

Conflicts



Successful learners

Areas of Learning

As Historians we will use a range primary and secondary sources, ask questions and research widely to deepen our knowledge about the devastation of conflicts, focusing particularly on the Blitz during WW2. We will discover facts about living during this period and discuss how men, women and children's lives were changed in the UK and abroad.

As Geographers we will develop our knowledge of the world through the study of different types of maps. We will become familiar with using different map scales and OS symbols. We will use these resources in addition to the internet and aerial photographs to learn about the major world river systems.

As Scientists we will discover how animals are adapted to the environments in which they live. We will also look at how certain variations of the peppered moth have become dominant during different time periods due to environmental change and dissect owl pellets to understand how scientists make hypothesis about extinct animals. In our second unit this term we will investigate electricity using our skills to create a variety of circuits for practical applications.

As Artists we will develop our visual language so that we are able to accurately describe a range of different artworks. We will practise painting skills creating pieces inspired by Paul Nash and other war artists. We will learn to think in three dimensions and create Modroc sculptures with internal wire frames.

As Designers we will use our knowledge of construction and mechanics to design our own catapults, investigating a variety of levers.

As Musicians During music sessions the class will be introduced to the music in the 1930s and 1940s. They will learn Hey Mr Miller, singing this in parts. They will also learn contemporary songs comparing and contrasting different musical styles from different periods and becoming familiar with the sounds of different musical instruments that accompany these pieces. The class will use a pentatonic scale C to create compositions.

As Speakers of French we will widen our vocabulary to talk about classroom objects and musical instruments with each other asking simple questions. After which we will develop our writing skills in a unit about friends and family.

As Users of Technology we will ensure that we are aware of safety issues when on line, understanding what we must keep private. We will use spreadsheets to collate and present a range of data.

Confident individuals

Enterprise

Development of area outside the classroom

Responsible Citizens

Enrichment

Geography Day
National Poetry Day
National Fitness Day
Visit to St Wulfram's Church
Evacuee Day

Spiritual & Moral

In our spiritual and moral development:
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

Harvest Festival activities
Class assembly 11th November Remembrance

Geography threshold concepts	Milestone 3
To investigate places	<p>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <p>Identify and describe how the physical features affect the human activity within a location.</p> <p>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>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).</p> <p>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p>
To investigate patterns	<p>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).</p> <p>Understand some of the reasons for geographical similarities and differences between countries</p>
To communicate geographically	Describe and understand key aspects of: physical geography, including: rivers.
History threshold concepts	Milestone 3
To investigate and interpret the past	<p>Use sources of evidence to deduce information about the past.</p> <p>Select suitable sources of evidence, giving reasons for choices.</p> <p>Use sources of information to form testable hypotheses about the past.</p> <p>Seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>Refine lines of enquiry as appropriate.</p>
To build an overview of world history	<p>Identify continuity and change in the history of the locality of the school.</p> <p>Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.</p> <p>Compare some of the times studied with those of the other areas of interest around the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>
To understand chronology	<p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural)</p> <p>Use dates and terms accurately in describing events.</p>
To communicate historically	<p>Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.</p> <p>Use original ways to present information and ideas.</p> <p>Use appropriate historical vocabulary to communicate.</p>
Science threshold concepts	Milestone 3
To work scientifically	<p>Plan enquiries, including recognising and controlling variables where necessary.</p> <p>Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work.</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision.</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models.</p> <p>Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.</p> <p>Present findings in written form, displays and other presentations.</p> <p>Use test results to make predictions to set up further comparative and fair tests.</p> <p>Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.</p>

Understand evolution and inheritance	Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
To understand electrical circuits	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.
Art and Design and Design Technology threshold concepts	Milestone 3
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.
To master techniques painting	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.
To master techniques sculpture	Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. Use tools to carve and add shapes, texture and pattern. Combine visual and tactile qualities. Use frameworks (such as wire or moulds) to provide stability and form.
To take inspiration from the greats (classic and modern)	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.
To master skills DT - construction	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). Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding). Use innovative combinations of mechanics in product designs – levers, pulleys and gears.
To design, make and improve	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.
French/MFL threshold concepts	Milestone 3
To read fluently	Read and understand the main points and some of the detail in short written texts. Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words. Read and understand the main points and opinions in written texts from various contexts, including present, past or future events. Show confidence in reading aloud, and in using reference materials.

To write imaginatively	Write short texts on familiar topics. Use knowledge of grammar to enhance or change the meaning of phrases. Use dictionaries or glossaries to check words.
To understand the culture of the countries in which the language is spoken	Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken.
To speak confidently	Vary language and produce extended responses. Be understood with little or no difficulty. Understand the main points and opinions in spoken passages. Take part in conversations to seek and give information. Refer to recent experiences or future plans, everyday activities and interests.
Music threshold concepts	Milestone 3
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 skilful playing (instrument).
To transcribe	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. Understand the purpose of the treble and bass clefs and use them in transcribing compositions. Understand and use the # (sharp) and b (flat) symbols. Use and understand simple time signatures.
To describe music	Choose from a wide range of musical vocabulary to accurately describe and appraise music.
To compose	Create songs with verses and a chorus. 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). Convey the relationship between the lyrics and the melody. Use digital technologies to compose, edit and refine pieces of music.