

Curriculum Map

Year 3

Autumn (i) Palaeolithic to Neolithic – Fossils Rock

Core Texts	Kids' Café Options Entrepreneurial Curriculum	Big Outcome Options Entrepreneurial Curriculum	Educational Visits opportunities
Stone Age Boy The First Drawing The Stone Age Hunters and Gatherers The Boy with the Bronze Axe Fossil Hunter: How Mary Anning changed the science of prehistoric life			Dino Dig Natural History Museum (nhm.ac.uk) First Britons Natural History Museum (nhm.ac.uk) Skara Brae Virtual tour generated by Panotour (steveflanagan.co.uk)

	Science (Plants) Rocks	R.E. Hinduism The Aarti Ceremony	History People and Events Studied The Stone Age to the Iron Age	Geography	Art Sculpture	D.T.
Line of Enquiry	What types of rock can we find out about?	What more can we find out about Diwali?	What were the achievements of Palaeolithic humans?		Can we use clay to recreate fossils?	
Substantive Knowledge Learning Intentions	To investigate what plants need for life and growth. To observe, describe and record how seeds grow into mature plants over time. To compare and group different rocks based on their properties. To know the names of rock and describe their properties. To investigate and describe how rocks change over time from	To know that Hindus believe in one God and believe He has visited Earth in different forms. To know the significance of the Ramayana. To recall the story of Rama and Sita which is celebrated during Diwali. To know the rituals of the Aarti Ceremony. To explain what a puja tray is and its significance at Diwali.	To know the chronology of Palaeolithic, Mesolithic and Neolithic Early Humans. To know the impact of the controlled use of fire by Homo Sapiens and how this supported evolution. To explain life in The Stone Age for early hunter-gatherers and farmers. To know why The Stone Age is considered pre-historic. To know there is evidence of The Stone Age in all continents.	N./A.	To know the names of two artists (sculptors) specialising in fossil sculpture. To express opinions about sculptures and to describe what we would like to produce. To choose material to work with for a purpose. To experiment with malleable materials. To use the pinch and coil methods to mould clay.	N./A.

	close observation and fair tests. To explain how soil is formed. To describe how fossils are formed. To match materials to a purpose giving reasons for choices. <i>(Plant seasonal vegetables e.g. broccoli, cauliflower, cabbage) and other plants which will support learning throughout the year. NB Dates, figs, olives, plums and pears were part of the Palaeolithic diet.]</i>		To know what Skara Brae tells us about life in prehistoric Scotland. To explain changes, the cause of these changes and their consequences during the prehistoric period. To know the diet of Early Humans. Dates, figs, olives, plums and pears were part of the Palaeolithic diet.		To practise intricate patterns and choose favourites to use. To create fossil sculptures. To finish sculptures with paint, varnish, fixative as appropriate. To express opinions about finished fossils, evaluating learning and outcomes.	
Portable Knowledge	Sedimentary rock is formed in layers by the building up of mineral or organic particles and can crumble easily. Igneous rock is formed when magma cools and sets. It is very hard because the crystals are interlocked.	The Aarti Ceremony takes place during the Hindu festival of Diwali (and most other Hindu ceremonies). Hindus wave lights in front of an image of God.	There are three periods of The Stone Age – The Neolithic (old), Mesolithic (middle) and Palaeolithic (late) periods. Skara Brae is in Scotland and is one of the best preserved Neolithic Stone Age site in Europe. It tells historians about Stone Age life.		Fossil sculptures can be made using the coil method.	

	Science	R.E.	History	Geography	Art	D.T.
Threads (returning concepts) And Disciplinary Knowledge	Cause and Effect Explore that cause is why something happens and effect is what happens as a result of this cause through learning about rocks and the formation of fossils. Structure and Function Variation The appearance and properties of rocks and their usage and how/why they might be different. Change How and why rocks have changed over time. Identity Identify the names and features of rocks Process Describe the process of rock and fossil formation. Observing Observe rocks, exploring how they change over	Symbolism Explore the importance of symbolism and what it represents. Belonging A sense of belonging to a specific community and where they fit into the wider community. Identity Religious identity provides a perspective from which to view the world and engage with it. Diversity Developing an understanding of practices, beliefs, feelings and ideas. Theology What do we know about the festivals of Hannukah and Christmas and why they are significant to Jews and Christians respectively. Human / Social Sciences How humans respond to the symbolism within	Chronology Understanding the chronology of late Neolithic hunter-gatherers and early farmers. Cause and Consequence The consequences of development on lifestyles and evolution within The Stone Age The periods of The Stone Age The consequence of the controlled use of fire on diet and human evolution. Perspective An understanding lifestyles with a worldwide perspective. Constructing the past Understanding how lifestyles have evolved over a significant amount of time. Significance and Interpretation Using sources of evidence to interpret life in The Stone Age with an understanding of secondary sources and the passing of time. Historical Enquiry		Representation Using malleable materials to represent fossils using a range of tools to add details. Diversity Explore artists' work from a range of backgrounds and cultures. Generating Ideas Interlace with history by looking at a range of secondary sources to generate ideas. Formal Elements Use tools to add line and pattern to the clay fossils. Pencil and Brushstrokes Rehearse line and pattern and the creation of texture. Colour, shade, tone and tint Colour mixing and palettes to represent fossils. Learning from other artists	

	time, using hand lenses and microscopes; Predicting Simple predictions when classifying rocks and determining their purpose from identify their properties. Controlling Variables Identify the variables and altering one at a time Interpreting and Inferring Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables Forming Conclusions Drawing conclusions from the investigations we have done combined with our scientific knowledge.	festivals and how it can be healing. Philosophy How coming together at time of celebrations helps us as a community	Following a line of enquiry to find out more about lifestyles in The Stone Age. Using sources of Evidence Using primary and secondary sources to follow a line of enquiry		Representation from historical sources Learning from evaluation Use of art books and evaluation of self and others throughout Creativity Creating works of art to reflect their understanding of practices and disciplines.	
--	---	--	--	--	--	--

