

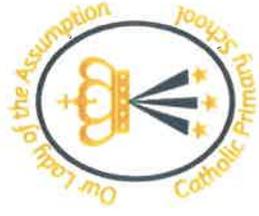
OLA Autumn Term Topic Curriculum Outline

Year 1 – Autumn Term – Our School and School days.

Key Concept/s: Place

Subject	National Curriculum Programme of Study	Progression of Skills
History	<ul style="list-style-type: none"> Children should be taught about changes within living memory. Where appropriate these should be used to reveal aspects of change in national life – schooling 	<ul style="list-style-type: none"> Chronology I understand and use the words past and present I can recount events and changes in my own lifetime I can recount changes in the lives of others – now/then I use everyday words and phrases to describe the passing of time (see vocab list) Historical enquiry I can use books, stories, photographs, websites, pictures and objects I can ask and answer questions about the past – 5 ws (where, when, who, why, what) how
Geography	<ul style="list-style-type: none"> Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment 	<ul style="list-style-type: none"> Investigate places I can locate the region, city and area where I live and where I go to school I can name the features in a location I know some features are natural and some are man-made I can say where somewhere is (near, far away) I can identify land use around my school I know my address I can ask questions like: what is this place like? What is in this place? Where is...? Is there a...?

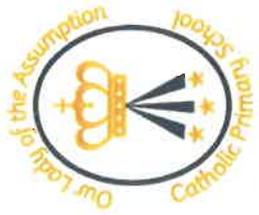
		<ul style="list-style-type: none"> • Geographical skills and fieldwork • I use sources of information to help me find out about a location e.g. Google Earth • I look at places and draw features I like and dislike • I take digital photographs of a locality and use them back in the classroom • I can map the classroom (birdseye view) • I can map the school • I can plan a route using a map (how we get to school)
<p>Art and Design</p>	<p>Drawings of local area</p> <ul style="list-style-type: none"> • Use drawing to develop and share their ideas, experiences and imagination • Pupils should be taught about the work of a range of artists • Pupils should be taught to use a range of materials creatively to design and make products <p>Lawry – black and white George Shaw – local artist – Jardine Crescent</p>	<ul style="list-style-type: none"> • Drawing • I can draw with crayons, pencils and chalks • I can describe the size and position of the shapes I see • I can colour in neatly following the lines very carefully • Evaluation • I can talk about my own work (features, design and opinion)
<p>Design and Technology</p>	<p>Sliders and Levers – Christmas cards?</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and others, based on design criteria • Model and communicate their ideas through talking and drawing • Select from and use a wide range of tools and equipment to perform practical tasks (e.g. cutting, joining) • Explore and use mechanisms (levers and sliders) • Explore and evaluate a range of existing products • Evaluate their ideas 	<ul style="list-style-type: none"> • Mechanics - I have made a product that moves using a lever or a hinge - I cut materials using scissors - I have explored how moving objects work - I have looked at hinges and simple levers - I know that my product needs to be made from materials that are suitable for the job • Designing - I can think of ideas and with help can put them into practice



	<ul style="list-style-type: none"> • Evaluating - I can talk about my own work - I describe how my product works
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Launch ideas	Ideas for visits/visitors	Celebration ideas
Tour of the school Homework – why did my parents choose to send me to THIS school? Did any of your parents come to this school?	Staff working within school past pupils/parents who were pupils. Aerial photographs of the school (GL) Walks/tours of the school/local area	Time capsule of 2020

Possible enquiry	Child-led enquiry	Vocabulary
Where do we live? Where is this school? Why do we come to this school? Why did your parents send you to this school? What does our school look like? What do you find inside/outside the school? Geographical features? Create a map of the school What is our school logo, why do we have one? Has it always been like this? Brochure for new pupils, what do we know about our school. Mission statement What do we do at school? What was Our Lady's like in the past? How has it changed over the years?		Now, yesterday, last week, a long time ago Past, present, old, new, history, when my parents/carers were young, city, village, wood, man-made, natural, location, plan, map, birdseye view, surroundings, local, place, land use, route, journal



Are the physical features still the same?
What was the daily routine like?
Where the classes the same – visitors, parents, GL, CS TA in Year 1
What would they like the school to be like in a few years time?
Where did people go to learn before Our Lady's was built? What was school like then?
Write a letter to themselves in year 6/find a time capsule (2010) make one from 2021

