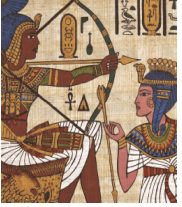




Littleham CE Primary School Year 5 Rolling Programme



	Term 1 - Autumn	Term 2 - Spring	Term 3 - Summer
	<p>Pharaohs</p> 	<p>Off with Her Head!</p> 	<p>Allotment</p> 
<p>Key Vocabulary</p> <p>Tier 3 words Tier 2 words</p>	<p>afterlife, amulet, apprentice, canopic jar, cartouche, curse, deity, Egyptologist, embalmer, eternal life, Giza, hieroglyphics, linen, mummy, mummification, natron, nemes, ointment, pharaoh, preserve, pyramid, ritual, River Nile, Rosetta Stone, sarcophagus, scribe sphinx, tomb, Tutankhamun, underworld, Valley of the Kings</p>	<p>allegation, annulment, arrest, banquet, beheading, Catholicism, Christianity, Church of England, conspiracy, coronation, court, divorce, dynasty, embroidery, English Referendum, evidence, execution, exile, heir, Henry's 'Great Matter', judgement, miniature, monarch, motive, offence, Ordinances of Eltham, patronage, plea, plot, privy chamber, Protestantism, rebellion, reign, riddle, sentence, succession, treason, trial, trinket, Tudor</p>	<p>allotment, anther, arable, bulb, cereal, climate, cloche, community, compost, cutting, filament, fertiliser, germination, graft, greenhouse, harvest, minibeast, nurture, organic, originate, pastoral, pollen, pollination, pollinator, produce, propagate, propagator, rhizome, sapling, seasonal food, seed, stamen, stigma, style</p>

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<p>Project overview</p>	<p>Let's travel back 5000 years to the dusty realms of ancient Egypt. Cruise along the Nile, entering a world of mysteries and curses, mummies and kings. Find out about life on the river's fertile banks, discovering Egypt and its fascinating culture. Unravel the secrets of ancient tombs, using historical sources and age-old artefacts. Find out about powerful pharaohs and grandiose gods! Make yourself a nemes and you'll really look the part! Become an apprentice and work for Ramose – he's the chief embalmer at the Beautiful House. Help him prepare a body for its journey into the afterlife. Now open the doorway to ancient Egypt – who knows what treasures you will find?</p>	<p>What sort of man would order the beheading of his wife? Was she really that bad? Travel back in time to the 1500s and meet the terrifying Tudors, a domineering dynasty that changed our history. Discover an opulent court where dancing and singing go hand in hand with swift falls from favour – and even swifter falling of heads! Develop your painting skills in miniature, solve riddles and remember to protect your precious neck with a large white ruff – if you want to survive at Tudor court! Flex your detective muscles and become a criminal investigator! How will you find the accused – innocent or guilty? It's your turn to take part in one of the most famous trials the world has ever known!</p>	<p>Let's grow! A crispy carrot, a luscious lettuce or a tasty tomato. Dig deep and put your back into it, making your own tubs and planters and nurturing your greens. Harvest your crops and make soups and dishes of seasonal foods that taste delicious. Learn about farms and where food comes from, writing reports on worldwide produce. Discover which allotments are closest to your school and open the door to the secret garden. Then establish a farmers' market, harvesting your crops and selling local produce. Include garden crafts and work out your prices, be sure to make a profit not a loss!</p>
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When reviewing our curriculum rolling programme, we considered the key aspects of our CURRICULUM INTENT as:

To provide a curriculum which encourages pupils, within a supportive Christian environment, to aspire to reach their full potential. This will be achieved through experiential learning, using the richness of our local rural community and culture, but also by opening the children's eyes further to gain knowledge about, and see the opportunities in, the wider British, European and global contexts.

Littleham CE Primary School Year 5 Rolling Programme



Term 1 – Autumn

What are the key pieces of knowledge we want children to remember, be able to build upon and to reflect on within each subject area of this topic?

Text in this colour relates to key pieces of knowledge linked specifically to our Curriculum Intent.

Text in this colour describes example activities to support the main theme of the topic.

Main Topic	Pharaohs
History	<p>Know that characteristics of ancient civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years. Children should know where the Ancient Egyptian era fits into the timeline of human history. Know that primary resources help us to understand a period in history. Know why they were so obsessed with death and the afterlife and why it dominated so much of their lives.</p> <p>Chronology</p> <p>Know how to plot significant events on a timeline including antecedents.</p> <p>Know how to relate the Ancient Egyptian timeline with events happening around the world at the same time.</p> <p>Historical Enquiry</p> <p>Know how to use evidence to explain changes between time period studied and modern day.</p> <p>Know what the landscape, climate and natural vegetation of an area is like and how it affects/affected modern and ancient life.</p> <p>Know how to interpret primary evidence and give judgements. Begin to justify those judgements against scrutiny (e.g. purpose of pyramids).</p> <p>Know how to make reasoned judgements on ancient artefacts and compare to modern understandings by published historians.</p> <p>Know how to evaluate a range of primary and secondary sources in order to construct a mostly independent historical argument.</p> <p>Interpretations of History</p> <p>Know how to synthesise multiple sources to surmise likely reasons for a decline in civilisation.</p>

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Know how to interpret numerical, written and physical information to make an informed judgement about the purpose of a range of ancient Egyptian artefacts e.g. hieroglyphs, pottery, burials.

Know how to explain the social and religious importance of Burial Customs.

Know how to justify the qualities they feel make a good ruler.

Know how to make a reasoned judgement on whether a historically significant event is fact or fiction.

Continuity and Change

Know how to interpret a range of evidence to compare and contrast occupations from a specific period and now.

Know how to compare the leadership styles of two rulers from different time periods.

Cause and Consequence

Know how to describe and explain the likely impact that geographical features had on a civilisation.

Know how to explain with evidence how a civilisation's religious beliefs affect people's day to day routines and rituals.

Similarities and Differences

Know how to compare religious buildings.

Know how to compare different groups of society from an ancient era of study and explain why making judgements is difficult.

Significance

Know why a taught historical period is considered significant.

Know why a key historical find is considered significant e.g. discovery of Howard Carter, Rosetta Stone

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	<p>Know that artefacts from Ancient Egypt were acquired by explorers, some 600 being in the RAMM museum in Exeter and know how these have helped in the understanding of the era.</p> <p>Visit Exeter Museum to explore Ancient Egyptian artefacts. What do we learn from the artefacts or pictures of them? What does the Bible say about the afterlife?</p>
<p>Geography</p>	<p>Settlements come in many different sizes and these can be ranked according to their population and the level of services available. A settlement hierarchy includes hamlet, village, town, city and large city.</p> <p>Be able to locate Egypt on a world map and on a map of Africa. Children should understand the importance of the River Nile in the development of the civilization. Know about the climate of the country.</p> <p>Know the names and location of the major world jungles and deserts e.g. Antarctica, Arctic, Sahara, Arabian, Gobi, Kalahari Deserts and rainforests of Borneo, Amazon, India, Sri Lanka and West Africa.</p> <p>Locational Knowledge</p> <p>Know the names of the rivers of the UK (Tamar, Exe, Axe, Thames, Wye, Severn, Mersey, Great Ouse, Trent, Ouse, Tyne)</p> <p>Know the names and location of many of the world's major rivers on maps (Volga, Danube, Rhine, Yangtze, Ganges, Nile, Congo, Mississippi, Amazon).</p> <p>Place Knowledge</p> <p>Know and explain link vocabulary to the theme e.g. erosion, deposition, transportation, delta.</p> <p>Know and explain why many cities of the world are situated by rivers and why this makes it an attractive location.</p> <p>Human Features</p> <p>Know how a location fits into its wider geographical location; reference to human and economical features.</p> <p>Know and explain why many cities of the world are situated by rivers and explain why this makes it an attractive location.</p> <p>Physical Features</p>

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Know how to describe the physical features of rivers.

