Stroud Canals
A local history study

Through our work, we 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.

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.
- 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.
- Explain own views about locations, giving reasons.
- Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.
- Use a range of resources to identify the key physical and human features of a location.
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.

Investigate patterns

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

- Describe how the locality of the school has changed over time.

Communicate geographically

This concept involves understanding geographical representations, vocabulary and techniques.

Describe key aspects of:

- physical geography, including: rivers,
- human geography, including 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.

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.

Biology

Investigate living things
This concept involves becoming familiar with a wider range of living things, including insects and understanding life processes.

- Recognise that living things can be grouped in a variety of ways.
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.
- Recognise that environments can change and that this can sometimes pose dangers to specific habitats

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

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.
- 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 of time at their own level.

Contextual references
Figurative
>*Leonardo Da Vinci*
>*Amedeo Modigliani*
>*Quentin Blake*
>*Pablo Picasso*
>*Albrect Durer*
>*Arthur Rackham*
>*Marlene Dumas*

Still life
>*Giorgio Morandi*

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.
- Add white to colours (hues) to make tints and black to colours (hues) to make shades.
- Use watercolour paint to produce washes for backgrounds then add detail.

Contextual references
Figurative
>*Frida Kahlo*
>*L. S. Lowry*
>*Georges Seurat*
>*Jean-Michel Basquiat*
>*Roy Lichenstein*

Chris Ofili
Landscape
    David Hockney
    Vincent Van Gogh
    Gustav Klimt
    Hundertwasser
    Katsushika Hokusai
    Georges Seurat
Abstract
    Bridget Riley
    Joan Miro
    Paul Klee
    Wassily Kankinsky
    Jackson Pollock
    Mark Rothko
    Piet Mondrian
    Pacita Abad

Print

- Use layers of two or more colours.
- Replicate patterns observed in natural and built environments.
- Make printing blocks (e.g. collagraph, etching).
- Make repeating patterns.

Contextual references
William Morris
Andy Warhol
Mark Herald
Eric Ravillious
Arabic and Islamic art
Traditional Indian print

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

Computing

In computing we will learn to:

Code

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

Motion - use specified screen coordinates to control movement.

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.

Draw - control the shade of pens.

Events specify conditions to trigger events.

Control - use IF THEN conditions to control events or objects.

Sensing - create conditions for actions by sensing proximity or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions)

Variable and Lists use variables to store a value and functions to define, set, change, show and hide to control the variables.

Operators

Use the reporter operators

() + ()

() - ()

() * ()

() / ()

to perform calculations.