Cycle A	Term 1 - Autumn	Term 2 - Spring	Term 3 - Summer
	Stargazers 	**Revolution!** 	**Pharaohs** 
Key Vocabulary. **Tier 3 words.** **Tier 2 words.**	Asteroid, astronaut, astronomer, axis, comet, crater, freefall, gravity, Jovian planet, lunar, meteoroid, moon, NASA, observatory, orbit, orrey, planet, planetarium, rocket, rover, satellite, Sir Isaac Newton, solar system, star, solar system, telescope, terrestrial planet, universe, zero gravity.	Boarding school, British Empire, colliery, Crystal Palace, designer, empire, engineer, factory, governess, Great Exhibition, hulk, Industrial Revolution, industry, innovation, inventor, mill, mine, moral, museum, nanny, orphan, police force, population, Prince Albert, prison, punishment, Queen Victoria, railway, reign, revolution, revolutionise, servant, slum, social change, social reformer, steam power, workhouse, working conditions.	Africa, afterlife, ancient Egypt, Anubis, archaeologist, burial chamber, Cleopatra VII, craftsperson, culture, curse, desert, embalming, excavation, farmer, Giza, god, goddess, hierarchy, hieroglyphics, Ma'at, Nile, noble, peasant, pharaoh, priest, pyramid, Ra, Ramesses II, ritual, Roman, Rosetta Stone, scribe, slave, soldier, spirit, sphinx, Tefnut, temple, tomb, Tutankhamun, Valley of the Kings, vizier.

Project overview	Journey through space, the final frontier. Navigate beyond the Sun: the magnificent, blazing star at the centre of our Solar System! Investigate the eight planets – Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune. Take a look at the Moon, a celestial body that orbits Earth. Programme a 'rover' to traverse a lunar landscape and work scientifically to investigate gravity, and what happens when there is none! Compare the time of day at different places on the Earth and use GPS satellite navigation systems to track hidden treasure! Get in a spin making simple models of the Solar System and listen to the haunting sounds of space-themed songs. Then it's 3, 2, 1, BLAST OFF! Build and launch a rocket for an important test mission.	Are you listening, boy? What is 27 plus 45? Come on – faster now; we haven't got all day! Find out about super-strict schools by travelling back in time to a Victorian classroom. Make sure you're on your best behaviour though, as punishments are unquestionably terrible! Discover a time when great minds thought new thoughts and ingenious inventors created so many things we take for granted today: the electric light bulb, the telephone and even the first flushing loo! Let's forge ahead to research a time when Victoria was Queen and Albert was Prince Consort, and when some people lived in slums while others prospered. Take on the role of an important reformer and present your good causes to the Queen.	Let's travel back 5000 years to the dusty realms of ancient Egypt. Cruise along the Nile, entering a world of mysteries and curses, mummies and kings. Find out about life on the river's fertile banks, discovering Egypt and its fascinating culture. Unravel the secrets of ancient tombs, using historical sources and age-old artefacts. Find out about powerful pharaohs and grandiose gods! Make yourself a nemes and you'll really look the part! Become an apprentice and work for Ramose – he's the chief embalmer at the Beautiful House. Help him prepare a body for its journey into the afterlife. Now open the doorway to ancient Egypt – who knows what treasures you will find?

When reviewing our curriculum rolling programme we considered the key aspects of our CURRICULUM INTENT as:

To provide a curriculum which encourages pupils, within a supportive Christian environment, to aspire to reach their full potential. This will be achieved through experiential learning, using the richness of our local rural community and culture, but also by opening the children's eyes further to gain knowledge about, and see the opportunities in, the wider British, European and global contexts.

Cycle A	**Term 1 - Autumn**
What are the key pieces of knowledge we want children to remember, be able to build upon and to reflect on within each subject area of this topic? **Text in this colour relates to key pieces of knowledge linked specifically to our Curriculum Intent.** **Text in this colour describes example activities to support the main theme of the topic.**	
Main Topic	**Star Gazers (Science)**

History	**Aspects of history** are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today. **The Italian physicist and mathematician Galileo Galilei** (1564–1642) was the first person to observe sunspots moving across the Sun's surface, through a telescope which he constructed in 1609. His work confirmed and advanced the Sun centred system that Copernicus had first postulated in the mid-1500s. **Sir Isaac Newton** (25 December 1642 – 20 March 1726/27) was an English mathematician, physicist, astronomer, theologian, and author (described in his own day as a "natural philosopher") who is widely recognised as one of the most influential scientists of all time and as a key figure in the scientific revolution. **The Space Race** was a competition between the Soviet Union (USSR) and the United States (US) that took place in the 1950s and 1960s. They wanted to be the first country into space and fighting for supremacy in space exploration. This included the launching of artificial satellites, spaceflight and manned voyages to the Moon. **Chronology** **Y3/4** Know how to describe a studied figure, what they stood for and how that affected actions taken. Know how to arrange descriptions/photos relating to space travel onto a timeline. **Y5/6** Know how to plot significant events on a timeline, including antecedents. Know how to plot the scientific developments in space travel on a timeline. Know how to plot the events of the first 'Man on the Moon' space exploration on a timeline. Know how to describe in detail significant events and why they were significant. **Historical Enquiry** **Y3/4** Know how to use primary and secondary sources to research an idea.

	Know how to synthesis resources to give possible reasons. Know how to interpret primary sources of history with some independence. Know how to make judgements about what primary sources tell us about life during periods studied and begin to consider bias. Know how to use evidence to make a judgment about achievements. **Y5/6** Know how to use evidence to explain changes between time period studied and modern day. Know how to interpret primary evidence and give judgements, begin to justify those judgements against scrutiny. Know how to evaluate a range of primary and secondary sources in order to construct a mostly independent historical argument. Know how to formally critique the validity of primary and secondary sources. Know how to consider a range of primary and secondary evidence to argue for or against the conspiracy theories relating to Man Walking on the Moon. **Interpretations of History** **Y3/4** Know and decide upon and justify whether they think a significant character was great. **Y5/6** Know how to justify why a seemingly insignificant act had significant ramifications. Know how to make use of resources to explain why something may or may not exist. Know how to make a reasoned judgement on whether a historically significant event is fact or fiction.

	Know how to consider a range of primary and secondary evidence to argue for or against the conspiracy theories relating to Man Walking on the Moon. **Continuity and Change** **Y3/4/5/6** Compare and contrast space missions in the last 50 years. Know how to compare and contrast space travel in the 21st Century to that of the 20th Century. **Cause and Consequence** **Y3/4/5/6** Know how to describe the likely impact that problems with a space mission had on future scientific enquiries and future missions. Know how scientific developments and space exploration has changed our day to day lives e.g. satellite TV, mobile phones, satellite navigation, accurate weather forecasting. **Similarity and Difference** **Y3/4** Know how to compare, contrast and explain some key ways in which life changed for British people during the period since space travel began. **Y5/6** Consider how daily life is similar and different now from when space exploration began. Are any of the differences linked to space science? **Significance** **Y3/4/5/6**

	Know and consider significant events and people in space exploration e.g. - first space flight - man walking on moon - Apollo 13 disaster - Invention of Space Shuttle – reusable equipment - International Space Station - Tim Peeke's space exploration **Black and British** ***Key Question – How did overcoming gender and racial barriers support space exploration and succeed in a highly challenging STEM-based career.*** Know the significance that the four black women whose story is depicted in the book 'Hidden Figures' had on space exploration. Listen to the story of how Sir Isaac Newton described the concept of gravity and retell in their own words through a dramatic performance. Or, hot seat Sir Isaac himself to find out how his observations led to his theories on the universal force of gravity. Ensure that any up to date space explorations have been discussed. Learn about key figures in space exploration including current times. Consider conspiracy theories and what evidence there is for/against these. First animal in space was Laikai the dog (USSR) November 1957. First human in space was Yuri Gagarin (USSR) April 1961. First spacewalk was by Alexey Leonov (USSR) March 1965. First person on the moon was Neil Armstrong (USA) in July 1969.
Geography	**Aerial photography** is used in cartography, land-use planning and environmental studies. It can be used alongside maps to find out detailed information about a place, or places. **Satellite images** are photographs of Earth taken by imaging satellites. **Locational Knowledge** **Y3/4** Know a number of countries and cities in the Northern Hemisphere.

	Know the names and locations of a number of capital cities of neighbouring European Countries. Know how to locate the countries of Europe, North and South America. Know and name up to six cities in the UK and locate them on a map (revise: Plymouth, Exeter, London, Edinburgh, Cardiff, Belfast - Learn: Birmingham, Glasgow, Liverpool, Bristol, Manchester, Sheffield). **Y5/6** Know and locate many of the world's most famous mountain regions and volcanoes on maps (Rockies, Andes, Alps, Himalayas + three UK highest mountains: Scafell Pike, Snowdon, Ben Nevis. Volcanoes of: Japan, Iceland, Hawaii, Italy, Cape Verdi, Guatemala etc). Know some capital cities of Europe and major cities from around the world. Including capitals of: USA, Canada, South America, most European cities, India, Kenya, Egypt, New Zealand, Australia, Japan, China, Pakistan. Know and extend naming of cities and countries in North, Central (pt. of North America) and South America (countries = Venezuela, Colombia, Ecuador, Peru, Bolivia, Chile, Guyana, Suriname, Guatemala, Paraguay, Brazil, Uruguay, Galapagos Islands) and locating on a world map and atlas. **Physical Features** **Y3/4** Know how to describe how physical activity has impacted and / or changed the physical characteristics of a place in the world. Know how to compare and contrast how areas of the world have capitalised on their physical and human features. **Y5/6** Know how to describe the physical features of a mountain. Know how to describe how some places are similar and others are different in relation to their physical features. **Skills, Maps Work and Field Work** **Y3/4**

