



DT Medium Term Planning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	<p>Textiles – puppets (toys) Design, make, evaluate and technical knowledge: Children design and make their own puppets by sewing the fabric with a needle and thread. (link to Toys).</p> <ul style="list-style-type: none"> <li>● Match and sort fabrics and threads for colour, texture, length, size and shape</li> <li>● Change and modify threads and fabrics, knotting, fraying, pulling threads <ul style="list-style-type: none"> <li>● Cut and shape fabric using scissors/snips</li> </ul> </li> <li>● Apply shapes with glue and by stitching</li> <li>● Apply decorations using beads, buttons, feathers</li> <li>● Create cords and plaits for decoration</li> <li>● Evaluate puppet based on materials used and technique</li> </ul> <p>Key Vocabulary: Favourite, toys, before, after, differences,</p>		<p>Mechanism – Hot Air Balloon (flight) Design, make, evaluate and technical knowledge: 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:</p> <p>Glue, paper mache, hot air balloon, paste, newspaper, strong, stable, shaping, joining, ripping, layering, materials.</p>	<p>Structures: recycled sculptures (castles and art) Design, make, evaluate and technical knowledge: Experiment with construction and joining recycled, natural and manmade materials. Use simple 2D shapes to create 3D form and build a castle. 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>		

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	similarities, warm colours, sewing, material, cutting, shaping, joining, knotting, fraying, pulling thread, decorate, stitching	
knowledge	<ul style="list-style-type: none"> <li>• I know what a puppet and a puppeteer is</li> <li>• I know the design criteria for a puppet</li> <li>• I know how to design a puppet</li> <li>• I know how to mark out, cut and shape materials safely and accurately with support</li> <li>• I know how to join two pieces of fabric together with a needle and thread</li> <li>• I know how to improve the appearance of my product</li> </ul>	<ul style="list-style-type: none"> <li>• I know how a designed an</li> <li>• I know the des</li> <li>• I know how to hot air balloc</li> <li>• I know how to and techniq to reality</li> <li>• I know how to mache</li> </ul>

Y2	<p>Textiles – Design and construct a flag using different joining methods 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. Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.</p> <p>Cut and shape with glue and stitching</p> <p>Apply decorations with beads, buttons, feathers</p> <p>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,</p>	<p>Cooking and nutrition</p> <p>Children design and c meal. Make their own Use the basic principles to prepare a salad Understand where fo Evaluate their meal b and taste</p> <p>Key vocabulary: chop slicing, hygiene, healthy diet, vegetable</p>
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plaiting		
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<p>knowledge</p>	<ul style="list-style-type: none"> <li>• I know what a flag is and what they can represent</li> <li>• I know the design criteria for a flag</li> <li>• I know how to design a flag and keep a design simple to produce well</li> <li>• I know how to mark out, cut and shape materials safely and accurately</li> <li>• I know how to join two pieces of fabric together with a needle and thread</li> <li>• I know how to improve the appearance of my product</li> </ul>	<ul style="list-style-type: none"> <li>• I know where food comes from</li> <li>• I know the principles of a healthy diet</li> <li>• I know how to work safely and hygienically</li> <li>• I can assemble my ingredients and cut, peel, grate and measure as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• I know how a marble run works; how to use structures to create pathways, blocks and detours</li> <li>• I know how to create a marble run design to create a successful run</li> <li>• I know how to select materials for a purpose</li> <li>• I know how to join materials and create durability</li> <li>• I know how to evaluate and improve my product through testing</li> </ul>
<p>Y3</p>	<p>Making and designing – rain sticks</p> <p>Design, make, evaluate and technical knowledge: create rain sticks from recycled materials.</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>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>Cooking and Nutrition – making savoury cookies</p> <p>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>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</p> <p>Design, make, evaluate and technical knowledge</p> <p>Design and make Stone Age implements</p>	<p>Mechanisms: Egyptian wheel toy</p> <p>Design, make, evaluate and technical knowledge</p> <p>Make an Egyptian wheel toy by selecting from and using a wider range of tools and equipment to perform practical tasks (eg cutting, shaping, joining and finishing) accurately</p> <p>Investigate and analyse a range of existing products and test them out Evaluate findings</p> <p>Design own toy based on findings from</p>

		<p>using constructional materials – stone, sticks, stringEvaluate the product and its functionality</p> <p>Key Vocabulary: savoury, cookies, mix, weigh, grind, bake, cook</p>	<p>evaluations Make their own Egyptian wheel toy</p> <p>Key Vocabulary</p> <p>Cutting, shaping, joining, rotate, turn, strengthen, assemble, axle, axle holder, chassis, body, wheel</p>
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		Join, mix, gathering, selecting, colour mixing, depth	
knowledge	<ul style="list-style-type: none"> <li>• I know, through investigation, how different instruments make sounds</li> <li>• I know how to create the sound for my rain stick and how to vary this sound</li> <li>• I know how to communicate my design ideas through annotated drawings and make amendments through discussions with peers.</li> <li>• I know how to create an instrument safely using a range of tools and materials</li> <li>• I know how to evaluate my and others work and make structured</li> </ul>	<ul style="list-style-type: none"> <li>• I know what foods are grown, reared or caught</li> <li>• I know that farming makes food production easier</li> <li>• I know how to design a recipe</li> <li>• I know how to work safely and hygienically</li> <li>• I know how to assemble ingredients, cut, peel, chop, grate and accurately</li> </ul>	<ul style="list-style-type: none"> <li>• I know the key features that make a simple wheeled toy work</li> <li>• I know how to design and plan a simple wheeled toy and represent this through annotated drawings</li> <li>• 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</li> </ul>

	<p>suggestions for improvements</p>	<p>weigh</p> <ul style="list-style-type: none"> <li>• I know how to design a simple tool and select materials for each aspect of the tool</li> <li>• I know how to evaluate my tool and make suggestions to improve its functionality</li> </ul>	
<p>Y4</p>	<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</p> <p>Design, make, and evaluate a Roman shield What materials would you use if you could use anything?</p>	<p>Electricity – Circuits Design, make, evaluate and technical knowledge Design and make a torch</p> <p>Use a circuit and demonstrate how your torch will work.</p> <p>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,</p>



		<p>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>magnify, insulator, switch.</p>
<p>knowledge</p>	<ul style="list-style-type: none"> <li>• I can talk about what foods would be found in Greece and why they are different from foods found in the UK</li> <li>• I can explore a range of Greek foods, discussing flavour, smell and texture</li> <li>• I know how to work safely and hygienically</li> <li>• I know how to scale a recipe up or down depending on portion size/number</li> <li>• I know and can apply a range of cooking techniques such as: peeling, chopping, slicing, grating, mixing, spreading</li> </ul>	<ul style="list-style-type: none"> <li>• I know where in the world foods are produced and why</li> <li>• I know that recipes can be adapted and why this may be necessary</li> <li>• I know how to knead and bake</li> <li>• I know what Roman shields were used for and why shape and design were important</li> <li>• I know how design a shield and select materials that I would use for each part of the shield using annotated drawings</li> <li>• I know how to evaluate my chosen</li> </ul>	<ul style="list-style-type: none"> <li>• I know how the electrical circuit can be used to make a torch that can be turned on and off and dimmed</li> <li>• I know how to design a torch that is robust and waterproof using sketches and annotated labels</li> <li>• I know how to evaluate my design, through peer discussions, prior to making</li> <li>• I know how to implement my design choosing appropriate materials and ways to join and secure materials</li> <li>• I know how to evaluate my creation considering functionality and aesthetics</li> </ul>

