge	<ul style="list-style-type: none"> • I know how to log in safely. • I know how to find saved work in the Online Work area and find teacher comments. • I know how to search Purple Mash to find resources. • To become familiar with the icons and types of resources available in the Topics section. • To start to add pictures and text to work. • To explore the Tools and Games section of Purple Mash. • To learn how to open, save and print. • To understand the importance of logging out. 	<ul style="list-style-type: none"> • I know how a simple hot air balloon is designed and how it is able to fly • I know the design criteria for a hot air balloon • I know how to design, by drawing, a hot air balloon and label its parts • I know how to use different materials and techniques to bring my design to reality • I know how to evaluate my paper mache 	<ul style="list-style-type: none"> • I know the history and purpose of castles and their features • I know the design criteria to make a functional drawbridge from looking at a simple, existing design • I know how to design a simple, moving drawbridge, through drawings and talk • I know that designs can be changed and adapted to improve • I know how to work safely when working with simple tools
Y2	<p>Textiles – Design and construct a flag using different joining methods</p> <p>Design, make, evaluate and technical knowledge: design and sew your own family flag.</p> <p>Match and sort fabrics and threads for colour, texture, length, size and shape.</p>	<p>Cooking and nutrition – healthy lunch</p> <p>Children design and create a healthy meal. Make their own healthy lunch.</p> <p>Use the basic principles of healthy eating to prepare a salad</p> <p>Understand where foods come from</p> <p>Evaluate their meal based on appearance and taste</p>	<p>Structure and mechanism – Marble Run</p> <p>Design, make, evaluate and technical knowledge</p> <p>Look at structure and designs that could be effective for a marble run</p> <p>Design a structure for an effective marble run</p> <p>Build the construction for the marble run using different materials</p>

	<p>Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. Cut and shape with glue and stitching Apply decorations with beads, buttons, feathers Create cords, plaits and twists for decoration</p> <p>Key Vocabulary: Knotting, fraying, twisting, joining, sewing, fabrics, texture, length, size, shape, threads, fabrics, fringing, pulling threads, twisting, plaiting</p>	<p>Key vocabulary: chopping, cutting, slicing, hygiene, healthy diet, fruit, vegetable</p>	<p>Evaluate the structures and how sturdy they are, how easy the marble will run on the material and how to strengthen the structure Relate to the spread of the fire – clear route or blockers?</p> <p>Key Vocabulary: sliders, levers, materials, string, stiffer, cutting, shaping, joining, movement</p>
knowledge	<ul style="list-style-type: none"> ● I know what a flag is and what they can represent ● I know the design criteria for a flag ● I know how to design a flag and keep a design simple to produce well ● I know how to mark out, cut and shape materials safely and accurately ● I know how to join two pieces of fabric together with a needle and thread ● I know how to improve the appearance of my product 	<ul style="list-style-type: none"> ● I know where food comes from ● I know the principles of a healthy diet ● I know how to work safely and hygienically ● I can assemble my ingredients and cut, peel, grate and measure as appropriate. 	<ul style="list-style-type: none"> ● I know how a marble run works; how to use structures to create pathways, blocks and detours ● I know how to create a marble run design to create a successful run ● I know how to select materials for a purpose ● I know how to join materials and create durability ● I know how to evaluate and improve my product through testing
Y3	<p>Making and designing – rain sticks Design, make, evaluate and technical knowledge: create rain sticks from recycled materials. Select from and use a wider range of materials and components, including construction</p>	<p>Cooking and Nutrition – making savoury cookies Create savoury cookies using stone age techniques by preparing and cooking a variety of predominantly savoury dishes using a range of cooking techniques.</p>	<p>Mechanisms: Egyptian wheel toy Design, make, evaluate and technical knowledge Make an Egyptian wheel toy by selecting from and using a wider range of tools and equipment to perform practical tasks (eg</p>

	<p>materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Design and make the stick. Evaluate the rain stick based on functionality</p> <p>Key Vocabulary Rain stick: construct, fit for purpose, tone, design, function, aesthetic</p>	<p>Evaluate their ideas and products and consider the views of others to improve their dish. Star chart taste comparison</p> <p>Paintbrush, paint and crafting Design, make, evaluate and technical knowledge Design and make Stone Age implements using constructional materials – stone, sticks, string Evaluate the product and its functionality</p> <p>Key Vocabulary: savoury, cookies, mix, weigh, grind, bake, cook</p> <p>Join, mix, gathering, selecting, colour mixing, depth</p>	<p>cutting, shaping, joining and finishing) accurately Investigate and analyse a range of existing products and test them out Evaluate findings Design own toy based on findings from evaluations Make their own Egyptian wheel toy</p> <p>Key Vocabulary Cutting, shaping, joining, rotate, turn, strengthen, assemble, axle, axle holder, chassis, body, wheel</p>
knowledge	<ul style="list-style-type: none"> ● I know, through investigation, how different instruments make sounds ● I know how to create the sound for my rain stick and how to vary this sound ● I know how to communicate my design ideas through annotated drawings and make amendments through discussions with peers. ● I know how to create an instrument safely using a range of tools and materials ● I know how to evaluate my and others work and make structured suggestions for improvements 	<ul style="list-style-type: none"> ● I know what foods are grown, reared or caught ● I know that farming makes food production easier ● I know how to design a recipe ● I know how to work safely and hygienically ● I know how to assembly ingredients, cut, peel, chop, grate and accurately weigh ● I know how to design a simple tool and select materials for each aspect of the tool 	<ul style="list-style-type: none"> ● I know the key features that make a simple wheeled toy work ● I know how to design and plan a simple wheeled toy and represent this through annotated drawings ● I know how to use my plan to construct my toy ● I know how to evaluate my work and the work of others and to annotate my plan to show how I could make improvements in a second draft make

		<ul style="list-style-type: none"> I know how to evaluate my tool and make suggestions to improve its functionality 	
Y4	<p>Cooking and nutrition: Greek Day Greek Salads and foods</p> <p>Understand and apply the principles of a Greek diet. Prepare vegetables for a Greek dish Know how ingredients are grown Peer evaluate dishes based on produce used and taste</p> <p>Key Vocabulary Chop, cut, finely, chunky, mix, ingredients, produce, healthy</p>	<p>Cooking and nutrition – pizza Children make their own pizza link to geography and history Discuss which products to use, how to make the dough and choice of toppings. Evaluate the pizza based on flavour, texture and taste.</p> <p>Structures – Roman Shield</p> <p>Design, make, evaluate and technical knowledge Design, make, and evaluate a Roman shield What materials would you use if you could use anything? Using materials available in the classroom, how can it be reinforced to make it stronger? What pattern and design will it have? Evaluate the shield based on functionality</p> <p>Key Vocabulary: kneading, cutting, grating, baking, melting, grilling, chopping, reinforce, user, purpose, design, model, evaluate, innovative, investigate, label, drawing, planning, appealing, strengthen</p>	<p>Electricity – Circuits Design, make, evaluate and technical knowledge Design and make a torch Use a circuit and demonstrate how your torch will work. Evaluate your design, is it functional? Think of the materials used and the brightness of the light. What and how could you make improvements.</p> <p>Key Vocabulary: shaping, joining, ripping, reinforce, bend, materials, layering, user, purpose, evaluate, design, stiffen, construct, strengthen, circuit, bulb, wire, conductor, magnify, insulator, switch.</p>
knowledge	<ul style="list-style-type: none"> I can talk about what foods would be found in Greece and why they are different from foods found in the UK 	<ul style="list-style-type: none"> I know where in the world foods are produced and why I know that recipes can be adapted and why this may be necessary 	<ul style="list-style-type: none"> I know how the electrical circuit can be used to make a torch that can be turned on and off and dimmed

	<ul style="list-style-type: none"> ● I can explore a range of Greek foods, discussing flavour, smell and texture ● I know how to work safely and hygienically ● I know how to scale a recipe up or down depending on portion size/number ● I know and can apply a range of cooking techniques such as: peeling, chopping, slicing, grating, mixing, spreading 	<ul style="list-style-type: none"> ● I know how to knead and bake ● I know what Roman shields were used for and why shape and design were important ● I know how design a shield and select materials that I would use for each part of the shield using annotated drawings ● I know how to evaluate my chosen materials based on functionality ● I know how to make a replica shield using cardboard 	<ul style="list-style-type: none"> ● I know how to design a torch that is robust and waterproof using sketches and annotated labels ● I know how to evaluate my design, through peer discussions, prior to making ● I know how to implement my design choosing appropriate materials and ways to join and secure materials ● I know how to evaluate my creation considering functionality and aesthetics
Y5	<p>Cooking and nutrition: making chocolate Evaluating: evaluate a range of chocolates based on flavour, texture, aroma and appearance. Cooking and nutrition: make their own chocolate (workshop)</p> <p>Design, make, evaluate and technical knowledge: design and make own chocolate wrappers.</p> <p>Evaluate wrapper based on functionality, colour and clarity.</p> <p>Key Vocabulary: aroma, flavour, texture, appearance, rolling, mixing, heating, decorating, stirring, bright colour, appealing to the eye, folding, marketing</p>	<p>Structure: 3D model of a Viking Longboat</p> <p>Design, make, evaluate and technical knowledge Understanding mechanical systems to make the boat move, gears, pulleys and levers Design and make the boat Evaluate by testing in water Key Vocabulary: feature, purpose, annotate, available, resources, attached materials, texture, model, aesthetic, prototype, gears, levers, pulleys</p>	<p>Mechanism – Catapult Design, make, evaluate and technical knowledge Plan, design, make and analyse a working catapult Evaluate product by testing the catapult to test: distance, trajectory and power. Review and refine catapult to make improvements prior to retesting</p> <p>Key vocabulary: functionality, purpose, design, specification, evaluate, annotate, criteria, material, attach, analyse, monitor</p>

knowledge	<ul style="list-style-type: none"> ● I know how to analysis a product based on taste, smell, appearance and presentation of wrapping ● I know how to conduct simple 'market research' to determine what is wanted in a product ● I know how to plan and design using annotated drawings and material/colour sampling ● I know how to create a wrapper that targets an audience and makes a marketing statement ● I know how to evaluate my wrapper using 'market research' opinions of my potential consumers/customers based on specific criteria: is it clear what my product is? Does it appeal? Does it have a brand image that is memorable? 	<ul style="list-style-type: none"> ● I know how gears, pulleys and levers work. ● I know how to make structure float ● I know how to apply this knowledge to plan and construct a boat ● I know how to create an evaluative schedule for my boat ● I know how to evaluate against my criteria and make suggestions for improvements 	<ul style="list-style-type: none"> ● I know the function, purpose and history of a catapult ● I know the design criteria for a catapult ● I can comment on my design, making refinements where necessary, understand improvements I can make and carry these out to improve performance ● I know how to join materials safely and effectively
Y6	<p>Mechanisms: Anderson Shelter</p> <p>Design, make, evaluate and technical knowledge: Design and make an Anderson shelter Why were the shelters shaped in the way they were? Understand how to strengthen, stiffen and reinforce more complex structures Look at different types of shelters and their uses Look at different materials that can be used to cushion impact</p>	<p>Notting Hill Carnival headdress</p> <p>Design, make, evaluate and technical knowledge Discuss the history of the Notting Hill Carnival Discuss why the headdresses are so colourful from their Caribbean heritage Plan, design, make models from imagination of observation Create surface patterns and textures in a malleable material</p>	<p>Cooking and nutrition</p> <p>Understand and apply the principles of a healthy and varied diet: That a healthy diet is made up from a variety and balance of different foods and drinks as shown in the 'Eatwell Plate' That to be active and healthy, food is needed to provide energy for the body That a variety of food is needed in the diet because different foods contain different substances that are needed for health – nutrients, water and fibre</p>