	Know how to analyse evidence and draw conclusions e.g. make comparisons between locations using photos, pictures, temperatures. Know how to hold geographical debate. Know how to suggest where in the world an aerial photo or satellite image shows, explaining their reasons. **Y5/6** Know how to ask questions: what is this landscape like? How has it changed? What made it change? How is it changing? Know how to use maps, aerial photos, satellite photos, plans and web resources to describe what a locality might be like – locate information/place with speed and accuracy use key to make deductions about landscape/industry/features etc. Use a range of aerial and satellite images of the Earth to identify geographical features, such as countries, continents, volcanoes, rivers and impact craters. Refer to globes and maps to make their identifications. Share their findings with the class. There are some great photos available from the International Space Station (ISS). Ask the children to imagine being in the ISS and watching the Earth from space. Write a report to NASA to inform them of their space observations.
Science	**The Solar System** is made up of the Sun and everything that orbits around it. There are eight planets in our Solar System: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune. Earth orbits around the Sun and a year (365 days) is the length of time it takes for Earth to complete a full orbit. **The Sun, Earth, Moon and the planets in our solar system** are roughly spherical. All planets are spherical because their mass is so large that they have their own force of gravity. This force of gravity pulls all of a planet's material towards its centre, which compresses it into the most compact shape – a sphere. **As Earth orbits the Sun**, it also spins on its axis. It takes Earth a day (24 hours) to complete a full spin. During the day, the Sun appears to move through the sky. However, this is due to the Earth rotating and not the Sun moving. Earth rotates to the east or, if viewed from above the North Pole, it rotates anti-clockwise, which means the Sun rises in the east and sets in the west. As Earth rotates, different parts of it face the Sun, which brings what we call daytime. The part facing away is in shadow, which is night time. **The Moon orbits Earth,** completing a full orbit every month (28 days). **Gravity** is a force of attraction. Anything with a mass can exert a gravitational pull on another object. The Earth's large mass exerts a gravitational pull on all objects on Earth, making dropped objects fall to the ground. **Earth and Space** **Y3/4/5/6** Know that the sun is a star and that it is the centre of our solar system.

	Know that there are 8 planets (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Pluto). Know that these planets travel around the sun in fixed orbit. Know that the Earth takes 365 ¼ days to complete the orbit around the sun. Know that the Earth rotates (spins) on its axis every 24 hours. Know that as Earth rotates half faces the Sun (day) and half is facing away from the Sun (night). Know that as the Earth rotates, the Sun appears to move across the sky. Know that the Moon orbits the Earth and that it takes about 28 days to complete its orbit. Know that the Sun, Earth and Moon are approximately spherical. **Light** **Y3/4** Know that we see objects because our eyes can sense light. Know that dark is the absence of light. Know that we cannot see anything in complete darkness. Know that some objects, for example, the sun, light bulbs and candles are sources of light. Know that objects are easier to see if they are in more light. Know that some surfaces reflect light and that objects are easier to see when there is less light if they are reflective. Know that objects are transparent, translucent or opaque and what that means. Know that light from the sun can damage our eyes.

	Know how we can protect ourselves from the sun such as not looking directly at it, wearing sunglasses or sunhats in bright light. Know that shadows are formed on the surface when an opaque or translucent object is between a light source and the surface and blocks some of the light. Know that the size of the shadow depends on the position of the source, object and surface. **Y5/6** Know that light appears to travel in straight lines and that we see objects when light from them goes into our eyes. Know that light may come directly from light sources, but for other objects some light must be reflected from the object into our eyes for the object to be seen. Know that objects that block light (are not fully transparent) will cause shadows. Know that, as light travels in straight lines, the shape of the shadow will be the same as the outline shape of the object. **Working Scientifically** **Y3/4** Know where appropriate take accurate measurements using standard units where not all the numbers are marked on the scale. Know how to learn to use some new equipment such as data loggers, thermometers and hand lenses. Know how to present data in bar charts. Know how to prepare own tables to record data. Know how to begin to see a pattern in my results. Know how to refer directly to their evidence when answering their question. Know how to use results from an investigation to make a prediction about a further result. Know how to begin to look for naturally occurring patterns and relationships.

	Y5/6 Know how to use appropriate scientific language and ideas from the NC to communicate his/her methods. Know how to choose ways to record data from a choice of familiar approaches. Know how to use test results and previous scientific knowledge to make predictions for further investigations asking specific, relevant questions. Know how to draw conclusions based on their data and observations, use evidence to justify their ideas, use scientific knowledge and understanding to explain their findings. Know how to look for different causal relationships in their data and identify evidence that refutes or supports their ideas. Know how to use their results to identify when further tests and observations are needed. Know how to choose suitable sources and begin to separate opinion from fact. Know how to begin to recognise which secondary sources will be most useful to research their ideas. Know how to prepare own tables to record data, including columns for taking repeat readings. Know how to be able to answer their questions using scientific evidence gained from a range of sources. Know how to separate opinion from fact in conclusions. Know how to be able to talk about their degree of trust in the sources they used. After learning about the planets in the solar system and the relationship between the earth, moon and sun – carry out experiments and observations relating to the shape of shadows throughout the day.
Art and design	**Collage of Planets** **Use of Sketchbook** **Y3/4**

	Know how to use sketchbooks to record initial ideas and observations. Know how to suggest improvements to their work that is in the sketchbook. Know how to use their sketchbooks to adapt and improve their original ideas. Know how to write notes about the purpose of the work. **Y5/6** Know how to use their sketchbooks to show how ideas have developed and improved. Know how to use annotations in the sketchbook to show what further changes they would make. Know how to use their sketchbook to show how they have discussed ideas with others. Know how to write detailed notes about pieces of work. Know how to make explicit reference to methods and skills used in artwork they have created or artwork of others. Know how to reflect on their work and its meaning and purpose. **Drawing** **Y3/4** Know how to use shading to create tone. Know that using different pressures create hard and soft lines and use this in their pieces. Know how to use line, tone, scale, texture and depth and demonstrate in their pieces. Know how to explain why they have chosen specific materials to draw with. **Y5/6**

	Know techniques for drawing with pastel and charcoal and practise. Know how to make a collection of drawings around a theme. Know how to use their skills to draw simple objects including texture. Know how to explain their preference of mediums. Know how to draw with pastel and charcoal effectively. **Painting** **Y3/4** Know how to use different brushes for different effects. Know how to mix colours with accuracy. Know how to use artists' work as a starting point and create work in the style of different artists. Know how to use tone to work in monochrome (shades of one colour) and practise this. Know how to use shading in their painting to create feelings and explore this. Know how to mix and match colours for purpose and experiment in their own work. **Y5/6** Know about the different techniques explored and use this in final pieces. Know why they have chosen specific painting techniques. Know how to add texture into paint by adding e.g. PVA, sawdust, sand. **Collage** **Y3/4**

	Know how to cut more complex shapes accurately. Know that arranging different sized strips of paper can achieve various effects. Know the difference between positive and negative imagery and how to use it in my own pieces. **Y5/6** Know how to select materials by colour and texture according to my desired outcome. Know how to layer and overwork my pieces. **Colour** **Y3/4** Know how to use tint and shade for different purposes. Know how to analyse and describe colour and painting techniques in artists' work. **Y5/6** Know how to mix and apply colours to represent objects from observation. **Form** **Y3/4/5/6** Know how to describe 3D form in range of materials including drawing. Know how to analyse how artists use and apply form in their work. **Pattern** **Y3/4**

	Know how to construct their own patterns through craft methods. Know that other artists use pattern and describe how this looks. **Y5/6** Know how to construct patterns using various methods to develop their understanding. Know how to express feelings and emotions through pattern. **Shape** **Y3/4** Know how to and identify shapes within images and label them. Know how to analyse and describe the use of shape in artists' work. **Y5/6** Know how to adapt the work of others to compose original ideas. Know how to fluently sketch key shapes of objects when drawing. Know how to create abstract compositions using knowledge of other artists' work. **Texture** **Y3/4** Know how to analyse and describe texture with artists' work. Know how to express complex textures using a range of materials. **Y5/6** Know and develop an understanding of texture through practical making activities.

	Know how artists manipulate materials to create texture. **Tone** **Y3/4** Know how to use tone effectively and with control. Know simple shading rules. Know and use a variety of tones to create different effects. Know how to create 3D effects using tone. **Y5/6** Know how to use tone when drawing with an increasing sophistication. Know how to analyse artists' use of tone. Know how to create light and shade, contrast, highlight and shadow. Know how to manipulate tone for halo techniques. Look at how artists have represented the planets in a variety of styles. Exeter Cathedral hosted Artist Luke Jerram's famous touring artwork, 'Museum of the Moon' in Spring of 2022. Children practise using a variety of techniques including ink work, marbling, pastel, charcoal, paint etc and create a group or class collage of the solar system. Use a black background for maximum effect.
Music	**The Planets – Holst** **Y3/4** **Listening and Appraising** Listen to sections of Holst Planets.

	Know and be able to talk about 1 movement in detail, e.g. lyrics, musical dimensions (texture, dynamics, tempo, rhythm and pitch). Know the main sections of the piece. Know some of the instruments in the song. (Y4) Know some of the style indicators of that piece (musical characteristics which give the piece its style). **Y5/6** Listen to sections of Holst Planets. Know when they were written and why. Know and be able to talk about 2 or 3 movements in detail, e.g. musical dimensions (texture, dynamics, tempo, rhythm and pitch). Know the main sections of the pieces. Know the historical context of the pieces- what was going on at the time (Y6 musically and historically)? Name some of the instruments in those pieces. (Y6) Know and talk about each of us having a musical identity. **Playing** **Y3/4** Know and be able to talk about the instruments used in class, e.g. recorder, glockenspiel etc. Know and be able to talk about other instruments they might play or be played in a band or orchestra. **Y5/6** Know and be able to talk about other instruments they might play or be played in a band or orchestra or by their friends.

