

Railway Revolution

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.
- use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.
- describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.
- suggest causes and consequences of some of the main events and changes in history

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

- compare some of the times studied with those of other areas of interest around the world.
- 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.
- 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.

Physics

Understand movement, forces and magnets

This concept involves understanding what causes motion.

- Compare how things move on different surfaces.
- Notice that some forces need contact between two objects, but magnetic forces can act at a distance.
- Observe how magnets attract or repel each other and attract some materials and not others.
- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.
- Describe magnets as having two poles.
- Predict whether two magnets will attract or repel each other, depending on which poles are facing.

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.

Master Techniques

Drawing

- Use different hardness of pencils to show line, tone and texture.
- 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 tone and texture.
- Draw for a sustained period of time at their own level.

Painting

- Use a number of brush techniques (e.g. stippling, blending, scraffito, dry brush, wet on wet) using a range of brushes to produce shapes, textures, patterns and lines.
- Mix colours effectively.
- Experiment with creating mood with colour

Collage

- Select and arrange materials for a striking effect.
- Ensure work is precise.
- Use, overlapping

Digital Media

- Create image and explain why they were created.

Computing

In computing we will learn to:

Code

This concept involves developing an understanding of instructions, logic and sequences.

Looks

- Set the appearance of objects and create sequences of changes.

Sound

- Create and edit sounds. Control when they are heard, their volume, duration and rests.

Events

- Specify conditions to trigger events.

Connect

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

- Understand that comments made online that are hurtful or offensive are the same as bullying.