

Benin (West Africa)

A study of the achievements of the earliest civilisations including an overview of where and when they first appeared.

Through our work will learn how 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

- 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.
- 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.

Geography

In geography we will learn to:

Develop Ideas

Investigate places

This concept involves understanding the geographical location of places and their physical and human features.

- Ask and answer geographical questions about the physical and human characteristics of a location.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.
- Use a range of resources to identify the key physical and human features of a location.

Investigate patterns

This concept involves understanding the relationships between the physical features of places and the human activity within them.

- Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.
- Describe geographical similarities and differences between countries.

Communicate geographically

This concept involves understanding geographical representations, vocabulary and techniques.

Describe key aspects of:

- physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.
- human geography, including: settlements and land use.

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.

Investigate sound and hearing

This concept involves understanding how sound is produced, how it travels and how it is heard.

- Identify how sounds are made, associating some of them with something vibrating.
- Recognise that vibrations from sounds travel through a medium to the ear.
- Find patterns between the pitch of a sound and the features of the object that produced
- Find patterns between the volume of a sound and the strength of the vibrations that produced it.
- Recognise that sound gets fainter as the distance from the sound increase.

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.
- Comment on artworks using visual language.

Master Techniques

Drawing

- Annotate sketches to explain and elaborate ideas.
- Sketch lightly (no rubber to correct mistakes).
- Continue to observe and develop the drawing of landscapes, patterns, faces and objects, with increasing accuracy.
- Draw for a sustained period 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.
- Create colour wheels or grids.
- Experiment with creating mood with colour.
- *Jackson Pollock*
- *Mark Rothko*
- *Piet Mondrian*
- *Pacita Abad*

Print

- Use layers of two or more colours.
- Make printing blocks (e.g. collagraph, etching).
- Make repeating patterns.

Textiles

- Colour fabric.

Take Inspiration from the Greats

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

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.
- Measure and mark out to the nearest millimetre.

Textiles

- Select the most appropriate techniques to decorate textiles.

Construction

- Choose suitable techniques to construct products or to repair items.
- Strengthen materials using suitable techniques.

Design, Make, Evaluate and Improve

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

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

Modern Foreign Languages

In languages we will learn to:

Read Fluently

This concept involves recognising key vocabulary and phrases.

- Read out loud everyday words and phrases.
- Use phonic knowledge to read words.
- Read and understand short written phrases.
- Read out loud familiar words and phrases.
- Use books or glossaries to find out the meanings of new words.

Speak Confidently

This concept involves using key vocabulary and phrases to verbally communicate ideas.

- Understand a range of spoken phrases.
- Understand standard language (sometimes asking for words or phrases to be repeated).
- Answer simple questions and give basic information.
- Pronounce words showing a knowledge of sound patterns.