	Composition **Y3/4** Know and be able to talk about a composition is music that is created by you and kept in some way. Know that a composition is like writing a story. It can be performed and played again. Know that there are different ways of recording compositions- letter names, symbols, audio etc. Know how to create at least one simple melody using 1, 3 or 5 different notes. Know how to plan and create a section of music that can be performed within the context of the topic/theme. Know how to talk about how it was created. Know how to listen and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Know how to record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). **Y5/6** Know and be able to talk about a composition is music that is created by you and kept in some way. Know that a composition is like writing a story. It can be performed and played again. Know that a composition has a pulse, rhythm and pitch that work together and are shaped by the tempo, dynamics, texture and structure. Know and recognise the connection between the sound and the musical notation (symbol). Know how to create simple melodies using up to 5 different notes and simple rhythms (Y6 that work musically with the style of the unit song). Know how to explain the keynote or home note and the structure of the melody.

	Know how to listen to and reflect on the developing composition. Know how to record the composition in any way appropriate that recognises the connections between sound and symbol e.g. graphic pictorial. **Dimensions of Music** **Y3/4** Know how to find and demonstrate the pulse. Know the difference between pulse and rhythm. Know how the pulse, rhythms and pitch work together to create a song/piece of music. Know that every piece of music has a pulse/steady beat. Know the difference between a musical question and a musical answer. Know how to find the pulse/clap and say back rhythms/listen and sing back (no notation). Know how to create own simple rhythm patterns/copy back with instruments without, then with, notation. Know how to find pitch when copying back with vocal warm ups. **Y5/6** Know how the pulse, rhythms, tempo, dynamics, texture, structure and pitch work and connect together in a song/piece of music. Know how to keep the internal pulse. Know about musical leadership: creating musical ideas for the group to copy or respond to. Know how to find the pulse/lead the class by inventing rhythms for others to copy back/copy back 2-note riffs by ear and with notation/question and answer using 2 different notes.

	Having listened to the Planets by Holst, consider that 'Earth' isn't part of the suite. In groups compose and record a short piece entitled 'Earth'. Discuss what elements of 'Earth' they would like to represent in the music. Record using a graphic score.
Computing	**Sequences of instructions (algorithms)** that contain IF, THEN and OTHERWISE statements are called selections. The computer will complete operations based on whether the conditions of these selections are met or not. **Programming** **Y3/4** Know how to break a problem into smaller parts in order to achieve an outcome. Know how to put programming commands into a sequence to achieve a specific outcome. Know that a problem in an algorithm could result in unsuccessful programming and detect these within an algorithm. Know that repeat commands to repeat a section of code. Know how to describe the algorithm that is needed in order to complete a simple task. Knowledge or repeat commands to repeat a section of code. Know that a problem in an algorithm could result in unsuccessful programming and detect these within an algorithm. Know how to test a program and recognise when debugging is required. Know how to use an efficient procedure to simplify a program Know that a program needs to be constantly tested while it is being built and that debugging is a continual process throughout the programming stage. Know that there are a variety of tools to create a program. Know how to recognise an error in a program and debug it effectively, talking about the corrective actions taken. **Y5/6**

	Know how to decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program. Know how to deconstruct a problem into smaller steps, recognising similarities to solutions used before. Know how to refine a procedure using repeat commands to improve a program. Know how to explain and program each of the steps in an algorithm. Know that variables can be used to increase programming possibilities. Know how to change an input to a program to achieve a different output. Know how to evaluate the effectiveness and efficiency of an algorithm while continually testing the programming of that algorithm. Know when to use a variable to achieve required output. Know how to use variable and operators to stop a program. Know how to use 'if' and 'then' commands to select an action. Know how to use logical reasoning to detect and debug mistakes in a program. Explore programming by sequencing a series of instructions for programmable toys/programmable Lego, in order to negotiate a created 'Moon terrain', avoiding obstacles and deep craters. Complete lunar missions, carrying a flag to a designated point on the Moon's surface or collecting scientific samples for analysis. Children should record their instructions and make a map of their intended and actual route. If their missions are unsuccessful, they should debug and correct the programmed route. Watch footage of the Mars Rover and find out how it negotiates difficult terrain.
Design and Technology	**Space Ship** **Design** **Y3/4** Know how to develop more than one design or adaptation of an initial design (Y4 that would fulfil a brief). Know how to plan a sequence of actions to make a product.

	Know how to record the plan by drawing using annotated sketches. Know how to use prototypes (Y4 and the importance of) to develop and share ideas. Know how to think ahead about the order of their work and decide which tools and materials to use (Y4 considering limitations of time and availability). Know how to propose (Y4 realistic and thought through) suggestions as to how they can achieve their design ideas. Know how to consider (Y4 and justify) aesthetic qualities of materials chosen. Know how to begin to use cross-sectional and exploded diagrams. (Y4) Know how to use CAD where appropriate to model and communicate ideas. **Y5/6** Know how to list the tools needed before starting an activity. Know how to plan a sequence of work, e.g. using a storyboard. Know how to record ideas using annotated diagrams. Know how to use models, kits and drawings to help formulate design ideas. Know how to combine modelling and drawing to refine ideas. Know how to use cross-sectional and exploded diagrams to communicate ideas. Know how to sketch and model alternative ideas. Know how to decide which design idea to develop. (Y6) Know how to develop their own simple design specification. (Y6) Know how to independently draw on a range of sources to help formulate design ideas.

	(Y6) Know how to develop a clear rationale for why the chosen design was picked from a range of other designs which would also fit the design brief. (Y6) Know how to use accurately drawn exploded diagrams and cross- sectional diagrams to communicate ideas. Know how to generate innovative ideas. Know something about how the design process works. **Make** **Y3/4** Know how to cut slots and internal shapes. Know how to (Y4 and justify) select from a range of tools for cutting, shaping, joining and finishing. Know how to use tools with increasing accuracy (Y4 and begin to use independently). Know how to select from materials according to their functional properties. Know how to plan the stages of the making process. Know how to use appropriate finishing techniques (Y4 and understand the importance of this). (Y4) Know how to prepare pattern pieces as templates for their design. (Y4) Know how to cut internal shapes with growing precision and understand that it will impact on the quality of their design. (Y4) Select techniques for different parts of the process. **Y5/6** Know how to develop prototypes (Y6 and know the importance of them and present to peers). Know how to develop one area in depth (Y6 and justify why they have developed this idea).

	Know how to use researched information to inform decisions. Know how to produce detailed lists of ingredients/components/materials/tools. Know how to use a computer to model ideas (Y6 and know the importance of this to industry). Know how to (Y6 independently) select from a wide range of tools. Know how to cut accurately and safely to a marked line. Know how to select from a wide range of tools. Know how to refine their product (Y6 without prompting) – review and rework/improve. **Evaluate** **Y3/4** Know how to investigate similar products to the one to be made to give starting points for a design (Y4 and say how their product will be unique). Know how to draw/sketch products to help analyse and understand how products are made. Know how to research the needs of the user (Y4 and understand its importance to the manufacturing process). Know the strengths and weaknesses of their design ideas in relation to purpose/user. Know which design idea to develop. Know how to improve products during the making process in response to feedback. Know how to discuss how well the finished product meets the design criteria of the user. Know how to offer constructive advice to peers and accept advice in return. **Y5/6**

	Know how to research and evaluate existing products (including book and web based research). Know to consider user and purpose (Y6 and return to it periodically). Know the strengths and weaknesses of their design ideas and include in evaluations. Know how to give a report using technical vocabulary (Y6 and make accurate reference to the process and tools used). Know how to explain how the finished product could be improved related to the design criteria (Y6 and feedback from user group). Know how to present evaluations. **Structures** **Y3/4** Know how to develop vocabulary related to the project. Know how to create a shell or frame structures. Know how to strengthen frames with diagonal struts. Know how to make structures more stable by giving them a wide base. Know about nets. **Y5/6** Know how to use the correct terminology for tools, materials and processes. Know how to mark hole positions accurately. Know how to join materials using appropriate methods. Know how to build frameworks to support mechanisms.

	Know how to stiffen and reinforce complex structures. **Mechanical and Electrical Systems** **Y3/4** Know how to develop vocabulary related to the project. Know how to use mechanical systems such as gears, pulleys, levels and linkages. Know how to use lolly sticks/card to make levers and linkages. **Y5/6** Know how to develop a technical vocabulary appropriate to the project. Know how to use mechanical systems such as gears, cams and pulleys. Know that gears and pulleys can be used to speed up, slow down or change the direction of movement. Design and build a space ship structure that is coming from another planet to land on earth. It needs a lever system to enable a ramp to come down once landed to allow the aliens to come onto earth. Take digital photos during the making process, then use them to look back at and reflect on their work.

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Cycle A	**Term 2 - Spring**
What are the key pieces of knowledge we want children to remember, be able to build upon and to reflect on within each subject area of this topic? **Text in this colour relates to key pieces of knowledge linked specifically to our Curriculum Intent.** **Text in this colour describes example activities to support the main theme of the topic.**	
Main Topic	**Revolution! (History)**
History	**Common aspects of history,** such as leadership, belief, lifestyle and significant events, are features of different historical time periods. Many of these threads have features in common, such as the invasion of a country by a leader and an army, but may also have differences, such as the success of an invasion. Exeter - The Victorian period saw a considerable rise in the city's population from 28,000 in 1831 to 47,000 in 1901. With it came a large growth in the extent of the city, especially in late Victorian times, when St Thomas, Heavitree, Mount Pleasant and St Davids all experienced rapid growth. Improvements in education for children were marked by a new generation of schools for both boys and girls. The great efforts in improving adult education for working people centred on the Albert Memorial Museum, founded in the 1860s. To many Victorians education was closely linked to religion and new churches were built to serve the suburbs, whilst the cathedral experienced an expensive restoration in the 1870s. **Timelines** demonstrate the chronology and links between key civilisations, events and significant inventions in world history. An example of a Victorian Timeline focusing on Exeter and the surrounding area. **https://www.rammtimetrail.org.uk/Victorian%20City/** **Leaders and monarchs** have changed the course of history in a variety of ways, including invading other countries; oppressing groups of people; advocating democracy; inspiring innovation or introducing new religious or political ideologies. **Questions** can be used to evaluate the usefulness of a historical source. Examples include 'Who created the source? Why was the source created? Does the source contain any bias? When was the source created? Is the source similar to others made at the same time? Does the source contain any information that is untrue?'