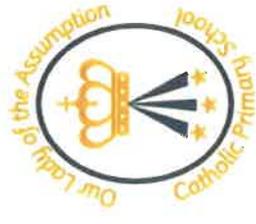


Year 2 – Autumn Term – Amazing Africa (Geography topic)

Key Concept: Place, Space, Cultural Awareness

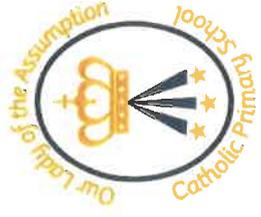
Subject	National Curriculum Programme of Study	Progression of Skills
History	N/A	
Geography	<ul style="list-style-type: none"> • Name and locate the world's seven continents and five oceans • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Coventry) and of a small area in a contrasting non-European country(Kenya). • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and North and South Poles. • Use basic geographical vocabulary to refer to: Key physical features including, river, soil, vegetation, season and weather and key human features including, city, town, village. <ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the United Kingdom and it's countries 	<ul style="list-style-type: none"> • Investigate places <ul style="list-style-type: none"> - I can name and locate the continents and five oceans - I can identify where the equator is and the North and South Poles - I can locate another area in the world and say what it is like - I can compare and contrast this area with where I live - I can ask questions like what is this place like? - What and who will I see in this place? Why are these people/features here? - I can identify the key human and physical features of a location - I know that roads, rail, sea and air link places together • Investigating patterns <ul style="list-style-type: none"> - I can use technology to find out about the weather in a different location (non-European country) - I can identify land use and understand how it has changed. • Geographical skills and fieldwork <ul style="list-style-type: none"> • I can use a globe to find the Equator and the North and South Poles. • I use aerial images, photographs, google earth to find out about a location • I use books, stories and other information to find out about places

<p>Art and Design</p>	<p>Art – sunset pictures – silhouette – half do a Nairobi city sunset/half to a savannah sunset Pupils should be taught:</p> <ul style="list-style-type: none"> • To use a range of materials creatively to design and make products • to develop a wide range of art techniques using colour, pattern, texture, line, shape, form and space 	<ul style="list-style-type: none"> • I have looked at how a map is a flat representation of a place on the globe • Drawing <ul style="list-style-type: none"> - I show different tones using pencils, chalks and oil pastels in my drawings • Painting <ul style="list-style-type: none"> - I add white/black to colours to make tones - I use a brush correctly (holding, dipping, spreading and washing) • Collage <ul style="list-style-type: none"> - I cut and tear paper and card for my collages - I use shapes, colours and patterns in my collages • Evaluating <ul style="list-style-type: none"> - I comment on differences in others' work and I suggest ways of improving my own work
<p>Design and Technology</p>	<p>Food – healthy eating – fruits that grow in Africa? Handa's Surprise Pupils should be taught to:</p> <ul style="list-style-type: none"> • Use the basic principles of a healthy and varied diet to prepare dishes • Understand where food comes from 	<ul style="list-style-type: none"> • Cooking and nutrition <ul style="list-style-type: none"> - With help I can use a knife safely - I am aware of washing for hygiene - I know I need fruit and vegetables - I am aware of the need to clean work surfaces - I know what the food groups are - I can prepare a healthy snack • Evaluation <ul style="list-style-type: none"> - I explain why I chose certain fruits, techniques and tools • Design <ul style="list-style-type: none"> - I use pictures and words to describe what I want to do - I know what a design is and can put it into practice

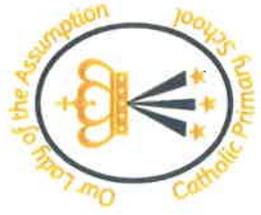


Launch ideas	Ideas for visits/visitors	Celebration ideas
<p>Where in the world does your family originate from – world map on display, photos pointing to which part of the world families come from.</p>	<p>Parents from African Countries Possible link to science topic 'animals' visit zoo African drumming (teacher from another school come to teach West Cov Academy) Internet clips/videos/photographs showing life in Kenya</p>	<p>Children leave with an accurate knowledge of what life in Africa is like – not just stereotypes Assembly Exhibition in the hall – welcome to Kenya!</p>

