

	NATIONAL CURRICULUM CONTENT	TEACHING & LEARNING OUTCOMES	OTHER POINTS TO NOTE	
Invading Europe To include: <ul style="list-style-type: none"> • Geography: Europe • History: Viking and Anglo-Saxon Struggle for England • Art & Design: European Art and Artists • Design & Technology: Viking Raiders 	Geography Locational knowledge ✓ Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities ✓ 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 ✓ Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Human and physical geography ✓ Describe and understand key aspects of: <ul style="list-style-type: none"> ⇒ 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	<ul style="list-style-type: none"> • Know and locate the countries, capitals and flags of the United Kingdom. • Know the location of different human and physical characteristics, including key topographical features, within and around the United Kingdom and Europe, e.g. seas, mountains, deserts, rainforests, rivers, cities, language, religion, political system and landmarks. • Explore how and why land-use may change over time. • Identify the position of the Northern and Southern Hemispheres, the Equator and the Arctic and Antarctic circles; linking these to differences in climate. • Understand how localities within the UK and Europe relate to each other, for example, distance and travel method. • Know and locate countries within Europe; identifying their renowned places, landmarks and flags. • Understand some of the geographical similarities and differences of a variety of different European countries, including climate, rivers, mountains and land use. • Obtain information from atlases and maps. • Use a compass to determine direction. 		
	History ✓ The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	<ul style="list-style-type: none"> • Explore who the Vikings and Anglo-Saxons were; positioning key events, up until the death of Edward the Confessor in 1066, onto a chronological timeline • Investigate stereotypical images of Vikings and why they have gained such a bad reputation; comparing contrasting accounts. • Understand the real reasons why Vikings left home and settled abroad; recognising why Vikings were more traders than raiders - Viking warriors were homemakers who couldn’t wait to ship their wives over to settle the lands they had conquered; they were farmers who kept a variety of animals, including sheep, cattle, and pigs, and grew crops such as barley and oats. • Locate Viking settlements and plot voyages onto world maps. • Explore Viking place name endings; looking for settlement patterns using maps of Lincolnshire and the York area. • Examine a range of British archaeological sites and artefacts, including burials: What do they tell us? What was life like? • Investigate how Viking societies were organised; looking at the roles and positions of various people. • Know the values and beliefs of the Norse; exploring the Viking gods, and how they were worshipped. • Examine different struggles between the Anglo-Saxons and the Viking, including the resistance by Alfred the Great and Athelstan, the first king of England. 		
	Art & 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	<ul style="list-style-type: none"> • Investigate a range of different European art work, identifying similarities and differences within technique and structure. • Know about the work and history of great European 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. 	Artists: <ul style="list-style-type: none"> • Paul Cezanne • Vincent Van Gogh • Claude Monet • Pierre-Auguste Renoir • Edgar Degas 	

Possible Educational Visits:

- British Museum
- The National Gallery
- Tate Gallery Workshop

Design & Technology

Design

- ✓ Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- ✓ Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- ✓ Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] accurately
- ✓ Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- ✓ Investigate and analyse a range of existing products
- ✓ Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- ✓ Understand how key events and individuals in design and technology have helped shape the world

Technical Knowledge

- ✓ Apply their understanding of how to strengthen, stiffen and reinforce more complex structures

- Explore how and why the Vikings used the longship during raids and invasions.
- Examine how it was constructed; identifying the materials and methods used during assembly.
- Identify and describe the function of the different parts; labelling a diagram.
- Apply what they have learnt through investigation to the design process.
- Present ideas clearly; using a variety of appropriate methods.
- Assemble and use a wide range of different materials (including wood), tools and equipment for cutting, shaping, joining and finishing a product.
- Understand how to strengthen, stiffen and reinforce components.
- Measure and mark out accurately; using sharp tools for cutting safely and effectively.
- Evaluate work and identify possible areas for improvement.