	Decisions can be made for a variety of reasons, including belief, lack of options, cultural influences and personal gain. Decisions are influenced by the cultural context of the day, which may be different to the cultural context today, and should be taken into account when making a judgement about the actions of historical individuals. **Significant people, events, discoveries or inventions** can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration. **Chronology** **Y3/4** Know and describe ways of life that are typically associated with a period. Know how to describe a studied figure, what they stood for and how that affected actions taken. Know how to describe key leaders of an empire and why they are key. Know how to create timelines of periods studied. Know how to create timeline which shows how period studied fits into the wider timeline of history. Know and start to understand that the period studied compares and contrasts to other things happening around the world. Know how to compare and contrast how some groups lived in the past compared with others. Know how different cultural beliefs impacted on key aspects of life such as buildings. Know how to explain the significance of some Royal struggles. **Y5/6** Know how to plot significant events on a timeline, including antecedents. Know how to explain factors that can lead to a cultural shift e.g. industrial revolution. Know how to describe the main achievements in the lifetime of a monarch. Know how to describe in detail significant events and why they are significant.

	Know how to explain colonisation along with benefits and disadvantages (British Empire). **Historical Enquiry** **Y3/4** Know and give reasons for what is likely to be accurate representation of time periods and which are not. Know how to compare and contrast artefacts and distinguish between what we know and what we assume. Know how to use artefacts to construct a historical argument. Know how to start using primary and secondary sources to research an idea. Know how to synthesise sources to give possible reasons. Know how to interpret primary sources of history with some independence. Know how to make judgments about what primary sources tell us about life during periods studied and begin to consider bias. Know how to use evidence to make a judgement about achievements. **Y5/6** Know how to explain changes between time period studied and modern day. **Interpretations of History** **Y3/4** Know how to give thoughts and reasons for monuments both in time studied and modern day. Know how to emphathise with visitors to historic ceremonies and significant places. Know how to explain why some people living during studied period had different viewpoints.

	Know how to decide upon and justify whether they think a significant character was great. **Y5/6** Know how to justify the qualities they feel makes a good ruler. Know how to make a reasoned judgement on whether a historically significant event is fact of fiction. Know how to justify the reasons for and against nations seeking empires. Know how to explain why they feel that the British Empire has all but disappeared. **Continuity and Change** **Y3/4** Know how to compare and contrast the homes of people from two groups of people who lived at the same time. **Y5/6** Know how to compare and contrast occupations from a specific period and now. Know how to compare the leadership styles of two rulers from different time periods. Know how to interpret a range of evidence to reach a conclusion and make a judgement as to why the British Empire has all but disappeared. **Cause and Consequence** **Y3/4** Know how to make a judgement on the impact of the treatment of the poorer people (including children) in society during Victorian times. **Y5/6** Know how to explain with evidence what drives some people to become social reformers and the impact of those reformers.

	Similarities and Differences **Y3/4** Know how to compare and contrast and explain some key ways in which life changed for Britain's during a specific period. Know how to evidence how some wealthy classes have sought to influence lower classes. **Y5/6** Know how to compare and make a judgment about the Rowntree factory or Lever Brother Soap factory with other Victorian factories. **Significance** **Y3/4** Know how to understand how places (eg monuments) can be of a significance to a local area whereas some are significant on a global scale. Know why a taught historical period is considered significant. **Y5/6** Why was the phrase 'the sun never sets upon the British Empire' so significant? Inventions could include the first transatlantic steamship by Isambard Kingdom Brunel (1837), the first sewing machine by Isaac Singer (1851), the use of antiseptic by Joseph Lister (1867), the first telephone call by Alexander Graham Bell (1876), the incandescent light bulb by Thomas Edison (1878), the first motor car by Karl Benz (1885) and the first disposable razor by King Camp Gillette (1901).
Geography	**Invisible lines of latitude run horizontally around the Earth** and show the northerly or southerly position of a geographical area. Invisible lines of longitude run vertically from the North to the South Pole and show the westerly or easterly position of a geographical area. **Tourism** is an industry that involves people travelling for recreation and leisure. It has had an environmental, social and economic impact on many regions and countries. **Canals** were used to transport materials early in the Industrial Revolution, but were eventually superseded by the spread of the railways. The first iron rails were laid on wooden blocks between Stockton and Darlington, and opened on 27th September, 1825. As well as

	carrying coal, the train also included a purpose built passenger coach called Experiment. The carriage, which seated 18 passengers, must have provided an uncomfortable and bumpy ride, as it had no springs. **Locational Knowledge** **Y3/4** Know the difference between the British Isles, Great Britain and UK. Know the areas of origin of the main ethnic groups in the UK and in their school. Know how to locate the Tropic of Cancer and the Tropic of Capricorn. **Y5/6** Know the names of the rivers of the UK (Tamar, Exe, Axe, Thames, Mersey, Wye, Severn, Great Ouse, Trent, Ouse, Tyne, Tweed). Know how to explain how the time zones work. **Place Knowledge** **Y3/4** Know how to link words to topic e.g. location, industry, transport. Know how to use correct geographical words to describe a place and the things that happen there. Know how to locate and explain the significance of the Northern and Southern hemispheres and the Arctic and Antarctic Circles. **Y5/6** Know why many cities of the world are situated by rivers and why this makes it an attractive location. Know how to link words to theme e.g. settlement, urban, rural, land use, sustainability, rivers, confluence tributary. **Human Features**

	Y3/4 Know how to describe and compare different human features of a place, offering explanations for the locations for some of these features. Know how to describe how physical activity has impacted and/or changed the human characteristics of a place in the world. Know how physical processes have changed the characteristics of a landscape, country or continent and how it can affect the lives and activities of the people living there. Know to compare and contrast how areas of the world have capitalised on their physical and human features. **Y/6** Know how to explain a location fits into its wider geographical location; reference to human and economical features. Know how to explain why many cities of the world are situated by rivers and why this makes it an attractive location. Know how to give an extended description of the human features of different places around the world. **Physical Features** **Y3/4** Know how to describe and compare different physical features of a place offering explanations for the locations for some of these features. Know how to ask questions – what is this landscape like? what will it be like in the future? Know how to describe how physical activity has impacted and/or changed the physical characteristics of a place in the world. **Y5/6** Know how to explain why many cities of the world are situated by rivers and why this makes it an attractive location. **Skills, Maps Work and Field Work** **Y3/4**

	Know how to describe rout and direction using 8 compass points e.g. N,S,E,W,NW,NE,SW,SE Know how to ask geographical questions e.g. where is this location? what do you think about it? Know how to analyse evidence and draw conclusions e.g. make comparisons between locations using photos, pictures, temperatures. Know how to observe, measure and record the human features in the local area responding to a range of geographical questions. Know how to use maps and atlases appropriately by using contents and indexes. Know how to use eight points of a compass to describe the location of a country or geographical feature. Know how to describe route and direction linking N/S/E/W with degrees on the compass. Know how to plot a route on a map or a globe, from one place to another, identifying countries or significant landmarks that are passed. Know how to locate and explain the significance of the Equator, Northern Hemisphere, Southern Hemisphere, The Tropics of Cancer and Capricorn to a range of countries across the world. **Y5/6** Know how to describe route, direction and location linking 8 points of compass to degrees on compass. Know how to compare historical maps of varying scales, temperatures of various locations and its influence on people. Know how to plan a journey to a place in another part of the world, taking account of distance and time. Know how to perfect accuracy in describing routes using 8 points of the compass (introduce the concept of 16 points). Identify the following locations on a map of London: Hyde Park, the Crystal Palace Museum, Penge Common (next to Sydenham Hill), the Royal College of Music, the Royal College of Art, the Imperial College of Science, the Science Museum and the Natural History Museum. Draw a sketch map to show these locations. Annotate their maps to explain how each of the sites are connected to the Great Exhibition, held in 1851.

	The Exeter Ship Canal first opened to shipping in 1566 and was the first canal to be built in Britain since Roman times. It was also the first canal in England to use the pound lock. Locate Darlington, Stockton, Durham and the River Tees on a map of the UK and make a sketch map of the area, labelling key geographical features. Imagine that they were transporting tonnes of coal from Durham to the port at Stockton and describe how they would do this today. Identify roads, railways and other transport links that they could use and show these on their maps. Use a range of sources to research the significance of this route for Victorian rail travel, searching for information about Locomotion No 1, an early railway locomotive, and the development of the Stockton to Darlington railway. This then can be done for Exeter, Exmouth, the River Exe and the transportation routes that would have been used. With the growth of the British Empire Exeter, was supplied with a wide variety of goods. Many specialist shops and new trades were established in the city during this time.
Science	**Materials** **A material's properties** dictate what it can be used for. For example, cooking pans are made from metal, which is a good thermal conductor, allowing heat to quickly transfer from the hob to the contents of the pan. **Reversible changes** include heating, cooling, melting, dissolving and evaporating. Irreversible changes include burning, rusting, decaying and chemical reactions. **The results are information**, such as measurements or observations, that have been collected during an investigation. A conclusion is an explanation of what has been discovered using evidence collected. **Y3/4** Know that a solid keeps its shape and has a fixed volume. Know that a liquid has a fixed volume but changes its shape to fit the container. Know that a liquid can be poured and keeps a level, horizontal surface. Know that a gas fills all available space, it has not fixed shape or volume. Know that granular, powdery solids like sand can be confused with liquids because they can be poured, but when poured they form a heap and they do not keep a level surface when tipped. To know that each individual grain demonstrates the properties of a solid. Know that melting is a state change from solid to liquid.