	<p>Evaluate the shelter based on functionality</p> <p>Key Vocabulary Strengthen, stiffen, reinforce, shape, build, construct, impact, materials</p>	<p>Join materials adequately and construct a simple base for extending and modelling other shapes</p> <p>Look at different headdresses that you know about and the symbolism behind them – Mayan</p> <p>Make and evaluate based on patterns used, textures and materials.</p> <p>Key Vocabulary: Hierarchy, joining, materials, patterns, textures, bright colour, shape</p>	<p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Create, plan, prepare and cook a range of food dishes, including those that require a heat source</p> <p>The range of dishes should be in line with the ‘Eatwell Plate’</p> <p>Know how to peel, cut, grate, mix, mould, and begin to cook foods with supervision</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed:</p> <p>Consider how seasons may affect the food available</p> <p>Know that food is grown, reared and caught in the UK, Europe and the wider world.</p> <p>Know that food produced is processed into ingredients that can be eaten or used in cooking, for example grain is milled to produce flour, olives are pressed to make oil, butter is made from milk</p> <p>Design and make a free range or vegan meal that will be animal friendly.</p> <p>Evaluate the dishes based on produce use and taste.</p> <p>Key Vocabulary: balanced diet, vegan, animal friendly, produce, peel, cut, grate, mix, mould, cook, ingredients, grown, reared, caught, milled, pressed.</p>
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<p>knowledge</p>	<ul style="list-style-type: none"> ● I know how an Anderson shelter was designed and how this design created improved safety ● I know how to create a design using annotated sketches and selecting the best materials for each purpose ● I know how to create a checklist for testing functionality ● I know how to carry out the fair test of each design and record outcomes in a comparable manner ● I can use graded outcomes to suggest improvements to designs based on the work of others. 	<ul style="list-style-type: none"> ● I know about ceremonial and decorative headdresses ● I know about symbolism and status in design ● I know how to design, using sketches, annotation and mood boards ● I know how to select materials for impact ● I know how to join a variety of materials to create an item fit for purpose 	<ul style="list-style-type: none"> ● I know where foods come from in the world and the farming techniques used for production ● I know about Carbon footprint through production, packaging, transportation and storage ● I know how to plan a dish based on healthy eating principles and sustainability ● I know how to work hygienically and safely, selecting techniques and tools to create a meal ● I know how to scale up my recipe for greater numbers ● I know how to create an analysis tool to evaluate my meal based on differing opinions
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Art and Design Medium Term Planning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	<p>Drawing: self portrait Medium chalk Identify primary colours by name Mix primary shades and tones Use a variety of techniques to share and smudge the chalk Focus on Formal Element of Art</p> <p>Artists: David Zinn Edgar Mueller Tracey Lee Stum</p> <p>Painting: Family painting Medium Acrylic pain Identify primary colours by name Mix primary shades and tones Use a variety of techniques and brushes to paint a green background (mixing to make shades of green)</p> <p>Artists: Georgia O’Keeffe Vincent Van Gough Claude Monet</p> <p>Digital Art – make a digital painting</p> <p>Key Vocabulary:</p>		<p>Painting – handprints Medium Acrylic paint Identify primary colours by name Mix primary shades and tones to make secondary colours (focus on secondary colours, what primary colours you mix to make them) Use a variety of techniques and brushes to paint the handprint different shades of purple (add black or white to achieve shades)</p> <p>Artist Josef Albers Yves Klein Ad Reinhardt</p> <p>Key Vocabulary: mixing, warm colours, cool colours, primary colours, secondary colours, tone, brush strokes, layer, strokes, brushes, hands, primary shades.</p>		<p>Collage and painting – Seaside Medium acrylic paint and mixed materials</p> <p>Look at different seaside painting and collages. Use paint and collage to design a view of the seaside.</p> <p>Artist Henri Matisse Joaquin Sorolla Vincent Van Gough</p> <p>Digital art – make a digital painting</p> <p>Key Vocabulary Create, variety, fabric, tear, crepe paper, magazine, fold, overlap, pattern, collage, mixed medium, texture, form, space.</p>	

	<p>Line: thick, thin, broad, narrow, fine, pattern, line, shape, bold, wavy</p> <p>Colour/painting: mixing, warm colours, cool colours, primary colours, secondary colours, tone, brush strokes, layer</p> <p>Shape: oval, long, curvy, bright</p>		
Knowledge	<ul style="list-style-type: none"> ● I know what a portrait is and can discuss different examples. ● I know the features I need to draw to create a portrait ● I know what the primary colours are ● I know how to use colour for purpose ● I know what sketching is and the effects of making hard, soft, thick and thin lines 	<ul style="list-style-type: none"> ● I know how to make a simple print ● I know how to mix primary colours to make secondary colours ● I know how to make shades and tones of different colours ● I know how to make graduated changes in shade 	<ul style="list-style-type: none"> ● I know what collage is ● I know the techniques used by collage artists to create a collage ● I know what colours and textures I would find at the seaside ● I know how to improve my work based on feedback
Y2	<p>Drawing: self portrait Medium: Oil pastels</p> <p>Develop a range of art and design techniques by using colour</p> <p>Using half a photo of own face and draw in the other half</p> <p>Artists: Hyun Mi Yoo Frieda Kahlo Pablo Picasso</p> <p>Digital art – take a photo and make a digital picture</p> <p>Key Vocabulary:</p>	<p>Textiles printing patterns Medium acrylic paint and fabric</p> <p>Colour</p> <p>Design a pattern in the style of Lucienne Day</p> <p>Overlay it with a picture</p> <p>Apply colour with printing, dipping, fabric crayons</p> <p>Artist: Lucienne Day Aisha Khalid Billie Zangewa</p> <p>Key Vocabulary: printing, dipping, pattern, textile, repetition, shape, form, primary colours, secondary colours, light, dark, materials, texture</p>	<p>Colour application – link to Australia</p> <p>Indigenous art – Dot painting landscape Medium acrylic paint</p> <p>Artist Emily Kame Kngwarreye Otis Hope Carey Natalie Jade</p> <p>Key Vocabulary: Create, warm colour, cool colour, primary colour, secondary colour, tool, stick, tone, layer.</p>

	<p>Line: thick, thin, broad, narrow, fine, pattern, line, shape, bold, wavy</p> <p>Colour/painting: mixing, warm colours, cool colours, primary colours, secondary colours, tone, brush strokes, layer</p>		
Knowledge	<ul style="list-style-type: none"> ● I know what a portrait is and can discuss different styles of portrait by famous artists ● I know how to mix colours, shades and tones to create effects to improve my portrait ● I know how to identify how colour, tone and shade have been used to create effect in my work and work of others 	<ul style="list-style-type: none"> ● I know what printing is and can discuss different examples ● I know how to use shapes and patterns to create a simple design ● I know how to create a stamp to use as a print ● I know what a repeating pattern is 	<ul style="list-style-type: none"> ● I know what a landscape is, I know what indigenous dot painting is ● I know how colour is used in Aboriginal art ● I know how to control a brush and paint to create dot painting ● I know how to use sketching to structure my painting
Y3	<p>Painting: Pointillism – inspired by the Rainforest Medium Acrylic paint Experiment with different effects and textures including block colour, washes, thickened paint to create texture Create different effects and textures with paint according to need – use tones and tints to create shadow and light</p> <p>Artist: George Seurat Bradley Hart Paul Signac</p> <p>Digital art: make own movie</p> <p>Key Vocabulary:</p>	<p>Drawing – cave paintings Medium charcoal, chalk, pencil, crayon, pen</p> <p>Make marks and lines with a wide range of drawing implements Experiment with different grades of pencil and other implements to create lines and marks Create textures with a wide range of drawing implements Apply a simple use of pattern and texture in drawing</p> <p>Artist: look at cave paintings</p> <p>Digital art: draw a stone age character</p>	<p>Sculpture 3D art – Make an Egyptian god – design and sculpt an Egyptian god from clay Medium Clay</p> <p>Painting – paint the 3D sculpture Mix colours and know which primary colours make secondary colours Use more specific colour language Mix and use tints and shades</p> <p>Artist: Bonnie Ntshalintshali Este MacLeod Alison Britton</p>

	Sketch, pointillism, tone, texture, pattern, proportion. Colour/painting: primary colours, secondary colours, mix, tints, shades, layering brush	Key Vocabulary: shading, charcoal, natural paint, paint brushes, finger paint, printing, light, dark, smudge, curved lines, straight lines.	Key Vocabulary: record, observe, materials, clay, pattern, texture, sculpt, primary colour, secondary colour, tints, shades
knowledge	<ul style="list-style-type: none"> • I know what Pointillism is and how to control a brush and paint to create this effect • I know how to structure a painting using sketching • I know how to add white to make tints and add black to make tones • I know that tints and tones will create light and shadow in my painting 	<ul style="list-style-type: none"> • I know that marks and lines can be made in different ways to create shape, pattern, texture • I know why the 3 primary colours: red, black and yellow formed the palette of early art • I know that I can use a range of pencils, charcoal, sticks, stones and other implements to create marks and drawings on different surfaces • I know that art, in different forms, has existing alongside the human race to convey meaning throughout history 	<ul style="list-style-type: none"> • I know what a sculpture is and how it can be made using different materials • I know that I can manipulate shape to create an effect • I know how to create a 3D piece of art using clay • I know how to use a range of tools to enhance my work • I know how to use colour mixing, tints, shades and tones to enhance my work
Y4	<p>Sculpture and painting: Greek pots Medium: mixed medium Research what the Greek pots were used for Look at Greek pot design Design a Greek pot and the patterns used to decorate Sculpt the pot using different tools Paint the pot in the design planned</p> <p>Artist: Exekias Kleitias Euphronios</p>	<p>Collage – Mosaics Medium – paper collage</p> <p>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. Use collage as a means of collecting ideas and information and building a visual vocabulary</p> <p>Artist: Sosus Pergamon Gary Drostle Antoni Gaudi</p>	<p>Painting to portray different moods Medium Acrylic paint</p> <p>Artist: Andy Warhol Jean Michel Basquiat Banksy</p> <p>Study the work of the artists and consider how meaning and messaging are portrayed through art Replicate a piece using shape, technique and colour</p>