Possible enquiry	Child-led enquiry	Vocabulary
<p>The world is made up of continents What are the continents? It is an area of land made up of countries Look at the continent of Africa – look at the countries it is made up of, different flags Parents/families from Africa – find these countries on a map? Link to world not just Africa It is a hot continent, hottest countries are in the middle, near the equator? Pick a country – Kenya compare Nairobi and rural tribal areas (Maasai Mara park?) Where is Kenya What is life like in Kenya? What is life like in Nairobi – compare to Coventry – what is life like in a city – physical and human features Go to the rural areas – contrast to the city – what is life like in rural areas. Mombasa –</p>		<p>Continent, environment, human and physical features, man-made, landscape, aerial view, map, globe, wildlife habitats, vegetation, city, town, village, coastline, atlas, ocean, national, local, weather patterns, seasons, desert, savannah, tribe, valley, North and South, North pole, South pole, Equator</p>



<p>coastal area</p> <p>Traditional Swahili phrases and dances. Maasai dress, celebrations as well as everyday life. Dress is red because lions are scared of the colour red.</p> <p>Physical features – savannah – national park compare to zoos, people living alongside animals, does this help conservation?</p> <p>Again compare to Coventry and our local area</p>		
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Year 3 – Autumn Term – Volcanoes and earthquakes – Shake, Rattle and Roll!

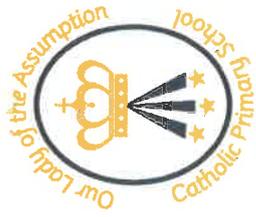
Key Concepts: Physical and Human Processes

Subject	National Curriculum Programme of Study	Progression of Skills
History	N/A	<ul style="list-style-type: none"> • Chronology - • Historical enquiry and interpretation -
Geography	<ul style="list-style-type: none"> • Locate the world's countries using maps. • Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere and the Tropics of Cancer and Capricorn. • Describe and understand key aspects of physical geography including volcanoes and earthquakes • Describe and understand key aspects of human geography including, types of land use 	<ul style="list-style-type: none"> • Investigate places - I can identify where places are in relation to the equator, Arctic and Antarctic circles and North/Southern Hemisphere - I can give reasons why some physical features are where they are - I can use sources of information to investigate a place - I can locate continents, countries, cities and use compass points <ul style="list-style-type: none"> • Investigate patterns - I can give reasons for change in land use - I know the features of a volcano and earthquake - I can map out volcanic activity and earthquakes, using the name of the place , country and continent - I can look for patterns in volcanic and earthquake activity - I can give causes for these natural phenomena - I can describe the human and physical consequences of these natural phenomena

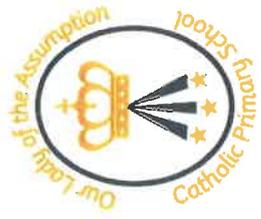
		<ul style="list-style-type: none"> • Geographical skills and fieldwork - I use the contents and index pages of an atlas to find places quickly - I have looked at how a map is a flat representation of a place on the globe - I have used a globe to explore the nature of our world and can point out the North and South poles, equator, Arctic and Antarctic circle and Northern and Southern Hemispheres - I use the internet to find out about a location
<p>Art and Design</p>	<p>Margaret Godfrey – cross sectional art work on volcanoes Create own cross-sectional art work and volcano art.</p> <p>Pupils should be taught to develop their techniques, including their use of materials with creativity, experimentation and an increasing awareness of different types of art, craft and design.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Improve their mastery of art including drawing and painting • Pupils should be taught about designers and great artists in history • Create sketchbooks to record their observations and use them to review and revisit ideas 	<ul style="list-style-type: none"> • Exploring and developing - I explore ideas using a variety of starting points (artists and own imagination) - I develop my idea in my own art sketchbook • Evaluating - I comment on similarities and differences between my own and others work • Painting - I mix colours using tints and tones - I learn a number of brush techniques using thin and thick brushes, to produce shapes, textures, patterns and lines e.g. dabbing and strokes - I learn how to structure the process of painting (background, foreground, detail and perspective)
<p>Design and Technology</p>	<p>Design and make buildings using cocktail sticks/dowling, look at different joins which could help them withstand an earthquake, then test their models! Look at different structures in earthquake prone areas – what have they done to help them stay standing? research</p>	<ul style="list-style-type: none"> • Construction - I use appropriate materials - I can use a variety of joins - I can use a junior hacksaw - I make cuts accurately (scissors, saws, snips)

