	NATIONAL CURRCULUM CONTENT	TEACHING & LEARNING OUTCOMES	OTHER POINTS TO NOTE
The Italian Job To include: • **Geography:** Compare UK to an European Country (Italy) • **History:** Roman Empire & its Impact on Britain (& the Local Area) • **Art & Design:** Roman Art • **Design & Technology:** Italian Food • **Religious Education:** Pilgrimage and Sacred Places (Include an in-depth study of Sikhism)	**Geography** **Place knowledge** ✓ 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~~ **Human and physical geography** ✓ Describe and understand key aspects of: ⇒ Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ⇒ Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **Geographical skills and fieldwork** ✓ 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	• Know and locate the countries, capital cities and oceans of the World, in particular the United Kingdom and Europe. • Understand the key aspects of physical and human geography. • Obtain information from atlases and maps, including those found on the Internet; identifying different environmental regions and the physical and human characteristics of the UK and Italy. • Recognise how different localities relate to each other, e.g. distance. • Investigate the geographical similarities and differences of the UK and Italy. • Explore a variety of maps (e.g. road, satellite, terrain) using direction, scale and key accurately; understanding how to give instructions using compass directions and grid references.	
	History ✓ The Roman Empire and its impact on Britain ✓ A local history study	• Understand the effect of Romanisation on the British Empire, as well as the local area. • Recognise the influence of Roman occupation on Celtic life, including the impact on technology, culture and beliefs. • Examine a range of archaeological sites: What do they tell us about Roman life during that time? • Explore the power of the Roman Empire and its army across Europe by AD 42. • Investigate what it was like to be a Roman soldier. • Understand the reasons and motivations for the Roman invasion of Britain. • Compare Julius Caesar's attempted invasion in 55-54 BC to the successful invasion by Claudius AD 43: What had changed within the larger Roman Empire? • Explore the construction of Hadrian's Wall. • Examine the British resistance, e.g. Boudicca, and the conclusion of Roman rule. • Plot a variety of relevant historic events onto a chronological timeline.	
Possible Educational Visits: • Verulamium Museum, St. Albans • British Museum • Museum of London • National Gallery • Italian Restaurant • Food Suppliers, e.g. Tesco • Local Place of Worship – Sikh Gurdwara	**Art and Design** ✓ To create sketch books to record their observations and use them to review and revisit ideas ✓ To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ✓ About great artists, architects and designers in history	• Investigate a range of Italian (Roman) art work, including statues, pottery, mosaics and frescoes; identifying similarities and differences within technique and structure. • Know about the work and history of great Italian artists. • Explore ideas; sketching and recording appropriate observations into sketch books. • Investigate and experiment with different art techniques; using and combining a range of materials. • Evaluate work and identify possible areas for improvement.	**Resources:** • Clay Supplies [e.g. Clay, Utensils, Work Boards], Mosaic Supplies [e.g. Mosaic Tiles, Adhesive, Tile Nippers, Backing, Goggles]. **Artists:** • Michelangelo, Caravaggio, Botticelli
	Design and Technology **Cooking & Nutrition** ✓ Understand and apply the principles of a healthy and varied diet ✓ Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques ✓ Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed	• Recognise some of the cuisine associated with Italian culture, e.g. Pizza, Pasta, and Salad, and why it was developed. • Identify the common ingredients (and food groups) found within a variety of savoury dishes. • Examine meals in terms of ingredients, nutritional value and cost. • Use appropriate vocabulary to describe dishes using sensory characteristics, e.g. taste, smell, touch and appearance. • Prepare and cook a range of Italian dishes following simple recipes. • Use appropriate cooking techniques; practising the rules of food hygiene. • Know the ingredients predominantly produced in Italy.	**Resources :** • Utensils [e.g. Spatula, Wooden Spoons, Bowls, Chopping Boards, Sharp Knives, Cutlery, Crockery, Saucepans, Frying Pans, Oven Trays], Scales, Hob/Oven, Food Ingredients. *It will be your responsibility to ensure you have the necessary ingredients. Consider each child providing a different ingredient.*
	RE	• Recognise why people make special journeys/pilgrimages to sacred religious places, e.g. Vatican City, Mecca, Jerusalem, the River Ganges, and the Golden Temple. • Explore the importance and religious significance of a variety of sacred places, locally, nationally and globally.	**Resources:** • Religious stories/books. • Artefacts from a variety of religions.