Skills, Maps Work and Field Work

Know how to ask questions: what is this landscape like?, how has it changed?, what made it change?, how is it changing?

Know how to analyse evidence and draw conclusions.

Know how to compare historical maps of varying scales, temperatures of various locations and the influence on people.

Know how to plan a journey in another part of the world, taking account of distance and time.

Know how to identify and explain different views of people including themselves.

Know how to design and use questionnaires to obtain views of community on a subject.

Know how to collect and record evidence.

Know how to conduct a land use survey.

Know how to communicate in ways appropriate to task and audience – persuasive writing, present information on map overlays to show levels of information e.g. old and new.

Know that field sketches should show understanding of pattern, movement and change.

Know how to draw in scale – accuracy of scale locate information / place with speed and accuracy, use key to make deductions about landscape / industry.

Know that Littleham is an old and original settlement that has developed into being part of Exmouth. Know how the area has developed.

Visit the area to find examples of older buildings and study aerial photos to find out why Exmouth developed. Find out about why it developed and link to why places in Egypt developed. Link to settlements near to a river.

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Science	<p>Humans go through characteristic stages as they develop towards old age. These stages include baby, infant, toddler, child, adolescent, young adult, adult and senior citizen. Puberty is the transition between childhood and adulthood. Know that as part of their life cycle plants and animals reproduce.</p> <p>Know that most animals reproduce sexually.</p> <p>Know how animals reproduce sexually involving two parents where the sperm from the male fertilises the female egg.</p> <p>Know that animals, including humans, have offspring which grow into adults.</p> <p>Know that in humans and some animals, these offspring will be born live, such as babies or kittens and then grow into adults.</p> <p>Know that in some animals, such as chickens or snakes, there may be eggs laid that hatch into young which then grow into adults.</p> <p>Know that some young undergo a further change before they becomes adults e.g. caterpillars to butterflies and know this is called metamorphosis.</p> <p>Know that when babies are young, they grow rapidly and that they are very dependent on their parents.</p> <p>Know how a baby changes physically as it grows and in what it is able to do.</p> <p>Know that as a baby develops they learn many skills.</p> <p>Know that at puberty, a child's body changes and develops primary and secondary sexual characteristics and that this enables adults to reproduce. (NB this needs to be taught alongside PSHE).</p> <p>Knowledge of Working Scientifically</p> <p>Know how to begin to explore ideas and ask own questions about scientific phenomena.</p> <p>Know how to begin to plan different types of scientific enquiry to answer questions.</p> <p>Know how to choose suitable sources and begin to separate opinion from fact.</p>
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Littleham CE Primary School Year 5 Rolling Programme



	<p>Know how to recognise which secondary sources will be most useful to research their ideas.</p> <p>Know how to choose an appropriate form of presentation including scatter graphs e.g. for age each member of class learnt to walk.</p> <p>Know how to be able to answer their questions using scientific evidence gained from a range of sources.</p> <p>Know how to separate opinion from fact in conclusions.</p> <p>Know how to be able to talk about their degree of trust in the sources used.</p> <p>Know how to identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Know that your body and mind change throughout your life and how this can affect your thoughts and aspirations for the future.</p> <p>Ask parents/carers about life when they grew up. How did their aspirations change? Who inspired them? Collect photos of them as they grew up. Look for similarities between child and relatives.</p>
<p>Art and design</p>	<p>Know that art was used as means of communication in Ancient Egypt. Know the style in which they drew people. Know some of the hieroglyphs used.</p> <p>Use of Sketchbooks</p> <p>Know how to use sketchbooks to show how ideas have developed and improved.</p> <p>Know how to use their sketchbook to show knowledge and art history they have learnt.</p> <p>Drawings</p> <p>Know how to use new media such as pen and ink and practise using these.</p> <p>Know techniques for drawing with pastel and charcoal and practise using these.</p> <p>Know how to make a collection of drawings around a theme.</p> <p>Know how to use hard and soft lines to show the detail in the distance, foreground and avoid using a rubber.</p>

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Know how to prepare a drawing surface to create a wax crayon image (e.g. a solid area, apply a top layer of black paint mixed with washing up liquid, drawing by scraping into the surface) in the style of Egyptian figures.

Know how to organise line, tone, shape and colour to represent figures and forms in movement.

Know how to be able to draw for a sustained period of over one session.

Know how to explain their preferences of mediums.

Printing

I know that printing onto a range of surfaces will create different effects.

I know different techniques to mono print.

I know how to print coloured, repeated patterns onto surfaces of my choice.

I know how to use roller and printing ink to experiment with mark making.

Line

Know how to use symmetry to draw accurate shapes.

Know and use lines when creating expression with a greater understanding.

Shape

Know how to adapt the work of others to compose original ideas.

Tone

Know how to use tone when drawing with an increasing sophistication.

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	<p>Study and consider how people were depicted in Ancient Egypt art. Focus on black and white line drawings of Egyptian figures and replicate the style in pencil, charcoal, pen and ink, pastels and through printing and etching.</p>
Music	<p>Over the course of the year listen, learn and sign 5 songs. These could be linked to the topics if possible, but should be from a range of genres and time periods and cover the knowledge and skills listed below.</p> <p>Listen and Appraise</p> <p>Know five songs from memory, who wrote them, when they were written and if possible, why?</p> <p>Know the style of the five songs and name other songs from the units in those styles.</p> <p>Know how to consider two or three other songs and be able to talk about (in all 8 songs):</p> <ul style="list-style-type: none">- Some of the style indicators- The lyrics – what the songs are about- Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)- The main sections of the songs – intro, verse, chorus etc- Some of the instruments they hear in the songs- The historical context of the song – what else was going on at the time. <p>Know how to identify and move to the pulse with ease.</p> <p>Know how to think about the message of the song.</p> <p>Know how to compare two songs in the same style, talk about what stands out, similarities and differences.</p> <p>Know how to listen carefully and respectfully to other people’s thoughts about the music.</p> <p>Know how to use vocabulary when talking.</p> <p>Know how to talk about the musical dimensions working together.</p> <p>Know how to talk about the music and how it makes us feel.</p>

Dimensions of Music

Know how to talk about pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song.
Know how to keep the internal pulse.

Know how, when using warm up tracks using three notes;

- to find the pulse
- to lead the class by inventing rhythms for others to copy back
- to copy back 2 note riffs by ear and with notation
- to question and answer using 2 different notes.

Singing

Know how to learn and confidently sing five songs and their parts from memory and to sing them with a strong internal pulse.

Know how to choose a song and be about to talk about:

- it's main features
- singing in unison, the solo, lead vocal, backing vocals or rapping
- know what the song is about and the meaning of the lyrics
- know and explain the importance of warming your voice up

Know how to sing in unison and to sing backing vocals.

Know how to enjoy exploring solo singing.

Know how to listen to the group when singing.

Know how to demonstrate good singing posture.

Know how to follow a leader when singing.

Know how to experience rapping and solo singing.

