

# Street Detectives

## History

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.**

- Observe or handle evidence to ask questions and find answers to questions about the past.
- Ask questions such as: What was it like for people? What happened? How long ago?
- Use artefacts, pictures, stories, online sources and databases to find out about the past.
- Identify some of the different ways the past has been represented.

### **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 historical events.
- Describe significant people from the past.

### **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 and artefacts in order on a time line.
- Label time lines with words or phrases such as: past, present, older and newer.
- Recount changes that have occurred in their own lives.
- Use dates where appropriate

# Geography

## Develop Ideas

### Investigate places

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

- Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).
- Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.
- Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.
- Use aerial images and plan perspectives to recognise landmarks and basic physical features.
- **Investigate patterns**
  - **This concept involves understanding the relationships between the physical features of places and the human activity within them.**
- Identify land use around the school.

## Communicate geographically

**This concept involves understanding geographical representations, vocabulary and techniques.**

Use basic geographical vocabulary to refer to:

- key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.
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- key human features, including: city, town, village, factory, farm, house, office and shop.
- Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map
- Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1,

# Science

**We will learn to:**

## **Work Scientifically**

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

- Ask simple questions.
- Observe closely, using simple equipment.
- Perform simple tests.
- Identify and classify.
- Use observations and ideas to suggest answers to questions.
- Gather and record data to help in answering questions

## **Chemistry**

### **Investigate materials**

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

- Distinguish between an object and the material from which it is made.
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.
- Describe the simple physical properties of a variety of everyday materials.
- Compare and group together a variety of everyday materials on the basis of their simple physical properties.
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses.

# Computing

**In computing we will learn to:**

## **Code**

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

## **Motion**

- Control motion by specifying the number of steps to travel, direction and turn.

# Art and Design

**We will learn to**

## **Develop Ideas**

- Respond to ideas and starting points, such as colours, shapes, materials, objects.
- Explore different methods and materials as ideas develop.

## **Master Techniques**

### **Collage**

- Use scissors with control and precision.
- Use a combination of materials that are cut, torn, folded and glued.
- Sort and arrange materials.
- Mix materials to create texture.

### **Print**

- Use objects to create prints (e.g. fruit, vegetables or sponges).

# 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**

### **Materials**

- Cut materials safely using tools provided.
- Measure and mark out to the nearest centimetre.
- Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).
- Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).

### **Construction**

- Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.

### **Mechanics•**

- Create products using levers, wheels and winding mechanisms.

## **Design, Make, Evaluate and Improve**

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

- Design products that have a clear purpose and an intended user.
- Make products, refining the design as work progresses.
- Use software to design.

## Take Inspiration from design through history

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

- Explore objects and designs to identify likes and dislikes of the designs.
- Suggest improvements to existing designs.
- Explore how products have been created.

## MUSIC

**We will learn to**

### Perform

**This concept involves understanding that music is created to be performed.**

- Take part in singing, accurately following the melody.
- Follow instructions on how and when to sing or play an instrument.
- Make and control long and short sounds, using voice and instruments.
- Imitate changes in pitch

### Describe Music

- Identify the beat of a tune.
- Recognise changes in timbre, dynamics and pitch