The Light

To include:

- **Science:** Light

Possible Educational Visits:

- Science Museum
- Phoenix Cinema, East Finchley

Science

Working Scientifically

✓ Asking relevant questions and using different types of scientific enquiries to answer them
✓ Setting up simple practical enquiries, comparative and fair tests
✓ Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
✓ Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
✓ Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
✓ Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
✓ Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
✓ Identifying differences, similarities or changes related to simple scientific ideas and processes
✓ Using straightforward scientific evidence to answer questions or to support their findings.

Light

✓ Recognise that they need light in order to see things and that dark is the absence of light
✓ Notice that light is reflected from surfaces
✓ Recognise that light from the sun can be dangerous and that there are ways to protect their eyes
✓ Recognise that shadows are formed when the light from a light source is blocked by a solid object
✓ Find patterns in the way that the size of shadows change

- Identify a range of different light sources.
- Recognise that light is required for humans to see and that some objects are easier to see than others.
- Explore how light is reflected from surfaces and investigate how different surfaces reflect different amounts of light.
- Understand the difference between translucent, opaque and transparent.
- Investigate materials which can be seen in the dark.
- Investigate how shadows are formed and what might cause the shadows to change.
- Recognise the dangers associated with significant exposure to sunlight; identifying ways of reducing the potential harm to eyes, e.g. wearing sunglasses; not looking directly at the Sun, even when wearing dark glasses.

See Collins Connect 'Snap Science' Teaching Framework and Online Platform - http://connect.collins.co.uk

UNIT: Can You See Me?

Incorporate across all topics

To include:

- **Computing:** E-Safety and Digital Literacy
- **Computing:** Programming and Computer Science
- **Computing:** Creative use of ICT
- **PHSE:** Health and Wellbeing
- **PHSE:** Relationships
- **PHSE:** Living in the Wider World

Computing

✓ 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
✓ Use search technologies effectively, appreciate how 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

✓ Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
✓ Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
✓ Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

✓ Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information *– Word Processing, Presentation, Graphics, Digital Media (capturing video & sound footage, photography, animation) and Data Handling*

Suggested Software:

- World Wide Web (www) – Search Engine
- CEOP – www.thinkuknow.co.uk
- LGFL: E-Safety Framework
- LGFL London Mail

Suggested Software:

- 2Simple Software (& Purple Mash): 2Go, 2logo, 2DIY, 2DIY 3D, 2Simulate
- Roamer World
- Purple Mash 2Code: Gibbon Lessons, Debug Challenges Gibbon
- J2Code www.j2e.com/j2code
- Scratch www.scratch.mit.edu

Suggested Equipment:

- Floor Robots - BeeBot, Pro-Bot, Roamer
- Floor Mats/Grids

Suggested Software:

- 2Simple Software (& Purple Mash): 2Paint A Picture, 2Design and Make, 2Type, 2Create a Story, 2Create, 2Publish, 2Connect, 2Photo, 2Animate, 2Count, 2Graph, 2Question, 2Investigate, 2Calculate, 2Music – Explore, Beat & Sequence
- Purple Mash Topics www.purplemash.com
- LGFL 2Simple Talking Stories
- Clicker 6
- Microsoft Office: Word, PowerPoint, Excel

Suggested Equipment:

- Tablets
- Digital Cameras
- Tuff Cams
- Recordable Microphones
- Film Production Equipment, e.g. lighting, green screen, tripod
- Data Loggers