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	<p>Know how to listen to each other and be aware of how you fit into a group.</p> <p>Know how to sing with awareness of being in tune.</p> <p>Know that music has played an important part in many civilizations. Know how Ancient Egyptians played music and why it was important. Link with modern society and know how music can have a positive influence on people.</p>
<p>Computing</p>	<p>Understand how powerful the internet can be in research but also that not everything on it is true. Learn how to stay safe when using the internet.</p> <p>Know that the internet can connect you with so many places in the world, including Egypt in order to find out about the pharaohs. Know that websites can give differing accounts of the same idea.</p> <p>Technology In Our Lives</p> <p>Know (and be able to explain) the difference between the internet and the World Wide Web and how they are linked.</p> <p>Know how information online may not be accurate or reliable.</p> <p>Know which resources on the internet can be downloaded and used.</p> <p>Know the ways in which websites advertise their products to me.</p> <p>Research Ancient Egyptians by visiting websites of museums in Egypt and around the world to access their artefacts and information. Find information from different sites. How can you decide which websites are genuine?</p>
<p>Design and Technology</p>	<p>Design</p> <p>Know how to list tools needed before starting the activity.</p> <p>Know how to plan the sequence of work e.g. using a storyboard.</p> <p>Know how to record ideas using annotated diagrams.</p>

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Know how to use models, kits and drawings to help formulate design ideas.

Know how to combine modelling and drawing to refine ideas.

Know how to sketch and model alternative ideas.

Make

Know how to make prototypes.

Know how to develop one idea in depth.

Know how to use researched information to inform decisions.

Know how to produce detailed lists of components / materials / tools.

Know how to cut accurately and safely to a marked line.

Know how to select from and use a wide range of materials.

Know how to use appropriate finishing techniques for the project.

Know how to refine their product – review and rework / improve.

Know how to use a computer to model ideas.

Evaluate

Know how to research and evaluate existing products (including book and web based research).

Know how to identify the strengths and weaknesses of their design ideas and include evaluations.

Know how to give a report using correct technical vocabulary.

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Know how to consider and explain how the finished product could be improved related to the design criteria.

Know how to present evaluations.

Structures

Know how to use correct terminology for tools, materials and processes.

Know how to mark hole positions accurately.

Know how to cut strip wood, dowel, square section wood accurately to 1mm.

Know how to join materials using appropriate methods.

Know how to build frameworks to support structures.

Know how to stiffen and reinforce complex structures.

Know that discoveries and inventions in the past have helped shape our lives today. Know that to overcome challenges people have to adapt and be creative and not give up in order to reach their full potential.

In small groups, build tombs and pyramids of different sizes using a range of construction materials including Lego, wooden blocks, bricks, dowel and cardboard boxes.

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Term 1 – Autumn	
	<p>What are the key pieces of knowledge we want children to remember, be able to build upon and to reflect on within each subject area of this topic? This knowledge or skill features heavily in sub theme or will not be repeated.</p> <p>Text in this colour describes example activities to support the main theme of the topic.</p> <p>Text in this colour relates to key pieces of knowledge linked specifically to our Curriculum Intent.</p>
Sub-themes	How do levers help us?
Science	<p>Discrete science teaching and learning.</p> <p>Investigate levers and how they help to reduce the effort needed to bring about an effect. Levers are simple machines that give us a mechanical advantage, which means they multiply the force applied. A hinged door is an example of a lever. The force needed to push a hinged door closed is smaller the further from the hinge (or fulcrum) that it is pushed.</p> <p>Forces</p> <p>Know that a force causes an object to start moving, stop moving, speed up, slow down or change direction.</p> <p>Know that gravity is a force that acts at a distance.</p> <p>Know that everything is pulled to the Earth by gravity.</p> <p>Know that gravity causes unsupported objects to fall.</p> <p>Know that air resistance, water resistance and friction are contact forces that act between moving surfaces.</p> <p>Know that a mechanism is a device that allows a small force to be increased by a larger force.</p> <p>Know that pay back is that it requires a greater movement.</p> <p>Know that the small force moves a long distance and the resulting larger force moves a small distance e.g a crowbar or bottle top remover.</p> <p>Know that pulleys, levers and gears are all mechanisms, also known as simple machines.</p>

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Knowledge of Working Scientifically

Know how to ask further questions based on results.

Know how to recognise and control variables where necessary.

Know how to begin to decide which variables to control.

Know how to make decisions about what observations to make, measurements to take and how long to make them for.

Know how to take repeat reading where appropriate.

Know how to measure using standard units using equipment that has scales, involving decimals.

Know how to prepare own tables to record data, including columns for taking repeat readings.

Know how to begin to choose an appropriate form of presentation including scatter graphs.

Know how to answer their questions identifying patterns.

Know how to provide oral or written explanations for their findings.

Know how to explain their degree of trust in their results including the precision in taking measurements and accuracy of results.

Know how levers and ramps and pulleys were involved in building of the pyramids.

Learn about different types of lever that people use every day. Look at levers around the school, house and garden: tongs, wheelbarrows, nutcrackers for example. Then use a hinged door to investigate how levers work. First, the children mark 10 cm graduations across the width of the door. They use push/pull spring balances to push the door, starting at the first mark near the door's outer edge. As they push, the children observe, measure and record the force needed in newtons (N). They repeat this action for every 10 cm interval until they reach the hinged edge of the door. Children display their results in a graph.

Link to Design Technology – make model shadufs that were used in Ancient Egypt.

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Design Technology	<p>Know that shadufs were used in Ancient Egypt as an irrigation tool.</p> <p>Design</p> <p>Know how to list tools needed before starting the activity.</p> <p>Know how to plan the sequence of work e.g. using a storyboard.</p> <p>Know how to record ideas using annotated diagrams.</p> <p>Know how to use models, kits and drawings to help formulate design ideas.</p> <p>Know how to combine modelling and drawing to refine ideas.</p> <p>Know how to sketch and model alternative ideas.</p> <p>Know how to devise step by step plans which can be read / followed by someone else.</p> <p>Make</p> <p>Know how to make prototypes.</p> <p>Know how to develop one idea in depth.</p> <p>Know how to use researched information to inform decisions.</p> <p>Know how to produce detailed lists of components / materials / tools.</p> <p>Know how to cut accurately and safely to a marked line.</p> <p>Know how to select from and use a wide range of materials.</p> <p>Know how to use appropriate finishing techniques for the project.</p>
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Know how to refine their product – review and rework / improve.

Know how to use a computer to model ideas.

Evaluate

Know how to research and evaluate existing products (including book and web based research).

Know how to consider user and purpose.

Know how to identify the strengths and weaknesses of their design ideas and include evaluations.

Know how to give a report using correct technical vocabulary.

Know how to consider and explain how the finished product could be improved related to the design criteria.

Know how to present evaluations.

Structures and Mechanical Systems

Know how to use correct terminology for tools, materials and processes appropriate to the project.

Know how to cut strip wood, dowel, square section wood accurately to 1mm.

Know how to join materials using appropriate methods.

Know how to build frameworks to support mechanisms

Know how to stiffen and reinforce complex structures.

Know how to use mechanical systems such as pulleys.

Know that mechanical systems have inputs > processes > outcomes.

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Design and make model Shadufs that were used in Ancient Egypt.

Term 2 – Spring

What are the key pieces of information we want children to remember and be able to build upon and reflect on within each subject area of this topic?

Text in this colour relates to key pieces of knowledge linked specifically to our Curriculum Intent.

Text in this colour describes example activities to support the main theme of the topic.

Main Topic

Off with Her Head! (History)

History

Henry VIII was King of England 1509 until he died in 1547. He is mostly remembered for having six wives and for breaking away from the Catholic Church and the Pope. He was 18 when he became King and was an excellent sportsman, composer and author. Later in life he became overweight and developed health issues. He was known to be a cruel and selfish man. During his reign, Henry founded the Church of England (Henry's Great Matter) and expanded the Royal Navy from five ships to sixty.