	Know that freezing is a state change from liquid to solid. Know the freezing point of water is 0°C. Know boiling is a change of state from liquid to gas that happens when a liquid is heated to a specific temperature and bubbles of the gas can be seen in the liquid. Know that water boils when it is heated to 100°C. Know that evaporation is the same state change as boiling (liquid to gas), but it happens quickly if the temperature is higher, the liquid is spread out, or it is windy. Know that condensation is the change back from a gas to a liquid caused by cooling. Know that water at the surface of seas, rivers etc. evaporates into water vapour (a gas). Know that this rises and cools and condenses back into a liquid forming clouds. Know that when too much water has condensed, the water droplets in the cloud get too heavy and fall back down as rain, snow, sleet etc. and drain back into rivers etc. This is known as precipitation. This is the water cycle. **Y5/6** Know that materials have different uses depending on their properties and state (solid, liquid and gas). Know that properties include hardness, transparency, electrical and thermal conductivity and attraction to magnets. Know that some materials will dissolve in a liquid and form a solution while others and insoluble and form sediment. Know that mixtures can be separated by filtering, sieving and evaporation. Know some changes to materials such as dissolving, mixing and changes of state are reversible. Know that some changes such as burning wood, rusting and mixing vinegar with bicarbonate of soda result in the formation of new materials and are not reversible.

	Working Scientifically **Y3/4** Know how to independently ask a range of relevant questions that will provide useful results linked to a topic. Know how to think of more than one variable factor. Know how to be able to put appropriate headings onto Carroll Diagrams. Know how to make systematic and careful observations. Know how to decide what data to collect to identify naturally occurring patterns and relationships. Know how to choose what to measure or observe Set up simple practical enquiries, comparative and fair tests. Know how to help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used. Know how to use notes, simple tables and standard units to present results. Know how to look for changes, patterns, similarities and differences in their data in order to identify new questions arising from the data, make new predictions. Know how to say what was found out linking cause to effect **Y5/6** Know how to take measurements using a range of scientific equipment with increasing accuracy and precision. Know how to learn how to use a range of (new) equipment to make measurements with increasing precision. Know how to measure using standard units (N, g, kg, mm, cm, mins, seconds, cm^2V, km/h, m per sec, m/ sec) using equipment that has scales involving decimals. Know how to record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.

	Know how to be able to answer their question, describing causal relationships. Know how to use test results to make predictions for further tests.
Art and design	**A mood board** is an arrangement of images, materials, text and pictures that can show ideas or concepts. A montage is a set of separate images that are related to each other and placed together to create a single image. **Printmakers** create artwork by transferring paint, ink or other art materials from one surface to another. **Works of art** can be significant for many reasons. For example, they are created by key artists of an artistic movement; have influenced other artists; have a new or unique concept or technique or have a famous or important subject. **Use of Sketchbook** **Y3/4** Know how to use their sketchbooks to express likes and dislikes about a subject. Know how to use annotations to write an explanation of their sketch. Know how to use sketchbooks to record initial ideas and observations. Know how to use their sketchbook to show knowledge and art history that they have learnt. Know how to suggest improvements to their work that is in the sketchbook. Know how to use their sketchbook to express personal feelings about various subjects. Know how to outline likes and dislikes of a piece of artwork. Know how to use their sketchbooks to adapt and improve their original ideas. Know how to write notes about the purpose of the work. **Y5/6** Know how to use their sketchbooks to show how ideas have developed and improved. Know how to use annotations in their sketchbooks to show what further changes they would make.

	Know how to write detailed notes about pieces of work. Know how to make explicit reference to methods and skills used in artwork they have created or artwork of others. Know how to research artists and link to their work. Know how to reflect on their work and its meaning and purpose. **Drawing** **Y3/4** Know how to use small sketches to produce a final piece. Know that using different pressures create hard and soft lines and use this in their pieces. Know how to use mirrors, viewfinders, magnifying glasses to aid observations. Know how to be able to draw for a sustained period of time. (30 minutes). **Y5/6** Know how to use new media such as pen and ink and practise using these. Know how to make a collection of drawings around a theme. Know how to prepare a drawing surface to create a wax crayon image (e.g. colour a solid area, apply a top layer of black paint mixed with washing up liquid, drawing by scraping into the surface). Know how to be able to draw for a sustained period of over one session. Know how to explain why they have chosen specific drawing techniques. **Painting** **Y3/4**

	Know about brush types and choose the correct size and style depending on the task. Know how to use different brushes for different effects. Know how to mix colours with accuracy. Know where the colours are on the colour wheel. Know how to use artists' work as a starting point and create work in the same style. Know how to mix different thicknesses of paint. **Y5/6** Know about their preferred style and create their own piece. **Printing** **Y3/4** Know that printing onto a range of surfaces will create different effects. Know different techniques to monoprint. Know how to print coloured, repeated patterns onto surfaces. Know how to use a roller and printing ink to experiment with mark marking. **Y5/6** Know how to produce a relief print. Know how to combine previous taught techniques to develop own piece of work. **Colour** **Y3/4** Know how to mix colours using natural pigments. Know how to analyse and describe colour and painting techniques in artists' work. **Y5/6**

	Know how to mix and apply colours to represent still life objects from observation. **Pattern** **Y3/4** Know how to construct their own patterns through craft methods. Know that other artists use pattern and describe how this looks. **Y5/6** Know how to construct patterns using various methods to develop their understanding. **Main Activity** Look at the work of the artist, William Morris, making detailed sketches of his wallpapers and fabric prints. Paint or colour delicately, with attention to detail, using viewfinders or tracing paper to copy intricate pattern work. Make a detailed press print block. Carve patterns into polystyrene tiles using a pencil, then use a roller to apply paint. Print carefully, taking care not to overlap the colours. Stage an exhibition to showcase the artwork that they have produced throughout the project. Create signage for their work, describing how it was made and giving each piece a title. Invite others to view their Great Exhibition. **Additional, Optional Activities** Look at a range of artwork from the Victorian Pre-Raphaelite artists, including John Everett Millais, Edward Robert Hughes, John William Waterhouse and Dante Gabriel Rossetti. Talk about the similarities in their art, comparing content, style, mood, colour and narrative. Express their opinions on the artworks and choose a favourite, sketching out and painting the composition. Look carefully at the painting, The First Council of Queen Victoria, by Sir David Wilkie. Work with a partner to summarise what they think the picture shows and what it tells us about politics and power at the start of Queen Victoria's reign. Make suggestions as to the materials used to paint the picture and look at Wilkie's original sketch of the painting to see how he developed his ideas. Draw a version of the painting in a sketchbook.
Music	**Genres are different styles of music**, such as pop, rock, world music, classical, Latin American, swing, gospel and soul. Words such as tempo, rhythm, dynamics, pulse and timbre can be used to comment on the genre of music. **Listening and Appraising**

	Y3/4 Know 5 songs from memory and who sang/wrote them. Know the style of the 5 songs. Know and be able to talk about 1 song in detail, e.g. lyrics, musical dimensions (texture, dynamics, tempo, rhythm and pitch). Know the main sections of the song (introduction, verse, chorus etc.). Know some of the instruments in the song. Know some of the style indicators of that song (musical characteristics which give the song its style). **Y5/6** Know 5 songs from memory, who sang/wrote them, when they were written and why. Know the style of the 5 songs and name other songs in that style. Know and be able to talk about 2 or 3 songs in detail, e.g. lyrics, musical dimensions (texture, dynamics, tempo, rhythm and pitch). Know the main sections of the songs (introduction, verse, chorus etc.). Know the historical context of the songs- what was going on at the time (Y6 musically and historically)? Name some of the instruments in those songs. Know and talk about each of us having a musical identity. **Singing** **Y3/4** Know and be able to talk about singing in a group is called a choir.

	Know and be able to talk about a person who leads the choir/group is called the conductor. Know that songs can make you feel different things, e.g. happy, sad or angry etc. Know that singing as part of a large group or ensemble is fun but you must listen to each other. Know that you must warm up your voice and why. Know that a solo singer makes a thinner texture in a larger group. **Y5/6** Know and confidently sing 5 songs and their parts form memory and sing them with a strong internal pulse. Know and be able to talk about the main features of a song, the singing (unison, solo, lead), know what the song is about and the meaning of the lyrics. Know and explain the importance of warming up your voice. Know and talk about the style of a song so you can represent the feeling and context to your audience. **Dimensions of Music** **Y3/4** Know how to find and demonstrate the pulse. Know the difference between pulse and rhythm. Know how the pulse, rhythm and pitch work together and create a song. Know that every piece of music has a pulse/steady beat. Know the difference between a musical question and an answer. Know how to find the pulse (the heartbeat of the music) - clap using two notes and say back rhythms.

	Know that they rhythm is the long and short patterns over the pulse. Know that the pitch is the high and low sounds that create melodies. Know how to keep the internal pulse. Know about musical leadership: creating musical ideas for the group to copy or respond to. Know how to find the pulse, clap and say back rhythms, listen and sing back with no notation. **Y5/6** Know and be able to talk about how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song. Know how to keep the internal pulse. Know how to create musical ideas for the group to copy or respond to using 3 notes – find the pulse, copy back rhythms based on the words of the main song that includes syncopation. Know and recognise the connection between the sound and the musical notation (symbol). Learn 5 Victorian Music Hall/Parlour Songs. Take part in a Victorian parlour evening, listening to and singing or humming along with popular tunes of the day. Discuss what instruments they can hear and what moods the different pieces create. The parlour song, or drawing room ballad, was a form of music popular during the Victorian period. They date from the 1850s and came from ballads or songs that were performed on stage at the Music Hall or the opera. These songs were easy to learn, fun to sing and were popular with the rich and middle classes.
Computing	**Technology in Our Lives** **Y3/4** Know how to save and retrieve work on Google Classroom and on a chromebook. Know whether a resource that is being used is on the internet, Google Classroom or locally on a device. **Y5/6**

	Know about copyright and how to acknowledge the sources of information that are found online. **Multimedia** **Y3/4** Know how to combine text, graphic and sound to communicate ideas to others in a variety of ways. Know how to critically evaluate work and use this to improve its effectiveness. Know how to create, modify and present images and documents for a particular purpose. Know how to change the appearance of images and text to increase its effectiveness. **Y5/6** Know how to select, use and combine appropriate technology tools to create an effect that will have an impact on others. Know how to use text, photo, sound and/or video editing tools to refine work. Know how to apply skills that have previously been developed to create content using unfamiliar technology. Know that a range of media can be combined, recognising the contribution of each to achieve a particular outcome. Know how to be digitally discerning when evaluating the effectiveness of own and others' work. Learn about the history of photography from Victorian Times until the present day. Learn about the different equipment and technologies that have helped to develop photography over that time period. Look at a range of portrait photography from the Victorian era to analyse the staged compositions. Notice how the people often look sombre and serious. Compare the mood of Victorian photography with modern family portraits, describing how they differ. Recreate a suitable background, maybe at a local museum or historic building, and take digital photographs of individuals or groups in Victorian dress, arranged in front of their backdrop. Use software to create sepia effect prints.

