



# The Romans



<u>Subject</u>	<u>NC Objective - Coverage</u>	<u>Skills</u>	<u>Knowledge</u>	<u>Vocabulary</u>
<p><b>Science</b></p>	<ul style="list-style-type: none"> <li>• identify common appliances that run on electricity</li> <li>• construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>• identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</li> <li>• recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>• recognise some common conductors and insulators, and associate metals with being good conductor</li> <li>• asking relevant questions and using different types of scientific enquiries to answer them</li> <li>• recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> </ul>	<p>To make a working series circuit.</p> <p>To use a switch to control a circuit.</p> <p>To describe patterns, trends and relationships.</p>	<p>To know how we use electricity in our homes.</p> <p>To know the difference between electrical conductors and insulators, including examples of each.</p> <p>To know how to clearly label a diagram and how to use electrical symbols accurately.</p>	<p>energy insulator conductor circuit series renewable non-renewable</p>



<p><b>History</b></p>	<ul style="list-style-type: none"> <li>Know key facts about the Roman Empire and its impact on Britain.</li> <li>Know key facts about the Roman Empire by AD 42 and the power of its army.</li> <li>Know about the British resistance led by Boudica.</li> </ul>	<p>To describe features of past societies and periods, identifying ideas, beliefs, attitudes and experiences of people from the past.</p> <p>To identify differences between two accounts of the same event.</p> <p>To give reasons as to why there may be different accounts of history.</p>	<p>To know and use words and phrases such as century, decade, BC, AD, after, before and during.</p> <p>To name and date significant events on a timeline from the period of time under study.</p> <p>To know key facts about Roman life and the Roman legacy (ie. how Roman ideas are still used today).</p>	<p>account invasion rebellion uprising empire villa gladiator tribe mosaic</p>
<p><b>Geography</b></p>	<ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	<p>To use an atlas to locate countries in Europe.</p> <p>To use the physical geography of Europe to help locate countries on an ancient map.</p>	<p>To know that the borders within Europe have changed over time as a result of conflict and politics.</p>	<p>border conflict politics</p>
<p><b>Art</b></p>	<ul style="list-style-type: none"> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [clay]</li> </ul>		<p>To know that art can have different purposes (eg. to reflect faith/beliefs, to express an opinion, to indicate wealth, as a practical item around the home).</p> <p>To know a range of techniques for making a clay pot.</p>	<p>slip</p>
<p><b>DT</b></p>	<ul style="list-style-type: none"> <li>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed</li> </ul>	<p>To analyse a range of existing products to influence own designs.</p>	<p>To know a basic recipe for baking bread.</p>	<p>analyse evaluate knead prove annotate</p>



	<p>at particular individuals or groups</p> <ul style="list-style-type: none"> <li>▪ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>▪ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>▪ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> <li>▪ investigate and analyse a range of existing products</li> <li>▪ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> </ul>			
<p><b>Computing (Coding)</b></p>				
<p><b>Music</b></p>				



<p><b>French</b></p>	<ul style="list-style-type: none"> <li>Listen, recognise and respond to simple commands and questions.</li> <li>Play games communicating only in French.</li> <li>Know words for family members and animals, writing sentences to describe them.</li> </ul>	<p>To accurately respond to basic commands, such as stand up; sit down; touch your ...; raise your hand.</p> <p>To ask and answer simple questions, such as what is this; where is...</p> <p>To write simple descriptive sentences.</p>	<p>To know the words for family members.</p> <p>To know the names of animals we keep as pets and animals we may see on a farm.</p>	<p>Animal words Family words Physical appearance adjectives</p>
<p><b>PE</b></p>	<ul style="list-style-type: none"> <li>develop flexibility, strength, technique, control and balance</li> <li>perform dances using a range of movement patterns</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>	<ul style="list-style-type: none"> <li>To explore and create characters and narratives in response to a range of stimuli</li> <li>To use simple choreographic principles to create motifs and narrative</li> <li>To perform more complex dance phrases and dances that communicate character and narrative</li> <li>To describe, interpret and evaluate their own and others' dances, taking account of character and narrative</li> </ul>	<ul style="list-style-type: none"> <li>To know and describe what you need to do to warm up and cool down for dance</li> <li>To understand how to adapt their skills and knowledge from previous weeks into a performance situation.</li> </ul>	<p>Analyse Evaluate Vary Combine Stimulus Continuity</p>
<p><b>PSHE</b></p>		<ul style="list-style-type: none"> <li>enjoy being part of a group challenge</li> </ul>	<ul style="list-style-type: none"> <li>know how it feels to have hopes and dreams</li> <li>know how disappointment feels and can identify when I have felt that way</li> </ul>	<p>Dreams Ambition Disappointment Resilience</p>