Vocabulary	CORE WORDS sediment minerals crystalise expose buried pressure fossil skeleton	CORE WORDS Ramayana puja tray Aarti Ceremony belief ritual significance one God	CORE WORDS Palaeolithic Neolithic Mesolithic Homo sapiens evolution hunter-gatherers farmers The Stone Age prehistoric diet early humans		CORE WORDS sculpture malleable pinch coil mould paint varnish	
------------	---	--	--	--	---	--

Opportunities for Interlacing	History is the key driver for this half term with The Palaeolithic, Mesolithic and Neolithic Stone Age being studied in depth including early hunter-gatherer life and farming and a historical enquiry on Skara Brae and how sources of evidence are interpreted by historians. Every subject should be taught discretely with core knowledge and skills taught explicitly. However, the scope for elaboration to support deep learning and longer term recall should be actively sought. In this teaching sequence, there are opportunities for elaboration in art and science but subject specific knowledge and skills must be explicitly taught alongside the transference of historical knowledge. There are a number of opportunities for knowledge to be deepened through writing outcomes. To support spaced practice, and longer term recall of knowledge, plants are taught as part of every teaching sequence this year. In addition, this half term, children learn about fossil formation (fossils are returned to in Year 6) and rock types which complement learning in history. R.E. is taught discretely; however, it can be noted that Neolithic people worshipped the Sun, the Moon and the natural elements on which their harvest and sustenance depended. P.E. is taught through P.E. Champions; as ever, children should be encouraged to be aware of their bodies and the importance of physical exercise. Music is taught through Charanga and will include ways Palaeolithic People created music, for example, by hitting nuts together.					
Modelled Outcomes	Explanation text Formation of fossils Kennings about fossils		Non-Chronological report about the Stone Age Newspaper report about Mary Anning			

P.S.H.E. is taught through the Dimensions Scheme of Work; P.E. is taught through P.E. Champions; Music is taught through Charanga

Autumn (ii) The Bronze and Iron Ages – The End of Prehistory

Core Texts	Kids' Café Options	Big Outcome Options	Educational Visits opportunities
The Iron Man The Secrets of Stonehenge The Wild Way Home Esme's Rock The Way to Impossible Island	Blackberry compote (Stone Age fruit stew)	From the Stone Age to The Iron Age	Same trip options as above- could be spread over the term

	Science Plants Animals, including Humans	R.E. Christianity The Ten Commandments	History People and Events Studied The Stone Age to the Iron Age	Geography Locational Knowledge	Art	D.T. Structures (Including computer generated ones)
Line of Enquiry	Are animals consumers or producers?	What do Christians	What have historians learned from Skara Brae?	What can you find out about The North Downs?		How can a structure represent a geographical region?
Substantive Knowledge Learning Intentions	To know and describe the functions of different parts of flowering plants: roots, stem / trunk, leaves and flowers. To know that plants produce their own food using energy from the sun (producers). To classify living / non-living things. To know that animals, including humans, need the right types and amounts of nutrition, and that they cannot make their own food. To know that animals get nutrition from what they eat (consumers). To know that humans and some other animals	To know the significance of the Bible to Christians and that it is a source of belief. To know what a command is. To know the Ten Commandments and the Ebbsfleet Green's Values. To know what The Kingdom of God means to Christians. To know The Kingdom of God in parables e.g. The Lost Sheep.	To know the chronology of late Neolithic hunter-gatherers and early farmers To know how historians have learned from the study of Skara Brae. To use sources of evidence of The Stone Age across continents to tell us about lifestyles. To know how life changed for humankind through historical enquiries about iron hill forts. To know how life changed for humankind through historical enquiries about tribal kingdoms. To know how life changed for humankind through historical enquiries about farming practices.	To name and locate counties and cities of the U.K. To know key geographical regions and their identifying human and physical characteristics. To know the key topographical features (including hills, mountains, coasts and rivers) of The North Downs. To know land-use patterns in key regions. To recall how to use maps and globes to locate countries, continents and seas. <i>Neolithic evidence is notable in the North Downs notably The Medway Megaliths.</i>	N./A.	To research geographical regions and their tourist attractions such as, The Angel of the North, Seawall groynes, Stonehenge or The Medway Megaliths etc. To know how to build structures. To consider how an attraction could represent a particular region. To explore how structures can be made stronger, stiffer and more stable. To plan, design and make a structure representing a region to a specific design criteria. To evaluate the structure and suggest improvements or scaling.

	have skeletons and muscles for support, protection and movement.		<i>Dates, figs, olives, plums and pears were part of the Palaeolithic diet.</i> <i>Little is known about crime and punishment in this period.</i>	<i>Most settlements were located near to bodies of water; by rivers in the first half of the Mesolithic period, and by the seaside. Huts were always on slightly higher ground.</i>		
Portable Knowledge	Plants are producers. Animals are consumers. Humans and some other animals have skeletons and muscles for support, movement and protection.	The bible is a source of belief for Christians and has stories called parables which teach them how to behave.	Farming methods changed between the Stone and Iron Ages when early people could use spears to catch animals to eat. The controlled use of fire meant meat could be cooked and this helped human brains to develop.	Most human settlements are near to water as we need water to survive. Counties are areas of land which are made up of cities and towns.		Structures can be made stronger by folding and rolling materials and reinforcing with layers.