	<p>Greek Buildings: Architecture Medium: mixed medium Research Greek structures Design and sketch a Greek building</p> <p>Architectural structures: Parthenon Temple of Olympian Zeus The Great Theatre of Epidaurus</p> <p>Key Vocabulary: Silhouette, clay, patterns, handles, figures, outline, amphitheatre, shape, Doric, columns, Ionic style, Corinthian, temple, theatres.</p>	<p>Painting – Sistine Chapel art (Renaissance) Medium acrylic paint Work on a range of scales – thin brushes on a small picture.</p> <p>Artists: Michelangelo Andrea Mantegna Antonio da Corregio</p> <p>Key Vocabulary Ripping, cutting, fresco, materials, colour, texture, group, sort, overlap, edge.</p> <p>Warm colour, cool colour, renaissance, arches, realistic, 3 dimensional, shadows, solid colour, brush strokes.</p>	<p>Key Vocabulary</p> <p>Warm colour, cool colour, realistic, abstract, shadows, solid colour, brush strokes, bright colour, mood, colour mixing, graffiti art</p>
<p>knowledge</p>	<ul style="list-style-type: none"> ● I know what ceramics are and how they have been decorated as art ● I know some of the themes and patterns used in Ancient Greek art ● I know the appropriate shapes and sizes I should use to recreate a pot inspired by Greek art ● I know how to translate my design into clay ● I know how to evaluate my work and compare it to original Ancient Greek shapes and designs ● I can identify shape, pattern and line in architecture 	<ul style="list-style-type: none"> ● I know what a mosaic is and the history of mosaics ● I know how to identify patterns that are easier to create and those that are harder when making a mosaic ● I know how to replicate an image using the techniques of a mosaicist ● I know that designs can be improved upon and can critique my work and suggest improvements 	<ul style="list-style-type: none"> ● I know how art can be used to convey a message ● I know who Warhol, Banksy and Basquiat are ● I know how to replicate a piece of art considering shape, scale, detail and colour ● I know that I can build and mix colour using shades, hues, tints and tones

	<ul style="list-style-type: none"> I know that sketching pencils create different effects and textures and can use these with increasing skill 		
Y5	<p>Line art and printing – The Mayan murals and wall art Discuss Mayan wall art and carvings, look at line shape and research colour use – red, white, yellow, blue and green</p> <p>Create a press print (Styrofoam or polystyrene) from a Mayan wall art example. Use roll colours to create a repeated pattern print</p> <p>Artefacts: sculpture, pots, vases, masks Buildings: pyramids, temples, palaces, residence</p> <p>Press print art: Andy Warhol Henri Matisse Pablo Picasso Mayan Artefacts and architecture.</p> <p>Key Vocabulary: Stone, structures, plaza, temples, palaces, lintel, wall painting, ceramic figures, pottery, stone carvings, medium, polystyrene, printing</p>	<p>Drawing: One point Perspective drawing</p> <p>Look at the findings of Filippo Brunelleschi in perspective and creating a realistic image</p> <p>Look at the work of Lowry, identify perspective, line, matchstick people, industrial scenes, landscape, colour use</p> <p>Use one point perspective to draw/sketch a street scene in the style of Lowry</p> <p>https://www.youtube.com/watch?v=6UxXcB8nhS8 (example)</p> <p>Artist: Brunelleschi Da Vinci Van Gogh Lowry</p> <p>Key Vocabulary: perspective, vanishing point, sketch, architecture, shape, colour and tone</p>	<p>Drawing and painting – Van Gogh inspired Starry Night (post impressionism) Mediums pastel and water colours</p> <p>Develop a painting from a drawing Carry out preliminary studies, trying out different media, materials and mixing appropriate colours Create imaginative work from a variety of sources – observational drawing, themes, poetry and music Mix and match colours to create atmosphere and light effects Be able to identify primary, secondary, complimentary and contrasting colours Work with complimentary colours</p> <p>Artist: Vincent Van Gogh Paul Gaugin Henri Toulouse Lautrec</p> <p>Key Vocabulary: Primary, secondary, complimentary, contrasting, wax, repel, dimensional, lines, curves, blends, colour wash, drawing mediums, guidelines, landscape, mixed media, shape, tone Post –impressionist</p>

knowledge	<ul style="list-style-type: none"> ● I know what printing is and can give different examples ● I know how to use line, depth of line and shape to create an image to replicate Mayan wall art ● I know how to print creating a repeating pattern 	<ul style="list-style-type: none"> ● I know what perspective is and how it can give the illusion of depth to artwork ● I know how to use light and shade to show depth ● I know what a vanishing point is and can identify in artwork and in real life examples ● I know how to create one point perspective using a vanishing point ● I know the work of Lowry 	<ul style="list-style-type: none"> ● I know some work of Van Gogh and can identify techniques and colour use across a range of examples ● I know how to mix colours to match a work of art ● I know how to use brush strokes for effect ● I know how to recreate the work of Van Gogh and evaluate my piece in relation to the original with regard to colour
Y6	<p>Drawing: Cubism Medium: chalk Carry out preliminary studies, try out, materials and mixing appropriate colours. Mix and match colours to create atmosphere and light effects and use geometric shape. Identify primary, secondary, complimentary and contrasting colours Work with complimentary colours</p> <p>Look at Guernica by Picasso and interpret the anti war messaging</p> <p>Artist: Georges Braque Salvador Dali Marie Blanchard Pablo Picasso</p>	<p>Textiles printing links with history Medium – acrylic and material</p> <p>Look at different printing techniques Design a pattern from Huguenots textile printing Experiment with a range of media to overlap and layer to create interesting colours, textures and effects. Experiment with a range of media to overlap and layer to create interesting colours, textures and effects</p> <p>Artists: Huguenots printing techniques Moroccan printing Indian block printing</p> <p>Key Vocabulary: patterns, textures, block printing, printing techniques, overlapping, dyes, printing block, printing ink, roller, printing pallet</p>	<p>Painting – Tudor portraits Medium acrylic paint/canvas Show power, status and character through portrait</p> <p>Artists: Hans Holbein Alison Jackson Richard Stone</p> <p>Key vocabulary: intention, message, position, proportion, background, foreground</p>

	Key Vocabulary: Primary, secondary, complimentary, contrasting, light, dark, shade, atmosphere, geometric, cubism		
knowledge	<ul style="list-style-type: none"> • I know what Cubism is and some famous artists who worked in this style • I know how Picasso used Cubism to convey message • I know how to use different medium to create colour and effect • I know how to use geometric shapes to recreate an image • I know what complimentary and contrasting colours are and why they are used 	•	<ul style="list-style-type: none"> • I know how portraits were used to convey messages • I know how colour is used in portrait to establish hierarchy • I can compare the work of famous portrait artists • I know how to use shape, proportion and plane to create the human face • I know how to use colour, shade and tone to create depth



Geography Medium Term Planning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	NC Aims: pupils should develop knowledge about the world, the UK and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation to enhance their locational awareness.					
	Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas. Use world maps, atlases and globes to identify the UK and its countries.	Identify seasonal and daily weather patterns in the UK. Understand the geographical similarities and differences by studying the human and physical geography of a small areas of the UK		Use basic geographical vocabulary to refer to: key physical features including: cliff, beach, coast, forest, hill,		Use simple fieldwork and observational skills to study the geography of their school and its grounds

	<p>Who we are – The British Isles (fact file)</p> <ul style="list-style-type: none"> ● Learn to label the countries that make up the UK (atlas) ● Learn about human and physical features of the UK (world maps, atlases, globes) ● Learn to use a world map and globe to locate the UK and countries that make up the UK <p>Key Vocabulary England, Northern Ireland, Scotland, Wales, countries, seas, capital cities, London, Cardiff, Belfast, Edinburgh, atlas, map, globe</p>	<p>and a small area in a contrasting non European country.</p> <p>The British Isles and America (fact file)</p> <ul style="list-style-type: none"> ● Learn about the UK using an atlas ● Learn to compare the key features of Croydon and Kitty Hawk (atlas) ● Learn about the weather where we live ● Learn about the weather in Kitty Hawk ● Compare the weather here and in Kitty Hawk <p>Key vocabulary: aerial photos, Carshalton, Kitty Hawk, North Carolina, Croydon, sea, beach, trees, parks, buildings, houses, roads</p>	<p>mountain, sea, ocean, river, soli, valley, vegetation, season and weather</p> <p>The British Isles and Castles</p> <ul style="list-style-type: none"> ● Learn where a good place for a castle would be – sketch map of where castles are, use aerial photos ● Learn where in the UK we find castles, use a map – Edinburgh, Cardiff, Windsor, Belfast, Carrick Fergus ● Learn to create a simple map and key – treasure map 	<p>and the key physical and human features of its surrounding environment.</p> <p>The British Isles and seashores</p> <ul style="list-style-type: none"> ● Learn to identify seaside location on a map – beach, cliff, promenade, pier. Sort into human and physical ● Learn about the jobs people might have at the seaside – seasonal, fishing tourism, <p>Key Vocabulary: beach, cliff, sea, promenade, tourism, pier, industry</p>
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			in school(atlas and maps) Key Vocabulary: hill, lake, river, sea, coast, defence, strategic	
Knowledge	<ol style="list-style-type: none"> 1. What are the 4 countries and capital cities on the UK? (skill 1) 2. Use the 4 compass points to describe where the 4 capital cities are in relation to each other. (skill 2) 3. What are the seas around the UK called? (skill 1) 4. What are the physical features of the UK? (skill 3 and skill 1) 5. What are the human features of the UK? (skill 3 and skill 1) 	<ol style="list-style-type: none"> 1. Where is Croydon and where is Kitty Hawk? (skill 1) 2. What are some of the landmarks of Croydon and Kitty Hawk? (skill 3) 3. What are some of the physical and human features of Croydon and Kitty Hawk? (skill 3 and skill 1) 4. What is the weather like in Croydon? (skill 4) 5. What is the weather like in Kitty Hawk? 6. How is the weather similar and different? 	<ol style="list-style-type: none"> 1.What are the physical features that make a location good for a castle? 2. Identify these physical features on a map. (skill 1, Skill 3) 3. Find 5 UK castles on a map and identify the country of the UK that they are in. (skill 1) 4. Describe the position of the castles, in relation to London, using the 4 compass points. (skill 2) 5. Draw a simple map with a key. Use compass points to direct a route to the treasure. (skill 2 and skill 4) 	<ol style="list-style-type: none"> 1. Where are the coasts of the UK? (skill 1 and skill 3) 2. What are the human features of the seaside? (skill 3) 3. What are the physical features of the seaside? (Skill 3) 4. Use simple compass points to describe where 4 seaside locations are in relation to London. (skill 2)
skills	<p>Skill 1: use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans of KS1.</p> <p>Skill 2: Use simple compass direction (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.</p> <p>Skill 3: use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a map and use and construct basic symbols in a key.</p>			