			<ul style="list-style-type: none"> <li>• know how to cope with disappointment and how to help others cope with theirs</li> <li>• know what it means to be resilient and to have a positive attitude</li> <li>• know how to share in the success of a group and how to store this success experience</li> </ul>	
RE	<p><b>Judaism</b></p> <p><b>AT1 B</b> Practices and ways of life</p> <p><b>AT2 E</b> Meaning, purpose and truth</p>	<ul style="list-style-type: none"> <li>• To discuss why we would choose to follow an instruction not to eat certain foods, who we would listen to and why.</li> </ul>	<ul style="list-style-type: none"> <li>• To know and describe some of the things Jews do to show respect to God.</li> <li>• To identify how it would feel to keep Kashrut.</li> </ul>	<p>Passover</p> <p>Beliefs</p> <p>Behaviour</p> <p>Respect</p>



# The Vikings



<u>Subject</u>	<u>NC Objective - Coverage</u>	<u>Skills</u>	<u>Knowledge</u>	<u>Vocabulary</u>
<p><b>Science</b></p>	<ul style="list-style-type: none"> <li>• Compare and group materials together, according to whether they are solids, liquids or gases</li> <li>• Observe that some materials change state when they are heated or cooled, and measure the temperature at which this happens in degrees Celsius (°C)</li> <li>• Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</li> <li>• Use science words correctly</li> <li>• Use a science model to describe</li> <li>• Annotate diagrams to help describe</li> <li>• Make a relationship prediction (trend)</li> <li>• Notice obvious risks &amp; describe safe use</li> <li>• Plan a fair test (select variables)</li> </ul>	<p>To be able to read scales (eg. on a thermometer, on a jug or beaker).</p> <p>To carry out a fair test.</p>	<p>To know the difference between a solid, liquid and gas, and how their particles behave.</p> <p>To know what happens to particles when a material changes state.</p> <p>To know the processes involved in evaporation and condensation.</p> <p>To know the processes involved at each stage of the water cycle.</p> <p>To know how to conduct a fair test.</p>	<p>State solid liquid gas characteristic property particle heat energy, bond/attraction heating cooling melting freezing evaporating condensing water cycle</p>
<p><b>History</b></p>	<ul style="list-style-type: none"> <li>• Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li> </ul>	<p>To describe features of past societies and periods, identifying ideas, beliefs, attitudes and experiences of people from the past.</p>	<p>To know and use words and phrases such as century, decade, BC, AD, after, before and during.</p>	<p>account raid invasion resistance law</p>