		<p>materials based on functionality</p> <ul style="list-style-type: none"> <li>• I know how to make a replica shield using cardboard</li> </ul>	
Y5	<p>Cooking and nutrition: making chocolate</p> <p>Evaluating: evaluate a range of chocolates based on flavour, texture, aroma and appearance.</p> <p>Cooking and nutrition: make their own chocolate (workshop)</p>	<p>Structure: 3D model of a Viking Longboat</p> <p>Design, make, evaluate and technical knowledge</p> <p>Understanding mechanical systems to make the boat move, gears, pulleys and levers</p> <p>Design and make the boat</p>	<p>Mechanism – Catapult</p> <p>Design, make, evaluate and technical knowledge</p> <p>Plan, design, make and analyse a working catapult</p> <p>Evaluate product by testing the catapult to test: distance, trajectory and power.</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>Evaluate by testing in water Key Vocabulary: feature, purpose, annotate, available, resources, attached materials, texture, model, aesthetic, prototype, gears, levers, pulleys</p>	<p>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>
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<p>knowledge</p>	<ul style="list-style-type: none"> <li>• I know how to analysis a product based on taste, smell, appearance and presentation of wrapping</li> <li>• I know how to conduct simple 'market research' to determine what is wanted in a product</li> <li>• I know how to plan and design using annotated drawings and material/colour sampling</li> <li>• I know how to create a wrapper that targets an audience and makes a marketing statement</li> <li>• 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?</li> </ul>	<ul style="list-style-type: none"> <li>• I know how gears, pulleys and levers work.</li> <li>• I know how to make structure float</li> <li>• I know how to apply this knowledge to plan and construct a boat</li> <li>• I know how to create an evaluative schedule for my boat</li> <li>• I know how to evaluate against my criteria and make suggestions for improvements</li> </ul>	<ul style="list-style-type: none"> <li>• I know the function, purpose and history of a catapult</li> <li>• I know the design criteria for a catapult</li> <li>• I can comment on my design, making refinements where necessary, understand improvements I can make and carry these out to improve performance</li> <li>• I know how to join materials safely and effectively</li> </ul>
<p>Y6</p>	<p>Mechanisms: Anderson Shelter</p>	<p>Notting Hill Carnival headdress</p>	<p>Cooking and nutrition Understand and apply the principles of a</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          Evaluate the shelter based on functionality</p> <p>Key Vocabulary          Strengthen, stiffen, reinforce, shape, build, construct, impact, materials</p>	<p>Design, make, evaluate and technical knowledge:          Discuss the history of Carnival          Discuss why they are so colourful          Look at examples from their Caribbean          Plan, design, make and evaluate          Use imagination and observation</p> <p>Create surface patterns using a malleable material          Join materials adequately          Create a simple base for other shapes</p> <p>Look at different techniques          Know about and try them – Mayan</p>
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		<p>Make and evaluate basic structures using different materials, textures and materials</p> <p>Key Vocabulary:          Hierarchy, joining, materials, patterns, textures, bright colors, shape</p>
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			<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>
knowledge	<ul style="list-style-type: none"> <li>• I know how an Anderson shelter was designed and how this design created improved safety</li> <li>• I know how to create a design using annotated sketches and selecting the best materials for each purpose</li> <li>• I know how to create a checklist for testing functionality</li> <li>• I know how to carry out the fair test of each design and record outcomes in a comparable manner</li> <li>• I can use graded outcomes to suggest improvements to designs based on the work of others.</li> </ul>	<ul style="list-style-type: none"> <li>• I know about ceremonial and decorative headdresses</li> <li>• I know about symbolism and status in design</li> <li>• I know how to design, using sketches, annotation and mood boards</li> <li>• I know how to select materials for impact</li> <li>• I know how to join a variety of materials to create an item fit for purpose</li> </ul>	<ul style="list-style-type: none"> <li>• I know where foods come from in the world and the farming techniques used for production</li> <li>• I know about Carbon footprint through production, packaging, transportation and storage</li> <li>• I know how to plan a dish based on healthy eating principles and sustainability</li> <li>• I know how to work hygienically and safely, selecting techniques and tools to create a meal</li> <li>• I know how to scale up my recipe for greater numbers</li> <li>• I know how to create an analysis tool to evaluate my meal based on differing opinions</li> </ul>





Art and Design Medium Term Planning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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<p>Y 1</p>	<p>Drawing: self portrait Medium chalk</p> <p>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 paint 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>Painting – handprints Medium Acrylic paint Identify primary colours by name</p> <p>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.</p> <p>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>
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	<p>Key Vocabulary:  Line: thick, thin, broad, narrow, fine, pattern, line, shape, bold, wavy  Colour/painting: mixing, warm colours, cool colours, primary colours, secondary colours, tone, brush strokes, layer  Shape: oval, long, curvy, bright</p>		
Knowledge	<ul style="list-style-type: none"> <li>• I know what a portrait is and can discuss different examples.</li> <li>• I know the features I need to draw to create a portrait</li> <li>• I know what the primary colours are <ul style="list-style-type: none"> <li>• I know how to use colour for purpose</li> </ul> </li> <li>• I know what sketching is and the effects of making hard, soft, thick and thin lines</li> </ul>	<ul style="list-style-type: none"> <li>• I know how to make a simple print</li> <li>• I know how to mix primary colours to make secondary colours</li> <li>• I know how to make shades and tones of different colours</li> <li>• I know how to make graduated changes in shade</li> </ul>	<ul style="list-style-type: none"> <li>• I know what collage is</li> <li>• I know the techniques used by collage artists to create a collage</li> <li>• I know what colours and textures I would find at the seaside</li> <li>• I know how to improve my work based on feedback</li> </ul>
Y2	<p>Drawing: self portrait Medium: Oil pastels</p> <p>Develop a range of art and design techniques by using colour  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  Design a pattern in the style of Lucienne Day  Overlay it with a picture 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,</p>	<p>Colour application – link to Australia</p> <p>Indigenous art – Dot painting landscape Medium acrylic paint</p> <p>Artist  Emily Kame Kngwarreye</p> <p>Otis Hope Carey Natalie Jade</p> <p>Key Vocabulary:  Create, warm colour, cool colour, primary colour, secondary colour, tool, stick, tone, layer.</p>

	Line: thick, thin, broad, narrow, fine, pattern, line,	secondary colours, light, dark, materials,  texture	
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	<p>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"> <li>• I know what a portrait is and can discuss different styles of portrait by famous artists</li> <li>• I know how to mix colours, shades and tones to create effects to improve my portrait</li> <li>• I know how to identify how colour, tone and shade have been used to create effect in my work and work of others</li> </ul>	<ul style="list-style-type: none"> <li>• I know what printing is and can discuss different examples</li> <li>• I know how to use shapes and patterns to create a simple design</li> <li>• I know how to create a stamp to use as a print</li> <li>• I know what a repeating pattern is</li> </ul>	<ul style="list-style-type: none"> <li>• I know what a landscape is, I know what indigenous dot painting is</li> <li>• I know how colour is used in Aboriginal art</li> <li>• I know how to control a brush and paint to create dot painting</li> <li>• I know how to use sketching to structure my painting</li> </ul>

