

Conflicts



Successful learners

Areas of Learning

As Historians we will be study conflicts. We will learn about The English Civil War, World War I, World War II and the part that Lincolnshire played in The Battle of Britain. We will be looking at factual evidence to find out what life was life during World War II. We will be researching what it was like to be a child who may have been evacuated and we will be exploring how scarce everyday essentials like food was. We will explore rationing and will try to recreate living conditions of the time. During literacy sessions we will study fiction genre texts that depict the war to further our understanding of this period of history.

As geographers we will develop our understanding of the importance of recycling – adopting a make do and mend approach as seen in the war. We will discover how bombing during the war altered the physical environment locally, looking at maps of sites that were bombed during the war. We will study maps and globes to discover places where fighting happened during World War II. We will also look at maps of a country to see where children were evacuated to and from.

As scientist we will learn about symbols for components in an electrical circuit as well as considering the effect in more detail of changing components in a circuit. We will use this knowledge to design and create an electronic game. We will also look at properties of materials and reversible and irreversible changes.

As artists, we will study the work of famous war artists to influence our own work. We will focus on our sketching skills to draw aircraft involved in the Battle of Britain. We will learn about colour mixing to use in our DT project. We will always evaluate our own work, so that improvements can be made in the future.

As design technologists we will develop our construction techniques and using a variety of materials to create a model of an Anderson shelter. We will develop and investigation to understand how the structure of an Anderson shelter was devised for strength and protection.

As musicians we will be learning how to read basic notation and to play the recorder.

We will learn about classroom rules and laws today, comparing these with rules and laws in England and abroad during WWII. We will look at how the newspapers used images for propaganda.

Confident individuals

Enterprise

As enterprising people we will:

Create an electronic game that we can use to raise money at the Christmas Fete.

Responsible Citizens

Enrichment

To enrich our learning:

We will visit The National Civil War Gallery in Newark.

In class, we will create an Anderson shelter and role play what it was like to be part of air raids.

Spiritual & Moral

In our spiritual and moral development we:

Ask the question "Is it ever right to fight?" to answer the question we need to use both our own experiences and the factual evidence from history to see if we can answer the difficult question.

Understand what life was like for Jewish people during WWII

Communities

As members of a community we will:

We will explore how communities can pull together and help each other out. We will be exploring communities in our locality and beyond and investigating how people need and rely on each other.

History Key Objectives	Milestone 3
<p>To investigate and interpret the past</p> <p>To understand chronology</p> <p>To build an overview of world history</p> <p>To communicate historically</p>	<ul style="list-style-type: none"> • 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. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. <ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Use dates and terms accurately in describing events. <ul style="list-style-type: none"> • Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • 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. <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, 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 Key Objectives	Milestone 3
<p>To investigate places</p> <p>To communicate geographically</p>	<ul style="list-style-type: none"> • 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 different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps – as in London’s Tube map) <ul style="list-style-type: none"> • Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • Describe and understand 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.
Science Key Objectives	Milestone 3
<p>To work scientifically</p>	<ul style="list-style-type: none"> • 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.

Science Key Objectives	Milestone 3
<p>To investigate living things</p> <p>To understand electrical circuits</p> <p>To investigate materials</p>	<ul style="list-style-type: none"> • Describe the life cycles common to a variety of animals, including humans (birth, growth, development, reproduction, death), and to a variety of plants (growth, reproduction and death). • Describe the life process of reproduction in some plants and animals. • Describe the changes as humans develop from birth to old age. • Identify and name the basic parts of a simple electrical circuit, including cells, wires, bulbs, switches and buzzers. • Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. • Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. • Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal), and response to magnets. • Understand how some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. • Demonstrate that dissolving, mixing and changes of state are reversible changes. • Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning, oxidisation and the action of acid on bicarbonate of soda.
Art Key Objectives	Milestone 3
<p>To develop ideas</p> <p>To master techniques: (Painting)</p> <p>To take inspiration from the greats</p>	<ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • 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. • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists. • 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.
D/T Key Objectives	Milestone 3
<p>To master technical skills (materials)</p>	<ul style="list-style-type: none"> • Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). • Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper).