Threads (returning concepts) And Disciplinary Knowledge	Process Animals are consumers. The musculoskeletal system. Structure and Function Describe and compare the structure of animals with skeletons and without. Explain the function of skeletons and muscles for support, protection and movement. Variation Describe and compare the difference in animal structures and give reasons for this.	Belonging Identifying with a religion and its core principles and beliefs. Identity Making links between values and commitments, and their own attitudes and behaviour. Diversity Developing an understanding of practices, beliefs, feelings and ideas. Theology What we know about The Kingdom of God and what it means to Christians.	Chronology Understanding the chronology of late Neolithic hunter-gatherers and early farmers. Interpretation Explore sources of evidence of The Stone Age across continents. Perspective An understanding of early settlements and a growing sense of change through historical enquiry and geographical studies. Diversity Recognising that The Stone Age happened across	Place, Space and Scale Recall knowledge about our location and how it is part of a much wider world (scale). Develop a 'sense of place' through locational knowledge of the UK and the world's continents and oceans; how the space on the planet is used for different purposes and by different living things & the scale of different landmasses in relation to each other e.g. how many U.K.s could fit into Europe? Environmental Interaction and		Representation Representing a geographical region or set of values. Diversity Design and make products within a variety of contexts, considering their own and others' needs, wants and values. Target Audience and Success Criteria Clear purpose Interlace with history Design and Functionality Strength and sturdiness
---	---	--	--	--	--	--

	Cause and Effect Explore that cause is why something happens and effect is what happens as a result of this cause through learning about rocks and the formation of fossils. Change The impact of good and poor nutrition. Observing Observe plants systematically and carefully taking accurate measurements using standard units Controlling Variables Identify the variables and altering one at a time Interpreting and Inferring Gathering, recording, classifying and presenting data in a variety of ways. Forming Conclusions Drawing conclusions from the investigations we have done combined with our scientific knowledge.	Human / Social Sciences How humans respond to parables within the bible and The Ten Commandments. Philosophy How parables and The Ten Commandments can help Christians live their lives.	continents, not just in the U.K. Cause and Consequence The consequences of development on lifestyles and evolution within The Iron Age The consequence of the controlled use of fire and improved diet on human evolution. Constructing the Past Understanding how lifestyles have evolved over a significant amount of time. Significance and Interpretation Using sources of evidence to interpret life in The Iron Age with an understanding of secondary sources and the passing of time. Historical Enquiry Following a line of enquiry to find out more about lifestyles in The Iron Age. Using sources of Evidence Using primary and secondary sources to follow a line of enquiry	Sustainable Development; Human and Physical processes Developing an understanding of the dynamic interrelationships between physical and human accounts of the world over time; How did the people live- was it more or less sustainable than now? How do we know? Cultural Understanding and Diversity Explore the diversity of places, focusing on how people and places are represented in different ways. Human and Physical Processes Using maps to locate London, England, the U.K. and Europe. Environmental Interaction and Sustainable Development The significance of being part of our locality. Map reading and Interpreting Skills Using maps to locate our school. Looking at aerial photographs of our school and locality.	Make using tools and technical knowledge Range of materials, gluing and joining. Using folds to strengthen. Evaluation throughout
--	--	--	--	--	---

				Using maps to locate the U.K. and Europe.		
				Cultural Understanding and Diversity Explore the heritage of our wider school community.		

Vocabulary	<u>CORE WORDS</u> energy producers consumers describe functions flowering plants roots stem / trunk leaves flowers plants produce the sun classify living / non- living things animals humans nutrition skeletons muscles support protection movement.	<u>CORE WORDS</u> parables commandments The Kingdom of God significance the Bible Christians source of belief command Ten Commandments Ebbsfleet Green's Values.	<u>CORE WORDS</u> Skara Brae Neolithic hunter-gatherers early farmers chronology sources of evidence The Stone Age continents lifestyles iron hill forts tribal kingdoms farming practice dates figs olives plums pears Palaeolithic diet crime and punishment	<u>CORE WORDS</u> The North Downs Neolithic Mesolithic period The Medway Megaliths counties cities U.K. geographical regions human and physical characteristics. topographical features hills mountains coasts rivers land-use patterns regions maps globes continents seas settlements bodies of water rivers seaside higher ground		<u>CORE WORDS</u> structure stability scaling research geographical regions tourist attractions The Angel of the North Seawall groynes Stonehenge The Medway Megaliths build structures
------------	---	---	---	--	--	--

Opportunities for Interlacing	Geography is the key driver for this half term giving children opportunities to make connections between history and geography with the focus now more fully on the location of early settlements as well as looking at current geographical regions, identifying their human and physical characteristics. This interconnects fully with design technology as children explore physical structures such as The Angel of The North and the Medway Megaliths (another interconnection with history). Every subject should be taught discretely with core knowledge and skills taught explicitly. However, the scope for elaboration to support deep learning and longer term recall should be actively sought. In science, children continue to learn about plants and should still be monitoring the progress of the broccoli and cauliflower planted last half term. Now, there is a focus on classification, specifically through sorting animals according to their skeleton type. R.E. is also taught discretely as children learn about The Ten Commandments in Christianity and reflect on Ebbsfleet Green's values. P.E. is taught through P.E. Champions; as ever, children should be encouraged to be aware of their bodies and the importance of physical exercise. Music is taught through Charanga and will include ways Palaeolithic People created music, for example, by hitting nuts together.					
Modelled Outcomes		Adaptation or re-telling of The Lost Sheep	Character description of The Iron Man	Non chronological report about settlements and the way of life in prehistorical times.		Instructions Recipes How to make Stone Age Stewed Fruit Potage / soup

P.S.H.E. is taught through the Dimensions Scheme of Work; P.E. is taught through P.E. Champions; Music is taught through Charanga

Spring (i)

Invaders and Settlers – The Roman Invasion

Core Texts	Kids' Café Options	Big Outcome Options	Educational Visit opportunities
Romans Boudicca Queen of Darkness Romulus and Remus	Cauliflower and broccoli cheese (from vegetables sown in September)		British Museum (Roman rooms) Roman wall- Museum of London Lullingston Roman Villa