	Most cameras come with photo editing software that will allow you to create a sepia effect. Your school's photo editing software may also do this. Teach the children other photo editing effects that can be used and they should practise these to create a set of more modern photographs within given themes. They should create an album of all their work on the computer and then use these, and their research to create a multimedia document to explain the history of photography. A classroom photo gallery and museum could be created. ***Beware of children searching for images online, as a search may bring up images of the macabre Victorian tradition of postmortem photography. It is probably best to download images yourself for the children to look at.***
Design and Technology	**Victorian Samplers** **Design** **Y3/4** Know how to develop more than one design or adaptation of an initial design (Y4 that would fulfil a brief). Know how to plan a sequence of actions to make a product. Know how to record the plan by drawing using annotated sketches. Know how to think ahead about the order of their work and decide which tools and materials to use (Y4 considering limitations of time and availability). Know how to propose suggestions as to how they can achieve their design ideas. Know how to consider (Y4 and justify) aesthetic qualities of materials chosen. **Y5/6** Know how to list the tools needed before starting an activity.

	Know how to record ideas using annotated diagrams. Know how to devise step by step plans (including recipes) which can be read/followed by someone else. Know how to sketch and model alternative ideas. Know how to decide which design idea to develop. Know how to develop their own simple design specification. Know how to independently draw on a range of sources to help formulate design ideas. Know how to develop a clear rationale for why the chosen design was picked from a range of other designs which would also fit the design brief. **Make** **Y3/4** Know how to (Y4 and justify) select from a range of tools for cutting, shaping, joining and finishing. Know how to use tools with increasing accuracy (Y4 and begin to use independently). Know how to select from materials according to their functional properties. Know how to plan the stages of the making process. Know how to use appropriate finishing techniques (Y4 and understand the importance of this). **Y5/6** Know how to use researched information to inform decisions. Know how to develop one idea in depth and justify why they have developed the chosen idea. Know how to produce detailed lists of ingredients/components/materials/tools.

	Know how to (Y6 independently) select from a wide range of tools. Know how to use appropriate finishing techniques for the project (Y6 and understand how finishes may affect the potential market for the product). Know how to refine their product (Y6 without prompting) – review and rework/improve. **Evaluate** **Y3/4** Know how to investigate similar products to the one to be made to give starting points for a design (Y4 and say how their product will be unique). Know how to draw/sketch products to help analyse and understand how products are made. Know the strengths and weaknesses of their design ideas in relation to purpose/user. Know which design idea to develop. Know how to improve products during the making process in response to feedback. Know how to offer constructive advice to peers and accept advice in return. **Y5/6** Know how to research and evaluate existing products (including book and web based research). Know to consider user and purpose (Y6 and return to it periodically). Know the strengths and weaknesses of their design ideas and include in evaluations. Know how to give a report using technical vocabulary (Y6 and make accurate reference to the process and tools used). Know how to explain how the finished product could be improved related to the design criteria (Y6 and feedback from user group).

	Know how to discuss how well the finished design meets the design criteria of the user. (Y6 test on user.) Know how to present evaluations pictorially, in writing and using appropriate mathematical skills. **Textiles** **Y3/4** Know vocabulary for tools, materials and their properties. Know how to join fabric by using, e.g. a running stitch, glue, staples, over sewing or tape. Know how to use a prototype to make a pattern. Know how to use appropriate decoration techniques. **Y5/6** Know and use the correct vocabulary for the project. Know how to understand pattern layout. Know how to decorate textile appropriately (often before joining components). Know how to combine fabrics to create more useful properties. Know how to make quality products. Research why Victorian Samplers were created. Create a class display of Victorian Sampler designs from research or family archives. Children design their own to show their initials or names, date of birth, and something that represents them or their family. Learn a range (depending on age) stitches to create the designs on Binca with embroidery silks.

When reviewing our curriculum rolling programme we considered the key aspects of our CURRICULUM INTENT as:

To provide a curriculum which encourages pupils, within a supportive Christian environment, to aspire to reach their full potential. This will be achieved through experiential learning, using the richness of our local rural community and culture, but also by opening the children's eyes further to gain knowledge about, and see the opportunities in, the wider British, European and global contexts.

Cycle A	**Term 3 - Summer**
What are the key pieces of knowledge we want children to remember, be able to build upon and to reflect on within each subject area of this topic **Text in this colour relates to key pieces of knowledge linked specifically to our Curriculum Intent.** **Text in this colour describes example activities to support the main theme of the topic.**	
Main Topic	**Pharaohs (History)**
History	**The characteristics of ancient civilisations** include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years. **A wealthy Englishman,** Lord Carnarvon, was interested in ancient Egypt. He paid an archaeologist called Howard Carter and a team of workers to carry out excavations in Valley of the Kings on the west bank of the River Nile, where they discovered Tutankhamun's tomb. It took Carter and his team 10 years to remove over 3000 items from the tomb. After the discover, a strange series of events occurred, including the death of Lord Carnarvon. Many people believed a curse had been put on Carter's team for disturbing the tomb. **Different world history civilisations** existed before, after and alongside others. For example, the ancient Sumer existed from 4500 BC to 1990 BC and the ancient Egyptians from 3100 BC to 332 BC. **Chronology** **Y3/4** Know and describe ways of life that are typically associated with a period. Know and recognise that some periods of history are many thousands of years ago. Know how to compare and contrast how some groups lived in the past compared with others.

	Y5/6 Know how to plot significant events on a timeline including antecedents. Know how to describe historical significance of historical findings. Know how to describe in detail significant events and why they were significant. **Historical Enquiry** **Y3/4** Know how to identify and give reasons for what is likely to be accurate representation of time periods and which are not. Know how to compare and contrast artefacts and distinguish between what we know and what we assume. Know how to use artefacts to construct a historical argument. Know how to begin to use primary and secondary sources to research an idea. Know how to describe why archaeologists find certain sources of significant importance. Know how to interpret primary sources of history with some independence. Know how to make judgements about what primary sources tell us about life during periods studied and begin to consider bias. Know how to begin to independently combine use of a range of primary and secondary sources to construct layouts of buildings. **Y5/6** Know how to use evidence to explain changes between time period studied and modern day. Know how to interpret primary evidence and give judgements. Begin to justify those judgements against scrutiny. Know how to make reasoned judgements on ancient artefacts and compare to modern understandings by published historians. Know how to evaluate a range of primary and secondary sources in order to construct a mostly independent historical argument.

	Know how to explain why some findings are of greater significance than others. Know why historical artefacts might be targeted by criminals. Know how artefacts may be misleading. Know how to formally critique the validity of primary and secondary sources. **Interpretations of History** **Y3/4** Know how to explain why archaeologists think what they do and explain whether they agree. Know reasons for monuments both in time studied and modern day. Know how to empathise with visitors to historic ceremonies and significant places. **Y5/6** Know how to synthesise multiple sources to surmise likely reasons for a decline in civilisation. Know the qualities they feel make a good ruler. Know how to make a reasoned judgement on whether a historically significant event is fact or fiction. **Continuity and Change** **Y3/4** Know how to compare the relative small number of people present in the same area from ancient history and modern day (Population and Land Use) **Y5/6** Know how to compare and contrast occupations from a specific period and now in a location.

	Cause and Consequence **Y3/4** Know how to describe the likely impact that seasons had on the location of populations. **Y5/6** Know how to describe and explain the likely impact that geographical features had on a civilisation. Know how to explain with evidence how a civilisation's religious beliefs affect people's day to day routines and rituals. **Similarities and Differences** **Y3/4** Know how to explain with evidence how some wealthy classes in some civilisations have sought to influence lower classes. **Y5/6** Know how to compare different groups of society from an ancient era of study and explain why making judgements is difficult. **Significance** **Y3/4** Know how places can be of significance to a local area whereas some are significant on a global scale. Know why a taught historical period is considered significant. **Y5/6** Know why a taught historical period is considered significant. Know why a key historical find is considered significant e.g. discovery of Howard Carter, Rosetta Stone

	Create a timeline to show how ancient Egyptian civilisation developed. Add the following significant events to their timeline: the reign of Tutankhamun (1332–1323 BC), the unity of Upper and Lower Egypt (3000 BC) and the building of the Great Pyramid of Giza (2584 BC). Research other important events and people, adding them to the timeline. Compare the chronology with other periods of history that they are familiar with. Know that artefacts from Ancient Egypt were acquired by explorers, some 600 being in the RAMM museum in Exeter and know how these have helped in the understanding of the era. Visit Exeter Museum to explore Ancient Egyptian artefacts. What do we learn from the artefacts or pictures of them? What does the Bible say about the afterlife? **Sources of historical information** can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer. **Egyptian Gods –** Ancient Egyptians believed that many different Gods and Goddess controlled the world. They were thought to look like humans and animals and each god represented a different aspect of ancient Egyptian life. The Egyptians performed rituals and built temples to honour the gods. Ra was the most import Egyptian god. He was the god of the Sun and it was thought that he was reborn every morning. Anubis was the god of embalming and the dead. He had the head of a jackal and the body of a man. Ma'at was the goddess of truth, justice and harmony. She symbolised the balance of life on Earth. Tefnut was the goddess of moisture and the mother of the sky and the earth. She had the head of a lioness.
Geography	**Locational Knowledge** **Y3/4** Know the names and locations of some of the world's mega cities. Know how to describe and explain how the climate of a country or continent is linked to the distribution of natural resources and tourism. Know the names and locations of major world jungles and deserts (e.g. Antarctica, Arctic, Sahara, Arabian, Gobi, Kalahari deserts and Rainforests of Borneo, Amazon, India, Sri Lanka and West Africa). **Y5/6** Know the names of capital cities of Europe and major cities around the world inc capitals of USA, Canada, South America, most European Countries, India, Kenya, Egypt, New Zealand, Australia, Japan, China and Pakistan.

