

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

History

Big ideas: Chronology, innovation, impact

Enquiry: Who invaded Britain? (A study of changes in Britain's social history and settlements through a study of the Anglo Saxons & Vikings)

Who invaded Britain?

When did they arrive? **(chronology)**

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? **(innovation/impact)**

Know that the invaders came to Britain to find land to farm, build trade links, find wealth. **(innovation/impact)**

Understand the historical changes in Britain and groups of people who settled there. **(innovation/impact)**

Understand the impact of the invasions on Britons (language, wooden buildings, religion, literature, place names, trade, resources, technology). **(innovation/impact)**

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. **(innovation/impact)**

Historical skills

Place events from a period studied on a timeline. **(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'.

Key knowledge and skills

Science (see separate planning)

Big ideas: Investigation, explanation, observation

Enquiry: How can living things be grouped and classified?

Recognise that living things can be grouped in a variety of ways (MRS GREN) **(observation, explanation)**

Classify animals into vertebrates and invertebrates **(observation, explanation, investigation)**

Know the names of the 3 groups of invertebrates. **(observation, explanation)**

Recognise that animals adapt to live in different habitats **(observation, explanation)**

Use classification keys to answer questions when classifying unknown animals. **(observation, explanation, investigation)**

Know the effects of harming habitats. **(observation, explanation)**

Recognise how damaging our environment can affect living things (through plastic pollution and deforestation) **(observation, explanation)**

SC1:

Ask relevant questions and use different types of scientific enquiries to answer them

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

Identify differences, similarities or changes related to simple scientific ideas and processes

Use straightforward scientific evidence to answer questions or to support their findings.

Enquiry: How does the distance from the sound source affect the volume of the sound? (MUSIC)

Understand how sounds are made. **(observation, explanation, investigation)**

Use the term 'volume' to describe the level of sound. **(observation, explanation, investigation)**

Recognise patterns between the volume of a sound and the strength of the vibrations that produced it.

(observation, explanation, investigation)

Understand the term 'pitch'. **(observation, explanation)**

SC1:

Ask relevant questions and use different types of scientific enquiries to answer them

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) Look at the evidence available and begin to evaluate the usefulness of different sources. (impact) 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 <i>Big ideas: inspiration, experimentation & expression</i> To draw and sketch from close observation, including landscapes, with a focus on balance, contrast, emphasis and movement. To annotate using key, relevant art vocabulary. (expression, experimentation) To use imagination and knowledge of line, shape to form images. To 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) To know that 2-dimensional art includes only the length and width of a flat object such as a drawing, print, or painting. To draw shadows and understand tones are created by the way in which light falls on a 3D object. To know that where light is strongest, highlights are created, where light is weakest, shadows form To choose and use a range of brushes with accuracy, painting in small scale with more accuracy and detail To study the work of Henri Rousseau and create paintings in his style (expression) To use knowledge of colour washes to begin to explore layering of colour to create images/backgrounds i.e Henri Rousseau (experimentation) (expression) To choose the appropriate type of paint for the piece of artwork i.e watercolour, poster paint or powder paint, or acrylic knowing that different paints have different thicknesses and can create different textures on the page Computing (see separate planning) <i>Big ideas: coding, design & online safety</i> Online safety ONGOING To understand how children can protect themselves from online identity theft. To understand that information put online leaves a digital footprint or trail and that this can aid identity theft. To identify the risks and benefits of installing software including apps. To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism. To identify appropriate behaviour when participating or contributing to collaborative online projects for learning.
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	To identify the positive and negative influences of technology on health and the environment. To understand the importance of balancing game and screen time with other parts of their lives. Effective searching To locate information on the search results page. To use search effectively to find out information. To assess whether an information source is true and reliable. MAKING MUSIC (MUSIC) To identify and discuss the main elements of music: Pulse, Rhythm, Tempo, Pitch, Texture To understand and experiment with rhythm and tempo. To create a melodic phrase. To compose a piece of electronic music. Oracy Communication week Reading poetry Collaborative research/investigation Drama/performance Explain scientific predictions and conclusions JIGSAW
Key vocabulary: Anglo Saxons, Invasion, Scandinavia, Settlements, kingdom, Christians, Religion Village, King Athelstan, Trading, East Anglia, Thane, Artefact Cause, Consequence, Viking, push/pull reasons, conflict, Saxons, Missionaries, Impact, Legacy, Britain	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 Sound, vibrating, fainter, distance, source, patterns, strength, pitch, sound, travel, vibration, source, pitch, volume, decibels, sound wave, ear 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
Previous linked learning to consolidate: 'Testudo' – Y3 Romans topic CONSOLIDATION What comes next? 'Terrible Tudors' – Y5	