PHSE

Pupil should have the opportunity to learn:
- ✓ what positively and negatively affects their physical, mental and emotional health (including the media)
- ✓ how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'
- ✓ to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet
- ✓ to recognise how images in the media do not always reflect reality and can affect how people feel about themselves
- ✓ to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals
- ✓ to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others
- ✓ to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them
- ✓ about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement
- ✓ to differentiate between the terms, 'risk', 'danger' and 'hazard'
- ✓ to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience
- ✓ to recognise their increasing independence brings increased responsibility to keep themselves and others safe
- ✓ that bacteria and viruses can affect health and that following simple routines can reduce their spread
- ✓ that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media
- ✓ to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong
- ✓ school rules about health and safety, basic emergency aid procedures, where and how to get help
- ✓ what is meant by the term 'habit' and why habits can be hard to change
- ✓ which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others
- ✓ how their body will, and emotions may, change as they approach and move through puberty
- ✓ about human reproduction
- ✓ about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact their body autonomy and rights; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers
- ✓ **s**trategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), safety in the environment (including rail , water and fire safety), and safety online (including social media, the responsible use of ICT and mobile phones)
- ✓ the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others
- ✓ about people who are responsible for helping them stay healthy and safe and ways that they can help these people

Pupil should have the opportunity to learn:
- ✓ to recognise and respond appropriately to a wider range of feelings in others
- ✓ to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships
- ✓ to recognise ways in which a relationship can be unhealthy and who to talk to if they need support
- ✓ to be aware of different types of relationship, including those between acquaintances, friends, relatives and families,
- ✓ that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment
- ✓ to be aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don't absolutely want to do so
- ✓ that their actions affect themselves and others
- ✓ to judge what kind of physical contact is acceptable or unacceptable and how to respond
- ✓ the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'
- ✓ to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view
- ✓ to work collaboratively towards shared goals
- ✓ to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves
- ✓ that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)
- ✓ to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours(including cyber bullying, use of prejudice-based language, how to respond and ask for help)
- ✓ to recognise and manage 'dares'
- ✓ to recognise and challenge stereotypes

Pupil should have the opportunity to learn:
- ✓ to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people
- ✓ why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
- ✓ to understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child
- ✓ that these universal rights are there to protect everyone and have primacy both over national law and family and community practices
- ✓ to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation
- ✓ to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities
- ✓ that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment
- ✓ to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices
- ✓ what being part of a community means, and about the varied institutions that support communities locally and nationally
- ✓ to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing
- ✓ to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
- ✓ to think about the lives of people living in other places, and people with different values and customs
- ✓ about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer
- ✓ to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)
- ✓ that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
- ✓ about enterprise and the skills that make someone 'enterprising'
- ✓ to explore and critique how the media present information

Also to cover:

- **Music:** African Drumming
- **Music:** Winter Performance - Singing
- **PE:** Ball Skills – Cricket/Rounders
- **PE:** Gymnastics
- **Languages:** Spanish

Possible Educational Visits:

- African Drumming Workshop
- Lords Cricket Ground

Music

✓ Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
✓ Improvise and compose music for a range of purposes using the inter-related dimensions of music
✓ Listen with attention to detail and recall sounds with increasing aural memory
✓ Use and understand staff and other musical notations

Musical Instruments:
- African Drums

✓ Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
✓ Listen with attention to detail and recall sounds with increasing aural memory

- Perform in ensemble contexts using voices with increasing control and expression (Winter Concert).

PE

✓ Use running, jumping, throwing and catching in isolation and in combination
✓ Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

✓ Use running, jumping, throwing and catching in isolation and in combination
✓ Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
✓ Compare their performances with previous ones and demonstrate improvement to achieve their personal best

Record performances and evaluate.

Languages

✓ Listen attentively to spoken language and show understanding by joining in and responding
✓ Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
✓ Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
✓ Speak in sentences, using familiar vocabulary, phrases and basic language structures
✓ Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
✓ Present ideas and information orally to a range of audiences
✓ Read carefully and show understanding of words, phrases and simple writing
✓ Appreciate stories, songs, poems and rhymes in the language
✓ Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
✓ Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
✓ Describe people, places, things and actions orally and in writing
✓ Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English