

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
History <i>Big ideas: chronology, innovation & impact</i> Key Question: What was the legacy of the Greek culture? (Events beyond living memory that are significant nationally / or globally) - Who were the Greeks? (chronology) - How do we know so much about Ancient Greeks today? - What can statues, poems and stories tell us about Greek life? - What impact did the Ancient Greeks have on society? (innovation/impact) - What innovations did they leave behind? (innovation/impact) - Understand that we can investigate Ancient Greece through what has been left behind. (impact) - Know that Athens and Sparta were two city-states that each had a government. - Understand how Greek soldiers were successful in combat. (impact) - Understand the importance of religion to the Ancient Greeks. - Know that the Olympic Games began over 2700 years ago in Olympia, Greece. (impact) - Understand that democracy originated in Ancient Greece. (innovation, impact) BRITISH VALUES - Place current study on a time line in relation to previous studies. (chronology) - 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, impact, innovation)	Science (see separate planning) <i>Big ideas: investigation, explanation & observation</i> Enquiry: Does the size of a parachute affect the time it takes for it to fall to the ground? - Understand there are different types of forces including friction, gravity, up thrust, thrust, magnetism, air resistance and buoyancy. (observation, explanation, investigation) - Understand that forces can be balanced and unbalanced. (observation, explanation) - Understand that more than one force can be acting at a time. (observation, explanation) - Understand the difference between weight and mass. (observation, explanation) - Understand gravity is a force pulling objects towards the centre of the Earth. (observation, explanation, investigation) - Understand what air resistance is. (observation, explanation) - Understand what gravity is. (observation, explanation) - Understand that two forces can push against each other. (observation, explanation) - Understand how to use a newton meter. (observation, explanation, investigation) - Understand what friction is. (observation, explanation) - Investigate how levers work; exploring how the position of fulcrum, load and effort impacts on use. (observation, explanation, investigation) - Investigate how pulleys work and how the number of pulleys used changes the effort required. (observation, explanation, investigation) - Draw diagrams that explain the forces, loads, weights and efforts for levers and pulleys. (observation, explanation) Sc1:

- 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, impact, innovation)**
- 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 and contrast ancient civilisations. **(chronology, impact, innovation)**
- Compare accounts of events from different sources. Fact or fiction.
- Offer some reasons for different versions of events.
- Begin to identify primary and secondary sources.
- Use evidence to build up a picture of life in time studied. **(chronology, impact, innovation)**
- 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.

- plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- 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

Art

Big ideas: inspiration, experimentation & expression

- Study Monica Boccia's board "Greek Masks" and use the work of as an inspiration for sculpting Greek masks **(inspiration, experimentation, expression)**
- Know that Modroc is another name for plaster impregnated bandage, and it can be used to make sculptures and models. **(experimentation, expression)**
- Know how to use Modroc to create 3D forms, building upon wire sculptures **(experimentation, expression)**
- Use wire as a medium to create 3D forms i.e Greek masks **(experimentation, expression)**
- Explain each part of the design of a sculpture they have created. **(expression)**

Computing (see separate planning)

Big ideas: coding, design & online safety

- To gain a greater understanding of the impact that sharing digital content can have.
- To review children's responsibility to one another in their online behaviour.
- To understand the advantages, disadvantages, permissions, and purposes of altering an image digitally and the reasons for this.
- To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online
- To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information.
- Ensuring reliability through using different methods of communication.

Oracy:

- Use complex sentences and link by meaning to present ideas logically (History)

	Use and respond to a range of strategies such as asking questions or making relevant comments to keep a conversation flowing (RE)
Key vocabulary: Ancient Greece, features, landscape differences, organise, communicate, role of women, culture, Athens, Sparta, debating, Greek soldiers, power, historical understanding, Hoplites, Battle of Marathon, clothing, religious beliefs, links, investigate, present, Olympic Games, democracy, British values	force, balanced, unbalanced, push, pull, gravity, friction, air resistance, water resistance, gravity, Newton, newton meter, mass, weight, levers, pulleys, fulcrum, load, effort, weights, mechanisms, force, load Greek, culture, pottery, sculpture, sculptors, evaluate, design, archaeology, culture, communication, decoration, scenes, antiquity Online safety, digital content, validity, reliability, source, permissions, altering, impact, responsibility
Previous linked learning to consolidate: 'Walk like an Egyptian' – Y4 (<i>In depth study of the earliest civilisations</i>)	
What comes next? 'The amazing Mayans' (<i>A study of the achievements of the earliest civilisations</i>)	