<ul style="list-style-type: none"> • Through a variety of creative and practical activities pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. <p>When designing and making, pupils should be taught to:</p> <p>Pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> • Use research and develop design criteria to inform the design of innovative, products that are fit for purpose and aimed at particular individuals or groups <p>Make</p> <ul style="list-style-type: none"> • Select from a wider range of tools and equipment to perform practical tasks for example, cutting, shaping, joining and finishing accurately • Select from and use a wider range of materials and components including construction materials according to their functional properties. <p>Evaluate</p> <ul style="list-style-type: none"> • Investigate and analyse a range of existing products • Understand how key events and individuals in design have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures 	<ul style="list-style-type: none"> - I join materials to make products using both permanent and temporary fastenings • Evaluating - I can explain why I chose certain materials, techniques and tools - I can research and evaluate existing products - I can say what I would do to improve my product • Knowledge of designers - I know some international designers - I can talk about some techniques used by the designer • Designing - I think of ideas and plan what to do next based on what I know about materials and components - I can plan using specific materials and explain my choice - I use pictures and words to describe what I want to do (materials, techniques, features, tools) 	<ul style="list-style-type: none"> - I join materials to make products using both permanent and temporary fastenings • Evaluating - I can explain why I chose certain materials, techniques and tools - I can research and evaluate existing products - I can say what I would do to improve my product • Knowledge of designers - I know some international designers - I can talk about some techniques used by the designer • Designing - I think of ideas and plan what to do next based on what I know about materials and components - I can plan using specific materials and explain my choice - I use pictures and words to describe what I want to do (materials, techniques, features, tools)
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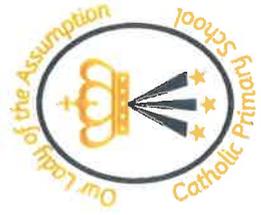
Launch ideas	Ideas for visits/visitors	Celebration ideas
World day – What do they know about the world – continents, oceans, seas, equator,	Warwick University – visitor? Websites – monitoring earthquakes, online	Volcano – explosion – exhibition for parents – ch are Volcanologists (volcano experts) and



<p>weather, physical features.</p>	<p>volcanic eruptions. Architect – How is architecture developed for places prone to earthquakes.</p>	<p>seismologists (earthquake experts).</p>
<p>Possible enquiry</p> <p>What do you know about the world? What physical features do we know exist around the world? Mountains, deserts etc What is a volcano? How do volcanoes erupt? Are all volcanoes the same? Where are the main volcanoes around the world? Studies of recent eruptions: Iceland volcano – what is the impact? New Zealand Can volcanologists predict when a volcano will erupt? Which ones are erupting now? Hawaii? Impact on places – Pompeii</p> <p>Earthquakes – What are they? Etc. How do they happen? Where do they happen – fault lines – where do major earthquakes happen? How do you stay safe during an earthquake? How are buildings now designed to withstand</p>	<p>Child-led enquiry</p>	<p>Vocabulary</p> <p>Earthquake, Volcano, fertile, infertile, pollution, plates, plateau, city, Arctic, Antarctic, Northern/Southern Hemispheres, Earth's crust, cross-section, magma, ash, lava, rock, pyroclast, equator, continent, country, city, tsunami, ocean</p>



<p>them? How is the impact different now from earthquakes in the past? Are all earthquakes huge natural disasters? E.g do we get earthquakes in the UK? What other natural occurrences do you know about? What impact do these have on the world around them?</p>		
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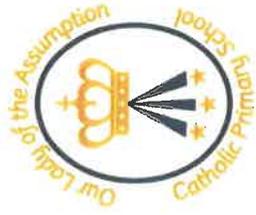
Year 4 – Autumn Term – Roman Britain – The Romans Are Coming!

