

**Curriculum drivers:** The curriculum is underpinned by the school's Curriculum Drivers: **Community**, **Communication** and **Consolidation**. The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are also woven through the curriculum and developed through 'The Heatherlands Way' values of independence, resilience, motivation, aspiration and respect. The curriculum also consolidates the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We have identified the key concepts or overarching ideas within each subject. To enable the children to access them, we call these the 'Big Ideas'.

<p><b>Key knowledge and skills</b></p> <p><b>History</b> <i>Big ideas: Chronology, innovation, impact</i></p> <p><b>Key Question: Who invaded Britain?</b> (A study of changes in Britain's social history and settlements through a study of the Anglo Saxons &amp; Vikings)</p> <ul style="list-style-type: none"> <li>Who invaded Britain?</li> <li>When did they arrive? <b>(chronology)</b></li> <li>Why did they invade Britain?</li> <li>Where did they come from?</li> <li>How did they arrive in Britain?</li> <li>What did they bring with them or leave behind? <b>(innovation/impact)</b></li> </ul> <ul style="list-style-type: none"> <li>Know that the invaders came to Britain to find land to farm, build trade links, find wealth. <b>(innovation/impact)</b></li> <li>Understand the historical changes in Britain and groups of people who settled there. <b>(innovation/impact)</b></li> <li>Understand the impact of the invasions on Britons (language, wooden buildings, religion, literature, place names, trade, resources, technology). <b>(innovation/impact)</b></li> <li>Know that invasion and settling has led to significant changes that have impacted on everyday life and that this has led to significant changes e.g. social cultural, economic and political that have impacted on everyday life. <b>(innovation/impact)</b></li> </ul> <p><b>Chronology</b></p>	<p><b>Key knowledge and skills</b></p> <p><b>Science (see separate planning)</b> <i>Big ideas: Investigation, explanation, observation</i></p> <p><b>Enquiry: How can living things be grouped and classified?</b></p> <ul style="list-style-type: none"> <li>Recognise that living things can be grouped in a variety of ways (MRS GREN) <b>(observation, explanation)</b></li> <li>Classify animals into vertebrates and invertebrates <b>(observation, explanation, investigation)</b></li> <li>Know the names of the 3 groups of invertebrates. <b>(observation, explanation)</b></li> <li>Recognise that animals adapt to live in different habitats <b>(observation, explanation)</b></li> <li>Use classification keys to answer questions when classifying unknown animals. <b>(observation, explanation, investigation)</b></li> <li>Know the effects of harming habitats. <b>(observation, explanation)</b></li> <li>Recognise how damaging our environment can affect living things (through plastic pollution and deforestation) <b>(observation, explanation)</b></li> </ul> <p><b>Enquiry: How does the distance from the sound source affect the volume of the sound?</b></p> <ul style="list-style-type: none"> <li>Understand how sounds are made. <b>(observation, explanation, investigation)</b></li> <li>Use the term 'volume' to describe the level of sound. <b>(observation, explanation, investigation)</b></li> <li>Recognise patterns between the volume of a sound and the strength of the vibrations that produced it. <b>(observation, explanation, investigation)</b></li> <li>Understand the term 'pitch'. <b>(observation, explanation)</b></li> </ul> <p><b>SC1:</b></p> <ul style="list-style-type: none"> <li>Ask relevant questions and use different types of scientific enquiries to answer them</li> </ul>
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- Place events from a period studied on a time line. **(chronology)**
- Use terms related to the period and begin to date events. **(chronology)**
- Identify and describe some of the features that are distinctive for each time period studied. **(chronology)**
- Know that each time period has features that are distinctive to it. **(chronology)**
- Understand that the years in 'BC' count backwards, just like negative numbers. **(chronology)**
- Know that CE means 'Common Era' and that BCE means 'Before Common Era'.

#### Range and depth of historical knowledge

- Use evidence to reconstruct life in time studied. **(chronology)**
- Identify key features and events. **(chronology, impact)**
- Look for links and effects in time studied. **(chronology, impact)**
- Offer a reasonable explanation for some events. **(impact)**
- Develop a broad understanding of ancient civilisations. **(chronology, impact, innovation)**

#### Interpretations of history

- Look at the evidence available and begin to evaluate the usefulness of different sources. **(impact)**

#### Historical enquiry

- Use evidence to build up a picture of a past event. **(chronology, impact)**
- Choose relevant material to present a picture of one aspect of life in time past. **(chronology, impact)**
- Ask a variety of questions.

- Set up simple practical enquiries, comparative and fair tests
- Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- Gather, record, classify and present data in a variety of ways to help in answering questions
- record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- Identify differences, similarities or changes related to simple scientific ideas and processes
- use straightforward scientific evidence to answer questions or to support their findings.