	Science Plants Forces and Magnets	R.E. Buddhism Founding and Parables	History Invaders and Settlers The Roman Empire and its Impact on Britain.	Geography	Art Sculpture (Including computer generated ones)	D.T.
Line of Enquiry	What materials are magnetic and how do you know?	What do Buddhist Parables teach Buddhists?	Who was Septimius Severus?		What materials make the best mosaics?	
Substantive Knowledge Learning Intentions	To know the way water is transplanted in plants. To recall learning from Year 2 by comparing how things move on different surfaces. To know that some forces need contact between two objects, but magnetic forces can act at a distance. To observe how magnets attract or repel each other and attract some materials and not others. To compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and	To know the significance of Buddha to Buddhists To know when and where Buddhism was founded. To know the Buddhist Parable of The Man Born Blind. To know the Buddhist Parable of The Lost Son and Luxurious Living. To know the meaning of peace. To know that pagodas are significant to Buddhists and a symbol of peace.	To know the chronology of the successful invasion of Britain by the Roman army led by Claudius. To know about the British resistance by the Celts, including Boudicca and her daughters. To know the chronology of North Britain's (now Scotland's) resistance. To know about Hadrian's Wall and the role of African Romans in Arbeia Fort including Emperor Septimius Severus. To know the Romans were a polytheistic civilization.	N./A.	To name two sculptors. To replicate skills modelled by sculptors studied. To experiment with working with malleable materials and associated tools using techniques to join different elements together. To research the colours and shapes of mosaics. To design and make mosaics.	N./A.

	identify some magnetic materials. To know magnets have two poles. To predict whether two magnets will attract or repel each other, depending on which poles are facing.					
Portable Knowledge	All magnets have a North and South Pole. Magnets attract magnetic materials. When we have 2 magnets, the North and South Poles will attract one another but a North and North Pole will repel and a South and South Pole will repel on another.	Siddhartha Gautama was the first Buddha and founded Buddhism. Once a person finds enlightenment (the truth), (s)he is a Buddha.	Romans invaded Britain in 43 C.E. and settled here until they left in 410 C.E. Boudicca was a Celt who tried to defend Britain against the Romans. Hadrian Wall was built to keep the Picts (Scots) out of England. It was guarded by a Romans, including African Romans.		Mosaics are a type of artwork liked by the Romans. Mosaics are made up of small pieces of ceramic which are put together to form a picture for decoration.	

Threads (returning concepts) And Disciplinary Knowledge	Process Describe the process within investigative study related to magnet strength compared to size and friction. Energy Explain the energy transferred as a result of the presence of a magnetic field and other forces. Process Cause and Effect Explore that cause is why something happens and effect is what happens as a result of this cause through	Symbolism Explore the importance of symbolism (pagodas - peace) and what it represents. Belonging Identifying with a religion and its core principles and beliefs. Identity Religious identity provides a perspective from which to view the world and engage with it. Diversity	Chronology Understanding the chronology of The Roman Empire, specifically the Roman invasion and settlement in England. Cause and Consequence The impact of the Roman invasion on Britain in the short and long term. Pioneering Women The role of significant females in Roman time. Boudicca and her daughters should be referenced as an inspiration to pioneering women.		Representation Using sculpture to create Roman mosaic representations to share knowledge and communicate ideas. Diversity Explore artists' work from a range of ethnic backgrounds and cultures. Creativity Creating works of art to reflect their understanding of practices and disciplines. Generating Ideas	
---	---	--	--	--	---	--

	learning about magnetic forces. Compare forces and the impact of magnets on different objects. Observing Make systematic & careful observations, taking accurate measurements using standard units & a range of equipment. Controlling Variables Identify differences, similarities or changes related to scientific ideas and processes. Interpreting and Inferring Record findings using scientific language, drawings, labelled diagrams, tables etc. Forming Conclusions Drawing conclusions from the investigations we have done combined with our scientific knowledge.	Developing an understanding of practices, beliefs, feelings and ideas. Theology What we know about Buddha and the founding of Buddhism. Human / Social Sciences How Buddhists respond to Buddhist parables. Philosophy How parables can help Buddhists live their lives.	Diversity Developing an understanding of diversity within Roman times, including people from different ethnic backgrounds. Septimius Severus and other Africans near Hadrian's Wall Interpretation Historical enquiries of life in Ancient Rome and Roman Britain. Eynsford has a Roman Villa (Lullingstone). Perspective An understanding of life in Roman Britain through different perspectives. Constructing the Past Understanding what life was like for different people in Roman Britain, at the time of invasion, settlement and after their retreat. Significance and Interpretation Using sources of evidence to interpret life in The Iron Age with an understanding of secondary sources and the passing of time. Historical Enquiry Following a line of enquiry to find out more about lifestyles in The Iron Age. Using sources of Evidence	Interlace with history by looking at a range of secondary sources to generate ideas. Formal Elements Use tools cut and align materials. Colour, shade, tone and tint Choose colours to match the design criteria. Learning from other artists Representation from historical sources Learning from evaluation Use of art books and evaluation of self and others throughout Creativity Creating works of art to reflect their understanding of practices and disciplines.	
--	--	---	--	--	--

			Using primary and secondary sources to follow a line of enquiry			
--	--	--	---	--	--	--

Vocabulary	<u>CORE WORDS</u> forces magnetic forces attract repel distance observe compare and group attracted magnet	<u>CORE WORDS</u> Buddha parable pagodas founded peace Siddhartha Gautama enlightenment the truth	<u>CORE WORDS</u> invasion resistance polytheistic civilization Claudius the Celts Boudicca Hadrian's Wall Arbeia Fort Emperor Septimius Severus	<u>CORE WORDS</u>	<u>CORE WORDS</u> malleable materials mosaics ceramic replicate sculptors techniques elements research colours shapes design make	<u>CORE WORDS</u>
------------	---	--	--	-------------------	--	-------------------

Opportunities for Interlacing	History is, again, the key driver for this half term with all writing outcomes supporting the transference of knowledge across subjects. Whilst developing design skills and techniques to join elements together in art, children can also transfer their knowledge of mosaics and their purpose across to support elaboration and deep memory recall. Images may well depict the Roman legend of Romulus and Remus. Within history learning, changing values and consistency need to be explored. There is opportunity to further the skills of chronology, interpretation and cause and consequence including why events are recalled through different perspectives. Boudicca and her daughters should be referenced as an inspiration to pioneering women. Science is taught discretely with a focus on forces and magnets but spaced practice recalling prior knowledge about plants must be pursued, with links made to the plants and herbs that were introduced by the Romans in the school's herb garden. It should be noted that Romans were superstitious and feared magnetism. R.E. teaches children about Buddhism. P.E. is taught through P.E. Champions; as ever, children should be encouraged to be aware of their bodies and the importance of physical exercise. Music is taught through Charanga and will include listening to Roman instruments and music.					
Modelled Outcomes		Retelling of Buddhist Parables	A letter from a Roman soldier / centurion Biography of Septimus Severus and life in Arbeia. Persuasive speech by Boudicca.			