<p>Y 3</p>	<p>Painting: Pointillism – inspired by the Rainforest</p> <p>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: Sketch, pointillism, tone, texture, pattern,</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>Key Vocabulary: shading, charcoal, natural paint,</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> <p>Key Vocabulary: record, observe, materials, clay, pattern, texture, sculpt,</p>
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	proportion. Colour/painting: primary colours, secondary colours, mix, tints, shades, layering brush	paint brushes, finger paint, printing, light, dark, smudge, curved lines, straight lines.	primary colour, secondary colour, tints, shades
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<p>knowledge</p>	<ul style="list-style-type: none"> <li>• I know what Pointillism is and how to control a brush and paint to create this effect</li> <li>• I know how to structure a painting using sketching</li> <li>• 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 paintin</li> </ul>	<ul style="list-style-type: none"> <li>• I know that marks and lines can be made in different ways to create shape, pattern, texture</li> <li>• I know why the 3 primary colours: red, black and yellow formed the palette of early art</li> <li>• I know that I can use a range of pencils, charcoal, sticks, stones and other implements to create marks and drawings on different surfaces</li> <li>• I know that art, in different forms, has existing alongside the human race to convey meaning throughout history</li> </ul>	<ul style="list-style-type: none"> <li>• I know what a sculpture is and how it can be made using different materials</li> <li>• I know that I can manipulate shape to create an effect</li> <li>• I know how to create a 3D piece of art using clay</li> <li>• I know how to use a range of tools to enhance my work</li> <li>• I know how to use colour mixing, tints, shades and tones to enhance my work</li> </ul>
<p>Y4</p>	<p>Sculpture and painting: Greek pots Medium: mixed</p> <p>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>Greek Buildings: Architecture Medium: mixed medium</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 – Sistine Chapel art</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 Key Vocabulary</p>

		(Renaissance) Medium acrylic paint	Warm colour, cool colour, realistic,
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	<p>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>Work on a range of scales – thin brushes on a small picture.</p> <p>Artists: Michelangelo</p> <p>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>abstract, shadows, solid colour, brush strokes, bright colour, mood, colour mixing, graffiti art</p>
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<p>knownledge</p>	<ul style="list-style-type: none"> <li>• I know what ceramics are and how they have been decorated as art</li> <li>• I know some of the themes and patterns used in Ancient Greek art</li> <li>• I know the appropriate shapes and sizes I should use to recreate a pot inspired by Greek art <ul style="list-style-type: none"> <li>• I know how to translate my design into clay</li> <li>• I know how to evaluate my work and compare it to original Ancient Greek shapes and designs</li> </ul> </li> <li>• I can identify shape, pattern and line in architecture</li> <li>• I know that sketching pencils create different effects and textures and can use these with increasing skill</li> </ul>	<ul style="list-style-type: none"> <li>• I know what a mosaic is and the history of mosaics</li> <li>• I know how to identify patterns that are easier to create and those that are harder when making a mosaic</li> <li>• I know how to replicate an image using the techniques of a mosaicist</li> <li>• I know that designs can be improved upon and can critique my work and suggest improvements</li> </ul>	<ul style="list-style-type: none"> <li>• I know how art can be used to convey a message</li> <li>• I know who Warhol, Banksy and Basquiat are</li>   <li>• I know how to replicate a piece of art considering shape, scale, detail and colour</li>   <li>• I know that I can build and mix colour using shades, hues, tints and tones</li> </ul>
<p>Y5</p>	<p>Line art and printing – The Mayan murals and wall art</p>	<p>Drawing: One point Perspective drawing</p>	<p>Drawing and painting – Van Gogh inspired Starry Night (post</p>





	<p>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>Look at the findi in perspective ar image</p> <p>Look at the worl perspective, line industrial scenes: landscape, colou</p> <p>Use one point p street scene in t</p> <p><a href="https://www.youh8.com">https://www.youh8.com</a> (example)</p> <p>Artist: Brunelles Da Vinci Van Gogh Lowry</p> <p>Key Vocabulary: point, sketch, architect tone</p>
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<p>k n ow led g e</p>	<ul style="list-style-type: none"> <li>• I know what printing is and can give different examples</li> <li>• I know how to use line, depth of line and shape to create an image to replicate</li> </ul> <p>Mayan wall art</p> <ul style="list-style-type: none"> <li>• I know how to print creating a repeating</li> </ul>	<ul style="list-style-type: none"> <li>• I know what give the i</li> <li>• I know how depth</li> <li>• I know what identify</li> </ul>

	<p>14</p> <p>pattern</p>	<p>examples</p> <ul style="list-style-type: none"> <li>• I know how to create perspective using a van</li> <li>• I know the work of Lowry</li> </ul>
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<p>Y 6</p>	<p>Drawing: Cubism Medium: chalk</p> <p>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</p> <p>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>Key Vocabulary: Primary, secondary, complimentary, contrasting, light, dark, shade, atmosphere, geometric, cubism</p>	<p>Textiles printing links with histo Medium – acrylic and material</p> <p>Look at different printing techn</p> <p>Design a pattern from Huguenc printingExperiment with a rang overlap and layer to create interesting colou and effects. Experiment with a range of me and layer to create interesting c and effects</p> <p>Artists: Huguenots printing tecl Moroccan printing Indian block printing</p> <p>Key Vocabulary: patterns, textu printing, printing techniques, o printing block, printing ink, roll</p>
<p>k n ow led g e</p>	<ul style="list-style-type: none"> <li>• I know what Cubism is and some famous artists who worked in this style</li> <li>• I know how Picasso used Cubism to convey message</li> <li>• I know how to use different medium to</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

	<p>create colour and effect</p> <ul style="list-style-type: none"> <li>• I know how to use geometric shapes to recreate an image</li> <li>• I know what complimentary and contrasting colours are and why they are used</li> </ul>	
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Geography Medium Term Planning

	Autumn 1	Autumn 2	Spring 1
Y1	<p>NC Aims: pupils should develop knowledge about the world subject-specific vocabulary relating to human and physical geography and beg</p>		

<p>enhance their locational awareness.</p>	
<p>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.</p> <p>Who we are – The British Isles (fact file)</p> <ul style="list-style-type: none"> <li>• Learn to label the countries that make up the UK (atlas)</li> <li>• Learn about human and physical features of the UK (world maps, atlases, globes)</li> <li>• Learn to use a world map and globe to</li> </ul>	<p>Identify seasonal and daily weather patterns in the UK.</p> <p>Understand the geographical differences by studying the physical geography of a small area and a small area in a contrasting European country.</p> <p>The British Isles and America (fact file)</p> <ul style="list-style-type: none"> <li>• Learn about the UK using</li> <li>• Learn to compare the Croydon and Kitty Ha</li> </ul>

		<ul style="list-style-type: none"><li>• Learn about the weat we live</li></ul>
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	<p>locate the UK and countries that make up the UK</p> <p>Key Vocabulary  England, Northern Ireland, Scotland, Wales, countries, seas, capital cities, London, Cardiff, Belfast, Edinburgh, atlas, map, globe</p>	<ul style="list-style-type: none"> <li>• Learn al Hawk</li> <li>• Com</li> </ul> <p>Key vocabulary: Carshalton, Kitty Croydon, sea, beach, trees, par roads</p>
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Knowledge	<ol style="list-style-type: none"> <li>1. What are the 4 countries and capital cities on the UK? (skill 1)</li> <li>2. Use the 4 compass points to describe</li> </ol>	<ol style="list-style-type: none"> <li>1. Where is Croydon Kitty Hawk</li> <li>2. What are some of</li> </ol>