	Know the names and locations of many of the world's major rivers on maps - Volga, Danube, Rhine, Yangtze, Ganges, Nile, Congo, Mississippi, Amazon. **Place Knowledge** **Y3/4** Know how to identify changes in the local and global environment. **Y5/6** Know how to link words to theme e.g. river – erosion, deposition, transportation, delta, coast, drift. Know how to link words to theme e.g. settlement – urban, rural, land use, sustainability, rivers, confluence, tributary. **Human Features** **Y3/4** Know how to describe and compare different human features of a place – offering explanations for the locations for some of these features. Know how to identify how people both damage and improve the environment. Know how to describe how physical activity has impacted and/or changed the human characteristics of a place in the world. Know how people try to sustain environments. Know how to describe how physical processes have changed the characteristics of a landscape, country or continent and how it can affect the lives and activities of the people living there. Know how to compare and contrast how areas of the world have capitalised on their physical and human features. **Y5/6** Know how to explain how a location fits into its wider geographical location; reference to human and economical features.

	Know why many cities of the world are situated by rivers and why this makes it an attractive location. Know how to give an extended description of the human features of different places around the world. **Physical Features** **Y3/4** Know how to describe and compare different physical features of a place, offering explanations for the locations for some of these features. Know how to sequence and explain features of a physical process such as the water cycle. Know how to ask questions such as 'what is this landscape like?', 'what will it be like in the future?'. Know how to describe how physical activity has impacted and/or changed the physical characteristics of a place in the world. Know how to compare and contrast how areas of the world have capitalised on their physical and human features. Know how to understand the concept of biomes and climate zones. Know how to understand the concept of vegetation belts. **Y5/6** Know how to explain why many cities of the world are situated by rivers and why this makes it an attractive location. Know how to develop the concept of biomes. Know how to describe the physical features of rivers. Know how some places are similar and others are different in relation to their physical features.

	Skills, Maps Work and Field Work **Y3/4** Know how to ask geographical questions - where is this location? What do you think about it? Know how to analyse evidence and draw conclusions e.g. make comparisons between locations using photos, pictures, temperatures, maps. Know how to locate appropriate information needed for a task, from a course material, draw maps more accurately plan view (from above) and use a key accurately. Know how to use maps and atlases appropriately by using contents and indexes. Know how to link words to topic e.g. contour, height, valley Know how to identify and explain different views of people including themselves. Know how to suggest which source material to use for a specific task, location the information needed. Know how to plot a route on a map or a globe, from one place to another, identifying countries or significant landmarks that are passed. **Y5/6** Know how to ask questions – what is this landscape like? how has it changed? what made it change? How is it changing? Know how to compare historical maps of varying scales, temperatures of various locations and its influence on people. Know how to identify and explain different views of people including themselves Know how to plan a journey to a place in another part of the world, taking account of distance and time. Know how to look for patterns and explain reasons behind them. Know how to identify and explain different views of people including themselves and justify in detail.

	Locate Egypt on a world map. Use online maps and other information sources to describe Egypt's landscape, surrounding countries and seas, climate, and significant geographical features, such as the River Nile. Locate important places, such as Cairo, Giza and the Valley of the Kings, where Tutankhamun's tomb was found. Make a sketch or digital map of Egypt, mark its significant features and add a key for reference. Egypt, at the north-eastern corner of Africa on the Mediterranean Sea, is bordered on the west by Libya, on the south by the Sudan and on the east by the Red Sea and Israel. Rivers, seas and oceans can transform a landscape through erosion, deposition and transportation. Watch documentary footage about the River Nile in ancient Egypt. Learn why the Nile was so important to the development of ancient Egyptian society and its wealth. Find out how the Nile flooded to create a rich and fertile land and compare how people used the river then with how it is used today. Sketch a map or 3-D diorama of the Nile, locating towns and cities along its course. Daily life in ancient Egypt revolved around the Nile and the fertile land on its banks, which forms a green valley across the desert to this day. The ancient Egyptians lived and farmed along the Nile, using the soil to produce food for their families and animals.
Science	**Animals including Humans** **The circulatory system** includes the heart, blood vessels and blood. The heart pumps blood through the blood vessels and around the body. There are three types of blood vessel: arteries, veins and capillaries. They each have a different-sized hole (lumen) and walls. The blood carries gases (oxygen and carbon dioxide), water and nutrients to where they are needed. The red blood cells carry oxygen and carbon dioxide around the body. The blood also contains white blood cells, which protect the body from infection. **The role of the circulatory system** is to transport oxygen, water and nutrients around the body. They are transported in blood and delivered to where they are needed. **Lifestyle choices** can have a positive (exercise and eating healthily) or negative (drugs, smoking and alcohol) impact on the body. Know that the heart pumps blood in blood vessels around to the lungs. **Y3/4** Know that animals need to eat in order to get the nutrients they need. Know that food contains a range of different nutrients such as carbohydrates (including sugars), protein, vitamins, minerals, fats, sugars, water and fibre that are needed by the body to stay healthy. Know that a piece of food will often provided a range of nutrients. Know that we need to eat the right types of food to give us the correct amount of these nutrients.

	Know that humans, and some animals, have skeletons and muscles, which help them move and provide protection and support. Know the names of some bones such as skill, ribs and spine. Know how the skill and ribs provide protection and that the spine provides movement. Know how muscles and joints help us to move. Know that food enters the body through the mouth. Know that digestion starts when the teeth start to break the food down. Know that saliva is added and that the tongue rolls the food into a ball. Know that food is swallowed and passes down the oesophagus to the stomach. Know that in the stomach food is broken down further by being churned around and that other chemicals are added. Know that food passes into the small intestine and that nutrients are removed from the food and leave the digestive system to be used elsewhere in the body. Know that the rest of the food then passes into the large intestine and that the water is removed to be used elsewhere in the body. Know that what is left is then stored in the rectum until it leaves the body through the anus when you go to the toilet. Know why humans have four types of teeth. Know that the incisors are for cutting, the canines are for tearing and the molars and premolars are used for grinding (chewing). Know what these different types of teeth look like and talk about their shape. Know that living things can be classified as producers, predators and prey according to their place on the food chain. Know the producers are living things that make their own food through photosynthesis (plants). Know that predators are animals which capture and eat other animals.

	Know that prey are animals which are captured by another for food. Know that the death of one of the parts of a food chain or web has consequences on the rest of the chain. Know that the arrows in a food chain means 'eats'. **Y5/6** Know that when babies are young, they grow rapidly and that they are very dependent on their parents. Know how a baby changes physically as it grows and in what it is able to do. Know that as they develop, they learn many skills. Know that at puberty, a child's body changes and develops primary and secondary sexual characteristics and that this enables adults to reproduce. Know that the heart pumps blood in blood vessels around to the lungs. Know that oxygen goes into the blood and carbon dioxide is removed. Know that the blood goes back to the heart and is then pumped around the body. Know that nutrients, water and oxygen are transported in the blood to the muscles and other parts of the body where they are needed. Know that as they are used, they produce carbon dioxide and other waste products. Know that carbon dioxide is carried by the blood back to the heart and that the cycle starts again as it is transported back to the lungs to be removed from the body. Know that this is called the human circulatory system. Know that diet, exercise, drugs and lifestyle have an impact on the way our bodies function. Know that these factors can affect how well our heart and lungs work, how likely we are to suffer from conditions such as diabetes, how clearly, we think, and how generally fit and well we feel.

	Know that some conditions are caused by deficiencies in our diet e.g. lack of vitamins (NB This content is also included in PSHE). **Knowledge of Working Scientifically** **Y3/4** Know how to, where appropriate, take accurate measurements using standard units where not all the numbers are marked on the scale. Take repeated readings where necessary. Know how to prepare own tables to record data. Know how to present data in bar charts. Know how to refer directly to their evidence when answering their question. Know how to use results from an investigation to make a prediction about a further result. Know how to draw simple conclusions when appropriate for patterns. Know how to recognise when and how secondary sources might help to answer questions that cannot be answered through practical investigations and choose a source from a range provided. Know how to begin to recognise when and how secondary sources might help to answer questions that cannot be answered through practical investigations. Know how to independently ask a range of relevant questions that will provide 'useful' results linked to a topic. Know how to decide what data to collect to identify naturally occurring patterns and relationships. Know how to make decisions about what observations to make, how long to make themn for and the type of simple equipment that might be used. Know what was found out linking cause to effect. Know how to use straightforward scientific evidence to answer questions or to support their findings. Know how to suggest new questions arising from the investigation.

	Y5/6 Know how to begin to explore ideas and ask own questions about scientific phenomena. Know how to begin to plan different types of scientific enquiry to answer questions. Know how to choose suitable sources and begin to separate opinion from fact. Begin to recognise which secondary sources will be most useful to research their ideas. Know how to begin to choose an appropriate form of presentation including scatter graphs. Know how to be able to answer their questions using scientific evidence gained from a range of sources. Know how to separate opinion from fact in conclusions. Know how to be able to talk about their degree of trust in the sources they used. Know how to identify scientific evidence that has been used to support or refute arguments. Know how to ask a range of questions and identify the type of enquiry that will help to answer the questions. Know how to make decisions about how long to make observations for. Know how to choose how to record data from a choice of familiar approaches. Prepare own tables to record data, including columns for taking repeat readings. Know how to use test results and previous scientific knowledge to make predictions for further investigations asking specific, relevant questions. Know how to draw conclusions based on their data and observations, use evidence to justify their ideas, use scientific knowledge and understanding to explain their findings. Know how to answer their questions using scientific evidence gained from a range of sources. Know how to separate opinion from fact in conclusions. Be able to talk about their degree of trust in the sources they used.