			Roman myth or legend – linked to the text: Romulus and Remus			
--	--	--	--	--	--	--

P.S.H.E. is taught through the Dimensions Scheme of Work; P.E. is taught through P.E. Champions; Music is taught through Charanga

Spring (ii)- Villages Near and Far

Core Texts	Kids' Café Options Entrepreneurial Curriculum	Big Outcome Options Entrepreneurial Curriculum	Educational Visit opportunities
Villages, Towns and Cities If The World Were A Village Katie Morag and the Two Grandmothers	Cauliflower and broccoli cheese (from vegetables sown in September)		Field trip to Eynsford to collect data e.g. traffic survey, map work, interviews with shop workers, church clergy, local association etc; virtual tour of Jausiers

Science Plants Forces and Magnets		R.E. Islam Allah, The Qu’ran and Mohammad	History	Geography Locational Knowledge; Place knowledge; human and physical geography; geographical skills & fieldwork	Art Painting Colour Mixing, blocking and underpainting Islamic Art	D.T.
Line of Enquiry	How can we use magnets?	What is the significance of the First Call To Prayer?		How	How	
Substantive Knowledge Learning Intentions	<i>To know how seeds are formed by observing the different stages of plant life cycles over a period of time.</i> To know that magnetic forces can act without direct contact, unlike most forces, where direct contact is necessary (e.g. opening a door). To know and explain the behaviour and everyday uses of different magnets (e.g. bar, ring).	To know that Muslims believe in one God and call him Allah. To know that Allah sent messengers and books to guide Muslims. To know that the mosque is the Muslim place of worship. To know what the First Call to Prayer is and its significance to Muslims. To know that The Prophet Muhammad (pbuh) is important to Muslims and there are stories about him which reveal his practices and the way he lived his life.	N./A.	To know and use fieldwork skills to study Eynsford in Kent. To know the geographical features of Eynsford. To know the features of Eynford as a settlement. To study Jausiers, a French village in The Alps from a range of perspectives and map scales, including the use of four and six-figure grid references and the eight points of a compass. To know the geographical features of Jausiers. To know the features of Jausiers as a settlement.	To know the names of two artists. It should be noted that in traditional Islam, people should not be depicted in art. To use a systematic approach to colour mixing (enabling the replication of colour). To use of colour palettes. To use under paint (working paint up from a thin was to a thick one). To use brushstrokes for effect. Islamic artists could include Hassan	N./A.

		To know the significance of the Qu'ran.		To compare and contrast Eynsford and Jausiers including physical and human features. To know the land use and economic activity of Eynsford and Jausiers.	Mossoudy, Ruh Al-Alam or Nadia Janjua.	
Portable Knowledge	Horseshoe magnets are stronger than ring and bar magnets but electromagnets are the strongest. Magnets are used for televisions, microwaves and computers.	Muslims believe in one God, Allah. A mosque is the Muslim place of worship and the Qu'ran is Islam's holy book.		Eynsford is a small village in Kent and Jausiers is a French village in the Alps. Both are scenic, with a lot of green space and attract visitors. As Jausiers is a mountain village, the weather is colder and it is much more likely to snow than in Eynsford which means that hobbies and facilities are different.	How secondary and tertiary colours have been produced. Most Islamic art includes flowers and geometric patterns (regular lines and shapes). It often has calligraphy (writing).	

Threads (returning concepts) And Disciplinary Knowledge	Process Describe the process within investigative study related to magnet strength compared to size and friction. Cause and Effect Compare forces and the impact of magnets on different objects. Compare how different things move and group them. Energy Explain the energy transferred as a result of	Belonging Identifying with a religion and its core principles and beliefs. Identity Making links between values and commitments, and their own attitudes and behaviour. Diversity Developing an understanding of practices, beliefs, feelings and ideas. Theology		Place, Space and Scale Develop a 'sense of place' through locational knowledge and an understanding of locality. Compare and contrast how the space is used in villages in the UK and France as well as commenting on the scaled size of the region in different map formats and aerial photographic representations. Cultural Understanding and Diversity	Representation Using colour mixing, blocking and underpainting to communicate ideas and represent Islamic art. Diversity Explore artists' work from a range of ethnic backgrounds and cultures. Creativity Creating works of art to reflect their understanding of practices and disciplines.	
--	--	---	--	--	---	--

	the presence of a magnetic field and other forces. Structure and Function The functions of different types of magnet. Cause and Effect Know and explain the behaviour and everyday uses of different magnets (e.g. bar, ring) Observing Observe how far things move on different surfaces Controlling Variables Identify the variables and altering one at a time Interpreting and Inferring Gathering, recording, classifying and presenting data in a variety of ways. Forming Conclusions Drawing conclusions from the investigations we have done combined with our scientific knowledge.	What we know about Islam, the significance of the Qu’ran and the mosque. Human / Social Sciences How Muslims respond to rituals such as The First Call to Prayer, the Qu’ran and Islamic stories. Philosophy How rituals and stories alongside messengers sent by Allah help Muslims live their lives.		Explore the diversity of places, focusing on how people and places are represented in different ways. Environmental Interaction and Sustainable Development Consider how people interact with their environment and consider whether it is sustainable. Map reading and Interpreting Skills Using maps to support studies of specific regions.	Generating Ideas Interlace with R.E. by looking at a range of sources to support the generation of ideas. Colour, shade, tone and tint Choose colours and colour palettes to match the design criteria. Learning from other artists Representation from different cultures. Learning from evaluation Use of art books and evaluation of self and others throughout Creativity Creating works of art to reflect their understanding of practices and disciplines.	
--	--	---	--	---	--	--

