

Victorians

Through this term we will learn about the Victorians and the influence that the industrial revolution has on our lives today. We will be looking at and contrasting our modern day lives, especially those of children, to how it would have been to grow up as a Victorian child.

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 sources of evidence to deduce information about the past.
- Select suitable sources of evidence, giving reasons for choices.
- Use sources of information to form testable hypotheses about the past.
- Seek out and analyse a wide range of evidence in order to justify claims about the past.
- Refine lines of enquiry as appropriate.

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

- Identify continuity and change in the history of the locality of the school.
- Compare some of the times studied with those of the 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.

- Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).
- Identify periods of rapid change in history and contrast them with times of relatively little change.
- Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.
- Use dates and terms accurately in describing events.

Communicate historically

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

- Use appropriate historical vocabulary to communicate, including:

era

chronology

continuity

century

legacy.

- Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.
- Use original ways to present information and ideas.

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.

- Collect and analyse statistics and other information in order to draw clear conclusions about locations.
- Identify and describe how the physical features affect the human activity within a location.
- Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.
- Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area and record the results in a range of ways.

Investigate patterns

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

- Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).
- Describe how locations around the world are changing and explain some of the reasons for change.

Communicate geographically

This concept involves understanding geographical representations, vocabulary and techniques.

Describe key aspects of:

- human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.
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Science

In science we will learn to:

Work Scientifically

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

- Plan enquiries, including recognising and controlling variables where necessary.
- Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision.
- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models.
- Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.
- Present findings in written form, displays and other presentations.
- Use test results to make predictions to set up further comparative and fair tests.
- Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.

Physics

Understand movement, forces and magnets

This concept involves understanding what causes motion.

Forces

- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
- Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces.
- Understand that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect.

Computing

In computing we will learn to:

Code

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

Motion

- Set IF conditions for movements. Specify types of rotation giving the number of degrees.

Looks

- Change the position of objects between screen layers (send to back, bring to front).

Sound

- Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation.

Draw

- Combine the use of pens with movement to create interesting effects.

Events

- Set events to control other events by 'broadcasting' information as a trigger.

Control

- Use IF THEN ELSE conditions to control events or objects.

Sensing

- Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions.

Art and Design

In art and design we will learn to:

Develop Ideas

- Develop and imaginatively extend ideas from starting points throughout the curriculum.
- Collect information, sketches and resources and present ideas imaginatively in a sketchbook.
- Use the qualities of materials to enhance ideas.
- Spot the potential in unexpected results as work progresses.
- Comment on artworks with a fluent grasp of visual language.

Master Techniques

Collage

- Mix textures (rough and smooth, plain and patterned).
- Combine visual and tactile qualities.
- Use ceramic mosaic materials and techniques.

Print

- Build up layers of colours and textures.
- Create accurate patterns, showing fine detail.
- Describe techniques, including the use of layering, poly-blocks, relief, mono and resist printing.
- Be confident with printing onto paper and fabric.
- Organise work in terms of pattern, symmetry or random printing styles.

Textiles

- Use felting, finger knitting, knitting and crochet techniques.
- Show precision in techniques.
- Choose from a range of stitching techniques.
- Combine previously learned techniques to create pieces.
- Use resist techniques such as batiq and adire.

Take Inspiration from the Greats

- Give details (including own sketches) about the style of some notable artists, artisans and designers.
- Show how the work of those studied was influential in both society and to other artists.
- Create original pieces that show a range of influences and styles.
- Look at the work of Charles Rennie Mackintosh and William Morris

MUSIC

In music we will learn to:

Perform

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

- Sing or play from memory with confidence.
- Perform solos or as part of an ensemble.
- Sing or play expressively and in tune.
- Hold a part within a round.
- Sing a harmony part confidently and accurately.
- Sustain a drone or a melodic ostinato to accompany singing.
- Perform with controlled breathing (voice) and skillful playing (instrument).

Compose

- Compose and perform melodic songs.
- Use sound to create abstract effects.
- Create repeated patterns with a range of instruments.
- Create accompaniments for tunes.
- Use drones as accompaniments.
- Choose, order, combine and control sounds to create an effect.
- Use digital technologies to compose pieces of music

Transcribe

- Devise non-standard symbols to indicate when to play and rest.
- Recognise the notes EGBDF and FACE on the musical stave.
- Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.