Key Concept:

Subject	National Curriculum Programme of Study	Progression of Skills
History	<ul style="list-style-type: none"> • Children should be taught about the Roman Empire and it's impact on Britain • The Roman Empire by AD 42 and the power of its army • British resistance, for example Boudica • Romanisation of Britain: sites such as Lunt fort, the impact of technology, culture and beliefs, including early Christianity 	<ul style="list-style-type: none"> • Chronology • I can name century dates and dates of significant events from the past that I know about • I can place these events approximately in the right place on a timeline • I can understand that the past can be divided into time periods • Historical enquiry and interpretation • I can identify primary and secondary sources and say which is more reliable • I can look at two versions of the same event in history and identify differences in the accounts • I give reasons why there may be different accounts of history • I can follow a line of historical enquiry • I can choose suitable sources of evidence for my historical enquiry e.g. book, internet, interviews • I can use sources to compare land use in the past to present day
Geography	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<ul style="list-style-type: none"> • Geographical skills and fieldwork • I can locate countries on a map/globe
Art and	Mosaics	<ul style="list-style-type: none"> • Exploring and developing ideas

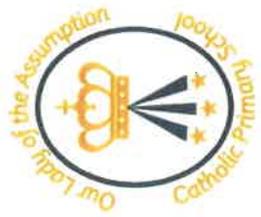


<p>Design</p>	<p>Design and print using safe print pads (ordered) Pupils should be taught to develop their techniques, including their use of materials with creativity, experimentation and an increasing awareness of different types of art, craft and design. Pupils should be taught to:</p> <ul style="list-style-type: none"> • Improve their mastery of art and design techniques, including drawing and painting • Create sketch books to record their observations and use them to review and revisit ideas 	<ul style="list-style-type: none"> - I explore ideas using a variety of starting points (own experience, artists, my imagination). - I collect visual and other information to help me develop my work • Evaluating - I make comments on the ideas, methods and approaches used in my own work • Printing - I can make one coloured print - I have explored printing from other time periods - I make precise repeating patterns by creating accurate printing blocks • Collage - I use mosaic - I look at mosaic from other cultures and time periods - I have experimented with ceramic mosaic techniques to produce a piece of art
<p>Design and Technology</p>	<p>Roman food – nutritional – Roman breakfast, foods that they brought over. Mechanisms – Look at how innovative the Romans were – which mechanisms did they build to make life easier? https://en.wikipedia.org/wiki/Ancient_Roman_technology Can you design a mechanism to lift a 1kg weight with one finger, that would help the Romans in their construction, using pulleys.</p> <ul style="list-style-type: none"> • Through a variety of creative and practical activities pupils should be taught the knowledge, understanding and skills needed to 	<ul style="list-style-type: none"> • Evaluating - I understand that products are designed for a purpose - I identify what is working well and what can be improved • Designing - I think of ideas and plan what to do next, based on what I know about materials and components - I communicate my ideas using labelled sketches • Mechanics - I select the most appropriate techniques and tools to make my product - I know the application of mechanisms to create

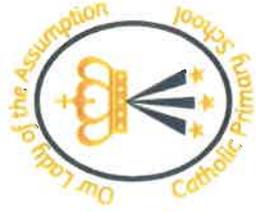


	<p>engage in an iterative process of designing and making.</p> <p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> • Use research and develop design criteria to inform the design of functional products that are fit for purpose, aimed at particular individuals or groups • Generate and communicate their ideas through discussion and annotated sketches. <p>Make</p> <ul style="list-style-type: none"> • Select from and use a wider range of materials and components according to their functional properties • Select from and use a wider range of materials and components including construction materials according to their functional properties. <p>Evaluate</p> <ul style="list-style-type: none"> • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <p>Technical knowledge</p> <ul style="list-style-type: none"> • Understand and use mechanical systems in their products, for example, pulleys, levers and linkages 	movement
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Launch ideas	Ideas for visits/visitors	Celebration ideas
Archaeological dig – story of Roman coins being	Lunt fort – link to Boudica	Roman day, dressing up, banquet, exhibition for