To master technical skills (Electricals, electronics)	<ul style="list-style-type: none"> • Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips).
To master technical skills (Construction)	<ul style="list-style-type: none"> • Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filling and sanding).
To design, make, evaluate and improve	<ul style="list-style-type: none"> • Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). • Make products through stages of prototypes, making continual refinements. • Ensure products have a high quality finish, using art skills where appropriate. • Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.
To take inspiration from design throughout history	<ul style="list-style-type: none"> • Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. • Create innovative designs that improve upon existing products. • Evaluate the design of products so as to suggest improvements to the user experience.

PE	Milestone 3
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To develop practical skills in order to participate, compete and lead a healthy lifestyle:

Games

- Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).
- Work alone, or with team mates in order to gain points or possession.
- Field, defend and attack tactically by anticipating the direction of play.
- Choose the most appropriate tactics for a game.
- Uphold the spirit of fair play and respect in all competitive situations.
- Lead others when called upon and act as a good role model within a team.

Gymnastics

- Create complex and well-executed sequences that include a full range of movements including:
 - travelling
 - balances
 - swinging
 - springing
 - flight
 - vaults
 - inversions
 - rotations
 - bending, stretching and twisting
 - gestures
 - linking skills.
- Hold shapes that are strong, fluent and expressive.
- Include in a sequence set pieces, choosing the most appropriate linking elements.
- Vary speed, direction, level and body rotation during floor performances.
- Practise and refine the gymnastic techniques used in performances (listed above).
- Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).

Use equipment to vault and to swing (remaining upright).

Dance

- Compose creative and imaginative dance sequences.
- Perform expressively and hold a precise and strong body posture.
- Perform and create complex sequences.
- Express an idea in original and imaginative ways.
- Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.
- Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).
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Swimming

- Swim over 100 metres unaided.
- Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming.
- Swim fluently with controlled strokes.
- Turn efficiently at the end of a length.

Athletics

- Choose the best place for running over a variety of distances.

English	Mathematics	Computing
Suspense and Mystery (WWII fiction novels) Recount (Anne Frank/WWII) Explanation texts Imagery in poetry (Remembrance)	A, B, C, D, E	<ul style="list-style-type: none">• Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.• Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder.• Understand the effect of online comments and show responsibility and sensitivity when online. Choose the most suitable applications and devices for the purposes of communication. <ul style="list-style-type: none">• Use many of the advanced features in order to create high quality, professional or efficient communications. Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner.

MFL - French	Music	
To read fluently: Read and understand the main points and some detail in short written texts. Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words. To speak confidently:	To Perform: 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).	

<p>Give a short prepared talk that includes opinions. Take part in conversations to seek and give information. Refer to recent experiences or future plans, everyday activities and interests. Be understood with little or no difficulty.</p> <p>To write imaginatively: Write short texts on familiar topics. Use knowledge of grammar (or pitch in Mandarin) to enhance or change the meaning of phrases. Use dictionaries or glossaries to check words. Refer to recent experiences or future plans, as well as to everyday activities. Include imaginative and adventurous word choices. Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty). Use dictionaries or glossaries to check words.</p>	<p>To Compose: Create rhythmic patterns with an awareness of timbre and duration. Combine a variety of musical devices, including melody, rhythm and chords. Thoughtfully select elements for a piece in order to gain a defined effect. Use drones and melodic ostinato (based on the pentatonic scale)</p> <p>To Transcribe Music: Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. Read and create notes on the musical stave. Use and understand simple time signatures.</p> <p>To Describe Music: Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements and cultural context. Describe how lyrics often reflect the cultural context of music and have social meaning.</p>	
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