Chronology

Know how to plot significant events on timelines, including antecedents.

Know how to describe the main achievements in the lifetime of a monarch.

Know how to explain factors that can lead to a cultural shift.

Historical Enquiry

Know how to use evidence to explain changes between time period studied and modern day.

Know how to interpret primary evidence and give judgements.

Know how the wreck of the Mary Rose has been a significant piece of primary evidence and what has been learnt from it.

Know how to justify judgements against scrutiny.

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Know how to evaluate a range of primary and secondary sources in order to construct a mostly independent historical argument.

Interpretations of History

Know how to justify the qualities they feel make a good ruler.

Know why a seemingly insignificant act had significant ramifications.

Continuity and Change

Know how to compare and contrast occupations from a specific period and now.

Know how to compare two key explorers and their explorations from distinctly different time periods and how they differ.

Know how to compare the leadership styles of two rulers from different time periods.

Cause and Consequence

Know the consequences of diseases such as Scurvy on explorations during Tudor times.

Know the consequences that occurred due to the dissolution of the monasteries, that still affect religion in England today.

Similarities and Differences

Know how to compare two key explorers and their explorations from distinctly different time periods and how they differ.

Know how to compare how rich and poor lived in the period studied.

Significance

Know the significance of the finding of the wreck of The Mary Rose to historians.

Know the significance of some of the Tudor Explorers and their Explorations.

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	<p>Black and British Key Question – What Part Did Black People Play in British Life When They Started to Settle 500 Years Ago?</p> <p>Know that there had been no black people in Britain since Roman Times and that there were only a few hundred Black Britains living in Britain in Tudor Times.</p> <p>Know that John Blanke was a black musician in London in the early 16th century, who probably came to England as one of the African attendants of Catherine of Aragon in 1501. He is one of the earliest recorded black people in England after the Roman period.</p> <p>Know how to investigate a range of sources to draw inferences, especially about the status of featured individuals.</p> <p>Know how to read documents in context, making sure they do not jump to conclusions, and working out what can be said with certainty and what cannot.</p> <p>Know that: the Dissolution of the Monasteries happened as a consequence of Henry’s Great Matter; the conflict between Henry VIII and the Roman Catholic Church eventually led to the seizure of Church properties by the state; over 800 monasteries were dissolved, demolished for building materials, sold off or reclaimed as Anglican Churches. For Buckfast Abbey, the fateful day arrived on 25th February 1539. Buckfast Abbey forms part of an active Benedictine monastery at Buckfast, near Buckfastleigh, Devon. Buckfast first became home to an abbey in 1018.</p> <p>Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs and protest against injustice.</p> <p>Visit Buckfast Abbey and research about the dissolution there.</p>
<p>Geography</p>	<p>Settlements come in many different sizes and these can be ranked according to their population and the level of services available. A settlement hierarchy includes hamlet, village, town, city and large city.</p> <p>Aerial photography is used in cartography, land-use planning and environmental studies. It can be used alongside maps to find out detailed information about a place or places.</p> <p>Locational Knowledge</p> <p>Know the names of the rives of the UK (Tamar, Exe, Axe, Thames, Wye, Severn, Mersey, Great Ouse, Trent, Ouse, Tyne)</p>

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Know the names and location of many of the world's major rivers on maps (Volga, Danube, Rhine, Yangtze, Ganges, Nile, Congo, Mississippi, Amazon).

Know the names and locations of major jungles and deserts e.g. Antarctica, Arctic, Sahara, Arabian, Gobi, Kalahari deserts and Borneo, Amazon, India, Sri Lanka and West African rainforests (link to Tudor Explorer routes).

Place Knowledge

Know why many cities of the world are situated by rivers and why this makes it an attractive location.

Human Features

Know how a location fits into its wider geographical location; reference to human and economical features.

Skills, Maps Work and Field Work

Know how to describe route, direction and location, linking 8 points of the compass to degrees on the compass (link to Tudor Explorations).

Know how to analyse evidence and draw conclusions.

Know how to compare historical maps of varying scales, temperatures of various locations and its influence on people.

Know how to collect and record evidence.

Know how to conduct a land use survey.

Know how to communicate in ways appropriate to task and audience – present information on map overlays to show levels of information e.g. old/new.

Know how to plan a journey to a place in another part of the world, taking account of distance and time.

Know how to draw in scale – accuracy of scale, locate information / place with speed and accuracy use key to make deductions about landscape / industry.

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	<p>Know that: Montacute House is a late Tudor mansion with garden in Montacute, South Somerset. Queen Elizabeth, the daughter of Henry VIII and Anne Boleyn, was the monarch at the time and it is often called an Elizabethan building.</p> <p>Plymouth is famous for its Royal Naval base. In 1588, the ships of the English Navy set sail for the Spanish Armada through the mouth of the River Plym, thereby establishing the military presence in Plymouth.</p> <p>St Nicholas Priory in Exeter was a former Tudor merchant's house.</p> <p>An example of a Tudor house still stands in Exeter. It is thought to have been built during the 14th Century.</p> <p>Visit St Nicholas Priory and research life in Exeter and Devon during the Tudor times. Look at photographs of Exeter, Monacute house and Buckland Abbey (Drake) to learn about how these buildings were laid out and compare to buildings today.</p>
Science	<p>Materials can be grouped according to their basic physical properties. Properties include hardness, solubility, transparency, conductivity (electrical and thermal) and magnetism. Know that some mixtures can be separated by filtering, sieving and evaporating.</p> <p>Properties of Materials</p> <p>Know that materials have different uses depending on their properties and state (solid, liquid and gas).</p> <p>Know that properties include hardness, transparency, electrical and thermal conductivity and attraction to magnets.</p> <p>Know that some materials will dissolve in a liquid and form a solution while others are insoluble and form a sediment.</p> <p>Know that mixtures can be separated by filtering, sieving and evaporation.</p> <p>Know that some changes to materials such as dissolving, mixing and changes of state are reversible.</p> <p>Know that some changes such as burning wood, rusting and mixing vinegar with bicarbonate of soda result in the formation of new materials and are not reversible.</p>

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	<p>Knowledge of Working Scientifically</p> <p>Know how to take measurements using a range of scientific equipment with increasing accuracy and precision.</p> <p>Know how to use a range of new equipment to make measurements with increasing precision.</p> <p>Know how to measure using standard units using equipment that has scales involving decimals.</p> <p>Know how to record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.</p> <p>Know how to be able to answer their question, describing causal relationships.</p> <p>Know how to use test results to make predictions for further tests.</p> <p>Try to use techniques for cleaning water and link to Water Aid and the need for clean water.</p> <p>Investigate physical properties practically e.g. through electric circuits and using magnets. Investigate sea water/brackish water and how to produce clean water using techniques learned.</p>
<p>Art and design</p>	<p>A portrait is a picture of a person that can be created through drawing, painting and photography. Artistic movements or artists that communicate feelings through portraiture include the Expressionists.</p> <p>Use of Sketchbooks</p> <p>Know how to produce a montage all about themselves.</p> <p>Know how to use sketchbooks to show how ideas have developed and improved.</p> <p>Know how to use their sketchbook to how they have discussed ideas with others.</p> <p>Know how to use their sketchbook to show knowledge and art history they have learnt.</p>

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Drawings

Know how to make a collection of drawings around a theme.

Know how to organise line, tone, shape and colour to represent figures and forms in movement.

Know how to be able to draw for a sustained period of over one session.

Know how to use simple perspective using a single focal point.

Know how to explain their preferences of mediums.

Know how to use shade to show mood and feeling.