<p>found whilst pipes being restored. Hide artefacts in sand for the children to discover.</p>	<p>Horrible histories – Boudica song</p>	<p>parents? Half rich Romans/half poor Romans?</p>
<p>Possible enquiry</p> <p>Who were the Romans? Where did they come from? (Map work – where did they start from and where did they occupy? What did it look like? Map of Roman Empire</p> <p>Why was their army so formidable? Were they a force you wanted to come up against?</p> <p>Did Britain stand a chance of resisting invasion?</p> <p>FOCUS - Britain</p> <p>Why did they come to Britain? Good soil/metals</p> <p>Who invaded Britain? Claudius</p> <p>Look at the soldiers, why were they successful?</p> <p>Who was Boudica? Why is she remembered?</p> <p>Visit to Lunt fort</p> <p>Where did the Romans settle?</p> <p>Look at settlements/villas etc. Evidence? Sources?</p> <p>Mosaics</p> <p>Daily life in Roman Britain – Religion (Christianity)</p> <p>Rich/poor contrasts – how were their lives different? Food, housing etc.</p> <p>Which foods did they introduce?</p> <p>What did the romans do for us? Hygiene</p>	<p>Child-led enquiry</p>	<p>Vocabulary</p> <p>Roman Empire, history, century, BC/AD/CE before Common Era, after common Era, civilisation, decade, first hand account, Era, date, time period, Roman times, chronology, chronological, invade, settle, evidence, dig, excavate, archaeology and archaeologists, discoveries, primary source, secondary source, enemies, reliable, timeline, enquiry, perspective (whose perspective), citizens, bias, interpretation, evaluate, analyse</p>

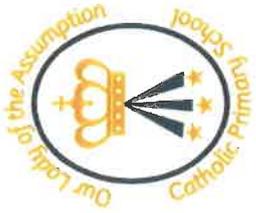


Year 5 – Autumn Term – Invaders! (Anglo-Saxons and Vikings)

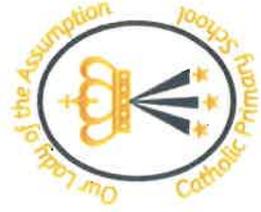
Subject	National Curriculum Programme of Study	Progression of Skills
History	<ul style="list-style-type: none"> • Children should be taught about Britain’s settlements by Anglo-Saxons and Scots • Anglo-Saxon invasions, settlements and kingdoms: place names and village life • Anglo-Saxon art and culture • Christian conversion – Canterbury, Iona and Lindisfarne 	<ul style="list-style-type: none"> • Chronology - I can develop a timeline using an appropriate scale - I can place historical events and time periods accurately on a timeline - I can use previous learning to inform my timeline scale - I can describe the main changes within a period of history (social, religion, political, technological and

	<ul style="list-style-type: none"> • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • Viking raids and invasions 	<p>cultural)</p> <ul style="list-style-type: none"> • Historical enquiry and interpretation - I know that people in the past represent ideas in a way that persuades others - I can give clear reasons why there may be different accounts of history - I choose reliable sources of evidence to help me answer questions - I know and understand that it is important to know that some evidence from the past (and the present) is propaganda, opinion or misinformation and that this affects interpretation of history - I give clear reasons why there may be different accounts of history. - I choose reliable sources of evidence to help me answer questions, giving reasons for my choices
<p>Geography</p>	<ul style="list-style-type: none"> • Name and locate counties and cities of the United Kingdom and how these have changed over time. 	<ul style="list-style-type: none"> • Investigate places - When I describe somewhere I can do so in terms of features as well as economy (why they invaded Britain)
<p>Art and Design</p>	<p>Designing own family/tribal shield Each tribe had their own shield - Use colour and give reasons for colours chosen, what impression does it give of your tribe?</p> <p>Pupils should be taught to develop their techniques, including their use of materials with creativity, experimentation and an increasing awareness of different types of art, craft and design. Pupils should be taught to:</p> <ul style="list-style-type: none"> • Create sketch books to record their observations and use 	<ul style="list-style-type: none"> • Exploring and developing ideas - I explore ideas, do my own research and select visual information to help me develop ideas - I use these to develop my work, taking account of the purpose • Evaluating - I analyse and comment on ideas, methods and approaches used in my own and others' work • Drawing