Resources:

- Selection of Construction Supplies [e.g. Wood, Dowel, Card, Fabric, String/Thread, Paint]
- Tools [e.g. Scissors, Saw, Glue Gun, Bench Hook, Goggles, Hammer]

Nature Detectives

To include:

- **Science:** Animals, Including Humans
- **Science:** Plants

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.

Animals, Including Humans

- ✓ Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- ✓ Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

- Consider what is required by humans in order to survive, including a balanced diet and exercise.
- Know that animals, including humans, need the right types and amounts of nutrition which is obtained from the food they eat.
- Investigate different types of food; sorting them into different categories and planning healthy meals.
- Explore the correlation between an animal, as well as humans, physical characteristics and their performance within certain activities.
- Examine why animals have skeletal and muscular systems; identifying and naming some of the common bones and muscles.
- Compare vertebrates and invertebrates.

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

UNIT: Amazing Bodies

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Plants

- ✓ Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- ✓ Explore 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
- ✓ Investigate the way in which water is transported within plants
- ✓ Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

- Understand how and why different plants, trees and shrubs change through the year, specifically looking at their leaves and flowers.
- Identify common and unusual plants found within the local environment as well as those found around the world in different climates.
- Describe and identify seeds; understanding how and when they should be planted.
- Plant a variety of flowering plants and observe.
- Identify and describe the functions of different parts of a flowering plant, including the roots, stem, leaves and flowers.
- Explore what plants require to stay healthy, including air, light, water, nutrients and room to grow.
- Investigate how water is transported within plants.
- Examine the changes that take place at different points within a flowering plants life cycle, including pollination, seed formation and dispersal.
- Understand the important role bees and insects play in a flowering plants life cycle, and how they can be protected.
- Explore why some plants have flowers whilst others do not, and why some are brightly coloured and others are not.
- Investigate the different methods for seed dispersal.

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UNIT: Our Changing World
UNIT: Plants

Possible Educational Visits:

- Barnet Countryside Centre
- Local Parks/Woodlands
- Garden Centre
- Hampstead Heath
 - Heath Beasts & Heath Homes
 - Great Green Plant Adventure
- Golders Hill Park
 - A Bird's Eye View
 - Heath Safari
 - The Plant Detectives

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
- 2Simple Software (& Purple Mash)

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

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
- ✓ 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
- ✓ Strategies 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

PHSE

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

<p>Also to cover:</p> <ul style="list-style-type: none"> • Music: African Drumming • Music: Synthesised Sound – Keyboards and Computers • PE: Football/Rugby • PE: Athletics • Languages: Spanish 	<p>Music</p> <ul style="list-style-type: none"> ✓ 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 <hr/> <ul style="list-style-type: none"> ✓ 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 ✓ Use and understand staff and other musical notations ✓ Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians <ul style="list-style-type: none"> • Listen to a wide range of high-quality music, which has been created using synthesisers, for example, keyboards and computers. • Recognise the differences between synthesized and recorded sound samples. • Develop and perform musical compositions using synthesisers. • Use music notation, both informal and formal (staff), to record their compositions. • Record, playback and evaluate own compositions. 	<p>Musical Instruments:</p> <ul style="list-style-type: none"> • African Drums <p>Musical Instruments:</p> <ul style="list-style-type: none"> • Synthesisers - Keyboards <p>Suggested Software:</p> <ul style="list-style-type: none"> • 2Simple Software: 2Music
	<p>PE</p> <ul style="list-style-type: none"> ✓ 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 ✓ Compare their performances with previous ones and demonstrate improvement to achieve their personal best <hr/> <ul style="list-style-type: none"> ✓ 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 	
<p>Possible Educational Visits:</p> <ul style="list-style-type: none"> • African Drumming Worksop • Music Studio • Wembley Stadium • Saracens Stadium • Queen Elizabeth Olympic Park 	<p>Languages</p> <ul style="list-style-type: none"> ✓ 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 	