

History - Britain's settlement by Anglo-Saxons and Scots (overview study)

Enquiry 1: What happened to Britain when the Romans left?

Children should learn:

- Specialist vocabulary and terminology related to these invaders and settlers;
- The key features, sequence and duration of these societies.
- The reasons for the arrival of the Saxons and Scots;
- Reasons for migration
- How we know about the Saxons and Scots and the use that can be made of the available evidence;
- The characteristic features of different groups within these societies.

Enquiry 2: What was life like in Anglo Saxon Britain?

Children should learn:

- The key features about life in Saxon times;
- Attitudes and values held by Saxons;
- The role of different groups and sections of the population;
- To make informed judgements about the quality of life for different groups.
- The nature of religious life when the Saxons first arrived;
- The nature and significance of the Saxons on our local community.

Enquiry 3: What did the Anglo Saxons and Vikings leave behind?

- The contribution of some key individuals;
- The reliability of some of the accounts of Saxons
- The key features of Saxon boats;
- The achievements of the Saxons at sea.
- The evidence for the legacy of Saxons

DT

Aspect: Food

Focus: Celebrating culture and seasonality

Design, make and evaluate a healthy roll for _____ (user) for _____ (purpose).

(To be completed by the teacher)

Designing

- Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose.
- Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas.

Making

- Plan the main stages of a recipe, listing ingredients, utensils and equipment.
- Select and use appropriate utensils and equipment to prepare and combine ingredients.
- Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.

Evaluating

- Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs.
- Evaluate the ongoing work and the final product with reference to the design criteria and the views of others.

Technical knowledge and understanding

- Know how to use appropriate equipment and utensils to prepare and combine food.
- Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.
- Know and use relevant technical and sensory vocabulary appropriately.

Science

Properties and changes of materials

Pupils should be taught to:

- compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic

Notes and Guidance (non-statutory):

Pupils should build a more systematic understanding of materials by exploring and comparing the properties of a broad range of materials and relating these to what they learnt about magnetism in Year 3 and about electricity in Year 4.

Note: Pupils are not required to make quantitative measurements about conductivity and insulation at this stage. It is sufficient for them to observe that some conductors will produce a brighter bulb in a circuit than others and that some materials will feel hotter than others when a heat source is placed against them.

Pupils might work scientifically by:

- **carry out tests to answer questions** such as 'Which materials would be the most effective for making a warm jacket, for wrapping ice cream to stop it melting, or for making blackout curtains?'
- **compare materials** in order to make a switch in a circuit.

Geography – North America

Locational knowledge

locate the world's countries, using maps to focus on North America, concentrating on environmental regions, key physical and human characteristics, countries, and major cities

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)

Place knowledge

study the human and physical geography of a region within North America

Human and physical geography describe and understand key aspects of:

physical geography, particularly mountains (Rockies)
human geography, particularly: the distribution of natural resources (oil)

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 North America

*North America – Rockies
Mountains
natural resources
Gold Rush, oil*

Autumn Term STARLINGS

(Discrete subjects taught in blocks over the term)

Art

Printing
Focus Artist: Henri Matisse

- Create printing blocks by simplifying an initial journal idea.
- Use relief or impressed method.
- Create prints with three overlays.
- Work into prints with a range of media e.g. pens, colour pens and paints.

Ongoing Drawing Skills

- Work from a variety of sources including observation, photographs and digital images.
 - Work in a sustained and independent way to create a detailed drawing.
 - Develop close observation skills using a variety of view finders.
 - Use a journal to collect and develop ideas.
 - Identify artists who have worked in a similar way to their own work.
- Lines, Marks, Tone, Form and Texture
- Experiment with wet media to make different marks, lines, patterns, textures and shapes.

Science

Properties and Changes of Material – reversible and irreversible changes

Reversible

- know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through **filtering, sieving** and evaporating
- demonstrate that dissolving, mixing and changes of state are reversible changes

Notes and Guidance (non-statutory):

Pupils should explore reversible changes including evaporating, filtering, sieving, melting and dissolving, recognising that melting and dissolving are different processes.

Irreversible

Pupils should be taught to:

- explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning, and **the action of acid on bicarbonate of soda.**

Notes and Guidance (non-statutory):

Pupils should explore changes that are difficult to reverse, for example, burning, rusting and other reactions, for example vinegar with bicarbonate of soda. They should find out about how chemists create new materials, for example Spencer Silver, who invented the glue for sticky notes or Ruth Benerito, who invented wrinkle-free cotton.

Note: Safety guidelines should be followed when burning materials.

Pupils might work scientifically by:

- *observing* and
- *comparing* the changes that take place, for example, when burning different materials or baking bread or cakes.
- *researching and discussing* how chemical changes have an impact on our lives, for example cooking, and *discuss [research]* the creative use of new materials such as polymers, super-sticky and super-thin materials.

PSHE, PE, Modern Foreign Languages, RE, Music and Computing are collated separately. Please see individual subject documents on class pages.