

History

In history we will learn to:

Investigate and interpret the past

This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.

- use evidence to ask questions and find answers to questions about the past.
- suggest suitable sources of evidence for historical enquiries.

Build an overview of world history

This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society

- describe changes that have happened in the locality of the school throughout history.
- give a broad overview of life in Britain from ancient until medieval times.
- describe the social, ethnic, cultural or religious diversity of past society.
- describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children

Understand chronology

This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.

- place events, artefacts and historical figures on a time line using dates.
- understand the concept of change over time, representing this, along with evidence, on a time line.
- use dates and terms to describe events.

Communicate historically

This concept involves using historical vocabulary and techniques to convey information about the past.

- use appropriate historical vocabulary to communicate, including: dates, time period
- era, change and chronology
- Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

Science

In science we will learn to:

Work Scientifically

This concept involves learning the methodologies of the discipline of science.

- Ask relevant questions.
- Set up simple, practical enquiries and comparative and fair tests.
- Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.
- Gather, record, classify and present data in a variety of ways to help in answering questions.
- Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.
- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.
- Identify differences, similarities or changes related to simple, scientific ideas and processes.
- Use straightforward, scientific evidence to answer questions or to support their findings.

Chemistry

Investigate materials

This concept involves becoming familiar with a range of materials, their properties, uses and how they may be altered or changed.

Rocks and Soils

- Compare and group together different kinds of rocks on the basis of their simple, physical properties.
- Relate the simple physical properties of some rocks to their formation (igneous or sedimentary).
- Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock.
- Recognise that soils are made from rocks and organic matter.

Computing

In computing we will learn to:

Connect

This concept involves developing an understanding of how to safely connect with others.

- Give examples of the risks posed by online communications.
- Understand the term 'copyright'.
- Understand that comments made online that are hurtful or offensive are the same as bullying.
- Understand how online services work.

Design and Technology

In design and technology we will learn to:

Master Practical Skill

This concept involves developing the skills needed to make high quality products (we have highlighted a range of skills but they may be added to or changed

Food

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

Materials

- Cut materials accurately and safely by selecting appropriate tools.
- Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).
- Select appropriate joining techniques.

Textiles

- Select the most appropriate techniques to decorate textiles.

Design, Make, Evaluate and Improve

This concept involves developing the process of design thinking and seeing design as a process.

- Design with purpose by identifying opportunities to design.
- Make products by working efficiently (such as by carefully selecting materials).
- Refine work and techniques as work progresses, continually evaluating the product design.

Take Inspiration from design through history

This concept involves appreciating the design process that has influenced the products we use in everyday life.

- Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs.
- Improve upon existing designs, giving reasons for choices.

Art and Design

In art and design we will learn to:

Develop Ideas

- Develop ideas from first hand observation, experience and imagination.
- Collect information, sketches and resources.
- Adapt and refine ideas as they progress.
- Explore ideas in a variety of ways.
- Comment on artworks using visual language.

Contextual references

Leonardo Da Vinci

David Hockney

Henry Moore

Master Techniques

Drawing

- Use different hardness of pencils to show line, tone and texture.
- Experiment with a variety of drawing and mark making materials, including pencil, pastel, ink, charcoal, etc.
- Annotate sketches to explain and elaborate ideas.
- Sketch lightly (no rubber to correct mistakes).
- Use shading to show light and shadow.
- Use hatching and cross hatching to show highlight, shadow and texture.
- Draw for a sustained period of time at their own level.

Contextual references

Techniques

Figurative

Leonardo Da Vinci

Amedeo Modigliani

Quentin Blake

Pablo Picasso

Albrecht Durer

Arthur Rackham

Marlene Dumas

Still life

Giorgio Morandi

Sculpture

- Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).
- Include texture that conveys feelings, expression or movement.
- Make strong, well-joined sculpture from clay and other mouldable materials.
- Add materials to provide interesting detail.
- Use the natural world in their artwork.

Contextual references

Figurative

Anthony Gormley
Nobel and Webster
Henry Moore
Alberto Giacometti
Franz Messerschmidt

Abstract

Barbara Hepworth
Alexander Calder
Antony Caro
Naum Gabo

Nature

Andy Goldsworthy
Peter Randell-Page

Additional

Joseph Cornell
African sculpture

Textiles

- Create weavings.

Contextual references

Yinka Shonibare
Sonia Delaunay
Pacita Abad
Collier Campbell

Take Inspiration from the Greats

- Create original pieces that are influenced by the study of others.