	<p>where the 4 capital cities are in relation to each other. (skill 2)</p> <p>3. What are the seas around the UK called? (skill 1)</p> <p>4. What are the physical features of the UK? (skill 3 and skill 1)</p> <p>5. What are the human features of the UK? (skill 3 and skill 1)</p>	<p>Croydon and Kitty</p> <p>3. What are some of the human features of Croydon and Kitty?</p> <p>Hawk? (skill 3 and skill 4)</p> <p>5. What is the weather like in Croydon and Kitty?</p> <p>Hawk?</p> <p>6. How is the weather in Croydon and Kitty different?</p>
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skills	<p>Skill 1: use world maps, atlases and globes to identify the United Kingdom.</p> <p>Skill 2: Use simple compass direction (North, South, East and West) and routes on a map.</p> <p>Skill 3: use aerial photographs and plan perspectives to recognise locations and construct basic symbols in a key.</p> <p>Skill 4: Use simple fieldwork and observational skills to study the geographical physical features of its surrounding environment.</p>
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Y2	<p>NC Aims: pupils should develop knowledge about the subject-specific vocabulary relating to human and physical geography and enhance their locational awareness.</p>	
	<p>Understand geographical similarities and differences through studying the human and</p>	<p>Use simple compass direction (north, south, east and west) and directional</p>

	<p>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> <p>Where are we from? Where do we live?</p> <p>Review</p> <ul style="list-style-type: none"> <li>● Learn the seven continents of the world</li> <li>● Learn facts about each continent</li> <li>● Learn 10 key capital cities of the world</li> <li>● Learn the oceans of the world</li> <li>● Learn where Jamaica is</li> <li>● Learn how Jamaica is similar and different to the UK</li> </ul> <p>Key Vocabulary</p> <p>Ocean, equator, land, continent, country, world, locate, route.</p>	<p>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"> <li>● Learn where in the world Chile is, locate on the map, aerial map and globe, compare to the UK</li> <li>● Learn to identify the key features of Chile, draw and label on a map of Chile. How is it different to England the UK?</li> <li>● Learn about Antarctica – what are the features. Learn about the Antarctic</li> </ul> <p>Research Area</p>	<p>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"> <li>● Learn how and where the fire started and where it spread – map</li> <li>● Learn how we can use maps to identify key human and physical features and the impact these would have on fire</li> <li>● Learn about the physical and human features surrounding our school.</li> <li>● Learn how Canberra compares to London</li> <li>● Learn where Australia is in the world</li> <li>● Learn about Australia (fact file)</li> </ul>
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		<ul style="list-style-type: none"><li>● Learn how Captain Scott got to the South Pole. Learn his map route – oceans, countries on a world map, globe and atlas.</li><li>● Learn how Chile compares to the Antarctic</li><li>● Learn to compare the climate, route and geographical features using compass points to Antarctica, South Africa and New Zealand</li></ul>	<p>including bush fires</p> <ul style="list-style-type: none"><li>● Learn to name and locate areas of interest in Australia using atlas and world maps</li></ul> <p>Key Vocabulary: capital, capital city, Britain, Thames, river, London, aerial, territories, states, island</p>
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		<ul style="list-style-type: none"> <li>● Learn to make co international</li> </ul> <p>Key Vocabulary: north, compass, compass poin expedition, voyage, reg route</p>
Knowledge	<ol style="list-style-type: none"> <li>1. Locate and name the 7 continents on world maps and globes. (skill 1)</li> <li>2. Locate and name the seas and oceans of the world on maps and globes. (skill 1)</li> <li>3. Identify key human and physical features of each continent on aerial photos. (skill 3)</li> <li>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)</li> <li>5. Locate Jamaica and identify key physical and human features. (skill 1 and skill 3)</li> </ol>	<ol style="list-style-type: none"> <li>1. Who was Scott of the Antarctic? which continents did he visit?</li> <li>2. Which oceans, continents did Captain Scott traverse on his expedition to the South Pole? (skill 1)</li> <li>3. Where are what is the weather like at the South Pole? (skill 1)</li> <li>4. What is the weather like at the South Pole? (skill 3)</li> <li>5. What is the same and what is different about the Arctic and the Antarctic? (skill 3)</li> <li>6. Where is Chile, what is the weather like and what are the key human features? (skill 1 and skill 3)</li> <li>7. Draw a simple map of the world showing the continents and oceans.</li> </ol>

		route, make a key. Use s to describe his jou
skills	<p>Skill 1: use world maps, atlases and globes to identify the UK and its KS.Skill 2: Use simple compass directions (North, South, East and West) and routes on a map.</p> <p>Skill 3: Use aerial photographs and plan perspectives to recognise land use and construct basic symbols in a key.</p> <p>Skill 4: Use simple fieldwork and observational skills to study the geographical features</p>	

	physical features of its surrounding environment.
Y3	NC Aims: pupils should extend their knowledge and understanding of the physical features of North and South America. This will include the location and characteristics of these features. They should develop their use of geographical knowledge, understanding and skills to study the geographical features of their own country and the world.

<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. Name and locate the world’s seven continents and five oceans (recap from KS1) Locate the world’s countries, using maps to focus on North and South America, concentrating on their environmental regions. Key physical and human characteristics, countries, and major cities (locate countries and map on where the Amazon rainforest is) 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. 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> <ul style="list-style-type: none"> <li>● Review the seven continents and five oceans</li> <li>● Learn and locate on globes, atlases and maps: equator, northern hemisphere, southern hemisphere, tropics of cancer and Capricorn, arctic and Antarctic circle</li> </ul>	<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). Compare – what is Britain like today? 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"> <li>● Learn about the main cities in the UK, location, key physical and human features and topographical features.</li> </ul> <p>How have these changed over time?</p> <ul style="list-style-type: none"> <li>● Learn about the importance of Stonehenge – use an aerial map</li> <li>● Learn how the UK has been split into</li> </ul>	<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"> <li>● Learn where Egypt is and what it is like</li> <li>● Learn where the River Nile is, how land around the Nile is used and why.</li> <li>● Learn how rivers were used in the life of the ancient Egyptians</li> <li>● Learn about the key features of a river and how they are formed</li> <li>● Learn to name and locate some of</li> </ul>
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		<p>regions</p> <p>Key vocabulary:</p>	<p>the</p> <p>key rivers of the world.</p> <ul style="list-style-type: none"><li>● Learn about the water cycle.</li></ul> <p>Key Vocabulary: Pharaoh, pyramid, delta, dynasty, Nile, River, hieroglyphics</p>
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	<ul style="list-style-type: none"> <li>● Learn what a rainforest is <ul style="list-style-type: none"> <li>● Learn about the layers of the rainforest</li> </ul> </li> <li>● Learn where rainforests are located around the world (maps, atlases, globes)</li> <li>● Learn what biomes are and locate on maps/atlas/globes</li> <li>● Learn where Brazil is (maps, atlases and globes) and what it is like and why</li> <li>● Learn why we should save the rainforests and how</li> </ul> <p>Key Vocabulary Latitude, longitude, equator, northern and southern hemisphere, tropics of cancer and capricorn, arctic circle, Antarctic circle, biomes, layers, extinction, deforestation,</p>		
Knowledge	<ol style="list-style-type: none"> <li>1. Locate and label: equator, northern hemisphere, southern hemisphere, tropics of cancer and Capricorn, arctic and Antarctic circle on maps and globes. (skill 1)</li> <li>2. Locate and describe the rain forests of the world, identify physical features that are common to rainforest areas. (skill 1 and skill 3)</li> <li>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)</li> <li>4. Understand the impact deforestation has on</li> </ol>	<ol style="list-style-type: none"> <li>1. Where are the main cities in the UK? (skill 1)</li> <li>2. What and where are 7 key physical features of the UK, use 4 and 6 figure grid references to locate these. (skill 1, skill 2 and skill 3)</li> <li>3. What and where are 7 key human</li> </ol>	<ol style="list-style-type: none"> <li>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)</li> <li>2. What is a river, how is it formed and how does it affect land use in different parts of</li> </ol>