	Skill 4: 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.		
Y2	NC Aims: pupils should develop knowledge about the world, the UK and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation to enhance their locational awareness.		
	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non European country.</p> <p>Name and locate the world's seven continents and five oceans.</p> <p>Jamaica (fact file) and the Seven Continents</p> <p>Use maps, globes and atlases</p> <ul style="list-style-type: none"> • Where are we from? Where do we live? Review • Learn the seven continents of the world • Learn facts about each continent • Learn 10 key capital cities of the world • Learn the oceans of the world • Learn where Jamaica is • Learn how Jamaica is similar and different to the UK <p>Key Vocabulary Ocean, equator, land, continent, country, world, locate, route.</p>	<p>Use simple compass directions (north, south, east and west) and locational and directional language (eg: near, far, left and right) to describe the location of features and routes on a map.</p> <p>Name and locate the world's seven continents and five oceans.</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Scott of the Antarctic and Chile (fact file)</p> <ul style="list-style-type: none"> • Learn where in the world Chile is, locate on the map, aerial map and globe, compare to the UK • Learn to identify the key features of Chile, draw and label on a map of Chile. How is it different to England the UK? • Learn about Antarctica – what are the features. Learn about the Antarctic Research Area • Learn how Captain Scott got to the South Pole. Learn his map route – oceans, countries on a world map, globe and atlas. 	<p>Key human features, including cities, towns, villages, factories, farms, houses, offices, ports, harbours and shops</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Australia (fact file) and The Great Fire of London</p> <ul style="list-style-type: none"> • Learn how and where the fire started and where it spread – map • Learn how we can use maps to identify key human and physical features and the impact these would have on fire • Learn about the physical and human features surrounding our school. • Learn how Canberra compares to London • Learn where Australia is in the world • Learn about Australia (fact file) including bush fires • Learn to name and locate areas of interest in Australia using atlas and world maps

		<ul style="list-style-type: none"> ● Learn how Chile compares to the Antarctic ● Learn to compare the climate, route and geographical features using compass points to Antarctica, South Africa and New Zealand ● Learn to make comparisons between international achievements <p>Key Vocabulary: north, south, east, west, compass, compass points, direction, expedition, voyage, region, insulate, climate, route</p>	<p>Key Vocabulary: capital, capital city, Britain, Thames, river, London, aerial, territories, states, island</p>
Knowledge	<ol style="list-style-type: none"> 1. Locate and name the 7 continents on world maps and globes. (skill 1) 2. Locate and name the seas and oceans of the world on maps and globes. (skill 1) 3. Identify key human and physical features of each continent on aerial photos. (skill 3) 4. Name and locate 10 world capitals, use the simple points of the compass to describe their positions relative to London. (skill 1 and skill 2) 5. Locate Jamaica and identify key physical and human features. (skill 1 and skill 3) 	<ol style="list-style-type: none"> 1. Who was Scott of the Antarctic and which continents did he visit? (skill 1) 2. Which oceans, continents and countries did Captain Scott traverse on his journey to the Antarctic? (skill 1) 3. Where are what is the North and South Pole? (skill 1) 4. What is the weather like at the poles? (skill 3) 5. What is the same and what is different about the Arctic and the Antarctic? (skill 3) 6. Where is Chile, what are its key physical and human features? (skill 1 and skill 3) 7. Draw a simple map of Captain Scott's route, make a key. Use simple compass directions to describe his journey. (skill 2 and skill 3) 	<ol style="list-style-type: none"> 1. What is a map, are they all the same and what do we use them for? (skill 1, skill 2, skill 3) 2. Use maps to show how the Great Fire affected London. (skill 1) 3. Use old maps to show the physical and human features that would affect the Great Fire. (skill 3) 4. Study and record the key human and physical features of Carshalton. (skill 4) 5. Locate Australia, name the continent and oceans. (skill 1) 6. Identify key physical and human features of Australia, learn how physical features affect bush fires. (skill 3)
Skills	<p>Skill 1: use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied at this KS.</p> <p>Skill 2: Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.</p>		

	<p>Skill 3: Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features: devise a map and use and construct basic symbols in a key.</p> <p>Skill 4: 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.</p>		
Y3	<p>NC Aims: pupils should extend their knowledge and understanding beyond the local area to include the UK and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p>		
	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in South America – Brazil.</p> <p>Name and locate the world's seven continents and five oceans (recap from KS1)</p> <p>Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions.</p> <p>Key physical and human characteristics, countries, and major cities (locate countries and map on where the Amazon rainforest is)</p> <p>Describe and understand key aspects of physical geography, including biomes (link to rainforest)</p> <p>describe and understand key aspects of human geography, including types of settlement – rainforest Vs local area.</p> <p>Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic circle.</p> <p>Brazil (fact file) and the Rainforest</p>	<p>Name and locate cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and understand how some of these aspects have changed over time. (Link to map of stone, iron, bronze age settlements).</p> <p>Compare – what is Britain like today?</p> <p>Why do we have cities where we do? How is it similar/different to what it was like in the past? Focus on rivers, hills, coasts etc.</p> <p>The UK</p> <ul style="list-style-type: none"> ● Learn about the main cities in the UK, location, key physical and human features and topographical features. How have these changed over time? ● Learn about the importance of Stonehenge – use an aerial map ● Learn how the UK has been split into regions <p>Key vocabulary:</p>	<p>Describe and understand key aspects of physical geography, including rivers (link Nile and Amazon, find longest rivers on the world map and label)</p> <p>Describe and understand key aspects of physical geography, including the water cycle.</p> <p>Egypt (fact file) – Ancient Egypt</p> <ul style="list-style-type: none"> ● Learn where Egypt is and what it is like ● Learn where the River Nile is, how land around the Nile is used and why. ● Learn how rivers were used in the life of the ancient Egyptians ● Learn about the key features of a river and how they are formed ● Learn to name and locate some of the key rivers of the world. ● Learn about the water cycle. <p>Key Vocabulary:</p>

	<ul style="list-style-type: none"> ● Review the seven continents and five oceans ● Learn and locate on globes, atlases and maps: equator, northern hemisphere, southern hemisphere, tropics of cancer and Capricorn, arctic and Antarctic circle ● Learn what a rainforest is ● Learn about the layers of the rainforest ● Learn where rainforests are located around the world (maps, atlases, globes) ● Learn what biomes are and locate on maps/atlases/globes ● Learn where Brazil is (maps, atlases and globes) and what it is like and why ● Learn why we should save the rainforests and how <p>Key Vocabulary Latitude, longitude, equator, northern and southern hemisphere, tropics of cancer and capricorn, arctic circle, Antarctic circle, biomes, layers, extinction, deforestation,</p>		Pharaoh, pyramid, delta, dynasty, Nile, River, hieroglyphics
Knowledge	1. Locate and label: equator, northern hemisphere, southern hemisphere, tropics of cancer and Capricorn, arctic and Antarctic circle on maps and globes. (skill 1)	<ol style="list-style-type: none"> 1. Where are the main cities in the UK? (skill 1) 2. What and where are 7 key physical features of the UK, use 4 and 6 figure 	1. Locate Egypt on a map/globe, describe its location in terms of continent, compass direction from the UK and grid reference. Describe key physical and human features of Egypt and identify these on different types of maps. (skill 1 and 2)

	<p>2. Locate and describe the rain forests of the world, identify physical features that are common to rainforest areas. (skill 1 and skill 3)</p> <p>3. Locate Brazil on a world map, make comparisons of the physical and human features of Brazil and the UK. (skill 1 and skill 3)</p> <p>4. Understand the impact deforestation has on the world.</p> <p>5. Locate and describe life in: desert biome, savannah biome, temperate forest biome, tundra biome and rainforest biome. (skill 1 and skill 3)</p>	<p>grid references to locate these. (skill 1, skill 2 and skill 3)</p> <p>3. What and where are 7 key human features of the UK, use 4 and 6 figure grid references to locate these. (skill 1, 2 and 3)</p> <p>4. Name and locate the key regions of the UK and describe their locality in terms of the compass. (skill 1 and 2)</p> <p>5. Identify and record key physical and human features of Greater London. (skill 3)</p>	<p>2. What is a river, how is it formed and how does it affect land use in different parts of the world? (skill 1 and skill 3)</p> <p>3. How does the water cycle work and how is this connected to rivers and their location within the world?</p> <p>4. Name and locate 5 key rivers in the world, describe their position relative to the UK using the 8 points of the compass. (skills 1 and 2)</p>
Skill s	<p>Skill 1: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Skill 2: use the eight points of the compass, four and six figure grid references, symbols and keys (including Ordnance Survey maps) to build their knowledge of the UK and the wider world.</p> <p>Skill 3: use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods including: sketch maps, plans and graphs, and digital technologies.</p>		
Y4	<p>Pupils should extend their knowledge and understanding beyond the local area to include the UK and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of <u>geographical knowledge, understanding and skills to enhance their locational and place knowledge.</u></p>		
	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in a European country Greece.</p> <p>Greece (fact file) – Ancient Greeks</p> <ul style="list-style-type: none"> • Learn the countries in Europe • Learn where Greece is 	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries and major cities. (Map of Europe, mark on where Roman Empire expanded to)</p> <p>Describe and understand key aspects of physical geography, including: mountains, volcanoes and earthquakes</p>	<p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans, graphs and digital technologies – local area walk and follow up</p> <p>Use basic geographical vocabulary to refer to key human features. Describe and understand key aspects of physical geography, including rivers (link to prior learning about the Nile and Amazon, find the longest rivers on world map</p>