<p>Design and Technology</p>	<p>them to review and revisit ideas</p> <ul style="list-style-type: none"> To improve their mastery of art and design techniques, including drawing and painting with a range of materials <p>Long boats – do they sail? P, U, P (wood and any other materials) Viking houses (wood) Select and use a wide range of tools and equipment to make long boats/houses – structures</p> <ul style="list-style-type: none"> Through a variety of creative and practical activities pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. <p>Pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> Use research and develop design criteria to inform the design of functional products that are fit for purpose, aimed at particular individuals or groups Generate and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams and prototypes <p>Make</p> <ul style="list-style-type: none"> Select from a wider range of tools and equipment to perform practical tasks for example, cutting, shaping, joining and finishing accurately Select from and use a wider range of materials and 	<ul style="list-style-type: none"> I choose appropriate techniques to convey the meaning of my work Painting I combine colours to create tints, tones and shades to reflect the purpose of my work I sketch (lightly) before I paint so as to combine lines with colour to produce images that convey a purpose Evaluating I reflect on my designs and develop them bearing in mind the way that they will be used (during the process) I can research and evaluate existing/past products giving reasons for the decisions of the designers (materials, design, tools, techniques) Knowledge of designers I know how key events and individuals have influenced the world (in terms of products) I can compare and contrast the work of different designers (e.g. historical and modern) Designing I use my knowledge of past designs and research to influence my own design I can create models or prototypes to show aspects of my design Construction I select from a variety of materials suited to my design I measure, score or mark and make cuts (scissors, snips, saw) accurately and reject pieces that are not accurate, improving my technique
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<p>components including construction materials according to their functional properties and aesthetic properties</p> <p>Evaluate</p> <ul style="list-style-type: none"> Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures 	<p>-</p>	<p>My joins are strong and stable, giving extra strength to my products</p>
<p>Launch ideas</p> <p>Invasions! What are they? Role play what they think an invasion might look like? Refer back to previous learning on Romans.</p>	<p>Ideas for visits/visitors</p> <p>Staffordshire hoard in Birmingham Museum Visitors – Saxon and Viking days Portals to the past, Professor McGinty</p>	<p>Celebration ideas</p> <p>Classroom Museum – create timeline starting from end of the Roman Empire through to the creation of the Kingdoms.</p>
<p>Possible enquiry</p> <p>Who was living in Britain in 410AD (End of the Roman Empire) link to back to previous learning in Year 4 Who were the Anglo-Saxons? Where did they come from? Why did they invade? Again compare back to Romans</p>	<p>Child-led enquiry</p>	<p>Vocabulary</p> <p>Roman Empire/Anglo-Saxon/Viking, history, century, BC/AD/CE before Common Era, after common Era, civilisation, decade, first hand account, Era, date, time period, Roman times, chronology, chronological, invade, settle, evidence, dig, excavate, archaeology and archaeologists, discoveries, primary source,</p>



Where did they settle? How do we know? Place names
What was daily life like in Anglo Saxon Britain? Houses, Religion, conversion to Christianity, How did the civilisation change over time
Who are the Vikings? Where did they come from?
Why did they come to Britain? Trade
What were they like? What have we learnt about them over recent times?
Were they as vicious as first made out? Actually they didn't come to invade.
PSHE link – nowadays immigrants can be perceived as negative, but is this correct? Why?
How did the Vikings live alongside the Anglo-Saxons? (and Celts and Britons)
How the Kingdoms of England was formed – the first king of England.

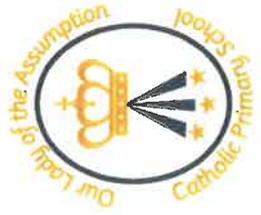
secondary source, enemies, reliable, timeline, enquiry, perspective (whose perspective), citizens, bias, interpretation, evaluate, analyse, trade, kingdom



Year 6 – Blitz - a local history study – What happened in Coventry?

