

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**'.

Key knowledge and skills	Key knowledge and skills
<p>History <i>Big ideas: Chronology, innovation, impact</i></p> <p>Key Question: Who were the Tudor monarchs? <i>(A study of some significant events and individuals, including Tudor monarchs, who shaped this period and of the everyday lives of men, women and children from different sections of society.)</i></p> <ul style="list-style-type: none"> Who were the Tudors? (chronology) How do we know so much about the Tudors today? What impact did the Tudors have on society at the time and today? I.e. Religion, overseas exploration and colonisation. (innovation/impact) What events in Tudor history had the greatest impact on their society? (impact) How were criminals punished in Tudor times compared to today? Know that there were six Tudor monarchs. (chronology) Know that Queen Elizabeth is well remembered for maintaining peace in the previously divided country and for never marrying. (impact) Know that there are different systems of power (monarchy, democracy). (impact) BRITISH VALUES Know that power can be shifted (democracy) and leaders can be elected based on the views of the people. BRITISH VALUES <p>Chronology</p> <ul style="list-style-type: none"> Place current study on a timeline in relation to previous studies. (chronology) 	<p>Science (see separate planning) <i>Big ideas: Investigation, explanation, observation</i></p> <p>Enquiry: Which material is the best insulator of heat?</p> <ul style="list-style-type: none"> Revise what is meant by the term materials and properties. (observation, explanation) Understand the meaning of the terms opaque, brittle, thermal, transparent, flexible, insulator, soluble, waterproof, conductor, translucent, shiny, synthetic, absorbent, rigid, natural, hard (observation, explanation, investigation) Know that materials can be grouped according to their properties. (observation, explanation, investigation) Know that objects are made from materials according to their suitability and specific properties (tested by scientists) (observation, explanation, investigation) Know that conductors let energy flow through them (for example, electrical or thermal energy). (observation, explanation) Know that heat energy travels through solids because of conduction. (observation, explanation, investigation) Know that materials that do not conduct heat well are heat insulators. (observation, explanation) <p>SC1</p> <ul style="list-style-type: none"> Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary (observation, explanation, investigation)

<ul style="list-style-type: none"> Recall and sequence key events of time studied. (chronology) Use relevant terms and periods when labelling a timeline. (chronology) Know that timelines can be used to represent both long and short periods of time, including both periods of stasis as well as rapid change. (chronology) Know that the past is divided up into different time periods (modern history, middle ages, ancient and prehistoric), but that these can also be subdivided, each period with its own distinct series of events and influences (e.g. change of monarchs, culture) (chronology) <p>Range and depth of historical knowledge</p> <ul style="list-style-type: none"> Study different aspects of life of different people – differences between men and women. (impact) Examine causes and results of great events and the impact on people. (impact) Compare life in early and late times studied. (impact) <p>Interpretations of history</p> <ul style="list-style-type: none"> Compare accounts of events from different sources. Fact or fiction. Offer some reasons for different versions of events. <p>Historical enquiry</p> <ul style="list-style-type: none"> Begin to identify primary and secondary sources. Use evidence to build up a picture of life in time studied. Select relevant sections of information. Make confident use of library, e-learning and research. Talk about historical artefacts. Talk about how artefacts can give us information. 	<ul style="list-style-type: none"> Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate (observation, explanation, investigation) Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs (explanation, investigation) Use test results to make predictions to set up further comparative and fair tests (observation, explanation, investigation) Report and present 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 (explanation) Identify scientific evidence that has been used to support or refute ideas or arguments <p>Computing (see separate planning) <i>Big ideas: coding, design & online safety</i></p> <p>WORD PROCESSING</p> <ul style="list-style-type: none"> Format text in a new Word document and then save it with an appropriate filename. (design) Learn how to edit text and apply more advanced formatting. (design) Learn how to adjust the layout of a Word document. (design) Learn how to insert and format images in Word. (design) Use tables in Word to organise information. (design) Combine Word skills to create and review a factsheet. (design) <p>Oracy</p> <ul style="list-style-type: none"> Present a point of view using persuasive language (Macbeth) Use humour effectively (Macbeth) Use appropriately different words and phrases, from how people in that area normally talk, and standard English (History).
<p>Key vocabulary: Tudor England, historical artefacts, articulate, England, Battle of Bosworth, Tudor reign, key figures, war of the roses, Tudor rose, intricate detail, King Henry VIII, Church of England, opinions, Henry VIII's wives, fates, society, rich and poor, crime and punishment, Tudor monarchs, Queen Elizabeth</p>	<p>Materials, properties, sort, group, hardness, solubility, transparency, response, magnets, conductivity, conductor, insulator, thermal, electrical, recover, substance, filter, changes, formation, energy, electrical energy, thermal energy</p> <p>edit, word wrap, tables, images, text, templates, formatting, layout, filename</p>

Previous linked learning to consolidate: Y3 'From Stone to Rome' – Stone Age/ Bronze Age/Iron Age/Romans topic, Y4 'Invaders and raiders'– Anglo Saxons/Vikings topic, 'Olympia' Ancient Greeks, Y5

What comes next? Y6 'Please Sir' – Victorian topic, Y6 ' Dig for Victory' – WW2 topic