

**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**'.

<b>Key knowledge and skills</b>	<b>Key knowledge and skills</b>
<p><b>History</b>  <i>Big ideas: chronology, innovation &amp; impact</i></p> <p><b>Key Question: How did life change between the Neolithic, Bronze and Iron Ages?</b>  <i>(A study of changes in Britain from the Stone Age to the Iron Age)</i></p> <ul style="list-style-type: none"> <li>Understand the timeline of change (<b>chronology, innovation</b>)</li> <li>Identify the characteristic features of each period. (<b>chronology</b>)</li> <li>Identify how changes happened and what stayed the same or became different. (<b>innovation, impact</b>)</li> <li>Understand why changes happened and what their consequences were. (<b>innovation, impact</b>)</li> </ul> <p><b>Key Question: What was the Roman Empires most significant impact on Britain?</b>  <i>(A study of changes in Britain's social history and settlements)</i></p> <p>Who invaded Britain?            When did they arrive? (<b>chronology</b>)            Why did they invade Britain?            Where did they come from?            How did they arrive in Britain?            What did they bring with them or leave behind? (<b>innovation/impact</b>)</p> <ul style="list-style-type: none"> <li>Identify what made the Roman army so successful (military power, political flexibility, economic expansion, well organised, ambitious). (<b>innovation, impact</b>)</li> </ul>	<p><b>Science (See separate science planning)</b>  <i>Big ideas: Investigation, explanation, observation</i></p> <p><b>Enquiry: How does the material on the ramp affect the distance a car travels? Are all metals magnetic?</b></p> <ul style="list-style-type: none"> <li>Understand that pushes and pulls require contact between 2 objects (<b>observation, explanation, investigation</b>)</li> <li>Understand that some forces work without any contact or from a distance (<b>observation, explanation, investigation</b>)</li> <li>Understand that when we push and pull an object it can move the object, change the shape of the object or make the object change direction. (<b>observation, explanation, investigation</b>)</li> <li>Know that a compass is a tiny magnet. (<b>explanation</b>)</li> <li>Know that the Earth is a giant magnet and that magnets have 2 poles, those that attract and those that repel (<b>explanation</b>)</li> <li>Understand that a magnet is any object that generates its own magnetic force, called a magnetic field. (<b>explanation</b>)</li> <li>Know that one end of a 'bar' magnet is called the north pole and the opposite is the south pole and that magnetic materials will be attracted to the magnet (stick)</li> <li>(<b>observation, explanation, investigation</b>)</li> <li>Know that materials can be sorted by their properties and that materials are used for specific purposes due to their properties (<b>observation, explanation, investigation</b>)</li> </ul> <p><b>DT</b>  <i>Big ideas: design, problem solving &amp; skills &amp; expertise</i></p>

<ul style="list-style-type: none"> <li>• Know about the Romanisation of Britain (Roman roads; religion; language, writing and numbers; town construction). <b>(impact, innovation)</b></li> <li>• Find out about the fall of the Roman Empire and how it was caused <b>(impact)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Describe what pneumatics systems are, that they have an input and output, and how we can use them to make movement in a product. <b>(problem solving, skills and expertise)</b></li> <li>• Disassemble, test and evaluate familiar products, considering their own and the views of others of how to improve them. <b>(design, problem solving, skills and expertise)</b> Evaluate their final outcomes against the original design criteria, explaining how well it meets its intended purpose and possible next steps in the design process. <b>(design, problem solving, skills and expertise)</b></li> </ul> <p><b>Computing</b> – see separate planning <i>Big ideas: coding, design &amp; online safety</i></p> <p><b>Presenting – powerpoint</b></p> <ul style="list-style-type: none"> <li>• Learn how to open PowerPoint, add text and change how it looks. <b>(design)</b></li> <li>• Learn how to add slides, change slide designs and insert pictures into a presentation. <b>(design)</b></li> <li>• Add animations to pictures and text, and transitions between slides. <b>(design)</b></li> <li>• Create an effective presentation. <b>(design)</b></li> <li>• Complete and present a slideshow to an audience.</li> </ul> <p><b>Oracy</b> Discussion and debate (History)</p>
<p><b>Key vocabulary:</b> Stone Age , Bronze Age, Iron Age, Neolithic Archaeology, artefact, tribes, flint, settlement, agriculture, Hunter gatherer BC, AD Romans, invaded, spread, Roman Empire, Romanisation, Boudicca, Celtic uprising, fall, impact, legacy</p>	<p>Forces, magnets, compare, different surfaces, magnetic forces, distance, predict, magnets, attract, repel, poles, observe, compare, group, magnetic materials</p> <p>pneumatics, input, output, movement, appealing, design criteria, syringe</p> <p>animation, format, font, handles, media, powerpoint, slide, handout, slideshow, text box, transition, word art</p>
<p><b>Previous linked learning to consolidate:</b> Year 2 ‘The Great Escape’ – sources of evidence and change and impact <b>What comes next?</b> Year 4 – ‘Invaders or Traders?’ topic – Anglo Saxons, Vikings</p>	