



	R/Y1 Y2/3	Y4/5/6
<p>Each class will have an Historical Timeline on display which will be referred to and used for every topic as and when appropriate. The objectives outlines below are to be covered as a starting point and it is expected that children will both revise skills and knowledge already gained for each topic and also extend beyond and not be confined to the suggestions below. Staff will include the use of knowledge organisers in a variety of formats and vocabulary linked to each topic will be taught explicitly. A separate plan references our outdoor and other adventurous activities. Spaces have been left to respond to children's learning needs, preferences and local/national events and celebrations.</p>		
AUTUMN 1	<i>Follow cycle A or B</i>	<p>WORLD WAR II</p> <p>Year 4 <i>Explain how an event from the past has shaped life today. Research what it was like for children and present my findings to an audience. Explain how the lives of wealthy people were different to the lives of poorer people.</i></p> <p>Year 5 <i>Compare two or more historical periods; explain things which changed and things which stayed the same.</i></p> <p>Year 6 <i>Identify and explain similarities and differences between different periods of history. I can identify and explain propaganda.</i></p>
AUTUMN 2		<p>CHRISTMAS REPAIR SHOP</p> <p>Year 4 <i>Produce a plan and explain it. Suggest alternative plans; outlining the positive features and drawbacks. Persevere and adapt my work when my original ideas do not work. Explain how I have improved my original design.</i></p> <p>Year 5 <i>Make a prototype. Produce a detailed step-by-step plan. Evaluate appearance and function and original criteria.</i></p> <p>Year 6 <i>Justify my plans in a convincing way. Follow and refine my plans. Test and evaluate my products against clear criteria.</i></p>
		<p>MUSIC – CHRISTMAS PERFORMANCE</p> <p>Year 1 <i>Follow instructions about when to play and sing use my voice to speak, sing and chant.</i></p> <p>Year 2 <i>Sing and follow a melody. Perform simple patterns and accompaniments keeping a steady pulse.</i></p> <p>Year 3 <i>Sing a tune with expression. Play clear notes on instruments.</i></p> <p>Year 4 <i>Perform a simple part rhythmically. Sing songs from memory with accurate pitch.</i></p> <p>Year 5 <i>Breathe in the correct place when singing. Maintain my part whilst others are performing their part.</i></p> <p>Year 6 <i>Sing in harmony confidently and accurately perform parts from memory Take the lead in a performance..</i></p>

<p>SPRING 1</p>	<p>GREEKS OR ANCIENT EGYPT</p> <p><i>Year 4</i> <i>Use mathematical skills to round time differences into centuries and decades</i> <i>Explain how an event from the past has shaped life today.</i></p> <p><i>Year 5</i> <i>Compare two or more historical periods; explain things which changed and things which stayed the same.</i></p> <p><i>Year 6</i> <i>Describe the features of historical events and ways of life from periods I have studied, presenting to an audience</i> <i>Identify and explain similarities and differences between different periods of history</i> <i>Summarize how Britain has learnt from other countries and civilisations</i></p>
<p>SPRING 2</p>	<p>CLASSICAL REPAIR SHOP</p> <p><i>Year 4</i> <i>Use ideas from other people when I am designing.</i> <i>Present a product in an interesting way</i> <i>Measure accurately</i> <i>Evaluate products for their purpose and appearance.</i></p> <p><i>Year 5</i> <i>Make a prototype.</i> <i>Produce a detailed step-by-step plan.</i> <i>Evaluate appearance and function and original criteria.</i></p> <p><i>Year 6</i> <i>Justify my plans in a convincing way.</i> <i>Follow and refine my plans.</i> <i>Test and evaluate my products against clear criteria.</i></p>
<p>MUSIC WEEK – DESERT ISLAND DISCS</p> <p><i>Year 1 Respond to different moods in music, say whether I like or dislike a piece of music.</i> <i>Year 2 I can listen out for particular things when listening to music.</i> <i>Year 3 Use musical words to describe what I like and do not like about a piece of music.</i> <i>Year 4 Identify and describe the different purposes of music. Begin to identify different styles of music.</i> <i>Year 5 Contrast the work of a famous composer and explain preferences.</i> <i>Year 6 Evaluate how the venue, occasion and purpose affects the way a piece of music is created.</i> <i>Compare and contrast the impact that different composers from different times have had on people of that time.</i></p>	

<p>SUMMER 1</p>		<p>ANCIENT ISLAMIC CIVILISATION</p> <p><i>Year 4: Explain how historic items and artefacts can be used to help build up a picture of life in the past. Research two versions of an event and explain how they differ.</i></p> <p><i>Year 5: Compare two or more historical periods; explain things which changed and things which stayed the same.</i></p> <p><i>Year 6: Identify and explain similarities and differences between different periods of history Summarize how Britain has learnt from other countries and civilisations</i></p>
<p>SUMMER 2</p>		<p>THE ACT OF UNION</p> <p><i>Year 4: Find at least six cities of the UK on a map. Name and locate some of the main islands that surround the UK. Explain the difference between the British Isles, Great Britain and the UK. Name the areas of origin of main ethnic groups in the UK and our school.</i></p> <p><i>Year 5: Explain how parliament affects decision making in England.</i></p> <p><i>Year 6: Describe a key event from Britain's past using a range of evidence from different sources.</i></p>
<p>MUSIC WEEK – CREATIVITY CAMP</p> <p><i>Year 1 use instruments to perform, make a sequence of sounds, choose sounds to represent different things</i></p> <p><i>Year 2 use symbols to represent sounds, make connections between notations and musical sounds, order sounds to create a beginning, middle and an end, choose sounds which create an effect</i></p> <p><i>Year 3 compose melodies and songs, create accompaniments for tunes, improve my work; explaining how it has been improved</i></p> <p><i>Year 4 use notation to record and interpret sequences of pitches, use notation to record compositions in a small group or on my own.</i></p> <p><i>Year 5 compose music which meets specific criteria, use notation to record groups of pitches (chords), use my music diary to record aspects of the composition process, choose the most appropriate tempo for a piece of music</i></p> <p><i>Year 6 use a variety of different musical devices in my composition (including melody, rhythms and chords)</i></p>		