

Past & Present

Term 4

LITERACY

Literacy Activities	<ul style="list-style-type: none"> • Non-fiction writing • Diary entries • A day in the life of... • Power Points • Presentations • Formal Language • Colloquial language
Recommended Texts	<ul style="list-style-type: none"> • Goodnight Mr Tom • War Horse • Paper Skyscraper • When Hitler Stole the Pink Rabbit • Rose Blanche

NUMERACY

Numeracy Activities	<ul style="list-style-type: none"> • Science – materials and sorting, data handling • Famous people – ordering and comparing dates
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SCIENCE

YEAR	OBJECTIVES	SKILLS
1	<p><u>Plants</u></p> <p>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<ul style="list-style-type: none"> • During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions.
2	<p><u>Use of Everyday Materials</u></p> <p>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p>	<ul style="list-style-type: none"> • During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: • asking simple questions and recognising that they can be answered in different ways

	<p>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<ul style="list-style-type: none"> • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest • answers to questions • gathering and recording data to help in answering questions.
<p>3</p>	<p><u>Plants</u></p> <p>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>investigate the way in which water is transported within plants</p> <p>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<ul style="list-style-type: none"> • During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings.
<p>4</p>	<p><u>Living Things and their Habitats</u></p> <p>recognise that living things can be grouped in a variety of ways</p> <p>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<ul style="list-style-type: none"> • During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations,

		<p>displays or presentations of results and conclusions</p> <ul style="list-style-type: none"> • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings.
<p>5</p>	<p><u>Properties and Changes of Everyday Materials</u></p> <p>compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <p>know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</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>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 and the action of acid on bicarbonate of soda.</p>	<ul style="list-style-type: none"> • During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments.
<p>6</p>	<p><u>Electricity</u></p> <p>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>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</p> <p>use recognised symbols when representing a simple circuit in a diagram.</p>	<ul style="list-style-type: none"> • During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments.

ICT

Year	Objectives	Skills
R	Explore choices when using devices to produce different outcomes	Pupils ... <ul style="list-style-type: none"> • Can create pictures of real and imaginary places. • Can navigate a computer games. • Can use mouse buttons and arrow keys
1	Explore then make choices when using devices to produce different outcomes	Pupils ... <ul style="list-style-type: none"> • Can use an internet activity to investigate a situation • Can create scenes with objects from a library • Can use mouse buttons and arrow keys • Can use 'undo' and 'redo' to experiment with effects • Can use logical reasoning to predict the behaviour of simple programs
2	Use ICT to explore what happens in real and imaginary situations	Pupils... <ul style="list-style-type: none"> • Know how to use a simulation to explain real things • Can create and change scenes with objects from a library • Can use a program to organise a room or outside area • Know that simulations often have hidden rules • Can explain what will happen when they make a decision in a simulation • Understand what algorithms are predict and evaluate outcomes of an action
3	Make use of appropriate choices when using ICT based models or simulations to help them find things out and solve problems	Pupils... <ul style="list-style-type: none"> • Can explain to someone else how to use a simulation • Can make appropriate choices when using ICT based models or simulations • Can use a simulation to predict and test an idea • Explore, test and evaluate a sequence of events to achieve a given outcome • Can explore what happens when a decision is changed • Can create a set of step by step instructions which work as expected
4	Use ICT based models and simulations to explore patterns and relationships, and make predictions about the consequences of their decisions.	Pupils... <ul style="list-style-type: none"> • Can ask 'What if' questions to explore and predict outcomes • Use past sequences of decisions to inform future actions and choices • Can identify patterns and relationships in a simulation • Can explore different scenarios and talk about the effects of changing certain actions

5	Select ICT based models and simulations to explore patterns and relationships, and make predictions about the consequences of their decisions.	Pupils... <ul style="list-style-type: none"> • Can explore, plan, review and adapt their actions to build upon prior learning • Can evaluate and communicate skills and knowledge to others • Can use Draw tools to produce a scale plan or drawing • Can explain the differences and limitations of object based and paint programs.
6	Explore the effects of changing variables in an ICT based model, and make predictions about the cause and effect of their choices	Pupils... <ul style="list-style-type: none"> • Choose appropriate software to create, independently, simulations and games. • Can explore different scenarios and talk about the effects of changing certain actions