	<ul style="list-style-type: none"> <li>• Britain's settlement by Anglo-Saxons and Scots</li> <li>• the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>• Viking raids and invasion</li> <li>• resistance by Alfred the Great and Athelstan, first king of England</li> <li>• further Viking invasions and Danegeld</li> <li>• Anglo-Saxon laws and justice</li> <li>• Edward the Confessor and his death in 1066</li> </ul>	<p>To identify differences between two accounts of the same event.</p> <p>To give reasons as to why there may be different accounts of history.</p>	<p>To name and date significant events on a timeline from the period of time under study.</p> <p>To know key facts about Viking life and its similarities and differences to other time periods studied (eg. the Romans).</p>	<p>justice settlement kingdom</p>
<p><b>Geography</b></p>	<ul style="list-style-type: none"> <li>▪ locate the world's countries, using maps to focus on Europe</li> <li>▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	<p>To use an atlas to locate countries in Europe.</p> <p>To use the physical geography of Europe to help map out journeys across the oceans.</p>	<p>To know that the borders within Europe have changed over time as a result of conflict and politics.</p>	<p>border conflict politics</p>
<p><b>Art</b></p>	<ul style="list-style-type: none"> <li>▪ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</li> <li>▪ to present work in a variety of ways</li> </ul>	<p>To use a range of materials to create a desired effect (eg. string, card, cardboard, foil; folding, creasing, winding, engraving).</p>		<p>winding weaving engraving etching</p>



<p><b>DT</b></p>	<ul style="list-style-type: none"> <li>▪ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>▪ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>▪ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>▪ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> <li>▪ investigate and analyse a range of existing products</li> <li>▪ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> </ul>	<p>To analyse a range of existing products to influence own designs.</p>	<p>To know a basic recipe for baking bread.</p>	<p>analyse evaluate knead prove annotate</p>
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<p><b>Computing (Coding)</b></p>				
<p><b>Music</b></p>				
<p><b>French</b></p>	<ul style="list-style-type: none"> <li>Listen, recognise and respond to simple commands and questions.</li> <li>Play games communicating only in French.</li> <li>Know words for family members and animals, writing sentences to describe them.</li> </ul>	<p>To accurately respond to basic commands, such as stand up; sit down; touch your ...; raise your hand.</p> <p>To ask and answer simple questions, such as what is this; where is...</p> <p>To write simple descriptive sentences increasing accuracy of language using the masculine/feminine form.</p>	<p>To know the words for family members, increasing accuracy of descriptions using the masculine/feminine form.</p> <p>To know the names of animals we keep as pets and animals we may see on a farm, increasing accuracy of descriptions using the masculine/feminine form.</p>	<p>Animal words Family words Physical appearance adjectives and their different forms for masculine/feminine).</p>
<p><b>PE</b></p>	<ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games, modified where appropriate</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> <li>swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> </ul>	<p>To keep, adapt and make rules for net games</p> <p>To choose and use a range of simple tactics and strategies</p> <p>To suggest ideas and practices to improve their play</p> <p>To consolidate and develop the range and consistency of their skills in net games</p> <p>To swim at least 25m unaided.</p>	<p>To recognise how playing affects their bodies.</p> <p>To recognise what skilful play looks like.</p> <p>To know why warming up is important.</p> <p>To know the three main strokes for swimming across a distance.</p> <p>To know how to tread water and how to scull.</p>	<p>Analyse Evaluate Stroke Self-rescue</p>



	<ul style="list-style-type: none"> <li>perform safe self-rescue in different water-based situations.</li> </ul>			
<b>PSHE</b>		<p>To have a secure self-awareness and feeling of assertiveness.</p> <p>To apply strategies to overcome fear and anxiety when faced with peer pressure.</p>	<p>To know how to form positive friendships, and when relationships might not be helpful for our own wellbeing.</p> <p>To know facts about smoking and its effects on health.</p> <p>To know facts about alcohol and its effects on health.</p> <p>To know how to resist peer pressure.</p>	<p>relationships</p> <p>wellbeing</p> <p>peer-pressure</p> <p>assertive</p>
<b>RE</b>	<p><b>Christianity</b></p> <p><b>AT1 B</b> Practices and ways of life</p> <p><b>AT2 E</b> Meaning, purpose and truth</p>	<p>To be able to forgive others for the mistakes they have made.</p>	<p>To know a Christian story about forgiveness.</p> <p>To identify what a Christian can learn about forgiveness from the Bible.</p> <p>To explain how Christians apply the teachings of the Bible in their everyday lives.</p>	<p>forgiveness</p> <p>salvation</p>