	<ul style="list-style-type: none"> ● Learn the key physical features of a country and the impact on land use—compare UK and Greece. ● How did the Ancient Greeks influence the modern human features of Greece and how does this influence life in Greece today? ● Learn how the physical features of a country influence people’s lives – compare UK and Greece ● Learn to navigate a tour of Athens using grid references <p>Key Vocabulary Islands, peninsulas, Mediterranean Sea, Ionian Sea, Aegeus Sea, mountainous, terrain, oracle</p>	<p>Italy (fact file) The Romans</p> <ul style="list-style-type: none"> ● Learn where Italy is and what it is like ● Learn which modern day countries and major cities were part of the Roman Empire. ● Learn where Hadrian’s Wall is ● Learn about the layers of the Earth ● Learn about the key features of a mountain/mountain range and how they are formed ● Learn where the highest peaks in the world are located ● Learn what a volcano is and how it is formed ● Learn whether all volcanoes will erupt ● Learn where volcanoes are located; ring of fire <p>Key Vocabulary: Celts, Romans, invade, conquer, Italy, Rome, Vatican City, emperor, defences,</p> <p>ADD VOLCANO VOCAB PLEASE</p>	<p>and label, extend to local study of the River Wandle)</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK – compare with The Gambia. Describe and understand key aspects of human geography, including land use.</p> <p>Use the eight points of a compass.</p> <p>Four-figure grid references, symbols and keys – including use of OS maps – to build their knowledge of the UK and the wider world. (link to local study)</p> <p>The Gambia (fact file) Near and Far</p> <ul style="list-style-type: none"> ● Learn to identify characteristics of local rivers on maps, Thames and Wandle ● Learn to use compass points to determine the direction that a river flows ● Learn about the River Wandle ● Learn what the Wandle does in our lives today (devise a questionnaire to gather information) ● Learn where The Gambia is and what it is like there
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Knowledge	<ol style="list-style-type: none"> 1. Name and locate the countries of Europe, use the 8 points of the compass to describe their locations relative to the UK and each other. (skill 1 and 2) 2. Identify the physical and human features of Greece and their impact on life and land use now and in the past. (skill1) 3. How do the physical features of a country impact on prosperity, development and population? (skill 1) 4. Plan a tour of Athens using 4 and 6 figure grid references. 	<ol style="list-style-type: none"> 1.Name and locate the modern day countries and cities that formed the Roman Empire, use the 8 points of the compass to describe their locations relative to Rome. (skill 1 and 2) 2.Identify the physical and human features of Hadrian's Wall and use these to explain its purpose and judge its success. (skill 3) 3.What are the layers of the Earth? (skill 1 digital mapping) 4.What are the key features of a mountain range and how are they formed? (skill 1) 5.Where are some of the highest peaks of the world? (skill 1 and 2) 6.What is a volcano and how is it formed? (skill 1) 7. What is the difference between active, dormant and extinct volcanoes? 8. Locate the ring of fire. (skill 1) 	<ol style="list-style-type: none"> 1.Use local OS maps to identify features of local rivers using 4 and 6 figure grid references. 2.Prsent findings of fieldwork on a sketch map, plans, graphs and digital technologies, mapping The River Wandle, its local use and importance on industry and settlement over time. 3. Locate the Gambia and the River Gambi. (skill 1) 4. Use the points of the compass to describe the journey of the River Gambi (skill 2)
Skill	Skill 1: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.		

s	<p>Skill 2: use the eight points of the compass, four and six figure grid references, symbols and keys (including Ordnance Survey maps) to build their knowledge of the UK and the wider world.</p> <p>Skill 3: use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods including: sketch maps, plans and graphs, and digital technologies</p>			
Y5	<p>Pupils should extend their knowledge and understanding beyond the local area to include the UK and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p>			
<p>Describe and understand key aspects of physical geography, including climate zones and vegetation belts</p> <p>Describe and understand key aspects of human geography, including: trade links, distribution of natural resources including energy, food, minerals and water – Fair Trade.</p> <p>CHANGED SLIGHTLY FOR SEPTEMBER 2024</p> <p>Mexico (fact file) – Chocolate</p> <ul style="list-style-type: none"> ● Locate Mexico on a map, identify key human and physical features and how these impact industry and trade ● Learn where the climate zones are around the world and identify the equator, tropics, arctic zones, ● Learn about the world’s biomes ● Learn how Fairtrade influences farmers and their products <ul style="list-style-type: none"> ● Learn whether natural resources are evenly distributed around the world (energy, food, minerals and water) ● Learn what countries trade ● Learn what food produce the UK trades. 	<p>Name and locate countries of the UK and understand how some of these aspects have changed over time. Link to Anglo Saxon Britain – what has changed and what is similar</p> <p>Use the eight points of a compass</p> <p>Denmark (fact file) Invaders and Settlers</p> <ul style="list-style-type: none"> ● Learn to use the 8 points of a compass to direct an Anglo Saxon to Denmark. ● Learn where the early Anglo Saxons lived and how do we know from looking at place names in England. ● Learn what we know about Viking settlements from studying English place name endings using maps <p>Key Vocabulary: Anglo Saxon, Angles, Viking, Longboat, thatched house, invade, settle, settlement, trade, Jutes, Kent, East Anglia, Wessex, Susses, Middlesex</p>	<p>Identify the position and significance of Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Use maps, atlases, globes and digital mapping to locate countries and describe features studied</p> <p>Identify the position and significance of latitude and longitude</p> <p>USA (fact file) To Infinity and Beyond</p> <ul style="list-style-type: none"> ● Learn the countries that participated in the space 	<p>Describe and understand key aspects of physical geography, including: mountains, volcanoes and earthquakes</p> <p>Six figure grid references, symbols and keys (including the use of OS maps) to build their knowledge of the UK and the wider world.</p> <p>Japan (fact file) Tectonic Plates</p> <ul style="list-style-type: none"> ● Locate Japan and identify key physical and human features 	

	<p>Key Vocabulary Fermented, cacao, Polar, Mediterranean, mountainous, arid, temperate, tropical, atlas, index, grid reference, water cycle, water, condensation, filtration, transpiration, evaporation, precipitation, runoff, oceans, water vapour, permeable, non-renewable resources, renewable resources, irrigation,</p> <p>REVIEW VOCAB.</p>		<p>race, map, atlas and globe</p> <ul style="list-style-type: none"> ● Learn to identify human and physical features of the USA ● Learn what time zones are, how many there are and why they are important ● Learn to locate and understand longitude and latitude and the impact on time ● Learn what GMT is and which countries use it 	<ul style="list-style-type: none"> ● Learn how the Earth is formed and what tectonic plates are ● Learn how earthquakes are caused ● Learn the 5 deadly features of an earthquake ● Learn what happens when there is an earthquake on land ● Learn what happens when there is an earthquake under the sea <p>Key Vocabulary: tectonic plates, crust, magna, craters, conduits, latitude, longitude, tsunami</p>
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			Key Vocabulary: atmosphere, moon, commander, astronaut, planet names, solar system, asteroid, Neil Armstrong, Buzz Aldrin, Michael Collins, Mary Jackson, Katherine Johnson, Dorothy Vaughan	
Knowledge	<ol style="list-style-type: none"> 1. Locate Mexico on a map and describe its location from the UK using the 8 point compass. (skill 1 and 2) 2. Identify key physical and human features of Mexico and how these impact on trade. (skill 1) 3. Identify and locate the climate zones of the world. (skill 1) 4. Locate the tropics, equator and biome zones of the world and describe their impact. 5. Are natural resources of the world evenly distributed and how has this impacted on nations and their people? (skill 1) 6. Locate key traders of everyday items. (skill 1) 7. Name 5 foods the UK produces for the world. 	<ol style="list-style-type: none"> 1. Locate Denmark on a map and identify its key human and physical features. (skill 1) 2. 2. Map a journey from the UK to Denmark using the 8 points of the compass. (skill 1) 3. Identify key historic settlements on the map of the UK using 4 figure grid references, describe locations from London using the 8 point compass. (skill 1 and 2) 	<ol style="list-style-type: none"> 1. Locate the countries in the space race using 6 figure grid references, know the capital city of each country and its continent. (skill 1 and 2) 2. Identify 7 key physical features of the USA, locate on a map using an 8 point compass. (skill 1 and 2) 3. What is a time zone and how many are there around the world? (skill 1) 4. What is latitude and longitude and how do they relate to time? (skill 1) 	<ol style="list-style-type: none"> 1. How is the Earth formed? (skill 1) 2. How are earthquakes caused? (skill 1) 3. What are the 5 deadly features of an earthquake? 4. What happens when there is an earthquake on land? Identify the epicentre of a land earthquake using 6 figure grid references. (skill 1 and 2) 5. What happens when there is an earthquake under the sea? Identify the epicentre of a sea earthquake using 6 figure grid references. (skill 1 and 2)

			5. Is it always the same time in Europe and why?	
Skill s	<p>Skill 1: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Skill 2: use the eight points of the compass, four and six figure grid references, symbols and keys (including Ordnance Survey maps) to build their knowledge of the UK and the wider world.</p> <p>Skill 3: use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods including: sketch maps, plans and graphs, and digital technologies</p>			
Y6	<p>Pupils should extend their knowledge and understanding beyond the local areas to include the UK and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locations and place knowledge.</p>			
	<p>Use fieldwork to observe, measure and record features in the local area using sketch maps, plans and graphs and digital technologies. WWII in Carshalton with a focus on the old industrial areas near the Wandle.</p> <p>Describe and understand key aspects of human geography, including land use over time.</p> <p>Compare a region in the UK with a region in Europe. Understand reasons for the similarities and differences. Link to local history. How has land use changed over time? WWII in Carshalton with a focus on the old industrial areas near the Wandle.</p> <p>Expand map skills to include non UK countries – Europe (WWII)</p> <p>The World at War – Poland (fact file)</p> <ul style="list-style-type: none"> Learn where the countries involved in WWII are located. 	<p>Locate the world's countries and cities, using maps (extend beyond Europe and North/South America to the wider world) Link to migration. Identify key topographical features (including; hills, mountains, coasts and rivers) and land use patterns; understand how some of these aspects have changed over time.</p> <p>On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify regions, key physical and human characteristics and major cities. Name and locate key topographical features including coasts, erosion, hills, mountains and rivers.</p> <p>Understand how these features have changed over time.</p> <p>Afghanistan (fact file) – Migration to Britain</p> <ul style="list-style-type: none"> Learn what migration is 	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe the features studied.</p> <p>Use 6 figure grid references.</p> <p>Galapagos Islands (fact file) – Darwinism</p> <ul style="list-style-type: none"> Learn where Darwin travelled to and why Learn how Darwin's city of departure, Plymouth. Compares to the places he visited: Cape Verde, Galapagos Islands Learn about the habitats of the places Darwin visited and the animals he would see Learn about local habitat and the impact of the human and physical features on species 	