Vocabulary	<u>CORE WORDS</u> magnetic forces direct contact electromagnets magnets bar ring horseshoe computer microwave	<u>CORE WORDS</u> Muslims Allah mosque First Call to Prayer the Qu’ran messengers books guide worship Significance The Prophet Muhammad (pbuh) stories practices		<u>CORE WORDS</u> Eynsford, Kent Jausiers scenic fieldwork geographical features features settlement The Alps perspectives map scales four and six-figure grid references eight points of a compass. physical and human features. land use economic activity	<u>CORE WORDS</u> under paint geometric patterns calligraphy colour palettes brushstrokes effect. Hassan Mossoudy Ruh Al-Alam Nadia Janjua Flowers secondary and tertiary colours	
------------	--	--	--	--	---	--

Opportunities for Interlacing	R.E. is the key driver for this half term as children learn about the Islamic faith both through R.E. and art. Children learn about Allah, the mosque and Muhammad (pbuh). In art, they explore a range of Islamic art and practise using brushstrokes for effect. Every subject should be taught discretely with core knowledge and skills taught explicitly. However, the scope for elaboration to support deep learning and longer term recall should be actively sought. Children revisit the village of Eynsford in Kent (which they learned about when studying the Romans) but now look at it with geographical understanding and using field skills. They are able to contrast Eynsford with the village of Jausiers in France providing stimulus for writing outcomes. P.E. is taught through P.E. Champions; as ever, children should be encouraged to be aware of their bodies and the importance of physical exercise. Music is taught through Charanga.					
Modelled Outcomes				Non Chronological report about contrasting villages Persuasive leaflet and poster advertising Jausiers, France Adventure story set in a village based on the Katie Morag books.		

P.S.H.E. is taught through the Dimensions Scheme of Work; P.E. is taught through P.E. Champions; Music is taught through Charanga

Summer (i)

Let there be light!

Core Texts	Kids' Café Options Entrepreneurial Curriculum	Big Outcome Options Entrepreneurial Curriculum	Educational Visits opportunities
What The Romans Did for Us Romans in Britain Peter Pan	A dish served with herbs introduced by the Romans	Roman Museum	Roman Wall in London- the Museum of London; British Museum; Crofton Roman Villa (Orpington)- Crofton Roman Villa karu.org.uk

	Science Light	R.E. Judaism The Synagogue	History Invaders and Settlers The Roman Empire and its Impact on Britain.	Geography Locational Knowledge	Art	D.T. Mechanisms Levers and sliders
Line of Enquiry	How are shadows formed?	What does the story of David and Goliath teach us?	How did the Roman invasion leave Britain in a better position?	What can you find out about Manaus?		How can we use sliders and levers to create movement?
Substantive Knowledge Learning Intentions	To know that we need light in order to see things and that darkness is the absence of light. To know that light is reflected from surfaces. To know that light from the Sun can be dangerous and there are ways to protect the eyes. To know that shadows are formed when the light from a light source is blocked by an opaque object. To find patterns in the way that shadows are formed.	To know the significance of the synagogue. To know how Jews know God is present in the synagogue. To know the role of the rabbi. To know the significance of the Torah, ark, Ner Tamid to Jews. To know that stories show Jews' relationship with God. To know the story of David and Goliath and the stories of Moses.	To know that the Romanisation of Britain included the growth of cities. To know Roman place names. To know Roman laws and justice. To know that because of bureaucracy, we know so much about Roman laws and justice. To know the positive impact of the Roman Invasion on culture, food and technology.	To know the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere. To know the position and significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. To know the position and significance of the Prime / Greenwich Meridian and Time Zones (including day and night). Recall the geographical similarities and differences of a region of the U.K. (Eynsford) and a region in a	N./A.	To recall learning about levers and sliders from Year 2. To explore how sliders and levers could be used to show an aspect of one of the regions studied in geography (for example, a ski lift). To plan, design and make a lever or slider to a specific design criteria. To evaluate the lever or slider, its design function and effectiveness. To know how to use sliders and levers to produce a silhouette puppet.

				European country (Jausiers). and a region within North or South America. To study Manaus, Brazil, a city in the Amazon rainforest from a range of perspectives and map scales, including the use of four and six-figure grid references and the eight points of a compass. To know the geographical features of Manaus.		Note: this will require a scene backdrop. Kids Activity: Introduction to Shadow Puppetry - YouTube
Portable Knowledge	We need light to see things. Darkness is the absence of light. Shadows are formed when light is blocked by an opaque object.	A synagogue is a place where Jewish people meet to worship and learn together. Jews believe God is present in a synagogue. The Torah is the first five books of the Hebrew bible. All synagogues have an ark where the Torah scrolls are kept.	Many place names came from the Romans – Londinium. Romans brought towns and roads; reading and writing; number systems and garlic, leeks, onions and cucumbers.	The Greenwich Meridian is the invisible line which goes through Greenwich and the North and South Poles. It is known as the Prime Meridian and shows 0° longitude. Manaus is a Brazilian city in the Amazon Rainforest which is near the Equator making it very hot. It has many visitors.		Levers and sliders enable movement. Levers are a rigid bar which moves around a pivot (centre point).

	Science	R.E.	History	Geography	Art	D.T.
Threads (returning concepts) And Disciplinary Knowledge	Process Describe the process within investigative study related to creating shadows. Cause and Effect Recognise that light is needed in order to see and that dark is the absence of light.	Belonging Identifying with a religion and its core principles and beliefs. Identity Making links between values and commitments, and their own attitudes and behaviour.	Chronology Understanding the chronology of The Roman Empire, specifically the Roman invasion and settlement in England. Cause and Consequence The impact of the Roman invasion on Britain in the short and long term.	Place, Space and Scale Developing a 'sense of place' through locational knowledge and an understanding of locality. Compare and contrast villages in the UK, France and Brazil, focusing on how the space is used as well as the scale of the area relating to a range of		Representation Representing a geographical region or set of values. Diversity Design and make products within a variety of contexts, considering their own and others' needs, wants and values.