		<p>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>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,</p>
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	<p>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>5. Identify and record human features of London. (skill 3)</p>
Skill s	<p>Skill 1: use maps, atlases, globes and digital/computer mapping to locate countries of the compass, four and six figure grid references, symbols and keys (including 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 of a region using methods including: sketch maps, plans and graphs, and digital technologies.</p>	
Y4	<p>Pupils should extend their knowledge and understanding of the world to include South America. This will include the location and characteristics of a range of countries. Pupils should develop their use of geographical knowledge, understanding and skills.</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"> <li>• Learn the countries in Europe</li> <li>• Learn where Greece is • Learn the key physical features of a country and the impact on land use– compare UK and Greece.</li> <li>• How did the Ancient Greeks influence the modern human features of Greece and how does this influence life in Greece today?</li> <li>• Learn how the physical features of a</li> </ul>	<p>Locate the world to focus on Europe location of Russia) concentration of environmental regions, key physical characteristics, cities. (Map of Europe Roman Empire expansion Describe and understand physical geographical features volcanoes and earthquakes</p> <p>Italy (fact file) The location of Italy is and why it is important</p> <ul style="list-style-type: none"> <li>• Learn which countries and major cities are in Italy</li> </ul> <p>Roman Empire</p> <ul style="list-style-type: none"> <li>• Learn where the Roman Empire was located</li> </ul>
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	<p>country influence people's lives – compare UK and Greece</p> <ul style="list-style-type: none"><li>● Learn to navigate a tour of Athens using grid references</li></ul> <p>Key Vocabulary Islands, peninsulas, Mediterranean Sea, Ionian Sea, Aegeus Sea, mountainous, terrain, oracle</p>	<ul style="list-style-type: none"><li>● Learn about the landscape</li><li>● Learn about the kinds of mountain/mountain ranges and how they are formed</li><li>● Learn where the highest mountains in the world are located</li><li>● Learn what a volcano is</li><li>● Learn whether all volcanoes are active</li><li>● Learn where volcanoes are found around the world</li></ul> <p>Key Vocabulary: Celts, Roman, conquer, Italy, Rome, Vespasian, emperor, defences,</p> <p>ADD VOLCANO VOCAB F</p>
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Knowledge	<p>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.</p> <p>(skill 1 and 2)</p> <p>2. Identify the physical and human features of Greece and their impact on life and land use now and in the past. (skill1)</p> <p>3. How do the physical features of a country impact on prosperity, development and population? (skill 1)</p> <p>4. Plan a tour of Athens using 4 and 6 figure grid references.</p>	<p>1.Name and locate countries and cities of the Roman Empire, use the 8 points of the compass to describe their locations relative to the UK and each other.</p> <p>2) Identify the physical and human features of Hadrian's Wall and its purpose and justify your answer.</p> <p>3) What are the key features of the landscape of the Lake District? (skill 1)</p> <p>4) What are the key features of the mountain range and how are they formed? (skill 1)</p> <p>5) Where are some of the major volcanoes in the world? (skill 1 and 2)</p> <p>6) What is a volcano and how is it formed? (skill 1)</p> <p>7. What is the difference between an active, dormant and extinct volcano?</p> <p>8. Locate the Ring of Fire on a world map.</p>
Skills	<p>Skill 1: use maps, atlases, globes and digital/computer mapping to locate places using four and six figure grid references, symbols and key features.</p> <p>knowledge of the UK and the wider world.</p> <p>Skill 3: use fieldwork to observe, measure, record and present the results using appropriate methods including: sketch maps, plans and graphs, and digital technology.</p>	

Y5	<p>Pupils should extend their knowledge and understanding of South America. This will include the location and characteristics of a range of countries. Pupils should develop their use of geographical knowledge, understanding and skills.</p>	
	<p>Describe and understand key aspects of physical geography, including climate zones</p>	<p>Name and locate countries in South America and understand how some of them have developed.</p>

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<p>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. <b>CHANGED SLIGHTLY FOR SEPTEMBER 2024</b></p> <p>Mexico (fact file) – Chocolate</p> <ul style="list-style-type: none"> <li>• Locate Mexico on a map, identify key human and physical features and how these impact industry and trade</li> <li>• Learn where the climate zones are around the world and identify the equator, tropics, arctic zones,</li> <li>• Learn about the world’s biomes <ul style="list-style-type: none"> <li>• Learn how Fairtrade influences farmers and their products</li> </ul> </li> <li>• Learn whether natural resources are evenly distributed around the world (energy, food, minerals and water)</li> <li>• Learn what countries trade</li> <li>• Learn what food produce the UK trades.</li> </ul> <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,</p>	<p>changed over time. Link to Anglo Britain – what has changed and similar</p> <p>Use the eight points of a compass</p> <p>Denmark (fact file) Invaders Settlers</p> <ul style="list-style-type: none"> <li>• Learn to use the 8 points to direct an Anglo Saxon Denmark.</li> <li>• Learn where the early Anglo Saxons lived and how do we know looking at place names in</li> <li>• Learn what we know about settlements from studying place name endings using</li> </ul> <p>Key Vocabulary: Anglo Saxon, Anglo Viking, Longboat, thatched house settle,</p> <p>settlement, trade, Jutes, Kent, E Anglia,</p>		<p>Wessex, Susses, Middlesex</p>
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	<p>water vapour, permeable, non-renewable resources, renewable resources, irrigation,</p> <p>REVIEW VOCAB.</p>		<p>the USA</p> <ul style="list-style-type: none"> <li>● Learn what time zones are, how many there are and why they are important</li> <li>● Learn to locate and understand longitude and latitude and the impact on time</li> <li>● Learn what GMT is and which countries use it</li> </ul> <p>Key Vocabulary:  atmosphere, moon, commander, astronaut, planet names, solar system, asteroid, Neil Armstrong, Buzz Aldrin, Michael Collins, Mary Jackson,</p>	<p>features of an earthquake</p> <ul style="list-style-type: none"> <li>● Learn what happens when there is an earthquake on land</li> <li>● Learn what happens when there is an earthquake under the sea</li> </ul> <p>Key Vocabulary:  tectonic plates, crust, magna,</p>
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				craters, conduits, latitude, longitude, tsunami
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Knowledge	<p>1. Locate Mexico on a map and describe its location from the UK using the 8 point compass. (skill 1 and 2)</p> <p>2. Identify key physical and human features of Mexico and how these impact on trade. (skill 1)</p> <p>3. Identify and locate the climate zones of the world. (skill 1)</p> <p>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)</p> <p>6. Locate key traders of everyday items. (skill 1)</p> <p>7. Name 5 foods the UK produces for the world.</p>	<p>1. Locate Denmark its key human and physical features using the 8 point compass. (skill 1)</p> <p>2. Map a journey from London to Copenhagen using the 8 point compass. (skill 1)</p> <p>3. Identify key human and physical features on a map of the UK and describe their location using the 8 point compass. (skill 1)</p>

Skills	<p>Skill 1: use maps, atlases, globes and digital/computer mapping to locate countries and cities using the compass, four and six figure grid references, symbols and keys (including the use of the grid reference system).</p> <p>Skill 2: use fieldwork to observe, measure, record and present the human and physical features of a local area using a range of methods including: sketch maps, plans and graphs, and digital technologies.</p>	
Y6	Pupils should extend their knowledge and understanding beyond the local area.	