HISTORY

YEAR	OBJECTIVES	SKILLS
1	<p>Famous People Could include - Mary Seacole, the Queen, Neil Armstrong, Christopher Columbus, William Caxton, Pieter Bruegel the elder, Rosa Parks, Emily Davison. Know episodes from stories about the past. Recount episodes from stories about the past. To place events and objects in chronological order. Use common words and phrases relating to the passing of time. Use sources of information to find out about the past.</p> <p><i>Resources: Non-fiction books, fact files/secondary sources of information about the famous people, timeline, ICT, word bank.</i></p>	<ul style="list-style-type: none"> • Chronological understanding, putting events in order. • Organisation and Communication – asking simple questions about the past. • Using historical vocabulary. • Historical enquiry/using different sources of information. • Observe and describe artefacts. • Identify and explain differences between old and new.
2	<p>Significant historical events. Topics could include – Kings and Queens, Olympics, Dinosaurs, Pirates, Space. Use common words and phrases relating to the passing of time. Recognise why people did things and why things happened. Identify differences between ways of life at different times. Observe and handle a range of sources of information to find out about the past. Ask and answer questions about the past. Select from their knowledge of history and communicate it in a variety of ways.</p> <p><i>Resources: Dinosaurs, space equipment, non-fiction books, ICT. Possible museum visit.</i></p>	<ul style="list-style-type: none"> • Knowledge, understanding of events, people and changes in the past. Recalling information, showing knowledge of events and people studied. • Chronological understanding, using time lines, putting events in order. • Historical interpretation – comparing key events and periods of time. Identify obvious differences and similarities between now and then. • Historical enquiries – observe and handle sources of information, to ask questions about things have happened in the past. • Extract information from a picture. • Record historical observations.
3	<p>Indus early civilisations. Use dates and vocabulary relating to the passing of time. Begin to give reasons for and results of the main events and changes. Identify different ways in which the past is represented. Use sources of information including ICT to find out about events people and changes.</p>	<ul style="list-style-type: none"> • Historical enquiry – to use a range of sources of information, to compare • To recognise that the past can be split into different periods. • Organisation and communication – planning questions, drawing information from plans.

	<p>Communicate knowledge and understanding in a variety of ways. Recognise similarities and differences between the passing of time.</p> <p><i>Resources: Artefacts, non-fiction books, ICT, materials to make Aztec masks (link to DT).</i></p>	<ul style="list-style-type: none"> • Using the correct terms to identify different periods of time. • Making comparisons between different sources. • Using and selecting relevant sources of information. • Record historical observations.
4	<p>Benin non-UK contrasting society. Place events, people and changes into correct periods of time. Develop their understanding that the past can be divided into different periods of time. Use dates and vocabulary reacting to the passing of time. Identify different ways in which the past is represented and interpreted. Use sources of information including ICT to find out about events, people and changes. Ask and answer questions. Communicate knowledge and understanding in a variety of ways.</p> <p><i>Resources: ICT – web-cam link to a school in another country, photos, non-fiction books.</i></p>	<ul style="list-style-type: none"> • To recognise the difference between opinions and facts. • Locate the place of an historical incident on a map. • To be able to use census data. • Identify similarities and differences between periods of time. • Understand that the past can be divided into different periods of time. • Begin to give reasons for and results of main events and changes. Begin to communicate knowledge and understanding. • Describe characteristics of objects, using labels, record answers to questions. • Begin to interpret information. • To combine information from two sources. • Use correct vocabulary: archaeologist, remains, invade, emigrate, evidence, excavate, settle.
5	<p>British History beyond 1066 (theme eg WW2/Tudors-exploration or UK/US links). Identify and describe reasons for and results of historical events, situations and changes. Identify changes within and across different periods. Give reasons for and results of the main events and changes. Place events, people and changes into correct periods of time. Use dates and vocabulary relating to the passing of time including ancient, modern, BC, AD century and decade. Describe characteristic features of past societies and periods, including ideas and beliefs, attitudes and experiences of men, women and children; social, cultural, religious and ethnic diversity. Begin to select and combine information from different sources. Begin to produce structured work, making appropriate use of dates and terms. Communicate their knowledge and understanding of history in a variety of ways.</p> <p><i>Resources: WW2 artefacts, timeline, non-fiction books, ICT. Possible trip to Dover Castle.</i></p>	<ul style="list-style-type: none"> • To be able to use census data combined with other sources to draw conclusion. • Interrelate time lines, Link information to create a larger picture. • Describe events in the periods studied. • Describe people in the periods studied. • Use conventional dates including, Ancient, modern, BC, AD century and decade. • Understand the difference between primary and secondary sources. • Summarising information. • Produce a structured and extended piece of writing that answers questions about an historical period. • Identify reasons for differences in reports on the same events.
6	<p>Ancient Greece. Use an increasing depth of factual knowledge to describe past societies and periods and being to make links between them. Recognise features of periods and societies studied. Recognise social, cultural and ethnic diversity of societies. Identify and describe reasons for and results of historical events, situations and changes in the periods and societies studied.</p>	<ul style="list-style-type: none"> • Using and knowing historical dates in chronological order. • Reasoning – using and evaluating a range of sources. • Show critical evaluation, reach and support evaluations and conclusions with evidence. • Recognise social, cultural, religious and ethnic diversity of societies. • Question the usefulness of sources of information and compare them.

