2020-21 Curriculum Map

Autumn Term	Spring Term	Summer Term
The Ancient Egyptians	**Inventions (The Iron man)**	**Food from around the world**

What was life like in Ancient Egypt?

Key outcomes for the project

We will be exploring the achievements of the ancient Egyptians. Where and when the civilisation appeared and what life was like. We will look at the type of settlements and land use, economic activity including trade links and the distribution of natural resources, specifically examining how the River Nile was a valuable resource for the ancient civilisation.

Curriculum coverage

History

- Develop a chronologically secure understanding of world history
- The achievements of the earliest civilisations- an overview of where and when the Ancient Egyptians appeared
- Devise historically valid questions about change, cause, similarity and difference and significance
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Understand how our knowledge of the past is constructed from a range of sources.
- Ask the question 'What did the Ancient Egyptians use for….?'

Inventions…Ideas and innovation!

Key outcomes for the project

We will explore some of the most life changing and innovative inventions. Who came up with these ground-breaking ideas? What is the process that inventors go through to invent thing? Is it possible to come up with our own invention that could revolutionise the world we live in today?

Curriculum coverage

Science

- Construct and interpret a variety of food chains, identifying producers, predators and prey.
- Observe how magnets attract and repel each other and attract some materials and not others, compare and group together a variety of everyday materials based on whether they are attracted to a magnet, and identify some magnetic materials.
- Recognise that environments can change and that this can sometimes pose dangers to living things.
- Describe magnets as having two poles, predict whether two magnets will attract or repel each other, depending on which poles are facing.

Where does food come from?

Key outcomes for the project

We will investigate different food from around the world. We will explore how the climate of the country will affect the food, which is consumed, and how increasing diversity changes the food culture of a country. We will link food to health and look at how humans need the right amounts of nutrition to survive.

Curriculum coverage

Geography

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

Geography

- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

Science

- Recognise that living things can be grouped in a variety of ways.
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.
- Compare how things move on different surfaces, notice that some forces need contact between two objects, but magnetic forces can act at a distance.
- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.
- Describe in simple terms how fossils are formed when things that have lived are trapped within rock, recognise that soils are made from rocks and organic matter.

Geography

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country and a region within North or South America
- Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycles

History

- Use evidence to describe past ways of life and actions of people and difference between lives of rich and poor.
- Use evidence to find out how these have changed during a time period.

Art and design

- Shape, form, model and construct (malleable and rigid materials) Plan and develop understanding of different adhesives and methods of construction aesthetics
- relief and impressed printing recording textures/patterns

Design and technology

- Understand and apply the principles of a healthy and varied diet
- Prepare and cook a variety of predominately savoury dishes using a range of techniques
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

History

- Use printed resources, the internet ,pictures, photos and artefacts to collect information about the past.
- Ask the question 'How did people..?'
- Discuss different ways of presenting information for different purposes.

Science

- Identify how sounds are made, associating some of them with something vibrating, recognise that vibrations from sounds travel through a medium to the ear.
- Recognise that light from the sun can be dangerous and that there are ways to protect the eyes.
- Identify that animals, including humans, need the right amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.

Art and design

- Experiment with the potential of various pencils close observation Draw both the positive and negative shapes initial sketches as a preparation for painting accurate drawings of people – particularly faces

- colour mixing Make colour wheels Introduce different types of brushes techniques- apply colour using dotting, scratching, splashing

Computing

- Design, write and debug codes that accomplish specific goals and solve problems by decomposing them into smaller parts
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration

Computing

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Languages

- Appreciate stories, songs, poems and rhymes in the language
- Describe people, places, things and actions orally and in writing.

Music

- Play notes on instruments clearly and including steps/ leaps in pitch. Improvise (including call and response) within a group using 1 or 2 notes
- Compose and perform melodies using two or three notes. Use sound to create abstract effects (including using ICT). Create/ improvise repeated patterns (ostinati) with a range of instruments. Effectively choose, order, combine and control sounds (texture/ structure).

Art and design

- monoprinting colour mixing through overlapping colour prints.
- Use patterns in the environment to inform your sketch.
- design using ICT
- make patterns on a range of surfaces

Computing

- Use search technologies effectively, appreciate how search results are selected and ranked, and be discerning in evaluating digital content
- Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Languages

- Present ideas and information orally to a range of audiences
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material

Design and technology

- Understand how key events and individuals in design have helped shape the world
- Understand and use mechanical systems in their products e.g pulleys.

Languages

- Listen attentively to spoken language and show understanding by joining in and responding
- Engage in conversations; ask and answer questions

Music

- Sing simple songs with others or individually, remembering the melody and keeping in time. Perform in tune and with expression.

P.E. (Tag Rugby/Hockey)

- Play competitive games and apply basic principles for attacking and defending.
- To understand the basic rules of the game.
- To apply skills and tactics in small sided games.

P.E. (Gymnastics/Dance)

- To explore jumping techniques and link them with other gymnastic actions
- To construct sequences using balancing and linking movements.
- To perform and evaluate own and others' sequences.

R.E.

- PEOPLE OF GOD: What is it like to follow God?
- How do festivals and worship show what matters to a Muslim?

Music

- Internalise the pulse in music. Know the difference between pulse and rhythm. Start to use musical dimensions vocabulary to describe music– duration, timbre, pitch, dynamics, tempo, texture, structure. Use these words to identify where music works well/ needs improving.
- Know number of beats in a minim, crotchet, quaver and semibreve and recognise symbols (duration). Play with a sound-then symbol approach. Use silence for effect and know symbol for a rest (duration). Describe different purposes of music in history/ other cultures

P.E. (Athletics/Swimming/Orienteering)

- Taught to swim competently, confidently, proficiently over a distance at least 25metres
- Use a range of strokes effectively
- Perform safe self-rescue in water-based situations.
- Use running, jumping, throwing and catching in isolation and combination

R.E.

- GOSPEL: What kind of world did Jesus want?
- How and why do religious and non-religious people try to make the world a better place?

R.E.

- CREATION/ FALL: What do Christians learn from the creation story?
- How do festivals and family life show what matters to Jewish people?