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.

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.

Describe and understand key aspects of human geography, including land use over time.

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.

Expand map skills to include non UK countries – Europe (WWII)

The World at War – Poland (fact file)

- Learn where the countries involved in WWII are located.
- 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.

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.

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.

Understand how these features have changed over time.

Afghanistan (fact file) – Migration to Britain

- Learn what migration is
- Learn why migrants leave their

countries

Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe the features studied.  
Use 6 figure grid references.

Galapagos Islands (fact file) – Darwinism

- 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

- Learn about local habitat and the

impact of the human and physical features on species

- Learn about the impact of tourism on

		<ul style="list-style-type: none"><li>● Learn why migrants choose Britain● Learn where people settle around the world and in Britain</li><li>● Learn how migration has impacted London</li><li>● Learn how migration brings new</li></ul>	<p>the Galapagos Islands and sustainable tourism</p> <p>Key Vocabulary: voyage, circumnavigate, native, indigenous, discovery, expedition.</p>
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	<p>Key Vocabulary: Conflict, radar, territory, evacuee, international, transcontinental</p>	<p>culture, religion ;</p> <ul style="list-style-type: none"> <li>• Learn how migrat other countries Afghanistan</li> </ul> <p>Key Vocabulary Immigrant, civilian, citizi culture, migration, empi refugee, discrimination</p>
<p>Know ledge</p>	<p>1. Locate Poland and identify key physical and human features. (skill 1)</p> <p>2. Map the countries involved in WWII, identify any changes in countries/territories between</p> <p>WWII and now. How does war impact on countries and territory? (skill 1)</p> <p>3. Identify key locations on the WWII timeline using 6 figure grid references. (skill 2)</p> <p>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)</p>	<p>1. Locate Afghanistan ar physical and human feat Locate key countries wh from. (skill 1 and 2)</p> <p>3. Compare physical and of the UK and origin counti (skill 1)</p> <p>4.</p>
<p>Skills</p>	<p>Skill 1: use maps, atlases, globes and digital/computer mapping to locate c of the compass, four and six figure grid references, symbols and keys (inclu</p> <p>knowledge of the UK and the wider world.</p> <p>Skill 3: use fieldwork to observe, measure, record and present the human ; methods including: sketch maps, plans and graphs, and digital technologie</p>	



History Medium Term Planning



	Autumn 1	Autumn 2	Spring 1
Y1	Understand historical concepts such as continuity significance and use them to make connections, draw contrasts, analyse structured accounts, inducing 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"> <li>● Learn who are the people most significant to us</li> <li>● Learn who are the people most significant in our local area.</li> <li>● Learn where I come from.</li> <li>● Learn family trees</li> <li>● Learn why we celebrate special events.</li> <li>● Learn who the Royal family are.</li> </ul>	<p>Changes within living memory.</p> <p>Toys. What can we learn about toys from the past?</p> <ul style="list-style-type: none"> <li>● Learn what toys are like today.</li> <li>● Learn what other people's toys are like.</li> <li>● Learn how we can tell that toys are old.</li> <li>● Learn about the toys our</li> </ul>	<p>Significant historical places in the local area</p> <p>Flight: Why do people fly in the skies?</p> <ul style="list-style-type: none"> <li>● Learn why the Wright brothers are famous.</li> <li>● Learn what the Wright brothers did.</li> <li>● Learn how we can tell that it happened over the years.</li> </ul> <p>Brothers flight</p> <p>Amy Johnson – learn how people responded.</p> <p>Tim Peake – learn what he did on the space station and the difference between flight in space.</p>
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		<p>grandparents had and how we know about them. ● Learn what it was like to play with these toys.</p>	<p>Key Threads: Explor Technology  Key Vocabulary: aero Peake, Wright Broth jet engine, experime space.</p>
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	<p>●Learn about the coronation</p> <p>Key Thread: Society</p> <p>Key Vocabulary: family, feelings, emotions, belong, personality, appearance, past, present.</p>	<p>Key Thread:</p> <p>Society</p> <p>Key Vocabulary:</p> <p>favourite, toys, after, before, similarities, differences, decade, modern, old.</p>	
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knowledge	<p>Who in my family is from the past and from the present? (a) How do I know about people in my family from the past? (b) How is my life similar and different to children in the past? (c, e) Who were Sir Nicholas of Carew and Christopher</p>	<p>Which toys are from the past and which are from the present? (a) How do I know a toy is from the past? (b) How are toys different and the same now compared to the past? (c) Do we have more time to play now than children did in the</p>	<p>Who were the Wright brothers like? (f) Why do we remember the Wright brothers? (d) How do we know the Wright brothers were successful? (a, b) Who was Amy Johnson? How do we know about her? (a) How were planes different from the Wright brothers? (c) Who is Tim Peake and how did he get to space? (d) Why can we now fly to space? (e) Why couldn't the Wright brothers do this? (e)</p>
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	<p>Muschamp of Carshalton? (f)          Who is the King? (f)          How did people celebrate the coronation? (a)          What is the importance of the crown in the coronation? (c)</p>	<p>past? (d)</p>	
<p>concepts/skills</p>	<p><b>a) using evidence:</b> I can find evidence from the past using sources like; p          I can find answers to simple questions from the past from sources of in</p> <p><b>b) interpretation:</b> I can talk about some of the different ways the past is  <b>change:</b> I can point out some similarities and differences between aspe</p> <p>learning about.</p> <p><b>d) cause and consequence:</b> I can make some comments about why peo          result. <b>e) similarities and differences:</b> I can point out some similarities a          time I am learning about.  <b>f) significance of events and people:</b> I can point out which people were</p>		
<p>Y2</p>	<p>Know and understand the history of these islands as a coherent          people's lives have shaped this nation and how Britain has influen          historical enquiry. ? Switch around: Autumn Great Plague, Spring Fire</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"> <li>● Learn where did the school</li> </ul>	<p>Events beyond living history significant nationally</p> <p>The Gunpowder Plot – How do events</p>	<p>Lives of significant individuals who have contributed to international achievements.</p> <p>Scott of the Antarctic – the Antarctic so significant</p>
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	name come	shape our world?	<ul style="list-style-type: none"> <li>● Learn how Scott and sequenc</li> </ul>
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	<p>from.</p> <ul style="list-style-type: none"> <li>● Learn when the school was built.</li> <li>● Learn how our school and its surroundings have changed over time.</li> </ul> <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>the Gunpowder Plot came from.</p> <ul style="list-style-type: none"> <li>● Learn what happened during the Gunpowder Plot.</li> <li>● Learn who the villain was and why we celebrate it.</li> </ul> <p>Remembrance Day</p> <ul style="list-style-type: none"> <li>● Learn what else is remembered in November.</li> <li>● Learn who we</li> </ul>	<ul style="list-style-type: none"> <li>● Learn what happened when he got there, timeline</li> <li>● Learn events beyond living memory comparisons; how did Scott feel when he arrived after Amundsen?</li> <li>● Learn how Scott compares to other explorers: Henson, Shackleton, Ann Bancroft</li> <li>● Learn how we can compare Scott's expeditions to other explorers we have learned about.</li> <li>● Learn why Scott failed to reach the Antarctic the first time</li> <li>● Consider why Captain Scott might be remembered today?</li> </ul> <p>Key Threads: Trade (exploration)</p> <p>Key Vocabulary: insulate, ocean, expedition, arctic, north pole, voyage, south pole, region, Captain, success, failure,</p>	<ul style="list-style-type: none"> <li>● Learn what London was like at this time</li> <li>● Learn how and where the fire started, consider whose fault it was.</li> <li>● Learn how and why the fire spread across London (mapping)</li> <li>● Learn how they fought the fire</li> <li>● Learn how we know what happened – Samuel Pepys, John Evelyn</li> <li>● Learn how people felt about the fire – primary and secondary sources</li> <li>● Learn about the effects of the fire – physical effects and lost homes</li> <li>● Learn how London changed after</li> <li>● Learn about fire prevention now and then</li> </ul> <p>Key Threads: Settlement, Society, Technology</p> <p>Key Vocabulary: past, present, modern, old, period, event, chronology, Thames, capital</p>
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		<p>remember and why.</p> <p>Key Threads: Power, Society and Settlement</p> <p>Key Vocabulary: Bonfire Night, Guy Fawkes, gunpowder, plot, parliament, kill,</p>	<p>perseverance</p>	<p>city, Britain, Samuel Pepys, consequence, diary, monument,</p>
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		<p>religion, King, Queen, past, present, remember, remembrance, conflict, veterans, service men and women.</p>		
<p>knowledge</p>	<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) What would have happened if the Gunpowder Plot had been successful? (d) 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>

