

	NATIONAL CURRICULUM CONTENT	TEACHING & LEARNING OUTCOMES	OTHER POINTS TO NOTE
<p>The New World</p> <p>To include:</p> <ul style="list-style-type: none"> • Geography: Compare UK to a North American Country (<i>USA</i>) • History: Native Americans • Art & Design: Native American Art • Music: The Blues 	<p>Geography</p> <p>Place knowledge</p> <ul style="list-style-type: none"> ✓ 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 <p>Human and physical geography</p> <ul style="list-style-type: none"> ✓ 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 <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> ✓ 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 	<ul style="list-style-type: none"> • Know and locate the countries, capital cities and oceans of the World, in particular those located in and around the United Kingdom and North America. • Understand the key aspects of physical and human geography. • Identify and locate the human characteristics of the USA, including cities, states, renowned monuments, land use, population, political system and economic activity. • Know the location of different physical characteristics within and around the United States of America e.g. rivers, mountain ranges, volcanoes, earthquakes, deserts, rainforests, highest/lowest point...etc. • Identify and compare the geographical similarities and differences of the physical and human characteristics of the UK and North America, including land area. • Recognise how different localities relate to each other, e.g. distance, time zones, economy and trade. • Obtain information from atlases and maps, including those found on the Internet. • 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 and/or latitude and longitude coordinates. 	
	<p>History</p> <ul style="list-style-type: none"> ✓ A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300 	<ul style="list-style-type: none"> • Plot relevant historic events, between 1450 and present day, onto a chronological timeline. • Know when Christopher Columbus discovered the ‘New World’ and the explorers that followed; recognising why Native Americans are often called Indians. • Explore how the settlement of the North American continent, by European pioneers (the Spanish, English and French), impacted the indigenous people, including displacement, persecution, enslavement and disease. • Examine a range of archaeological sites and artefacts: What do they tell us? What was life like? Where did they live? What did they grow and eat? What did they wear? • Investigate how tribal societies were organised; looking at the roles and positions. • Examine the spiritual beliefs and stories of the Native Americans. • Explore the different types of American Indian dwelling, including wigwams, tepees, longhouses and pueblos; recognising that each tribe required a house that was appropriate for their lifestyle and climate. • Identify and locate a variety of Native American tribes. • Recognise some of the key Native American historical figures, for example, Pocahontas, Geronimo, Sitting Bull and Crazy Horse, and the events surrounding their place within history. • Consider how the American Revolution, for independence from the British, impacted the Native Americans. • Know when all Native Americans were granted American citizenship. 	
	<p>Art & Design</p> <ul style="list-style-type: none"> ✓ 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] 	<ul style="list-style-type: none"> • Explore the link between Native American spiritual beliefs and their artistic traditions. • Identify the ways in which animal themes and beliefs about nature are communicated visually. • Investigate the varied styles and characteristics of different Native American forms of art, including totem poles (wooden sculptures), jewellery, sand paintings, pottery and weaving (such as baskets, blankets and dream catchers). • Explore ideas; sketching and recording appropriate observations into sketch books. • Investigate and experiment with different art techniques and materials. • Evaluate work and identify possible areas for improvement. 	<p>Resources:</p> <ul style="list-style-type: none"> • Totem Poles [e.g. Printable Designs, Toilet Role/Kitchen Role] • Jewellery [e.g. Thread, Beads] • Sand Painting [e.g. PVA, Coloured Sand] • Pottery [e.g. Clay, Modelling Tools, Knives, Clay Boards] • Weaving [e.g. Card, Wool] • Dream Catchers [e.g. Plastic Hoops, Sewing Thread, Wool, Beads, Feathers]
	<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 ✓ Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ✓ Develop an understanding of the history of music 	<ul style="list-style-type: none"> • Listen to and discuss high-quality examples of ‘The Blues’ performed by great musicians. • Examine the historic link between the blues and African slaves transported to work in the North American colonies. • Know that the blues is a style of music created by African-Americans towards the end of the 19th century and grew in popularity after the emancipation of slaves and the inevitable migration of people across the different states. • Understand that blues music was originally performed by a singer accompanied by guitar/banjo. • Explore the lyrics; recognising that they often tell of injustice and hopelessness, and the longing for a better life. • Recognise that most blues songs have four beats in a bar, are built on the 12-bar form, and uses three four-bar phrases. • Use music notation, both informal and formal (staff), to record compositions. • Develop and perform musical compositions, using the blues style and structure. 	<p>Musicians:</p> <ul style="list-style-type: none"> • Huddie William Ledbetter • Blind Lemon Jefferson • Robert Johnson • B.B. King • Ray Charles • Eric Clapton <p>Musical Instruments:</p> <ul style="list-style-type: none"> • Keyboard • Guitar

Possible Educational Visits:

- British Museum
- Hampstead Heath
 - Orienteering

<p>Cycle of Life</p> <p>To include:</p> <ul style="list-style-type: none"> • Science: Living Things & Their Habitats • Science: Animals, Including Humans • Design & Technology: Soup 	Science	<p>Working Scientifically</p> <ul style="list-style-type: none"> ✓ 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. <p>Living Things & Their Habitats</p> <ul style="list-style-type: none"> ✓ describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird ✓ describe the life process of reproduction in some plants and animals 	<ul style="list-style-type: none"> • Identify living organisms, including plants and animals; recognizing the processes which determine life. • Describe the function of the basic anatomy of a flowering plant, in relation to the life processes; understanding that plants make food from sunlight. • Understand the role of flowers within the reproductive cycle. • Explore the processes of germination, pollination, fertilisation and seed dispersal. • Understand asexual reproduction, that is, the ways that plants can produce new plants from different parts of the parent plant, rather than producing seeds. • Explore the life cycles of a variety of mammals, amphibians, insects and birds. • Compare and contrast different life cycles, identifying common features and differences. 	<p>See Collins Connect 'Snap Science' Teaching Framework and Online Platform - http://connect.collins.co.uk</p> <p>UNIT: Our Changing World UNIT: Circle of Life UNIT: Reproduction in Plants & Animals</p>
<p>Possible Educational Visits:</p> <ul style="list-style-type: none"> • Barnet Countryside Centre • Local Parks/Woodlands • Hampstead Heath <ul style="list-style-type: none"> ○ Great Green Plant Adventure • Golders Hill Park <ul style="list-style-type: none"> ○ The Plant Detectives • Royal Botanic Gardens, Kew • Food Suppliers, e.g. Tesco 	Science	<p>Working Scientifically</p> <ul style="list-style-type: none"> ✓ 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. <p>Animals, Including Humans</p> <ul style="list-style-type: none"> ✓ describe the changes as humans develop to old age 	<ul style="list-style-type: none"> • Identify the stages of the human life cycle, including puberty and old age. • Compare lengths of gestation for different mammals. • Identify and describe the function of the human reproductive organs. • Explore the emotional and physical changes that take place during puberty in girls and boys. • Examine the importance of physical hygiene during puberty. • Know how to get help and support during puberty. 	<p>See Collins Connect 'Snap Science' Teaching Framework and Online Platform - http://connect.collins.co.uk</p> <p>UNIT: Reproduction in Plants & Animals</p>
<p>Incorporate across all topics</p> <p>To include:</p> <ul style="list-style-type: none"> • Computing: E-Safety and Digital Literacy • Computing: Programming and Computer Science 	Design & Technology	<p>Cooking & Nutrition</p> <ul style="list-style-type: none"> ✓ 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 	<ul style="list-style-type: none"> • Identify the common ingredients (and food groups) found within a variety of soups. • Know what constitutes a healthy diet; understanding why each nutrient is important. • Examine soups in terms of ingredients, nutritional value and cost. • Use appropriate vocabulary to describe soups using sensory characteristics, e.g. taste, smell, touch and appearance. • Prepare and cook a soup following a simple recipe, using ingredients, bought and grown within the school grounds. • Use appropriate cooking techniques; practising the rules of food hygiene. • Design and prepare a soup; selecting ingredients with appropriate qualities and quantities. 	<p>Resources:</p> <ul style="list-style-type: none"> • Utensils [e.g. Spatula, Wooden Spoons, Bowls, Chopping Boards, Sharp Knives, Cutlery, Crockery, Saucepans, Frying Pans, Oven Trays], Scales, Hob/Oven, Food Ingredients. <p><i>It will be your responsibility to ensure you have the necessary ingredients. Consider each child providing a different ingredient.</i></p>
	Computing	<ul style="list-style-type: none"> ✓ 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 	<ul style="list-style-type: none"> ✓ 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 	<ul style="list-style-type: none"> ✓ 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 – <i>Word Processing, Presentation, Graphics, Digital Media (capturing video & sound footage, photography, animation) and Data Handling</i>

- **Computing:** Creative use of ICT
- **PHSE:** Health and Wellbeing
- **PHSE:** Relationships
- **PHSE:** Living in the Wider World

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 (with 2Paint A Picture)
- Purple Mash 2Code: Gorilla Lessons, Debug Challenges Gorilla
- J2Code www.j2e.com/j2code
- Scratch www.scratch.mit.edu
- Flowol3

Suggested Equipment:

- Floor Robots - BeeBot, Pro-Bot, Roamer
- FlowGo Interface
- FlowGo Mimics
- Electrical Circuit Components [e.g. Wire, Light Switches, Proximity Switches, Small Pressure Pad Switches, 6V Light Bulbs & Holders, 6V Square Buzzers, Motors]
- K'NEX & Lego Construction Sets

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
- Clicker 6
- Microsoft Office: Word, PowerPoint, Excel
- Microsoft Movie Maker

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
- ✓ 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 • 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 	<p>Musical Instruments:</p> <ul style="list-style-type: none"> • African Drums
<p>Possible Educational Visits:</p> <ul style="list-style-type: none"> • African Drumming Worksop • Wembley Stadium • Saracens Stadium • Queen Elizabeth Olympic Park 	<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 	
	<p>PE</p> <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>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 	