

Time Travellers

Term 1

LITERACY

Literacy Activities	<ul style="list-style-type: none"> • Making timelines • Oral history – family stories • Diary entries • Non-chronological reports • Recounts of historical events • Primary sources reading/secondary sources • Hot-seating • Role-play • Time Poems • Instructions
Recommended Texts	<ul style="list-style-type: none"> • Horrible Histories • DK Books

NUMERACY

Numeracy Activities	<ul style="list-style-type: none"> • Rounding of dates • Coins and how values have changed through the ages, currency • Distances in the empires (Roman) • Shape – famous monuments • Museum • Weighing (Egyptians)
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SCIENCE

YEAR	OBJECTIVES	SKILLS
1	<p><u>Everyday Materials</u></p> <p>distinguish between an object and the material from which it is made</p> <p>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>describe the simple physical properties of a variety of everyday materials</p> <p>compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>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:</p> <ul style="list-style-type: none"> • 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.

<p>2</p>	<p><u>Living Things and their Habitats</u></p> <p>explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>	<p>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:</p> <ul style="list-style-type: none"> • 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.
<p>3</p>	<p><u>Forces and Magnets</u></p> <p>compare how things move on different surfaces</p> <p>notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>observe how magnets attract or repel each other and attract some materials and not others</p> <p>compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <p>describe magnets as having two poles</p> <p>predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>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:</p> <ul style="list-style-type: none"> • 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>Electricity</u></p> <p>identify common appliances that run on electricity</p> <p>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p>	<p>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:</p> <ul style="list-style-type: none"> • 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

	<p>identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <p>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <ul style="list-style-type: none"> • 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>5</p>	<p><u>Living Things and their Habitats</u></p> <p>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>describe the life process of reproduction in some plants and animals.</p>	<p>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:</p> <ul style="list-style-type: none"> • 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>Evolution and Inheritance</u></p> <p>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>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:</p> <ul style="list-style-type: none"> • 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

		<ul style="list-style-type: none"> 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.
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ICT

Year	Objectives	Skills
R	Explore information from various sources. Show they know information exists in different forms.	Pupils ... <ul style="list-style-type: none"> can imitate the use of digital resources through imaginative play can explore digital information as a class (through the internet, portal, Espresso, CBeebies, etc.) know that information can come from a variety of sources and recognise common uses of technology beyond school know that the digital world can also be dangerous know that some websites are unsafe, and can close a browser quickly when worried
1	Organise and classify information Present their findings. Enter, save and retrieve work	Pupils... <ul style="list-style-type: none"> know that information is available from a range of sources, both digital and traditional recognise the change in the cursor when over a link can open an internet browser and use favourites (existing) to load a website can click on hyperlinks and use the back button and refresh button correctly can use simple keywords to find specific information through a search engine Navigate pages in a VLE to find information (e.g. Portal class pages) Know that some websites are unsafe and can cause damage to the computer Know some sites to search safely on and what to do if something goes wrong know how to keep personal information private organise, store, manipulate and retrieve data in a range of digital formats

<p>2</p>	<p>Save, find and use appropriate information. Follow straight forward lines of enquiry</p>	<p>Pupils...</p> <ul style="list-style-type: none"> • Know that the Internet is a network of connected computers across the world, and that anyone can make a webpage • Know that not all websites contain accurate information • Know that a web browser is software that lets us look at web pages, with tools to navigate, such as back and forward buttons • Can follow hyperlinks to find information from pre-selected digital sources • Know some of the words a search engine ignores • Can use more than one keyword to find specific information • Can save a website into the favourites folder • Compare a website to a book, describing similarities and differences • Know that software can be used to block dangerous or inappropriate websites, and recognise the filtering software's block webpage • Can communicate safely and respectfully online keeping personal information private. <p>organise, store, manipulate and retrieve data in a range of digital formats</p>
<p>3</p>	<p>Save, find and use appropriate information. Follow straight forward lines of enquiry</p>	<p>Pupils...</p> <ul style="list-style-type: none"> • Know that websites have unique resource locators (URLs) or web addresses • Can type a simple URL into the address bar of a browser to find a web page • Know that keywords can be used to search for information, but not all results will be useful • Can search for images, text and videos for a specific topic using carefully chosen keywords (effective use) • Can use different favourites folders to organise web page links • Can review a website, evaluating its usefulness • Can be discerning in evaluating digital content • Know that images on a website have been put there by others and should not be used without credit, respecting individuals and intellectual property • Copy and paste an image from a website & add a credit for the website used • Know that some webpages contain viruses, and how to recognise signs of unsafe sites • Can use technology responsibly, securely and safely • Can communicate and collaborate effectively