	<p>Recognise that the past is represented and interpreted in different ways and give reasons for this.</p> <p>Use and evaluate a range of sources, ask and answer questions, record information relevant to the focus of the inquiry.</p> <p>Recall, select and organise and communicate historical information in a variety of ways.</p> <p><i>Resources: Artefacts, ICT, non-fiction books, timeline.</i></p>	<ul style="list-style-type: none"> • Use conventional dates including, Ancient, modern, BC, AD century and decade. • Interrelate time lines and link information to give a larger picture. • Produce a structured and extended piece of writing that answers questions about an historical period. • Understand the difference between primary and secondary sources of information. • Make inferences from information.
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GEOGRAPHY

Year	Objectives	Skills
1		
2		
3	<p>South American Study</p> <ul style="list-style-type: none"> ▪ To describe and compare physical/human features of localities. ▪ To use geographical vocabulary to communicate findings. ▪ To offer explanations for the locations of the human/physical features. ▪ To be aware that different places may have both similar and different characteristics. ▪ To recognise how people seek to improve and sustain environment. 	<ul style="list-style-type: none"> • Begin to ask/initiate geographical questions. • Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations. • Identify and explain different views of people including themselves. • Explore geographical issues through discussion. • MAP SKILLS: Know why a key is needed. • Use standard symbols. • Locate places on larger scale maps e.g. map of South America. • Begin to use map sites on internet. • Begin to use junior atlases. • Begin to identify features on aerial/oblique photographs.
4	<p>Local study and comparisons to Wider UK</p> <ul style="list-style-type: none"> ▪ To show knowledge, skills and understanding in studies at a local scale. ▪ To show knowledge, skill awareness and understanding in studies at local scale and beyond their own locality. ▪ To recognise and make observations about physical and human features of localities. ▪ To compare and contrast the physical and human features of areas beyond the UK. ▪ To ask and respond to questions about places and environments. ▪ To express views on the environment of a locality and recognise how people affect the environment. ▪ To begin to use appropriate geographical vocabulary. 	<ul style="list-style-type: none"> • Ask and respond to questions and offer their own ideas. • Extend to satellite images, aerial photographs • Investigate places and themes at more than one scale • Collect and record evidence with some aid • Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps • Identify and explain different views of people including themselves. Labelled field sketches. • Take photographs and suggest how they provide evidence for investigations. • Make sound recordings • Interview local people. • Questionnaires • Make standard or non -standard measurements • Count and record different types at the same time using a tally chart.

		<ul style="list-style-type: none"> • Use a database/spreadsheet to present findings. • Annotate their sketch with descriptive and explanatory labels.
5	<p>North America and economic activities</p> <ul style="list-style-type: none"> ▪ To show knowledge, skill awareness and understanding in studies at local scale and beyond their own locality. ▪ To recognise and make observations about physical and human features of localities. ▪ To compare and contrast the physical and human features of areas in North America, that give each one their character. ▪ To ask and respond to questions about places and environments. ▪ To express views on the environment of a locality and recognise how people affect the environment. ▪ To begin to use appropriate geographical vocabulary. 	<ul style="list-style-type: none"> • Begin to use primary and secondary sources of evidence in their investigations. • Investigate places with more emphasis on the larger scale; contrasting and distant places. • Collect and record evidence unaided. • Analyse evidence and draw conclusions. • Use 8 compass points; • Begin to use 4 figure co-ordinates to locate features on a map. • Begin to draw a variety of thematic maps based on their own data. • Compare maps with aerial photographs. • Select a map for a specific purpose. • Begin to use atlases to find out about other features of places. • Identify significant places and environments as stated within KS2 N.C.
6	<p>Modern Greece</p> <ul style="list-style-type: none"> ▪ To show knowledge, skill awareness and understanding in studies at local scale and beyond their own locality. ▪ To recognise and make observations about physical and human features of localities. ▪ To compare and contrast the physical and human features of Greek Islands. ▪ To ask and respond to questions about places and environments. ▪ To express views on the environment of a locality and recognise how people affect the environment. ▪ To begin to use appropriate geographical vocabulary. 	<ul style="list-style-type: none"> • Suggest questions for investigating. • Use primary and secondary sources of evidence in their investigations. • Investigate places with more emphasis on the larger scale; contrasting and distant places. • Collect and record evidence unaided. • Analyse evidence and draw conclusions. • Give increased detail of views, give detailed reasons influencing views and how they are justified. • Use 8 compass points confidently and accurately. • Use 4 figure co-ordinates confidently to locate features on a map. • Begin to use 6 figure grid refs; use latitude and longitude on atlas maps. • Use/recognise OS map symbols. • Use atlas symbols. • Locate places on a world map. • Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns). • Use a scale to measure distances. • Confidently identify significant places and environments stated within KS2 N.C • Confidently use an atlas. • Recognise world map as a flattened globe.