	Explain how shadows are formed and describe the effect of light reflecting from surfaces. Controlling Variables Identify the variables and altering one at a time Interpreting and Inferring Gathering, recording, classifying and presenting data in a variety of ways. Forming Conclusions Drawing conclusions from the investigations we have done combined with our scientific knowledge.	Diversity Developing an understanding of practices, beliefs, feelings and ideas. Theology What we know Judaism, the significance of the synagogue, the Torah, ark and Ner Tamid. What Jews know from the story of David and Goliath. Human / Social Sciences How Jews benefit from being part of the synagogue community. Philosophy How Jewish people learn from the Torah and stories such as, David and Goliath.	Pioneering Women The role of significant females in Roman time. Boudicca and her daughters should be referenced as an inspiration to pioneering women. Diversity Developing an understanding of diversity within Roman times, including people from different ethnic backgrounds. Interpretation Historical enquiries of life in Roman Britain using secondary sources and why they are prevalent. Perspective An understanding of life in Roman Britain through different perspectives. Constructing the Past Understanding what life was like for different people in Roman Britain, at the time of invasion, settlement and after their retreat. Historical Enquiry Following a line of enquiry to find out more about	different maps and photographic representations. Cultural Understanding and Diversity Exploring the diversity of places, focusing on how people and places are represented in different ways. Environmental Interaction and Sustainable Development; Human and Physical processes Developing an understanding of the dynamic interrelationships between physical and human accounts of the world over time; how do people interact with their environment? Is it sustainable? Environmental Interaction and Sustainable Development Consider how people interact with their environment and consider whether it is sustainable. Map reading and Interpreting Skills Using maps to support studies of specific regions.		Target Audience and Success Criteria Clear purpose Interlace with geography Design and Functionality Evaluating the ability to slide or lift. Make using tools and technical knowledge Range of materials, gluing and joining. Using folds to strengthen. Evaluation throughout
--	--	---	---	---	--	---

			crime and punishment in Roman Britain. Using sources of Evidence Using primary and secondary sources to follow a line of enquiry.			
--	--	--	--	--	--	--

Vocabulary	<u>CORE WORDS</u> shadows opaque reflected patterns darkness absence of light the Sun	<u>CORE WORDS</u> synagogue rabbi the Torah, ark, Ner Tamid David and Goliath stories Moses worship believe Hebrew bible Torah scrolls	<u>CORE WORDS</u> Romanisation bureaucracy Londinium laws justice impact Roman invasion culture food technology towns roads reading and writing number systems	<u>CORE WORDS</u> latitude longitude Manaus, Brazil Equator Northern Hemisphere Southern Hemisphere. Tropics of Cancer and Capricorn Arctic Antarctic Circle. Prime / Greenwich Meridian Time Zones (including day and night). geographical similarities differences region U.K. Eynsford European country Jausiers North or South America city Amazon rainforest perspectives map scales four and six-figure grid references	<u>CORE WORDS</u>	<u>CORE WORDS</u> levers sliders pivot (centre point) silhouette puppet plan design make specific design criteria evaluate design function scene backdrop movement rigid bar
------------	---	--	--	---	---------------------------------	--

				eight points of a compass North and South Poles. visitors		
Opportunities for Interlacing	Science is the key driver for this half term as the concept of light is explicitly taught with children gaining an understanding of how shadows are formed and the role of light. Light is, again, explored in Judaism with its symbolism recalled (Hannukah) and the Ner Tamid which is symbolic of the light of the truth of God and His presence in the synagogue. In geography, children learn about night and day in relation to time zones and, in design technology, children make shadow puppets using sliders and levers to demonstrate their scientific knowledge. Time Zones are also considered when continuing the geographical study of comparing and contrasting Eynsford, Jausiers and Manaus, Brazil. Every subject should be taught discretely with core knowledge and skills taught explicitly. However, the scope for elaboration to support deep learning and longer term recall should be actively sought. Using spaced practice, children return to the prior learning about the Romans and deepen it with an historical enquiry studying the positive impact of the Roman invasion; there is opportunity to further the skills of chronology, interpretation and cause and consequence including the influence of others over time through different perspectives. P.E. is taught through P.E. Champions; as ever, children should be encouraged to be aware of their bodies and the importance of physical exercise. Music is taught through Charanga and will include ways the Romans introduced new ways to make music to Britain.					
Modelled Outcomes	Light diamante poems Simple playscript of a scene in Peter Pan	Simple retelling of David and Goliath	Fact Sheet about the positive impact of the Roman invasion.	Non chronological report about Manaus, Brazil.		

P.S.H.E. is taught through the Dimensions Scheme of Work; P.E. is taught through P.E. Champions; Music is taught through Charanga

Summer (ii)

Lotus Living

Core Texts	Kids' Café Options Entrepreneurial Curriculum	Big Outcome Options Entrepreneurial Curriculum	Educational Visit opportunities
Religious creation stories The Little Lotus Flower The Day I met my Shadow Peter Pan		Roman Museum	