Painting

Know how to mix and match colours for purposes (e.g. skin colours) and experiment in their own work.

Know how to mix different thicknesses of paints.

Know how to use layers of paint to add detail to background colours.

Know how to create different skin tones.

Know how to create mood and feeling in their paintings.

Know how to express their own emotions accurately through their painting through colour.

Colour

Know how to mix more complex colours to depict thoughts and feelings.

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	<p>Shape</p> <p>Know how to adapt the work of others to compose original ideas.</p> <p>Tone</p> <p>Know how to use tone when drawing with an increasing sophistication.</p> <p>Know how to analyse artists' use of tone.</p> <p>Bring in photos of self and family members to draw/paint self-portraits and those of family looking for similarities. Look at portraits by Hans Holbein, including those of Anne Boleyn, Henry VIII and Thomas Cromwell. Discuss their features: posture, colour and other interesting details and compose questions inspired by the portraits about each individual.</p> <p>Hans Holbein worked under Anne Boleyn and Cromwell's patronage. Children could practise sitting for a portrait. What objects or outfits would they need to portray their character?</p> <p>Create their own portraits using techniques used in Tudor times or through studying the portraits of the time and using different media.</p>
<p>Music</p>	<p>Musical vocabulary includes pitch, rhythm, pulse, duration, structure, dynamics, harmony, tempo, timbre and texture.</p> <p>Accurate and confident group performances benefit from various factors: practice and preparation; the monitoring and adjustment of pitch, rhythm, timbre and dynamics; rapid responses to the actions of others and awareness of the role of each musician.</p> <p>Playing</p> <p>Know and be able to talk about different ways of writing music down e.g. staff notation, symbols.</p> <p>Know the notes C,D,E,F,G,A,B and C on the treble stave.</p> <p>Know the instruments they might play or be played in a band or orchestra or by their friends – how does this compare with a Tudor group of musicians.</p> <p>Know how to play a musical instrument with the correct techniques within the context of the song.</p>

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Know how to select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – one notes, simple or medium part or melody from memory or notation.

Know how to rehearse and perform their part.

Know how to listen to and follow musical instruments from a leader.

Know how to lead a rehearsal session.

Composition

Know about be able to talk about a composition is music that is created by you and kept in some way. It's like writing a story and can be played or performed again to your friends.

Know that a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure.

Know how notation is the connection between sound and symbol.

Know how to create simple melodies using up to 5 different notes and simple rhythms (link to Tudor tuned instrument style).

Know how to explain the keynote or home note and the structure of the melody.

Know how to listen to and reflect on the developing composition and make musical decisions about how the melody connects with the song.

Know how to record the composition in any way appropriate that recognises the connections between sound and symbol e.g. graphic / pictorial notation.

Over the course of the year listen, learn and sign 5 songs. These could be linked to the topics if possible, but should be from a range of genres and time periods and cover the knowledge and skills listed below – this term link to one Tudor Song as music focus is areas written above.

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Listen and Appraise

Know five songs from memory, who wrote them, when they were written and if possible, why?

Know the style of the five songs and name other songs from the units in those styles.

Know how to consider two or three other songs and be able to talk about (in all 8 songs):

- Some of the style indicators
- The lyrics – what the songs are about
- Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)
- The main sections of the songs – intro, verse, chorus etc
- Some of the instruments they hear in the songs
- The historical context of the song – what else was going on at the time.

Know how to identify and move to the pulse with ease.

Know how to think about the message of the song.

Know how to compare two songs in the same style, talk about what stands out, similarities and differences.

Know how to listen carefully and respectfully to other people's thoughts about the music.

Know how to use vocabulary when talking.

Know how to talk about the musical dimensions working together.

Know how to talk about the music and how it makes us feel.

Dimensions of Music

Know how to talk about pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song.

Know how to keep the internal pulse.

Know how, when using warm up tracks using three notes;

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- to find the pulse
- to lead the class by inventing rhythms for others to copy back
- to copy back 2 note riffs by ear and with notation
- to question and answer using 2 different notes.

Singing

Know how to learn and confidently sing five songs and their parts from memory and to sing them with a strong internal pulse.

Know how to choose a song and be about to talk about:

- it's main features
- singing in unison, the solo, lead vocal, backing vocals or rapping
- know what the song is about and the meaning of the lyrics
- know and explain the importance of warming your voice up

Know how to sing in unison and to sing backing vocals.

Know how to enjoy exploring solo singing.

Know how to listen to the group when singing.

Know how to demonstrate good singing posture.

Know how to follow a leader when singing.

Know how to experience rapping and solo singing.

Know how to listen to each other and be aware of how you fit into a group.

Know how to sing with awareness of being in tune.

Know about a range of courtly Tudor music. Know the instruments they hear and describe how the music makes them feel. Role play, bringing the Tudor court to life while the music plays! Compose in the style of Tudor music, using recorders or similar. Learn a Tudor Song and appraise it.

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	<p>Encourage the children to listen to the music more than once, miming courteous actions to each other as they sit or move around the room. 'Tudor-style' music can be downloaded for use from Audio Network.</p>
<p>Computing</p>	<p>A range of technologies can be selected, used and combined, such as using different hardware and software to create a solution that will have an impact on others.</p> <p>Multimedia</p> <p>Know how to select, use and combine appropriate technology tools to create an effect that will have an impact on others.</p> <p>Know how to select appropriate online or offline tools to create and share ideas.</p> <p>Know how to use text, photos, sound and video editing tools to refine work.</p> <p>Know how to use skills that have previously been developed to create content using unfamiliar technology.</p> <p>Handling Data</p> <p>Know how to collect data, identify where it could be inaccurate and suggest how it could be checked.</p> <p>Know how to present data in an appropriate way.</p> <p>Know how to use a spreadsheet to collect and record data.</p> <p>Take an initial survey of their classmates to discover how many think Anne was guilty. Use the categories: strongly agree; agree; don't know; disagree; strongly disagree. Record this data in a bar or pie chart and include within an information page about Anne.</p> <p>Know how to create, select and combine a range of texts, images, sound clips and videos for given purposes which could include creating a web page, slide show presentation, short film or an animation.</p> <p>Create an informative presentation, using appropriate software, to create a synopsis of their Tudor project, highlighting their favourite parts. Use text (in suitably historic-style fonts), an atmospheric Tudor music soundtrack and downloaded images of the key players in the Tudor story.</p>

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Design and Technology	<p>Design</p> <p>Know how to list tools needed before starting the activity.</p> <p>Know how to plan the sequence of work (e.g. using a storyboard).</p> <p>Know how to record ideas using annotated diagrams.</p> <p>Know how to use research, models, kits and drawings to help formulate design ideas.</p> <p>Know how to combine modelling and drawing to refine ideas.</p> <p>Know how to sketch and model alternative ideas.</p> <p>Know how to decide which design idea to develop.</p> <p>Make</p> <p>Know how to produce lists of components / materials and tools.</p> <p>Know how to select from and use a wide range of tools and materials.</p> <p>Know how to cut accurately and safely to a marked line.</p> <p>Know how to use appropriate finishing techniques for the project.</p> <p>Evaluate</p> <p>Know how to research and evaluate existing products (including book and web based research).</p> <p>Know how to consider user and purpose.</p> <p>Know how to identify the strengths and weaknesses of their design ideas and include evaluations.</p>
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Know how to give a report using correct technical vocabulary.

Know how to consider and explain how the finished product could be improved related to design criteria.

Know how to discuss how well the finished product meets the design criteria of the user.

Know how to understand how key people have influenced design (Tudor architects).

Know how to present evaluations.