<p>concepts/skills</p>	<p><b>a)using evidence:</b> 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>b)interpretation:</b> I can use information from more than one source in my answer.</p> <p><b>c)continuity and change:</b> I can point out some similarities and differences between aspects of life at different times in the past.</p> <p><b>d)cause and consequence:</b> I can pick out some reasons for and results of people’s actions and events.</p> <p><b>e)similarities and differences:</b> 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><b>f)significance of events and people:</b> I can talk about who was important eg. in a simple historical account.</p>
<p>Y3</p>	<p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of</p>



<p>empires; characteristic features of past non-European societies; achieve a historically grounded understanding of abstract terms such as continuity and change, cause and effect, make connections, draw contrasts, analyse trends, frame historically written narratives and analyses.</p> <p>Understand the methods of historical enquiry, including how evidence is used and why contrasting arguments and interpretations of the past have been developed.</p>	
<p><b>Local Study</b>          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"> <li>• Learn about comparison of life now and in the past</li> <li>• Learn how to use graphs, how to analyse historical records, use maps, business registers, photos and written accounts.</li> </ul> <p><b>Key Threads:</b> Settlement, Trade</p> <p><b>Key Vocabulary:</b> locality, business, premises, buildings, architecture, purpose, use, land use, community, population, transport links</p>	<p><b>British History</b></p> <p>Changes in Britain since the 1500s</p> <p>Iron Age – how did people's life styles change in this period?</p> <ul style="list-style-type: none"> <li>• Learn what life was like in the Iron Age</li> <li>• Learn when the Iron Age started and ended</li> <li>• Learn how life changed in the Iron Age</li> <li>• Learn about the Iron Age in Britain</li> <li>• Study Skara Brae and how it teaches us about the Iron Age</li> <li>• Learn why Stonehenge is important</li> <li>• Learn how the eruption of Mount Vesuvius affected the world</li> </ul>

		<p><b>Bronze Age.</b></p> <ul style="list-style-type: none"> <li>• Learn the four stages of the Bronze Age from Stone Age</li> </ul> <p><b>Key Threads:</b> Settlement, Trade</p>
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		<p>(farming/metals)</p> <p>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>	<p>Egypt</p> <ul style="list-style-type: none"> <li>● Learn what Ancient Egypt had in common with other civilisations of the time.</li> </ul> <p>Key Threads: Settlement, Hierarchy, Religion</p> <p>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)</p> <p>What types of shops were present 100 years ago that aren't there now? Why? (a, c, )</p> <p>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)</p> <p>When was the Bronze Age and what was life like? (c)</p> <p>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)</p> <p>Who was Tutankhamun and why are there different interpretations about his death? (f, a, b)</p> <p>How should we remember Howard Carter: artist, archeologist or thief? (a, b, f)</p> <p>Why did the Ancient Egyptians believe in mummification? (a, b, d)</p> <p>How have the Ancient Egyptians impacted our life today? (c, d)</p>

concepts/skills	<p><b>a)using evidence:</b> I can comment on the usefulness of different sources of evidence. I can use a source of evidence to answer and ask questions.</p> <p>I can ask questions such as ‘how did people....?’ what do people do for....?’</p> <p><b>b)interpretation:</b> 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><b>c)continuity and change:</b> I can describe some changes in the historical period I am studying.</p> <p><b>d)cause and consequence:</b> I can suggest reasons for and results of people’s actions and events.</p> <p><b>e)similarities and differences:</b> I can describe similarities and differences between some people, events and beliefs in the period of history I am</p>
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	<p>studying.</p> <p><b>f)significance of events and people:</b> I can suggest which people and ev</p>
Y4	<p>Know and understand significant aspects of the his expansion and dissolution of empires; characteristic features of past n deploy a historically grounded understand of abstract terms such as: e such as continuity and change, cause and consequence, similarity, diffe contrasts, analyse trends, frame historically valid questions and create analyses.</p> <p>Understand the methods of historical enquiry, including how evidence why contrasting arguments and interpretations of the past have been c</p>

	<p><b>World History</b></p> <p>Ancient Greece – life, achievements and influence. What did the Ancient Greeks give to us?</p> <ul style="list-style-type: none"> <li>● Learn how we know about the Ancient Greeks who lived over 2500 years ago.● Learn what life was like in Ancient Athens</li> <li>● Learn what life was like in Ancient Sparta</li> <li>● Learn about the role of women in Ancient Greek society.</li> <li>● Learn why life in 5<sup>th</sup> century BC Athens was so special that we still study it today. <ul style="list-style-type: none"> <li>● Learn how the Ancient Greeks have influenced our life today</li> </ul> </li> <li>● Learn what their interest in theatre</li> </ul>	<p><b>British History</b></p> <p>The Roman Empire a – How did the Roma</p> <ul style="list-style-type: none"> <li>● Learn who Juli invasion and</li> <li>● Learn why Juli</li> <li>● Learn why Cla Britain was wo</li> <li>● Learn why Bou Romans and her</li> <li>today</li> <li>● Learn how the over a vast E</li> <li>● Learn what we life from the Vill</li> <li>● Learn how Rom people living in</li> </ul>
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	<p>and festivals tells us about Ancient Greeks.</p> <ul style="list-style-type: none"> <li>● Learn about the legacy of the Ancient Greek theatre.</li> </ul> <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>	<p>houses and inventions and the impact of this today.</p> <p>Key Threads: Settlement, Society, Power and Hierarchy, Trade.</p> <p>Key Vocabulary: Legion, Julius Caesar, Boudicca, Emperor, Roman villa, Celts, Roman</p> <p>Empire, invasion, occupation, settlement,</p>	<p>happened</p> <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>
<p>knowledge</p>	<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) 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>	