Summer (ii)						
	Science Plants	R.E. Cross religions Creation Stories	History	Geography Locational Knowledge	Art Drawing	D.T. Textiles
Line of Enquiry	What part do flowers play in the life cycle of a plant?	What part do flowers play in the life cycle of a plant?		What are the counties and cities of the U.K.?	What techniques can we use to draw flowers?	How can we join textiles to produce a 3 D. lotus flower?
Substantive Knowledge Learning Intentions	To know and describe the functions of different parts of flowering plants: roots, stem / trunk, leaves and flowers. To know the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) and how they vary from plant to plant. To know the way in which water is transported within plants. To know the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	To know that Jews and Christians believe God created the world. To know that St. Francis is a Christian example of caring for and protecting living things. To know that Muslims believe that Allah is the creator of all living things. To know that most Muslims do not draw human beings or creatures. To know the Hindu creation story includes Brahman coming out of a lotus flower.	N./A.	To know the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere. To know the position and significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. To know the position and significance of the Prime / Greenwich Meridian and Time Zones (including day and night). To recall some of the counties and cities of the United Kingdom. To know the identifying human and physical characteristics of identified	To make first-hand observations. To know how to use techniques including line, pattern, hatching and cross hatching using graded pencils. To develop form, shape, tone and texture through mark making over a sustained period of time. To know how to draw sections of plants and flowers (specifically the lotus flower). To build up sections to create drawings of plants and flowers.	To recall learning about joining materials from K.S.1. To research lotus flowers. To know how to produce 2 D. images of lotus flowers. To consider ways of using and joining materials (fabric) to use for lotus flowers. To plan, design and make a 3 D. lotus flower using fabric to a specific design criteria. To evaluate the lotus flowers.

				counties and cities of the United Kingdom. To the know key topographical features and land-use patterns and how these have changed over time.		
Portable Knowledge	Flowers attract insects to the pollen. Insects go from flower to flower enabling pollination.	Christians and Jews believe that God created the world. Muslims believe that Allah created all living things. Hindus believe that Brahman created the world.		To point to The Equator, Tropics of Cancer and Capricorn.	The names of different flowers including the lotus flower. The shapes of petals and how to replicate these using shape and texture.	A range of sewing stitches – running, blanket and French knot.

	Science	R.E.	History	Geography	Art	D.T.
Threads (returning concepts) And Disciplinary Knowledge	Structure and Function Identify and describe the basic structure of a variety of flowering plants. Process Explain the life cycle of a plant. Explain the transportation of water in plants. Growth How flowering plants have changed over time and what is needed for growth to happen.	Belonging Identifying with a religion and its core principles and beliefs. Identity Religious identity provides a perspective from which to view the world and engage with it. Diversity Developing an understanding of practices, beliefs, feelings and ideas.		Place, Space and Scale Develop a 'sense of place' through locational knowledge and an understanding of locality; compare space through how land use varies in different places and how different scales can show different representations of the same place. Environmental Interaction and Sustainable Development Identify how our local environment links to sustainability through environmental quality.	Representation Using drawing to explore ideas and share scientific knowledge of plants. Use drawing to represent the symbolic meaning of lotus flower. Diversity Explore artists' work from a range of ethnic backgrounds and cultures as well as flowers from across continents. Creativity Creating works of art to reflect their	Representation Using materials to create 2D. and 3D. representations of a lotus flower. Diversity Design and make products within a variety of contexts, considering their own and others' needs, wants and values. Target Audience and Success Criteria Clear purpose Interlace with geography Design and Functionality

	Process Describe the process within investigative study related the life cycle of plants and the transportation of water. Cause and Effect The impact of water (or the lack of) on plants. Controlling Variables Identify the variables and altering one at a time Interpreting and Inferring Gathering, recording, classifying and presenting data in a variety of ways. Forming Conclusions Drawing conclusions from the investigations we have done combined with our scientific knowledge.	Theology Knowing the creation stories in Christianity, Judaism and Islam. Human / Social Sciences What religious communities understand from their creation stories. Philosophy What we understand about the religions studied through their creation stories.		Explore how the local situation bears resemblance to the national and international picture Cultural Understanding and Diversity Explore the diversity of places, focusing on how people and places are represented in different ways. Human and Physical processes How do humans interact with their environment? Look at the interconnectivity of the two processes	understanding of practices and disciplines. Generating Ideas Interlace with R.E. by looking at a range of sources to support the generation of ideas. Colour, shade, tone and tint Choose colours and colour palettes to match the design criteria. Learning from other artists Representation from different cultures. Learning from evaluation Use of art books and evaluation of self and others throughout Creativity Creating works of art to reflect their understanding of practices and disciplines.	Evaluating the ability to slide or lift. Make using tools and technical knowledge Range of materials, gluing and joining. Using folds to strengthen. Evaluation throughout
--	--	--	--	--	---	---

Vocabulary	<u>CORE WORDS</u> pollination seed formation seed dispersal attract pollen insects functions parts of flowering plants roots stem / trunk leaves flowers requirements air light water nutrients from soil room to grow transported life cycle	<u>CORE WORDS</u> created St. Francis lotus flower Christian God Muslims Allah Hindu Brahman	<u>CORE WORDS</u>	<u>CORE WORDS</u> counties cities United Kingdom position significance latitude longitude Equator Northern Hemisphere Southern Hemisphere Tropics of Cancer and Capricorn Arctic Antarctic Circle. Prime / Greenwich Meridian Time Zones (including day and night). human and physical characteristics topographical features land-use patterns	<u>CORE WORDS</u> first-hand observations techniques lotus flower line pattern hatching cross hatching graded pencils form shape tone texture mark making	<u>CORE WORDS</u> joining materials running stitch blanket stitch French knot research lotus flowers 2 D. images joining materials (fabric) plan design make specific design criteria evaluate sewing stitches
------------	---	--	--------------------------	--	---	---

Opportunities for Interlacing	Science is the key driver for this half term as plants are revisited for the final time this year with spaced recall central to the learning as children further deepen their understanding. Every subject should be taught discretely with core knowledge and skills taught explicitly. However, the scope for elaboration to support deep learning and longer term recall should be actively sought. The lotus flower, its symbolism, colours and shape support learning in R.E., art and Design technology. Children also explore creation stories across religions. It is also a focus for drawing in art. P.E. is taught through P.E. Champions; as ever, children should be encouraged to be aware of their bodies and the importance of physical exercise. Music is taught through Charanga.					
Modelled Outcomes	Explanation about the transportation of water in plants Explanation of the plant life cycle					Lotus shape poem

P.S.H.E. is taught through the Dimensions Scheme of Work; P.E. is taught through P.E. Champions; Music is taught through Charanga