<p>4</p>	<p>Understand the need for care in framing questions when collecting, finding and interrogating information. Interpret their findings Question plausibility.</p>	<p>Pupils...</p> <ul style="list-style-type: none"> • Know that parts of a web address (URL) can give useful information, and recognise common endings such as .co.uk .gov.uk .com .sch.uk • Know that a web browser keeps a history of pages visited, and can use a browser's history to find a previously visited website • Can analyse search engine results by skimming and scanning, and looking for clues in the web address and summary text • Know that some results in a search engine have been paid for by the website owners (sponsored links) • Can identify some suspicious sites, recognise when a website is likely to be harmful, and act accordingly Effective use) • Know that information should not be cut and pasted from the internet without giving a reference, respecting individuals and intellectual property • Know how to check the accuracy of information on a website by checking other sources, being discerning in evaluating digital content • Can use technology responsibly, securely and safely Can communicate and collaborate effectively
<p>5</p>	<p>To recognise that poor-quality information leads to unreliable results. Add to, amend and combine different forms of information from a variety of sources.</p>	<p>Pupils...</p> <ul style="list-style-type: none"> • Can describe the different layouts in digital sources compared with print (e.g. scrolling pages, pop-up boxes, etc.) • Know that files can be downloaded from a website, but could be unsafe • Can download files from the internet and save to a specific location • Can use a range of strategies to evaluate the accuracy of information on a web page (e.g. comparing with other sources, considering the author of the site) • Begin to understand the copyright of text and images on the web (respecting intellectual property) • Can compare digital information sources with print and discuss reasons for differences • Can use a search engine's advanced search feature to gain more accurate and specific results (discerning user) • Explore fake websites and identify some ways in which websites try to trick the user • Select and use a variety of sources for research effectively

6	<p>Select the information they need for different purposes, check its accuracy and organise it in a form suitable for processing.</p>	<p>Pupils...</p> <ul style="list-style-type: none"> • Can adjust key word choices to get more effective results for finding specific information • Can describe a range of ways in which a website can be harmful, and suggest ways of avoiding these problems • Can check for possible bias in a website's information and use appropriate methods to validate information • Know that websites are aimed at different audiences, and evaluate a range of sites for a given purpose • Identify various aspects of webpages, including adverts, commercial toolbars, offsite links, etc, and recognise when links or pop-ups may be unsafe • Can use more advanced search functions to gain accurate results (e.g. OR, "", wildcard *, -, :) • Understand some of the copyright laws for text and images on the web and how it compares to print • Use technology responsibly by respecting individuals and intellectual property and be discerning in evaluating digital content
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HISTORY

YEAR	OBJECTIVES	SKILLS
1	<p>Changes within Living Memory. Topics could include – who am I? My own personal timeline, family history. 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: Photographs of themselves and their families, photographs of the past (including black and white/Polaroid) and old and new artefacts.</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>Changes beyond Living Memory (local area history). Topics could include Florence Nightingale and the Great Fire of London, Guy Fawkes. Place events and objects in chronological order. 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. Identify different ways in which the past is represented. 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>	<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 enquiry – observe and handle sources of information, to ask questions about things have happened in the past. • Extract information from a picture. • Record historical observations.

	<p><i>Resources: Timeline, non-fiction books, historical accounts.</i></p>	
<p>3</p>	<p>History Romans Topics could include Julius Ceasars invasion or The Roman Empire by Ad42, Hadrian’s Wall, Boudica, the Romanisation of Britain (non-statutory). Develop their understanding that the past can be divided into different periods of time. 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. Communicate knowledge and understanding in a variety of ways.</p> <p><i>Resources: Roman shields and sword, non-fiction books, timeline, ICT, artefacts.</i></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. • 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.
<p>4</p>	<p>Anglo Saxons and Scots to Vikings. 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 and describe reasons for and results of historical events, situations and changes in the periods studied. Begin to give reasons for and results of the main events and changes. 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: Artefacts, local exhibition (eg. Environment centre), timeline, pictures, non-fiction books, ICT.</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.
<p>5</p>	<p>Egypt early civilisation. Topics could include – pyramids, gods, pharaohs, mummies, hieroglyphics. 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. Recognise that the past is represented in different ways. Show some understanding that aspects of the past have been represented and interpreted in different ways.</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.

	<p>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: artefacts, non-fiction books, ICT, timeline, materials to make pyramids (DT link).</i></p>	<ul style="list-style-type: none"> • 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.
<p>6</p>	<p>Stone Age to Iron Age (Wolf Brother) Topics could include (non-statutory) Late Neolithic hunter-gathers and early farmers eg. Skara Brae Bronze age religion, technology and travel eg. Stone Henge. Iron age hill forts, tribal kingdoms, farming, art and culture.</p> <p>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. Recognise that the past is represented and interpreted in different ways and give reasons for this. Use and evaluate a range of sources, ask and answer questions, record information relevant to the focus of the inquiry. Recall, select and organise and communicate historical information in a variety of ways.</p> <p><i>Resources: artefacts, non-fiction books, ICT, timeline.</i></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. • 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.