<p>concepts/skills</p>	<p><b>a)using evidence:</b> 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>b)interpretation:</b> I can suggest some reasons why there are different accounts and interpretations of the past.</p> <p><b>c)continuity and change:</b> I can describe changes within periods and societies I have learned about.</p> <p><b>d)cause and consequence:</b> I can give some reasons for and results of historical events, situations and changes between periods I have studied.</p> <p><b>e)similarities and differences:</b> I can describe similarities and differences in society, culture and religion in Britain at local and national levels.<b>f)significance of events and people:</b> I can explain which people and events are the most significant.</p>
<p>Y5</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 understanding of abstract terms such as continuity and change, cause and consequence, and historical enquiry, including how evidence is used rigorously to make historical claims and how interpretations of the past have been constructed.</p> <p>Gain historical perspective by placing their growing knowledge into different regional, national and international history; between cultural, economic, political 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"> <li>● Learn who the Ancient Maya were.</li> <li>● Learn why it is important to learn about them.</li> <li>● Learn how their environment impacted on their way of life.</li> <li>● Learn how the Maya produced food in such a difficult terrain.</li> <li>● Learn what it was like in the city of Taikl</li> <li>● Learn about the main characteristics of Mayan art and culture.</li> <li>● Learn how the Maya read and write</li> <li>● Learn what the Mayan civilization traded</li> <li>● Consider: if the Maya were so civilised why did they carry out human sacrifice?</li> <li>● Learn the importance of Maya gods</li> </ul>	<p>British History</p> <p>Invaders and Settlers – Vikings. How did the Anglo-Saxons and Vikings shape England?</p> <ul style="list-style-type: none"> <li>● Learn what the Anglo-Saxons invaded</li> <li>● Learn what the Anglo-Saxons found in the empty</li> <li>● Learn what the Anglo-Saxon grave tells us about</li> <li>● Learn where the Anglo-Saxons lived and how they lived</li> <li>● Learn how people lived when Christianity came</li> <li>● Learn what images of the Vikings and why they came</li> <li>● Learn how the Vikings tried to take over the country</li> <li>● Learn what the Anglo-Saxons succeeded in</li> </ul>

		<ul style="list-style-type: none"> <li>• Learn how</li> <li>• Learn how changed o</li> <li>• Learn how</li> </ul>
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<ul style="list-style-type: none"> <li>• Learn why the Mayan city declined so quickly</li> <li>• Learn how we know about life 1000 years ago – primary and secondary sources.</li> </ul> <p>Key Threads: Settlement, Power and Hierarchy, Trade.</p> <p>Key Vocabulary: temple, pyramids, monuments, codices, calendar, stelae, hieroglyphs, vault, sarcophagus, archaeologist, hierarchy.</p>	<ul style="list-style-type: none"> <li>• us about Viking settlements</li> <li>• Consider whether there is an alternative view of the Vikings</li> <li>• Consider: Raiders or Settlers how should we remember the Vikings? Debate.</li> </ul> <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>	<p>modern space race</p> <p>Key Threads: Power, Trade</p> <p>Key Vocabulary: trigger event, chronology, timeline, long term effects, discovery, scientific advancement,</p>	
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knowledge	<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) What was significant about trade for the Mayan civilisation? (a, b, d)</p>	<p>Who were the Anglo Saxons? (a) Who were the Vikings? (a) 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) How did the Anglo Saxon and Viking period come to an end? (a, b, f)</p>		
concepts/skills	<p><b>a)using evidence:</b> I can compare sources of evidence to help me identify reliable information. I can ask a range of questions about the evidence.</p> <p>I can address and create enquiry questions (with support).</p> <p><b>b)interpretation:</b> 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><b>c)continuity and change:</b> I can describe in detail and make some links between events, situations and changes within the period I am studying.</p>			

	<p>I can describe in detail and make some links between events, situations and explain my suggestions when giving reasons for and results of historical events. I can describe and suggest some reasons for similarities and differences in societies.</p> <p><b>f)significance of events and people:</b> I can explain why 'x' is a significant event/people.</p>	
Y6	<p>Know and understand significant aspects of the history of the world, including the expansion and dissolution of empires; characteristic features of past non-industrial societies; and the impact of industrialisation on the world. They should be able to deploy a historically grounded understanding of abstract terms such as: evidence, continuity and change, cause and consequence, similarity, diversity and complexity of societies and cultures. They should be able to explain, including how evidence is used rigorously to make historical claims, and to evaluate the extent to which the past has been constructed.</p> <p>Gain historical perspective by placing their growing knowledge into different contexts, including regional, national and international history; between cultural, economic, social, political and religious history; and long term timescales.</p>	
	<p>British History</p> <p>WWII Britain on the Home Front . How did the government encourage people to support the war effort?</p> <p>Learn what we know about WWII already.</p> <ul style="list-style-type: none"> <li>● Learn when WWII began and why</li> <li>● Learn which countries were involved in WWII</li> <li>● Learn how people felt at the outbreak of WWII</li> <li>● Learn how Britain was affected by The Blitz.</li> <li>● Learn why WWII is referred to as 'the people's war'</li> <li>● Learn how children were affected by</li> </ul>	<p>Knowledge and understanding of wider world history</p> <p>Migration – how has it shaped the world? How do we fight racism and discrimination?</p> <ul style="list-style-type: none"> <li>● Learn how we experience migration</li> <li>● Learn the significance of migration</li> <li>● Learn who the migrants are</li> <li>● Learn how migration has shaped the world when they first arrived</li> </ul>

		Key Threads: Settle a
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	<p>the war</p> <ul style="list-style-type: none"> <li>● Learn why rationing occurred in Britain during the war</li> <li>● Learn about the role of propaganda and how it was affective.</li> <li>● Learn how the war affected celebrations</li> <li>● Learn what role the local area played in WWII <ul style="list-style-type: none"> <li>● Learn how the local area was affected by the war</li> </ul> </li> </ul> <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>	<p>Exploration.</p> <p>Key Vocabulary: mig colony, discriminatio settlement, forepare empire, immigrant, settler, pioneer, citiz refugee.</p>
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			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) What evidence of the Tudor reign remains in our</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>

			locality - how can you tell what is myth and what is fact? (a, b, f)	
concepts/s	<p><b>a)using evidence:</b> I can explain my evaluation of particular pieces of information and particular sources. I can create and address enquiry questions.</p> <p><b>b)interpretation:</b> 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>			

kills	<p><b>c)continuity and change:</b> I can describe and make links between events, situations and changes within and between different periods and societies.</p> <p>I can consider how people at the time might have viewed the changes and how this differs from the view today. <b>d)cause and consequence:</b> I can analyse and explain reasons for and results of historical events, situations and changes. <b>e)similarities and differences:</b> I can explain similarities and differences in experiences and idea, beliefs and attitudes of men, women and children in past societies.</p> <p><b>f)significance of events and people:</b> I can explain why 'x' is a significant part of history and understand and explain their historical impact.</p>
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