	<ul style="list-style-type: none"> Name and locate locations of key events in the timeline of WWII using 6 figure grid references Learn how London has changed since WWII. Learn how the local area has changed since WWII. <p>Key Vocabulary: Conflict, radar, territory, evacuee, international, transcontinental</p>	<ul style="list-style-type: none"> Learn why migrants leave their countries Learn why migrants choose Britain Learn where people settle around the world and in Britain Learn how migration has impacted London Learn how migration brings new culture, religion and language Learn how migration has impacted other countries such as Afghanistan and Ukraine <p>Key Vocabulary Immigrant, civilian, citizen, colony, culture, migration, empire, settlement, refugee, discrimination</p>	<ul style="list-style-type: none"> Learn about the impact of tourism on the Galapagos Islands and sustainable tourism <p>Key Vocabulary: voyage, circumnavigate, native, indigenous, discovery, expedition.</p>
Knowledge	<ol style="list-style-type: none"> 1. Locate Poland and identify key physical and human features. (skill 1) 2. Map the countries involved in WWII, identify any changes in countries/territories between WWII and now. How does war impact on countries and territory? (skill 1) 3. Identify key locations on the WWII timeline using 6 figure grid references. (skill 2) 4. Use fieldwork to show how the local area and London were changed by WWII – identify human and physical features present using sketch maps, plans, aerial imaging. (skill 3) 	<ol style="list-style-type: none"> 1. Locate Afghanistan and identify key physical and human features. (skill 1) 2. Locate key countries where migrants travel from. (skill 1 and 2) 3. Compare physical and human features of the UK and origin countries of migrants. (skill 1) 4. 	<ol style="list-style-type: none"> 1. Locate the Galapagos Islands and identify key physical and human features. (skill 1) 2. Map the original journey of Charles Darwin, using the 8 point compass and grid references, compare this to the new 2 year voyage. (skill 1 and 2) 3. Use fieldwork to map the local area and its natural habitats and species based on research. (skill 3)
Skills	<p>Skill 1: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Skill 2: use the eight points of the compass, four and six figure grid references, symbols and keys (including Ordnance Survey maps) to build their knowledge of the UK and the wider world.</p>		

Skill 3: use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods including: sketch maps, plans and graphs, and digital technologies



History Medium Term Planning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.					
	<p>Changes within living memory.</p> <p>Who are we? What can we learn about families?</p> <ul style="list-style-type: none"> Learn who are the people most significant to us Learn who are the people most significant in our local area. Learn where I come from. 	<p>Changes within living memory.</p> <p>Toys. What can we learn about toys from the past?</p> <ul style="list-style-type: none"> Learn what toys are like today. Learn what other people's toys are like. Learn how we can tell that toys are old. Learn about the toys our grandparents 	<p>Significant historical events, people and places in the local area.</p> <p>Flight: Why do people take to the skies?</p> <ul style="list-style-type: none"> Learn why the Wright Brothers are famous. Learn what their plane was like. Learn how we know the Wright Brothers flight was successful when it happened over 100 years ago. <p>Amy Johnson – learn what she did and how people responded.</p> <p>Tim Peake – learn why he is significant, what he did on the space station. Learn the difference between flight on Earth and flight in space.</p>	<p>Events beyond living history significant nationally or globally.</p> <p>Castles – what do we know about castles?</p> <ul style="list-style-type: none"> Learn what we know about castles. Learn what significant events happened at Windsor Castle. Learn how we know castles 	<p>Beyond living memory.</p> <p>Seaside – how have seaside holidays change over 100 years?</p> <ul style="list-style-type: none"> Learn what it was like to go to the seaside 100 years ago. Learn what people did at the seaside 100 years ago. Learn how we know about holidays 100 	

	<ul style="list-style-type: none"> Learn family trees Learn why we celebrate special events. Learn who the Royal family are. Learn about the coronation <p>Key Thread: Society</p> <p>Key Vocabulary: family, feelings, emotions, belong, personality, appearance, past, present.</p>	<p>had and how we know about them.</p> <ul style="list-style-type: none"> Learn what it was like to play with these toys. <p>Key Thread: Society</p> <p>Key Vocabulary: favourite, toys, after, before, similarities, differences, decade, modern, old.</p>	<p>Key Threads: Exploration. Technology</p> <p>Key Vocabulary: aeroplane, Amy Johnson, Tim Peake, Wright Brothers, propeller, invention, jet engine, experimental, progress, space.</p>	<p>were used for defence.</p> <ul style="list-style-type: none"> Learn about the rooms in castles and who used them. Learn how castles change over time. Learn why we don't build castles anymore. <p>Key Threads: Settlement, Power and Hierarchy. Society.</p> <p>Key Vocabulary: battlements, portcullis, drawbridge, moat, keep, arrow slits</p>	<p>years ago (sources)</p> <ul style="list-style-type: none"> Consider: do we go to the seaside now for the same reasons as 100 years ago? Learn how seaside holidays have changed in 100 years. <p>Key Threads: Settlement. Trade</p> <p>Key Vocabulary: bathing machine, parasol, pier, promenade, Punch and Judy, amusements, sand castle, arcades, coach, train, car.</p>
knowledge	<p>Who in my family is from the past and from the present? (a)</p> <p>How do I know about people in my family from the past? (b)</p>	<p>Which toys are from the past and which are from the present? (a)</p> <p>How do I know a toy is from the past? (b)</p>	<p>Who were the Wright brothers and what were they like? (f)</p> <p>Why do we remember the Wright brothers? (d)</p> <p>How do we know that the Wright brothers were successful? (a, b)</p> <p>Who was Amy Johnson? (f)</p>	<p>What were castles used for in the past? (a,b)</p> <p>How do we know castles were for defence? (a, d)</p>	<p>Why do we go to the seaside? (d)</p> <p>What were holidays to the seaside like in the past? (a)</p> <p>Do we do the same activities at the</p>

	<p>How is my life similar and different to children in the past? (c, e)</p> <p>Who were Sir Nicholas of Carew and Christopher Muschamp of Carshalton? (f)</p> <p>Who is the King? (f)</p> <p>How did people celebrate the coronation? (a)</p> <p>What is the importance of the crown in the coronation? (c)</p>	<p>How are toys different and the same now compared to the past? (c)</p> <p>Do we have more time to play now than children did in the past? (d)</p>	<p>How do we know about Amy Johnson? (a)</p> <p>How were planes different in the past? (c)</p> <p>Who is Tim Peake and what did he do? (f, d)</p> <p>Why can we now fly into space but the Wright brothers couldn't? (e)</p>	<p>What were the different rooms in a castle and who used them? (a, c)</p> <p>Why don't we build castles today? (c)</p> <p>What is special about Windsor Castle? (f)</p>	<p>seaside now as people in past did? (b, c)</p> <p>Do we travel to the seaside in the same way as people did in the past? (e)</p> <p>How have seaside holidays changed in the past 100 Years? (b, c)</p> <p>Would you rather visit the seaside now or in the past?(e)</p>
concepts/skills	<p>a)using evidence: I can find evidence from the past using sources like; pictures, objects and stories. I can find answers to simple questions from the past from sources of information.</p> <p>b)interpretation: I can talk about some of the different ways the past is represented eg. story and newspaper accounts.</p> <p>c)continuity and change: I can point out some similarities and differences between aspects of my life and the life of the people in the period I am learning about.</p> <p>d)cause and consequence: I can make some comments about why people did things, why events happened and what happened as a result.</p> <p>e)similarities and differences: I can point out some similarities and differences between the ways of life of different people living at the time I am learning about.</p> <p>f)significance of events and people: I can point out which people were historically important eg who is important in the picture or story.</p>				
Y2	<p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. Understand the methods of historical enquiry. ? Switch around: Autumn Great Plague, Spring Fire of London, Summer Mary Seacole and Florence Nightingale? (Chesterton School)</p>				

<p>Local Study</p> <p>History of our school. How is our school linked to the past?</p> <ul style="list-style-type: none"> ● Learn where did the school name come from. ● Learn when the school was built. ● Learn how our school and its surroundings have changed over time. <p>Key Thread: settlement and society.</p> <p>Key Vocabulary: building, date, materials, style, prominent families, estate, laundry, industrial land, waste land, residential buildings</p>	<p>Events beyond living history significant nationally</p> <p>The Gunpowder Plot – How do events shape our world?</p> <ul style="list-style-type: none"> ● Learn where the Gunpowder Plot came from. ● Learn what happened during the Gunpowder Plot. ● Learn who the villain was and why we celebrate it. <p>Remembrance Day</p> <ul style="list-style-type: none"> ● Learn what else is remembered in November. ● Learn who we remember and why. 	<p>Lives of significant individuals in the past who have contributed to national or international achievements.</p> <p>Scott of the Antarctic – why was Scott of the Antarctic so significant?</p> <ul style="list-style-type: none"> ● Learn how Scott got to the South Pole and sequence events. ● Learn what happened when he got there, timeline ● Learn events beyond living memory comparisons; how did Scott feel when he arrived after Amundsen? ● Learn how Scott compares to other explorers: Henson, Shackleton, Ann Bancroft ● Learn how we can compare Scott’s expeditions to other explorers we have learned about. ● Learn why Scott failed to reach the Antarctic the first time ● Consider why Captain Scott might be remembered today? <p>Key Threads: Trade (exploration)</p> <p>Key Vocabulary: insulate, ocean, expedition, arctic, north pole, voyage, south pole, region, Captain, success, failure, perseverance</p>	<p>Events beyond living history significant nationally.</p> <p>The Great Fire of London – why was the Great Fire of London significant?</p> <ul style="list-style-type: none"> ● Learn what happened during the morning in September 1666. Timeline of events, significance. ● Learn what London was like at this time ● Learn how and where the fire started, consider whose fault it was. ● Learn how and why the fire spread across London (mapping) ● Learn how they fought the fire ● Learn how we know what happened – Samuel Pepys, John Evelyn ● Learn how people felt about the fire – primary and secondary sources ● Learn about the effects of the fire – physical effects and lost homes ● Learn how London changed after ● Learn about fire prevention now and then <p>Key Threads: Settlement, Society, Technology</p> <p>Key Vocabulary: past, present, modern, old, period, event, chronology, Thames, capital city, Britain, Samuel Pepys, consequence, diary, monument,</p>
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knowledge	<p>What and how can we find out about the history of our school? (a)</p> <p>Who was our school named after and when was it built? (a, f, b)</p> <p>What has changed in our immediate locality over the past 50 years? (a, b, c, e)</p>	<p>Why was the Gunpowder Plot called that and why did it happen? (d, e)</p> <p>What would have happened if the Gunpowder Plot had been successful? (d)</p> <p>Who is remembered for the Gunpowder Plot and how? (f)</p>	<p>Who was Scott of the Antarctic and what did he do with his life? (f)</p> <p>Why did Scott of the Antarctic want to go to the South Pole? (d)</p> <p>Did everyone have the same opinion of Captain Scott? (b)</p> <p>Who were Henson, Shackleton and Ann Bancroft? (f)</p> <p>What are the similarities and differences between these explorers and Captain Scott? (c)</p>	<p>How and when did the Great Fire of London start? (d)</p> <p>Who is Samuel Pepys and why are his diaries helpful when understanding what happened in the Great Fire? (a, f)</p> <p>Why are there different accounts of how the Great Fire of London started? Focus on two accounts. (b)</p> <p>Why was the Great Fire of 1666 worse than other fires? (b, f)</p> <p>Were all people's experiences of the Great Fire the same? (e)</p> <p>How was London rebuilt to prevent another fire? (c)</p>

