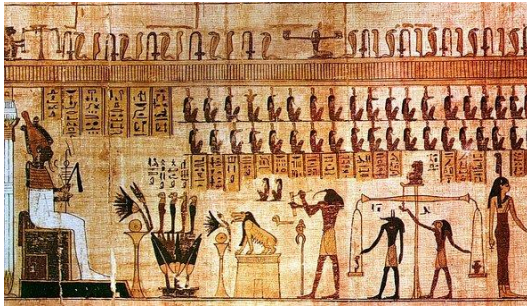


# Tomb Raiders



Parlez-vous Français?



Successful learners

## Areas of Learning

**As Historians** we will use historical sources, ask questions and research to gain knowledge about the fascinating civilisation of Ancient Egypt. We will discover facts about their settlements, what their lives were like, and how their society was organised, as well as investigating the evidence they left behind.

**As Geographers** we will develop our knowledge of the rivers of the world, focusing particularly on the Nile. We will discuss its impact, in terms of physical and human geography, on the path it takes through the African continent to the Mediterranean Sea.

**As Scientists** we will be investigating materials grouping them dependent on their characteristics. We will undertake fair tests to investigate parameters that effect dissolving. We will develop our knowledge of reversible and irreversible changes in a variety of materials and also investigate pH values.

**As Artists** we will create paper and ceramic collages in addition to developing our awareness of the work of different artists taking inspiration from these. In response to other curriculum areas we will use other artistic media to express our learning.

**As Musicians**, we will appraise music and learn to create graphic score cards. We will develop our understanding of dynamics and create a collaborative piece for 'Finish this' a music project from the English National Opera.

**As Speakers of French** we will widen our vocabulary to enable us to ask questions and express our preferences when choosing the sports that we play. We will read together a variety of short French texts developing our reading comprehension skills. Using bilingual dictionaries, we will develop our vocabulary and so that we may confidently take part in conversations.

**As Users of Technology** we will access platforms through Purple Mash to develop our awareness of staying safe online. We will consider our digital footprint and discuss they affects this could have on our future. We will develop a healthy association with technology, ensuring we balance this with other life activities.

Confident individuals

### Challenge

To become resilient, confident and independent individuals who persevere to solve problems and communicate effectively we will:

Develop our leadership and teamwork skills through different survival scenarios.

Responsible Citizens

### Enrichment

To enrich our learning, we will:

Take part in a Survivor scenario working together as a team to survive on an island.

Take part in Opera UK activities and become composers sharing our work online.

### Spiritual & Moral

In our spiritual and moral development, we will:

Use a 'Survivor' theme, to discover how God always helps and guides us. How He wants us to be His survivors and to welcome His help.

Explore that in times of need God is there for anyone who seeks Him and He has a rescue plan in place.

### Communities

As members of a community we will:

Celebrate Harvest with our families and neighbours, then deliver harvest gifts to elderly people within the church community.

Take part in a variety of sports tournaments and festivals with pupils from other schools to improve our sportsmanship and skills.

Produce a dramatized class assembly for parents

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>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.</p> <p>Analyse and give views on the effectiveness of different geographical representations of a location.</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>Describe geographical diversity across the world.</p> <p>Describe how countries and geographical regions are interconnected and interdependent.</p>
To communicate geographically	<p>Describe and understand key aspects of:</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <p>human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</p>
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 an 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>

<b>Science Threshold Concepts</b>	<b>Milestone 3</b>
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>
To investigate materials	<p>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.</p> <p>Understand how some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>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, oxidation and the action of acid on bicarbonate of soda</p>
<b>Art &amp; Design Threshold Concepts</b>	<b>Milestone 3</b>
To develop ideas	<p>Develop and imaginatively extend ideas from starting points throughout the curriculum.</p> <p>Collect information, sketches and resources and present ideas imaginatively in a sketchbook.</p> <p>Use the qualities of materials to enhance ideas.</p> <p>Spot the potential in unexpected results as work progresses.</p> <p>Comment on artworks with a fluent grasp of visual language.</p>
To master techniques collage	<p>Mix textures (rough and smooth, plain and patterned).</p> <p>Combine visual and tactile qualities.</p> <p>Use ceramic mosaic materials and techniques</p>
To take inspiration from the greats (classic and modern)	<p>Give details (including own sketches) about the style of some notable artists, artisans and designers.</p> <p>Show how the work of those studied was influential in both society and to other artists.</p> <p>Create original pieces that show a range of influences and styles.</p>
<b>French/MFL Threshold Concepts</b>	<b>Milestone 3</b>
To read fluently	<p>Read and understand the main points and some of the detail in short written texts.</p> <p>Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words.</p> <p>Read and understand the main points and opinions in written texts from various contexts, including present, past or future events.</p> <p>Show confidence in reading aloud, and in using reference materials.</p>
To write imaginatively	<p>Write short texts on familiar topics.</p> <p>Use knowledge of grammar to enhance or change the meaning of phrases.</p> <p>Use dictionaries or glossaries to check words.</p>

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.
<b>Music Threshold Concepts</b>	<b>Milestone 3</b>
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.
<b>PSHE Threshold Concepts</b>	<b>Milestone 3</b>
Families and Friendships <i>(Attraction to others; romantic relationships; civil partnership and marriage)</i>	R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart

	R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability
Safe Relationships <i>(Recognising and managing pressure; consent in different situations)</i>	R26. about seeking and giving permission (consent) in different situations R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)
<b>PE Threshold Concepts</b>	<b>Milestone 3</b>
Develop practical skills in order to participate, compete and lead a healthy lifestyle: <b>Games (Football &amp; Netball)</b>	<ol style="list-style-type: none"> <li>1. Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</li> <li>2. Work alone, or with team mates in order to gain points or possession.</li> <li>5. Field, defend and attack tactically by anticipating the direction of play.</li> <li>6. Choose the most appropriate tactics for a game.</li> <li>7. Uphold the spirit of fair play and respect in all competitive situations.</li> <li>8. Lead others when called upon and act as a good role model within a team.</li> </ol>
Develop practical skills in order to participate, compete and lead a healthy lifestyle: <b>Swimming</b>	<ol style="list-style-type: none"> <li>1. Swim over 100 metres unaided.</li> <li>2. Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming.</li> <li>3. Swim fluently with controlled strokes.</li> <li>4. Turn efficiently at the end of a length.</li> </ol>