Structures

Know how to use the correct terminology for tools, materials and processes.

Know how to cut strip wood, dowel, square section wood accurately to 1mm.

Know how to join materials using appropriate methods.

Know how to build frameworks.

Know how to stiffen and reinforce structures.

Research about traditional Tudor Wattle and Daub buildings. Learn about the development of Tudor architecture and different styles.

In groups create small panels of wattle and daub, using wood, twigs and daub (or a substitute). Join together to create a model of a Tudor Building with a thatch roof.

A larger scale model could be created outside in the forest school area.

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Term 2 – Spring	
	<p>What are the key pieces of information we want children to remember and be able to build upon and reflect on within each subject area of this topic?</p> <p>Text in this colour relates to key pieces of knowledge linked specifically to our Curriculum Intent.</p> <p>Text in this colour describes example activities to support the main theme of the topic.</p>
Sub-Themes	Why does a compass always point north? Which materials conduct heat?
Science	<p>Investigate why compasses point north and make and improve simple compasses. A compass helps us navigate because it always points north as it aligns to the Earth's magnetic field. A compass needle is made from a magnetised metal.</p> <p>Build on pupils' knowledge from Year 3 about materials that are attracted to a magnet. Link to Tudor navigators using the magnetic North Pole to help navigate. Could also bring in astrolabe and chip log for speed.</p> <p>Forces and Magnets - From Year 3</p> <p>Know that a magnet attracts magnetic material.</p> <p>Know that iron, nickel and other materials containing these e.g. stainless steel are magnetic.</p> <p>Know that the strongest parts of a magnet are the poles.</p> <p>Know that the magnets have two poles, a north pole and a south pole.</p> <p>Know that if two like poles are brought together they will push away from each other (repel).</p> <p>Know that if two unlike poles are brought together they will pull together (attract).</p> <p>Properties of Materials</p> <p>Know that materials have different uses depending on their properties and state (solid, liquid and gas).</p> <p>Know that properties include hardness, transparency, electrical and thermal conductivity and attraction to magnets.</p>

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Knowledge of Working Scientifically

Know how to ask further questions based on results.

Know how to recognise and control variables where necessary.

Know how to begin to decide which variables to control.

Know how to make decisions about what observations to make, measurements to take and how long to make them for.

Know how to take repeat reading where appropriate.

Know how to measure using standard units using equipment that has scales, involving decimals.

Know how to prepare own tables to record data, including columns for taking repeat readings.

Know how to begin to choose an appropriate form of presentation including scatter graphs.

Know how to answer their questions identifying patterns.

Know how to provide oral or written explanations for their findings.

Know how to explain their degree of trust in their results including the precision in taking measurements and accuracy of results.

Start by making a simple 'wet' compass. First, magnetise a sewing needle by repeatedly stroking it with a permanent magnet. Then slide the needle inside a trimmed drinking straw that is floating on a saucer of water. Observe the straw and needle to see if they point north. Identify what happens when they move a magnet and other materials, such as metal, plastic and wood, close to the straw and needle. Improve the design or accuracy of the compass by choosing a variable to test.

Investigate thermal conductivity and how this property dictates how we use certain materials and objects. A material's properties define how we use it and metals are good thermal conductors. Metal pans are typically strong and durable and because they conduct heat they are great for cooking. Link with keeping safe in the home and the need for insulators for pan handles, oven gloves and wooden spoons.

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Properties of Materials

Know that materials have different uses depending on their properties and state (solid, liquid and gas).

Know that properties include hardness, transparency, electrical and thermal conductivity and attraction to magnets.

Knowledge of Working Scientifically

Know how to take measurements using a range of scientific equipment with increasing accuracy and precision.

Know how to use a range of new equipment to make measurements with increasing precision.

Know how to measure using standard units using equipment that has scales involving decimals.

Know how to record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.

Know how to be able to answer their question, describing causal relationships.

Know how to use test results to make predictions for further tests.

Use a self-adhesive thermochromic sheet to identify materials that are thermal conductors. Choose materials to test of a similar thickness and stick a small strip of the thermochromic sheet to one side of each material. Put each material – thermochromic sheet face-up – on the palm of their hands. If the materials conduct heat, the heat from their hands will pass through the material and change the colour of the thermochromic sheet. Observe the thermochromic sheet on each material for the same length of time and look for and record any changes in its colour. Use the results to identify the materials that are thermal conductors and relate their findings to how each material is used.

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Term 3 – Summer

What are the key pieces of information we want children to remember and be able to build upon and reflect on within each subject area of this topic?

Text in this colour relates to key pieces of knowledge linked specifically to our Curriculum Intent.

Text in this colour describes example activities to support the main theme of the topic.

Main Topic	Allotment
<p>History</p>	<p>Allotments have been used throughout time as a way of people growing their own food and saving/making money as well as feeding their family. Know the importance of allotments during rationing in WWII.</p> <p>Chronology</p> <p>Plot significant events on timeline including antecedents (e.g. significant battles).</p> <p>Historical Enquiry</p> <p>Know how to interpret primary evidence and give judgements. Begin to justify those judgements against scrutiny.</p> <p>Know how to evaluate a range of primary and secondary sources in order to construct a mostly independent historical argument (e.g. why Britain faced the risk of an invasion in June 1940).</p> <p>Interpretations of History</p> <p>Know how to interpret numerical and written data to justify why a political leader needed to act in the way they did.</p> <p>Know how to justify why a seemingly insignificant act had significant ramifications.</p> <p>Know how to apply knowledge to reach a judgement about how serious that threat of invasion was.</p> <p>Know which factors contributed to Britain winning the Battle of Britain in 1940 and make a judgement as to which of these they feel were most significant.</p> <p>Continuity and Change</p>

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Know how to compare and contrast occupations from a specific time period and now.

Know how to compare two key British Battles from distinctly different time periods and how they differ.

Know how to compare the leadership styles of two rulers from different time periods.

Know how to interpret numerical and written evidence to explain and justify why Hitler needed to defeat the RAF before launching an invasion of Britain in 1940.

Cause and Consequence

Know how to explain with evidence what drives some people to become social reformers and the impact of some of those reformers.

Know and explain why there was a rise in the establishment of allotments during WW2.

Know and explain the relative importance of the factors that contributed to Britain winning the Battle of Britain in 1940 and make a judgment as to which of these were felt were most significant.

Know and explain the consequences that WW2 had on women's careers from 1940s Britain onwards.

Similarities and Differences

Know how to compare and contrast elements of WW2 in UK and Germany e.g. military planes, bombing missions, care of prisoners of war.

Know the differences between farming and food production in WW2 and present day.

Know the similarities and differences between life prior to WW2 and during WW2.