#### Art

##### *Big ideas: inspiration, experimentation & expression*

- Draw and sketch from close observation, including landscapes, with a focus on balance, contrast, emphasis and movement **(expression)**
- Use imagination and knowledge of line, shape to form images. **(inspiration, experimentation, expression)**
- Study and compare the work of Henri Rousseau (Painter) identifying the 7 elements of art and the principles of balance, contrast, emphasis, movement, rhythm and unity using their work as an inspiration for their own art **(inspiration)**
- Use artists work as an inspiration for their own. **(inspiration, experimentation, expression)**
- Decide what materials best suit the task by exploring known techniques. **(experimentation)**
- Collect ideas in sketch books and annotate using key, relevant art vocabulary. **(experimentation, expression)**
- Record observations in a sketchbook, reviewing and revisiting ideas. **(experimentation, expression)**
- Produce accurate face drawings/portraits before sculpting using previous techniques to add texture **(expression)**
- Know that 2-dimensional art includes only the length and width of a flat object such as a drawing, print, or painting. **(expression)**

- Know that 3-dimensional art includes the length, width, and depth of an object such as a structure, building, or sculpture. **(expression)**
- Draw shadows and understand tones are created by the way in which light falls on a 3D object. **(experimentation, expression)**
- Know that where light is strongest, highlights are created, where light is weakest, shadows form. **(experimentation, expression)**
- Use scale and proportion in drawings ensuring that the object drawn or illustrated has been reduced or enlarged from its original size, but is still proportional to the real object **(experimentation, expression)**
- Choose and use a range of brushes with accuracy, painting in small scale with more accuracy and detail. **(experimentation, expression)**
- Use knowledge of colour washes to begin to explore layering of colour to create images/backgrounds i.e Henri Rousseau **(inspiration, experimentation, expression)**
- Choose the appropriate type of paint for the piece of artwork i.e watercolour, poster paint or powder paint, or acrylic. **(inspiration, experimentation, expression)**
- Know that different paints have different thicknesses (e.g. acrylic, poster, watercolour) and can create different textures on the page. **(experimentation, expression)**

**Computing** (see separate planning)

Big ideas: coding, design & online safety

**Online safety**

- Understand how children can protect themselves from online identity theft. **(online safety)**
- Understand that information put online leaves a digital footprint or trail and that this can aid identity theft. **(online safety)**
- Identify the risks and benefits of installing software including apps. **(online safety)**
- Understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism. **(online safety)**
- Identify appropriate behaviour when participating or contributing to collaborative online projects for learning. **(online safety)**
- Identify the positive and negative influences of technology on health and the environment. **(online safety)**
- Understand the importance of balancing game and screen time with other parts of their lives. **(online safety)**

**Effective searching**

- Understand what a search engine is, how it works and how to use simple keywords to

	<p>find information online. <b>(online safety)</b></p> <ul style="list-style-type: none"> <li>• Understand how search engines collect, sort and rank results, and why some results appear first. <b>(online safety)</b></li> <li>• Learn advanced ways to improve searches so we can find the most accurate and useful results quickly. <b>(online safety)</b></li> <li>• Develop strategies to judge whether information online is true and if sources can be trusted. <b>(online safety)</b></li> </ul> <p><b>Composing beats</b></p> <ul style="list-style-type: none"> <li>• Identify and discuss the main elements of music. <b>(design)</b></li> <li>• Understand and experiment with rhythm and tempo. <b>(design)</b></li> <li>• Create a melodic phrase using varied notes and pitch. <b>(design)</b></li> <li>• Compose a piece of electronic music. <b>(design)</b></li> </ul> <p><b>Oracy</b>  Communication week  Reading poetry  Collaborative research/investigation  Drama/performance  Explain scientific predictions and conclusions  JIGSAW</p>
<p><b>Key vocabulary:</b>  Anglo Saxons, invasion, Scandinavia, invasion, settlements, kingdom  Christians, religion, village, King Athelstan, trading, East Anglia, Thane  artefact</p> <p>Cause, consequence, Viking, invasion, settlement, push/pull reasons,  conflict, Saxons, kingdoms, missionaries, impact, legacy, Britain</p>	<p>habitats, environments, danger, humans, affect, classification key, habitat, environment, identify, arachnid, mollusc, insect, body part, life processes, movement, reproduction, sensitivity, growth, respiration, excretion, nutrition, life cycle, observation, vertebrates, invertebrates, spine, skeleton, exoskeleton, habitats, internal, external, organs</p> <p>Sound, vibrating, fainter, distance, source, patterns, strength, pitch, sound, travel, vibration, source, pitch, volume, decibels, sound wave, ear</p> <p>proportion, scale, shadows, light, angle, accurate, sculpting, 2D, 3D, length, width, depth, highlights, acrylic, layering, Henri Rousseau, painter, colour background, balance, contrast, emphasis, movement, rhythm, unity</p>
<p><b>Previous linked learning to consolidate:</b> 'From Stone to Rome' – Y3 Romans topic</p>	
<p><b>What comes next?</b> 'Terrible Tudors' – Y5</p>	