Subject	National Curriculum Programme of Study	Progression of Skills
History	<ul style="list-style-type: none"> • Children should be taught about an aspect in British history that extends pupils' chronological knowledge beyond 1066 • A significant turning point in British history, for example the Coventry Blitz. 	<ul style="list-style-type: none"> • Chronology - I can use previous learning to inform my timeline scale - I can place historical events and time periods accurately on a timeline - I can describe the main changes within a period of history - I can compare present day to a specific time period • Historical enquiry and interpretation - I use a variety of sources to answer questions about the past - I can use sources of information to form hypotheses about the past - I choose reliable sources of evidence to help me answer questions and I understand that there may be more than one answer to a question - I choose reliable sources of evidence to help me answer questions, giving reasons for my choices - I know and understand that it is important to know

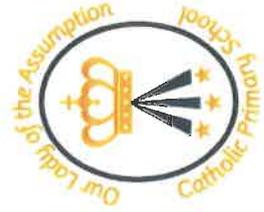
Geography	N/A	that some evidence is opinion or misinformation, and that this affects interpretations of History
Art and Design	<p>Propaganda posters? Wartime posters? Cartoon style, link to Banksy – images for situation now, what would he have created back then?</p> <p>Rationing posters?</p> <p>Pupils should be taught to develop their techniques, including their use of materials with creativity, experimentation and an increasing awareness of different types of art, craft and design.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Create sketch books to record their observations and use them to review and revisit ideas • Improve their mastery of art and design techniques, including drawing and painting with a range of materials • About great artists in history 	<ul style="list-style-type: none"> • Exploring and developing ideas <ul style="list-style-type: none"> - I explore ideas and am critical or art - I base my decisions for my own artwork on my preferences and audience - I make notes in my art sketchbook about the techniques used and why these techniques have been used in relation to the context • Evaluating <ul style="list-style-type: none"> - I analyse and comment on ideas, methods and approaches used in my own and others' work - I comment on how ideas and meanings are conveyed in my own and others' work • Drawing <ul style="list-style-type: none"> - I select drawing materials and techniques that are most suitable for conveying meaning - I combine different materials for good effect
Design and Technology	<p>Rationing – why were certain foods rationed – link to previous learning year 3 food glorious food, which foods can we grow in this country? Can we be self-sufficient? Why not? Create a ration box PUP</p> <p>Link to current situation – hoarding, shortage of truck drivers, brexit?</p> <ul style="list-style-type: none"> • Through a variety of creative and practical activities pupils should be taught the knowledge, understanding and skills needed to 	<ul style="list-style-type: none"> • Cooking and nutrition <ul style="list-style-type: none"> - I can explain why I have chosen specific elements in a dish (only available?) - I know where different crops can be found around the world - I know about local produce - I can prepare/design a healthy dinner - I understand seasonality and how this affects food



	<p>engage in an iterative process of designing and making.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Understand and apply the principles of a healthy and varied diet - Understand seasonality, know where and how a variety of ingredients are grown, reared, caught and processed 	<ul style="list-style-type: none"> - I suggest ways to improve my food products - I can choose appropriate ways to cook
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<p>Launch ideas</p> <p>Role Play – Chamberlain’s speech – “WE are at War” Coventry family – impact of this announcement.</p>	<p>Ideas for visits/visitors</p> <p>Cathedral Transport museum Bletchley park?</p>	<p>Celebration ideas</p> <p>The war is over and we survived! Scrapbook exhibition, sharing personal accounts?</p>
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<p>Possible enquiry</p> <p>What happened to each family member after the announcement? When did this war start? Who were we at war with? Allies/neutral/enemies Why were we at war with them – Hitler trying to invade Britain (link back Anglo Saxons/Vikings/Romans) How did this impact Britain? What was life like in Britain? Rationing, evacuations, shelters, air raids, blackouts etc. (possible links to current situation)</p>	<p>Child-led enquiry</p>	<p>Vocabulary</p> <p>Modern, recently, eye witness, diary (Anne Frank link?) Timeline, history, century, BC/AD/CE before Common Era, after common Era, civilisation, decade, first hand account, Era, date, time period, chronology, chronological, invade, conclusions (were certain decisions the correct ones?) Political, social, religion, cultural, government, propaganda, industrial, industry, war and peace</p>
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<p>Focus on Coventry, why was it targeted? Ammunition factories in particular, visit to Cathedral, transport museum etc. Significance of the cross of nails, in the Cathedral. How did the war end? Why did it end? Code breaking – government (light touch) Bletchley park, they knew Coventry would be attacked but let it happen otherwise the Germans would know that they had broken the code – feelings on this? How did Coventry rebuild? How is the war remembered? November, poppies etc</p>		
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