Significance

Know how to discuss with evidence whether one historic WW2 battle is more significant than another (i.e. Battle of Britain and the Battle of Stalingrad)

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	<p>Black and British <i>Key Question – When so many Black people rushed to fight in the two world wars, why then is it only recently that their sacrifice has been properly recognised?</i></p> <hr/> <p>Know that there was a bar on Black soldiers fighting in the army in WW1 and know the types of jobs they did</p> <p>Know why Walter Tull was an exception and that he was the first British-born black arm Officer and the first black officer to lead white British troops into Battle.</p> <p>Know that the bar on entry to the armed forces was less stringent in World War Two.</p> <p>Know that many Black people joined the RAF.</p> <p>Know that allotments are still part of our culture today and many people in Exmouth, including at our own school, use them to grow food for themselves and friends/family.</p> <p>Recognise how Exeter and the South West were impacted during WW2. Know that a WW2 bomb needed a controlled explosion in Exeter in 2021 and still impacted lives of those living near to it.</p> <p>Research 'Dig for Victory' especially in Exmouth/Devon and the importance of growing your own food.</p>
Geography	<p>Agricultural land use in the UK can be divided into three main types, arable (growing crops), pastoral (livestock) and mixed (arable and pastoral). An allotment is a small piece of land used to grow fruit, vegetables and flowers. A wide variety of crops are farmed in the UK, such as wheat, barley, oats, potatoes, other vegetables, fruits and oilseed rape. A wide variety of livestock are reared on farms in the UK, such as sheep, dairy cattle, beef cattle, poultry and pigs.</p> <p>Locational Knowledge</p> <p>Know the names and locations of many of the world's most famous mountain regions and volcanoes on maps (Rockies, Andes, Alps, Himalyas + three UK highest mountains: Scafell Pike, Snowdon, Ben Nevis. Volcanoes of Japan, Iceland, Hawaii, Italy, Cape Verdi, Guatemala).</p> <p>Name and locate vegetation belts in the UK.</p> <p>Human Features</p>

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Know how a location fits into its wider geographical location; reference to human and economical features.

Physical Features

Know about the concept of biomes.

Know how to describe the physical features of mountains.

Skills, Maps Work and Fieldwork

Know how to ask questions: what is this landscape like? how has it changed? how is it changing?

Know how to analyse evidence and draw conclusions.

Know how to identify and explain different views of people including themselves.

Know how to design and use questionnaires to obtain views of community on a subject.

Know how to collect and record evidence.

Know how to conduct a land use survey.

Know how to communicate in ways appropriate to task and audience e.g. persuasive writing – present information on map overlays to show levels of information e.g. old/new

Know and demonstrate how field sketches should show understanding of pattern, movement and change.

Know how to draw in scale – accuracy of scale, locate information/place with speed and accuracy to use key to make deductions about landscape / industry

Know that there are pastoral farms near to school. Our allotment grows food for the school kitchen and for sale to parents as a way of cutting costs and food miles. There are allotment sites nearby in Exmouth. Growing some food at home could cut food miles and save money, helping the environment.

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	<p>Look at a map of Exmouth to find out where the allotments are sited. Ask Graham Bell, or other adult who has an allotment to visit to talk about how they organise their allotment, including the school one. Visit a local farm.</p>
<p>Science</p>	<p>Parts of a flower include the stamen, filament, anther, pollen, carpel, stigma, style, ovary, ovule and sepal. Pollination is when the male part of a plant (pollen) is carried, by wind, insects or other animals, to the female part of the plant (carpel). The pollen travels to the ovary, where it fertilises the ovules (eggs). Seeds are then produced, which disperse far away from the parent plant and grow new plants. Data can be recorded and displayed in different ways, including tables, bar and line charts, classification keys and labelled diagrams.</p> <p>Living Things and Their Habitats</p> <p>Know that as part of their life cycle plants and animals reproduce.</p> <p>Know that plants reproduce both sexually and asexually.</p> <p>Know that bulbs, tubers, runners and plantlets are examples of asexual plant reproduction which involves only one parent plant.</p> <p>Know that gardeners force plants to reproduce asexually by taking cuttings.</p> <p>Know that sexual reproduction occurs through pollination, usually involving wind or insects carrying seeds.</p> <p>Knowledge of Working Scientifically</p> <p>Know how to ask a range of yes/no questions, which work together, to aid sorting.</p> <p>Know how to put appropriate headings onto Carroll diagrams.</p> <p>Know how to choose suitable sources and begin to separate opinion from fact.</p> <p>Know how to begin to recognise which secondary sources will be most useful to research their ideas.</p> <p>Know how to separate opinion from fact in conclusions.</p> <p>Know how to be able to talk about their degree of trust in the sources they used.</p>

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	<p>Know that a wide range of plants grow on site in different habitats. Understand the different ways of reproduction in the plants in our school allotment such as cuttings, tubers and sexual reproduction. Know how the life cycle of an insect is useful to gardens (ladybird), frog and fox/badger.</p> <p>Help to prepare the plots, sow, pot on, harvest and use the food grown in the school allotment. Sort them according to criteria – reproduction, seed dispersal, how they grow. Look at life cycles of the three vertebrate groups and an insect using video clips and sequencing pictures.</p>
<p>Art and design</p>	<p>Ways to review and revisit ideas include annotating sketches and sketchbook pages, practising and refining techniques. Know that different things inspire artists: landscapes, people, objects, religion.</p> <p>Use of Sketchbook</p> <p>Know how to use their sketchbooks to show how ideas have developed and improved.</p> <p>Know how to use annotations in the sketchbook to show what further changes they would make.</p> <p>Know how to use their sketchbook to show how they have discussed ideas with others.</p> <p>Know how to use their sketchbook to show knowledge and art history they have learnt.</p> <p>Drawing</p> <p>Know how to use media such as pen and ink and practise using these.</p> <p>Know techniques for drawing with pastel and practise.</p> <p>Know how to make a collection of drawings around a theme.</p> <p>Know how to use their skills to draw simple objects including texture.</p> <p>Know how to draw for a sustained period of over one session.</p> <p>Know how to explain their preferences of mediums.</p>

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Painting

Know how to use layers of paint to add detail to background colours.

Know about their preferred style and create their own piece.

Know about different techniques and use in their final pieces.

Colour

Know how to mix and apply colours to represent still life objects from observation.

Know how to analyse colours used by artists' studied.

Form

Know how to represent form when drawing.

Know how to analyse how artists use and apply form in their work.

Line

Know how to analyse and describe how artists use line in their work.

Shape

Know how to adapt the work of others to compose original ideas.

Texture

Know and develop an understanding of texture through practical making activities.

Know how artists manipulate materials to create texture.

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	<p>Tone</p> <p>Know how to use tone when drawing with an increasing sophistication.</p> <p>Know how to analyse artists' use of tone.</p> <p>Know about local botanical artist Rev Keble Martin who lived in Woodbury. He illustrated the book <i>The Concise British Flora in Colour</i> (a copy is at Woodbury Salterton School)</p> <p>Find out about local artists and what inspired them to paint and why they chose the style, media and subject matter they did.</p> <p>Use the plants and flowers in our grounds/allotment for close up, still life Art work. Focus on pencil and pastel drawings, and move onto using paint for finished pieces in the style of Rev Martin's book. Go on to create collages or 3D effects.</p>
<p>Music</p>	<p>Both Jazz music and World War II had a significant impact on each other. Jazz music boosted the morale of soldiers fighting abroad and also lifted the spirits of their loved ones back at home. Many jazz musicians were soldiers, and several others travelled overseas or across the country to entertain troops</p> <p>Listen and Appraise</p> <p>Know five songs or pieces of music from WW2 era with a focus on Jazz.</p> <p>Know the style of the five songs.</p> <p>Know about what the song lyrics are about.</p> <p>Know about any musical dimensions features in the songs e.g. texture, dynamics, tempo, rhythm and pitch.</p> <p>Know about the main sections of the pieces of music, e.g. intro, verse, solo part.</p> <p>Know about some of the instruments they heard in the songs.</p> <p>Know about the historical context of the music – what else was going on at the time.</p>

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Know how to identify and move to the pulse with ease.

Games

Know how to be a musical leaders – creating musical ideas for the group to copy or respond to.

Know how to keep the internal pulse.

Playing

Know about the different ways of writing music down e.g. staff, notation, symbols, chords.

Know the notes C,D,E,F,G,A,B and C on the treble stave.

Know how the length of each note is represented e.g. crotchet, quaver, minim, semibreve.