concepts/skills	<p>a)using evidence: I can say which sources (from a selection) are likely to be the most useful for a task. I can ask and answer questions such as: ‘what was it like for a...?’ ‘what happened in the past?’ ‘ how long ago did happen?’</p> <p>b)interpretation: I can use information from more than one source in my answer.</p> <p>c)continuity and change: I can point out some similarities and differences between aspects of life at different times in the past.</p> <p>d)cause and consequence: I can pick out some reasons for and results of people’s actions and events.</p> <p>e)similarities and differences: I can describe some similarities and differences between people (eg rich and poor),events, and beliefs in the period of history I am studying.</p> <p>f)significance of events and people: I can talk about who was important eg. in a simple historical account.</p>		
Y3	<p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p> <p>Gain and deploy a historically grounded understand of abstract terms such as ‘civilisation’.</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including wrtten narratives and analyses.</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>		
	<p>Local Study</p> <p>Past and present of Carshalton High Street – how has the High Street changed over the past 100 years.</p> <ul style="list-style-type: none"> ● Learn about comparison of life now and in the past ● Learn how to use graphs, how to analyse historical records, use maps, business registers, photos and written accounts. <p>Key Threads: Settlement, Trade</p> <p>Key Vocabulary: locality, business, premises, buildings, architecture, purpose, use, land use, community, population, transport links</p>	<p>British History</p> <p>Changes in Britain from the Stone Age to the Iron Age – how did technology change people’s life styles over this time period?</p> <ul style="list-style-type: none"> ● Learn what chronology is ● Learn whether stone age man was a simple hunter gatherer ● Learn how life changed when farming was introduced ● Learn how people spent their time ● Learn what people ate ● Learn about Skara Brae ● Study Skara Brae and find out what it teaches us about life in the Stone Age 	<p>World history: achievements of an early civilisation</p> <p>The Achievements of the Earliest Civilisations – Ancient Egypt.</p> <ul style="list-style-type: none"> ● Learn what modern day Egypt is like ● Learn where the Nile is compared to other major rivers of the world. ● Learn the chronology of Ancient Egypt ● Learn what was significant about Egyptian Gods ● Learn what the Ancient Egyptians believed about the afterlife. ● Learn how and why the Ancient Egyptians made mummies ● Learn who built the pyramids and why

		<ul style="list-style-type: none"> ● Learn why Stonehenge was important ● Learn how a volcanic eruption effected the lives of people in the Bronze Age. ● Learn the four main changes from Stone age to Bronze Age <p>Key Threads: Settlement, Technology (farming/metals) Key Vocabulary: archaeologist, sources, BC, chronology, AD/CE, tribe, settlement, hunter gatherer, Neolithic, mesolithic, Palaeolithic, Star Carr, weaving, pottery, farming, Sarsen Stone, evidence, burial, textiles, Beaker people, metal work, mining</p>	<ul style="list-style-type: none"> ● Learn how we know what Egypt was like over 5000 years ago ● Learn who was Tutankhamun ● Consider what we can learn from Tutankhamun’s tomb ● Learn what primary and secondary evidence tells us about life in Ancient Egypt ● Learn what Ancient Egypt had in common with other civilisations of the time. <p>Key Threads: Settlement, Hierarchy, Religion Key Vocabulary: River Nile, tomb, Tutankhamun, sarcophagus, pyramids, Gods, amulets, mummification, civilisation, hieroglyphics</p>
knowledge	<p>How can we find out about Carshalton High Street 100 years ago? (a, b) What types of shops were present 100 years ago that aren’t there now? Why? (a, c,) What does evidence tell us about transport 100 years ago? (a)</p>	<p>When was the Stone Age and how did life develop within it? (a, b) What is the Skara Brae and what can it tell us about life in the Stone Age? (a, b) When was the Bronze Age and what was life like? (c) Why was Stonehenge built? (d) How much did life change during the Iron Age and how do we know? (c) How did life differ for different groups of people during the Bronze and Iron Ages? (f)</p>	<p>How can we discover what Ancient Egypt was like over 5,000 years ago? (a) How was life different during the 3 Egyptian kingdoms? (e) Who was Tutankhamun and why are there different interpretations about his death? (f, a, b) How should we remember Howard Carter: artist, archeologist or thief? (a, b, f) Why did the Ancient Egyptians believe in mummification? (a, b, d) How have the Ancient Egyptians impacted our life today? (c, d)</p>
con	<p>a)using evidence: I can comment on the usefulness of different sources of evidence.</p>		

ceps/ kills	<p>I can use a source of evidence to answer and ask questions. I can ask questions such as ‘how did people....?’ what do people do for....?’</p> <p>b)interpretation: I can compare different sources of evidence about a person, object, event or change in history and point out some similarities and differences.</p> <p>c)continuity and change: I can describe some changes in the historical period I am studying.</p> <p>d)cause and consequence: I can suggest reasons for and results of people’s actions and events.</p> <p>e)similarities and differences: I can describe similarities and differences between some people, events and beliefs in the period of history I am studying.</p> <p>f)significance of events and people: I can suggest which people and events are more important.</p>		
Y4	<p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p> <p>Gain and deploy a historically grounded understand of abstract terms such as: empire, civilisation, parliament, peasantry</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>		
	<p>World History</p> <p>Ancient Greece – life, achievements and influence. What did the Ancient Greeks give to us?</p> <ul style="list-style-type: none"> ● Learn how we know about the Ancient Greeks who lived over 2500 years ago. ● Learn what life was like in Ancient Athens ● Learn what life was like in Ancient Sparta ● Learn about the role of women in Ancient Greek society. 	<p>British History</p> <p>The Roman Empire and its impact on Britain – How did the Romans change Britain?</p> <ul style="list-style-type: none"> ● Learn who Julius Caesar was, invasion and occupation ● Learn why Julius Caesar came to Britain ● Learn why Claudius decided that Britain was worthy of conquering ● Learn why Boudica stood up to the Romans and how we remember her today 	<p>Local Study</p> <p>? change to Crime and Punishment over time? (Chesterton School)</p> <p>Land use over time – history of the River Wandle. How has the area around the Wandle changed over time and why?</p> <ul style="list-style-type: none"> ● Learn how the use of the Wandle changed over time ● Learn about the river during the Victorian era and William Morris ● Learn why William Morris put his factory at Merton Abbey Mills and what it was like

	<ul style="list-style-type: none"> ● Learn why life in 5th century BC Athens was so special that we still study it today. ● Learn how the Ancient Greeks have influenced our life today ● Learn what their interest in theatre and festivals tells us about Ancient Greeks. ● Learn about the legacy of the Ancient Greek theatre. <p>Key Threads: Settlement, Power, Society, Trade</p> <p>Key Vocabulary: democracy, ostracism, Athens, Sparta, Olympics, marathon, government, City State, column, empire, coin, Agora, labyrinth, catapult, Parthenon, Chiton, Peplos, theatre, philosophy.</p>	<ul style="list-style-type: none"> ● Learn how the Romans kept control over a vast Empire ● Learn what we can tell about Roman life from the Villa ● Learn how Romans changed the life of people living in Britain: cities, roads, houses and inventions and the impact of this today. <p>Key Threads: Settlement, Society, Power and Hierarchy, Trade.</p> <p>Key Vocabulary: Legion, Julius Caesar, Boudicca, Emperor, Roman villa, Celts, Roman Empire, invasion, occupation, settlement,</p>	<ul style="list-style-type: none"> ● Learn what a snuff mill is ● Learn about the industries in Wandsworth linked to the Wandle ● Learn how the Wandle has changed over time ● Learn why these changes have happened <p>Key Threads: Trade, Settlement</p> <p>Key Vocabulary: river, land, land use, local, habitat, skin bleaching, industry, mills, location, transport, cooling, power, mill, rinsing</p>
know ledge	<p>How can we know so much about the Ancient Greeks who lived over 2,500years ago? (a, b)</p> <p>What can pottery tell us about everyday life in Ancient Greece? (a, b, d, e)</p> <p>Why was Athens so strong during this time? (c, d)</p> <p>What was so special about life in Athens that makes us study it? (b, d)</p> <p>In what way have the Ancient Greeks influenced sporting lives today? (e, f)</p>	<p>What was Great Britain like before the Roman invasion? (a, b,c)</p> <p>What was the Roman Civilisation and how did they invade? (f, e, d)</p> <p>Why was Boudicca a significant figure in British history? (f, a, b)</p> <p>Why was Hadrian's wall built? (a, b, f)</p> <p>What changes happened in Britain during the Roman period of rule? (c, d, e)</p>	
concepts/s	<p>a)using evidence: I can discuss sources of evidence in more detail. I can ask questions such as 'what was it like for a during.....?'</p> <p>b)interpretation: I can suggest some reasons why there are different accounts and interpretations of the past.</p> <p>c)continuity and change: I can describe changes within periods and societies I have learned about.</p>		