Know the instruments that might be played in a band.

Know how to rehearse and perform their part.

Know how to listen to and follow musical instruments from a leader.

Know how to lead a rehearsal session.

Improvisation

Know how to improvise using the instruments and chords used in the context or style of a piece of music.

Learn about the styles of music people enjoyed during the war. Jazz and Blues were popular styles. Use ideas in the following link to support children to improvise in the style of Jazz Musicians.

<https://www.thepoint.org.uk/wp-content/uploads/2018/08/Resource-Pack-Jazz.pdf>

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<p>Computing</p>	<p>Programming</p> <p>Know how to decompose a problem into smaller part to design an algorithm for a specific outcome and. Use this to write a program.</p> <p>Know how to refine a procedure using repeat commands to improve a program.</p> <p>Know that variables can be used to increase programming possibilities.</p> <p>Know how to change an input to a program to achieve a different output.</p> <p>Know how to use 'if' and 'then' commands to select an action.</p> <p>Know how to use logical reasoning to detect and debug mistakes in a program.</p> <p>Know how to refine a procedure using repeat commands to improve a program.</p> <p>Know that variables can be used to increase programming possibilities.</p> <p>Know how to change an input to a program to achieve a different output.</p> <p>Using Scratch create a 'Catch Game' for World War 2 Bombs. The use of co-ordinates will be included.</p>
<p>Design and Technology</p>	<p>Know the importance of allotments and home grown foods in war time Britain and how menus needed adaptation to make the best use of rationed ingredients.</p> <p>Design</p> <p>Know how to plan the sequence of work e.g. using a recipe/storyboard.</p> <p>Know how to record ideas using annotated diagrams.</p> <p>Know how to devise step by step plans (including recipes) which can be read / followed by someone else.</p> <p>Know how to decide which design idea to develop.</p>

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Know how to carry out simple market research using models provided.

Know how to consider resource costs and availability.

Make

Know how to develop one idea in depth.

Know how to use researched information to inform decisions.

Know how to produce detailed lists of ingredients / components/ materials and tools.

Know how to use appropriate finishing techniques for the project.

Know how to refine their product – review and rework/improve.

Evaluate

Know how to research and evaluate existing products (including book and web based research).

Know how to consider user and purpose.

Know how to identify the strengths and weaknesses of their design ideas and include in evaluations.

Know how to give a report using correct technical vocabulary.

Know how to consider and explain how the finished product could be improved related to design criteria.

Know how to discuss how well the finished product meets the design criteria of the user.

Know how to present evaluations.

Food

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Know how to prepare food products taking into account the properties of ingredients and sensory characteristics.

Know how to weigh and measure using scales.

Know how to select and prepare foods for a particular purpose.

Know how to work safely and hygienically.

Know how to show awareness of a healthy diet (using the eatwell plate).

Know how to use a range of cooking techniques.

Know where and how ingredients are grown and processed.

Know how to consider the influence of chefs (e.g. war time chefs/ration recipe ideas).

Know how to use a heat source safely and hygienically.

Know how to apply an understanding of the need for keeping food prep areas tidy and clean.

Know how to understand the cultural and regional significance of food.

Know the types of foods grown on our school allotment and the planting and growing processes.

Work with Graham on our school allotment to plant and grow a variety of healthy vegetables.

Plan and cook a menu using only ingredients from a family's weekly ration and from the home grown crops on the allotment.

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Term 3 – Summer	
	<p>What are the key pieces of knowledge we want children to remember, be able to build upon and to reflect on within each subject area of this topic? This knowledge or skill features heavily in sub theme or will not be repeated.</p> <p>Text in this colour describes example activities to support the main theme of the topic.</p> <p>Text in this colour relates to key pieces of knowledge linked specifically to our Curriculum Intent.</p>
Sub-themes	Star Gazers. How Do Rockets Lift Off?
Science	<p>Discrete science teaching and learning.</p> <p>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible. Combining two substances can lead to an irreversible change that creates a new product. In this case, the tablets and water produce carbon dioxide gas. The pressure it creates leads to a 'lift off' that is much like a real rocket launching. Know that unsupported objects fall to Earth because of gravity. Identify the effects of air resistance, water resistance and friction.</p> <p>Describe the movement of the Earth, and of other planets, relative to the sun. Describe the movement of the moon relative to the Earth. Use the idea of Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p> <p>Earth and Space</p> <p>Know that the sun is a star and that is it the centre of our solar system.</p> <p>Know that there are 8 planets (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Pluto).</p> <p>Know that these planets travel around the sun in fixed orbit.</p> <p>Know that the Earth takes 365 $\frac{1}{4}$ days to complete the orbit around the sun.</p> <p>Know that the Earth rotates (spins) on its axis every 24 hours.</p> <p>Know that as Earth rotates half faces the Sun (day) and half is facing away from the Sun (night).</p> <p>Know that the Earth rotates, the Sun appears to move across the sky.</p> <p>Know that the Moon orbits the Earth and that it takes about 28 days to complete its orbit.</p>

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	<p>Know that the Sun, Earth and Moon are approximately spherical.</p> <p>Know that the International Space Station can be seen from earth.</p> <p>Knowledge of Working Scientifically</p> <p>Know how to choose suitable sources and begin to separate opinion from fact.</p> <p>Know how to recognise which secondary sources will be most useful to research their ideas.</p> <p>Know how to prepare own tables to record data, including columns for taking repeat readings.</p> <p>Know how to be able to answer their questions using scientific evidence gained from a range of sources.</p> <p>Know how to separate opinion from fact in conclusions.</p> <p>Know how to be able to talk about their degree of trust in the sources they used.</p> <p>Exmoor Dark Sky Reserve was one of the first areas in Europe to be designated as a dark sky reserve.</p> <p>Visit Sidmouth Observatory.</p> <p>Note the position and height of the sun at different times of the day and over a few weeks to see how it changes. How does it affect us in the Y5 classroom that faces south? Refer back to winter in the classroom and the issue of the low sun.</p> <p>Children put different-sized effervescent tablets in camera film canisters containing different quantities of water to create carbon dioxide gas. They try different combinations to see which one will force the canister lid off and propel it furthest.</p>
<p>History</p>	<p>Chronology</p> <p>Know how to plot the scientific developments in space travel on a timeline.</p> <p>Know how to plot the events of the first 'Man on the Moon' space exploration on a timeline.</p>

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Historical Enquiry

Know how to consider a range of primary and secondary evidence to argue for or against the conspiracy theories relating to Man Walking on the Moon.

Interpretations of History

Know how to consider a range of primary and secondary evidence to argue for or against the conspiracy theories relating to Man Walking on the Moon.

Continuity and Change

Know how to compare and contrast space travel in the 21st Century to that of the 20th Century.

Cause and Consequence

Know how scientific developments and space exploration has changed our day to day lives e.g. satellite TV, mobile phones, satellite navigation, accurate weather forecasting.

Similarity and Difference

Consider how daily life is similar and different now from when space exploration began. Are any of the differences linked to space science?

Significance

Know and consider significant events and people in space exploration e.g.

- first space flight
- man walking on moon
- Apollo 13 disaster
- Invention of Space Shuttle – reusable equipment
- International Space Station

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- Tim Peeke's space exploration

Black and British

Key Question – How did overcoming gender and racial barriers support space exploration and succeed in a highly challenging STEM-based career.

Know the significance that the four black women whose story is depicted in the book 'Hidden Figures' had on space exploration.

Ensure that any up to date space explorations have been discussed. Learn about key figures in space exploration including current times.

Purple – Key knowledge linked to our Curriculum Intent.

Green – Suggested activities