kills	<p>d)cause and consequence: I can give some reasons for and results of historical events, situations and changes between periods I have studied.</p> <p>e)similarities and differences: I can describe similarities and differences in society, culture and religion in Britain at local and national levels.</p> <p>f)significance of events and people: I can explain which people and events are the most significant.</p>		
Y5	<p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p> <p>Gain and deploy a historically grounded understanding of abstract terms such as: empire, civilisation, parliament, peasantry.</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity and difference.</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short and long term timescales.</p>		
	<p>World History</p> <p>Mayan Civilisation – what contributed to the growth of the Mayan civilisation?</p> <ul style="list-style-type: none"> ● Learn who the Ancient Maya were. ● Learn why it is important to learn about them. ● Learn how their environment impacted on their way of life. ● Learn how the Maya produced food in such a difficult terrain. ● Learn what it was like in the city of Taikl ● Learn about the main characteristics of Mayan art and culture. ● Learn how the Maya read and write ● Learn what the Mayan civilization traded 	<p>British History</p> <p>Invaders and Settlers – Saxons and Vikings. How did the Anglo Saxons and Vikings shape England?</p> <ul style="list-style-type: none"> ● Learn what the Anglo Saxons invaded ● Learn what the mystery of the empty grave tells us about Saxon Britain ● Learn where the early Anglo Saxons lived and how we know this ● Learn how people’s lives changed when Christianity returned to Britain ● Learn what image we have of the Vikings and why ● Learn how the Vikings tried to take over the country and how close to success they got 	<p>World History</p> <p>? Change to Apartheid? (Chesterton School)</p> <p>Space Race – why did mankind want to get to the moon?</p> <ul style="list-style-type: none"> ● Learn has mankind been to the moon ● Learn why mankind wanted to land on the moon ● Learn how they got to the moon and back safely <p>World history</p> <p>Tectonic Plates – why do people live near fault lines?</p> <ul style="list-style-type: none"> ● Learn what evidence tells us about the people living in Pompeii ● Learn how evidence was preserved <p>Key Threads: Settlement</p>

	<ul style="list-style-type: none"> Consider: if the Maya were so civilised why did they carry out human sacrifice? Learn the importance of Maya gods Learn why the Mayan city declined so quickly Learn how we know about life 1000 years ago – primary and secondary sources. <p>Key Threads: Settlement, Power and Hierarchy, Trade.</p> <p>Key Vocabulary: temple, pyramids, monuments, codices, calendar, stela, hieroglyphs, vault, sarcophagus, archaeologist, hierarchy.</p>	<ul style="list-style-type: none"> Learn how great was Alfred the Great really Learn how recent excavations have changed our view of the Vikings Learn how place name endings teach us about Viking settlements Consider whether there is an alternative view of the Vikings Consider: Raiders or Settlers how should we remember the Vikings? Debate. <p>Key Threads: Settlement, Power, Society, Trade</p> <p>Key Vocabulary: archaeologists, sources, BC, AD/CE, raider, barbarians, conquer, weave, tanner, potter, Canterbury Cathedral, Scots</p>	<ul style="list-style-type: none"> Learn what they did on the moon Consider the modern space race <p>Key Threads: Power, Trade</p> <p>Key Vocabulary: trigger event, chronology, timeline, long term effects, discovery, scientific advancement,</p>	<p>Key Vocabulary: tectonic plates, ring of fire, crust, mantle</p>
know ledge	<p>Where and when was the Mayan civilisation? (f)</p> <p>What can we tell about the Mayan civilisation from the images and artefacts that have survived? (a, b, c)</p> <p>How was life the same and different for different groups within the Maya? (c, e)</p> <p>What was significant about trade for the Mayan civilisation? (a, b, d)</p>	<p>Who were the Anglo Saxons? (a)</p> <p>Who were the Vikings? (a)</p> <p>Why did the Anglo Saxons invade and how do we know where they settled? (a, b, d)</p> <p>How did people's lives change when Christianity came to Britain and how can we tell? (a, b, e, f)</p> <p>Why was King Alfred called Alfred the Great? (f)</p> <p>How and where did the Vikings trade? (d)</p> <p>How did the Anglo Saxon and Viking period come to an end? (a, b, f)</p>		
con	<p>a)using evidence: I can compare sources of evidence to help me identify reliable information. I can ask a range of questions about the evidence.</p>			

<p>cepts/skills</p>	<p>I can address and create enquiry questions (with support).</p> <p>b)interpretation: I can talk about the different factors that contribute to the accuracy and usefulness of a source (author, audience, purpose when and where)</p> <p>c)continuity and change: I can describe in detail and make some links between events, situations and changes within the period I am studying. I can describe in detail and make some links between events, situations and changes between different periods.</p> <p>d)cause and consequence: I can explain my suggestions when giving reasons for and results of historical events, situations and changes.</p> <p>e)similarities and differences: I can describe and suggest some reasons for similarities and differences in society, culture and religion in Britain and the wider world.</p> <p>f)significance of events and people: I can explain why ‘x’ is a significant part of history and the impact it has had on modern society.</p>			
<p>Y6</p>	<p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p> <p>Gain and deploy a historically grounded understand of abstract terms such as: empire, civilisation, parliament, peasantry.</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity and difference.</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short and long term timescales.</p>			
	<p>British History WWII Britain on the Home Front . How did the government encourage people to support the war effort? Learn what we know about WWII already.</p> <ul style="list-style-type: none"> ● Learn when WWII began and why ● Learn which countries were involved in WWII ● Learn how people felt at the outbreak of WWII ● Learn how Britain was affected by The Blitz. 	<p>Knowledge and understanding of the wider world history</p> <p>Migration – how has migration helped to fight racism and discrimination?</p> <ul style="list-style-type: none"> ● Learn how we can record first hand experiences ● Learn the significant parts of a migrants story ● Learn who the Windrush Generation are 	<p>British History</p> <p>Tudors</p> <ul style="list-style-type: none"> ● Learn when the Tudors reigned. ● Learn who the Tudors were and how the line of succession worked. ● Learn how the Tudors become the Kings and 	<p>Significant people</p> <p>Darwin’s Discoveries – how did Darwin’s discoveries impact the world?</p> <ul style="list-style-type: none"> ● Learn what Darwin did and how he gathered information.

	<ul style="list-style-type: none"> ● Learn why WWII is referred to as ‘the people’s war’ ● Learn how children were affected by the war ● Learn why rationing occurred in Britain during the war ● Learn about the role of propaganda and how it was affective. ● Learn how the war affected celebrations ● Learn what role the local area played in WWII ● Learn how the local area was affected by the war <p>Key Threads: Power and Hierarchy, Trade, Society.</p> <p>Key Vocabulary: allies, axes, Europe, Nazi, ration, Blitz, Anderson shelter, Morrison shelter, propaganda, air raid, blackout, evacuation, Jew, home front, Fuhrer, holocaust, invasion, occupied, spitfire, bomb, nuclear, Hitler, Churchill, Chamberlain, Prime Minister,</p>	<ul style="list-style-type: none"> ● Learn how migrants were treated when they first came to Britain <p>Key Threads: Settlement, Society, Trade and Exploration.</p> <p>Key Vocabulary: migration, civilian, colony, discrimination, economy, settlement, foreparents, ancestors, empire, immigrant, settler, pioneer, citizen, culture, refugee.</p>	<p>Queens of England.</p> <ul style="list-style-type: none"> ● Learn who Henry VIII was. ● Learn about the significance of Henry VIII’s wives ● Learn what Tudor London and Sutton was like. ● Learn what Tudor daily life was like. ● Learn how effective Tudor medicine was. ● Learn about Tudor crime and punishment. ● Learn how Elizabethan exploration brought about the increase in trade (inc. slave trade) and Empire. <p>Key Threads: Hierarchy, Society, Religion, Trade and Exploration</p> <p>Key Vocabulary:</p>	<ul style="list-style-type: none"> ● Learn why Darwin and his discoveries are significant. ● Learn why Darwin’s discoveries were controversial at the time ● Learn the legacy of Darwin’s work. <p>Key Threads: Trade and Exploration</p> <p>Key Vocabulary: voyage, discovery, adaptation, evolution, sustainable tourism, variation, legacy, controversial, modifications, specimens, revolutionary, naturalist, archaeology.</p>
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			Era, Succession, reign, Church of England, Pope, annulment, voyage, settlement, poverty, siblings, tenuous, revolt, primogeniture, legacy, treason.	
knowledge	<p>What was WWII, who did it involve and why did it start? (a, b, d)</p> <p>What was significant about the Battle of Britain? (a, b, f)</p> <p>What was life like for children during the Blitz? (a, b)</p> <p>How did evacuation impact the lives of children in the UK? (a, b, c)</p> <p>Were children in Germany affected in the same way as in the UK? (e)</p> <p>How did the role of women change during the war? (c)</p> <p>How was WWII a turning point for British society? (c)</p>	<p>Who were the Windrush generation and what was their impact on life in Britain? (a, b, c, de, f)</p> <p>What was significant about the period of time when the Windrush generation arrived in Britain? (d, e,)</p> <p>What was the historical link between the homelands of the Windrush generation and Britain? (a, b, c)</p>	<p>When was the Tudor period and who were the most significant monarchs? (a, b, f)</p> <p>What significant change did Henry VIII bring to Britain? (d, f)</p> <p>What was life like in Tudor Britain for the rich and the poor? (a, b, e)</p> <p>Exploration or Exploitation: Were new lands discovered or existing lands stolen by the Elizabethan explorers? (a, b, c, f)</p> <p>What evidence of the Tudor reign remains in our locality - how can you tell what is myth and what is fact? (a, b, f)</p>	<p>Who is Darwin and what did he teach us? (a, b, f,)</p> <p>Why was his work considered controversial at the time and today? (c, e)</p> <p>Were Darwin's methods of evidence gathering ethical? At the time? Now? (b, c)</p>

concepts/skills	<p>a)using evidence: I can explain my evaluation of particular pieces of information and particular sources. I can create and address enquiry questions.</p> <p>b)interpretation: I can discuss how and why different arguments and interpretations of the past have been constructed. I know and understand that some evidence is propaganda, opinion and misinformation and that this affects interpretation.</p> <p>c)continuity and change: I can describe and make links between events, situations and changes within and between different periods and societies. I can consider how people at the time might have viewed the changes and how this differs from the view today.</p> <p>d)cause and consequence: I can analyse and explain reasons for and results of historical events, situations and changes.</p> <p>e)similarities and differences: I can explain similarities and differences in experiences and idea, beliefs and attitudes of men, women and children in past societies.</p> <p>f)significance of events and people: I can explain why 'x' is a significant part of history and understand and explain their historical impact.</p>			