Art and design	**Use of Sketchbook** **Y3/4** Know how to use their sketchbooks to express likes and dislikes about a subject. Know how to use annotations to write an explanation of their sketch. Know how to use sketchbooks to record initial ideas and observations. Know how to use their sketchbooks to who knowledge and art history they have learnt. Know how to suggest improvements to their work that is in the sketchbook. Know how to use their sketchbook to express personal feelings about various subjects. Know how to use their sketchbook to adapt and improve their original ideas. Know how to write notes about the purpose of their work. **Y5/6** Know how to use their sketchbooks to show how ideas have developed and improved. Know how to use annotations in the sketchbook to show what further changes they would make. Know how to use their sketchbook to show how they have discussed ideas with others. Know how to use their sketchbooks to who knowledge and art history they have learnt. Know how to write detailed notes about pieces of work. Know how to reflect on their work and its meaning and purpose. **Drawing** **Y3/4**

	Know there are different grades of a pencil. Know how to use small sketches to produce a final piece. Know that using different pressures create hard and soft lines and use this in their pieces. Know how to explain their sketch and the techniques they have used. Know how to use line, tone, scale, texture and depth and demonstrate in their pieces. Know how to be able to draw for a sustained period of time (30 mins) **Y5/6** Know how to use new media such as pen and ink and practise these. Know techniques for drawing with pastel and charcoal and practise these. Know how to make a collection of drawings around a theme. Know how to use their skills to darw simple objects including texture. Know how to use line, tone, shape and colour to represent figures and forms in movement. Know how to express their preference of mediums. Know how to draw with pastel and charcoal effectively. Know how they can sketch to communicate emotions. Know about negative drawings and create their own piece. Know how to explain why they have chosen specific drawing techniques. **Form**

	Y3/4 Know how to describe 3D form in a range of materials, including drawing. Know how to analyse how artists use and apply form in their work. **Line** **Y3/4** Know how to describe organic and geometric forms through different types of line. Know how to analyse and describe how artists use line in their work. **Y5/6** Know and use lines when creating expression with a greater understanding. Know how to use artists' artwork to apply to their own piece. **Core Task** - Study and consider how people were depicted in Ancient Egypt art. Focus on black and white line drawings of Egyptian figures and replicate the style in pencil, charcoal, pen and ink, pastels and through printing and etching. **Optional Tasks -** Draw detailed, colourful pictures of decorative artefacts found in Tutankhamun's tomb. Look at other ancient Egyptian artworks and identify artistic styles that were popular at the time. Make a note of any common symbols, including the use of line, shape and colour, explaining how they have developed over time. Note: The wedjat is an eye symbol that appears on many important objects, particularly tomb items. It was a symbol of protection for the soul in the afterlife. Ask the children to use a magnifying glass or enlarge the pictures so that they can see extra details. They could also use a range of different materials to recreate artefacts and objects in 3-D. Learn how to write like an ancient Egyptian. Find out about the work of a scribe, including the tools of their trade and their special role in ancient Egyptian society. Practise writing in hieroglyphics and create a special cartouche with their name on it to wear as a pendant. Explore the role of amulets and how they were worn by ancient Egyptians for good luck. Sketch ancient designs, then make an amulet using soft wire, beading and clay.
Music	**Playing** **Y3/4**

	Know and be able to talk about the instruments used in class (e.g. glockenspiel, recorder) Know how to treat instruments carefully and with respect. Know how to play one or all of four differentiated parts on a tuned instrument – a one note, simple or medium part or the melody of the song, from memory using notation. Know how to rehearse and perform their part within the context of a song. Know how to listen and to follow musical instructions from a leader. Know how to talk about instruments they might play or be played in a band or orchestra or by their friends. Know how to experience leading the playing by making sure everyone plays in the playing section of the song. **Y5/6** Know and be able to talk about different ways of writing down music e.g. staff notation, symbols. Know the notes C,D,E,F,G,A,B,C on the treble stave. Know how to talk about instruments they might play or be played in a band or orchestra or by their friends. Know how to play a musical instrument with the correct technique within the context of the song. Know how to select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – one note, simple or medium part or melody from memory or notation. Know how to rehearse and perform their part. Know how to listen to and follow musical instruments from a leader. Know how to lead a rehearsal session. **Improvisation**

	Y3/4/5/6 Know and be able to talk about improvisation. Know that improvisation is making up your own tunes on the spot. Know that when someone improvises they make up their own tune that has never been heard before. It is not written down and belongs to them. Know that using one or two notes confidently is better than using five. Know that if you improvise using the hnotes you are given, you cannot make a mistake. Know how to improvise using instruments in the context of the theme they are improvising about. Know how to listen and copy back instruments using two different notes, listen and play their own answer using one or two notes, take it in turns to improvise using one or two notes. **Y5/6** Know three well known improvising musicians. Know how to copy back using instruments using two notes/question and answer using instruments, using two notes in your answer, always starting on a G/improvise using two notes. **Dimensions of Music** **Y3/4** Know how to find and demonstrate the pulse. Know the difference between pulse and rhythm. Know how the pulse, rhythm and pitch work together and create a song. Know that every piece of music has a pulse/steady beat.

	Know the difference between a musical question and an answer. Know how to find the pulse (the heartbeat of the music) - clap using two notes and say back rhythms. Know that they rhythm is the long and short patterns over the pulse. Know that the pitch is the high and low sounds that create melodies. Know how to keep the internal pulse. Know about musical leadership: creating musical ideas for the group to copy or respond to. Know how to find the pulse, clap and say back rhythms, listen and sing back with no notation. **Y5/6** Know and be able to talk about how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song. Know how to keep the internal pulse. Know how to create musical ideas for the group to copy or respond to using 3 notes – find the pulse, copy back rhythms based on the words of the main song that includes syncopation. Know and recognise the connection between the sound and the musical notation (symbol). Improvise a short phrase of music that could accompany a film about the moment Howard Carter discovered Tutankhamun's tomb.
Computing	Understand how powerful the internet can be in research but also that not everything on it is true. Learn how to stay safe when using the internet. Know that the internet can connect you with so many places in the world, including Egypt in order to find out about the pharaohs. Know that websites can give differing accounts of the same idea. **Technology In Our Lives**

	Y3/4 Know how to use search tools to find and use an appropriate website. Know that the World Wide Web is a part of the internet that contains websites. Know how to save and retrieve work on a Chromebook. Know how to scan a QR code to retrieve information. Know how to create a QR code to link to information and resources. Know that information online may not always be reliable. Know how to identify key words to use when searching safely on the World Wide Web. Know how to create a hyperlink to a resource. Know whether a resource that is being used is on the internet or locally on a device. **Y5/6** Know (and be able to explain) the difference between the internet and the World Wide Web and how they are linked. Know how information online may not be accurate or reliable. Know which resources on the internet can be downloaded and used. Know the ways in which websites advertise their products to me. Know how information is transported on the internet. Know how to check the reliability of a website. Know about copyright and how to acknowledge the sources of information that are found online.

	Research Ancient Egyptians by visiting websites of museums in Egypt and around the world to access their artefacts and information. Find information from different sites. How can you decide which websites are genuine?
Design and Technology	Know that shadufs were used in Ancient Egypt as an irrigation tool. **Design** **Y3/4** Know how to develop more than one design or adaptation of an initial design (Y4 – that would successfully fulfil the brief). Know how to plan a sequence of actions to make a product. Know how to record the plan by drawing using annotated sketches. Know (Y4 the importance of and) how to use prototypes to develop and share ideas. Know how to think ahead about the order of their work and decide upon tools and materials (Y4 considering limitations of time and availability). Know how to propose (realistic and thought through) suggestions as to how they can achieve their design ideas. Know how to begin to use cross-sectional and exploded diagrams. **Y5/6** Know how to list tools needed before starting the activity. Know how to plan the sequence of work e.g. using a storyboard. Know how to record ideas using annotated diagrams. Know how to use models, kits and drawings to help formulate design ideas. Know how to combine modelling and drawing to refine ideas.

	Know how to sketch and model alternative ideas. Know how to devise step by step plans which can be read / followed by someone else. Know how to use (Y6 accurately drawn) exploded diagrams and cross-sectional diagrams to communicate ideas. Know how to develop own simple design specification. Know how to independently draw on a range of sources to help formulate design ideas. **Make** **Y3/4** Know how to use tools with increasing accuracy (Y4- and begin to use independently). Know how to select from materials according to their functional properties (Y4 – with growing independence). Know how to plan the stages of the making process. Know how to select techniques for different parts of the process. **Y5/6** Know how to make prototypes. Know how to develop one idea in depth (Y6 – and justify why they have developed the chosen idea). Know how to use researched information to inform decisions. Know how to produce detailed lists of components / materials / tools. Know how to cut accurately and safely to a marked line. Know how to (Y6 independently) select from and use a wide range of materials.

	Know how to use appropriate finishing techniques for the project. Know how to refine their product – review and rework / improve. Know how to use a computer to model ideas. Know the importance of prototypes and present prototypes to peers. **Evaluate** **Y3/4** Know how to investigate similar products to the one to be made to give starting points for a design. Know how to draw/sketch products to help analyse and understand how products are made. Know how to research needs of user (Y4 – and understand its vital importance to the manufacturing process). Know how to identify the strengths and weaknesses of their design ideas in relation to purpose / user. Know how to decide which design idea to develop. Know how to consider and explain how the finished product could be improved. Know how to investigate similar products to the one to be made to give starting points for a design and begin to explain how their product will be unique. Know how to improve products during the making process in response to feedback. Know how to discuss how well the finished product meets the design criteria of the user. **Y5/6** Know how to research and evaluate existing products (including book and web based research). Know how to consider user and purpose (Y6 and return to it periodically).

	Know how to identify the strengths and weaknesses of their design ideas and include evaluations. Know how to give a report using correct technical vocabulary (Y6 and making accurate reference to processes and tools used). Know how to consider and explain how the finished product could be improved related to the design criteria. Know how to discuss how well the finished product meets the design criteria of the user. Know how to present evaluations (Y6 pictorially, in writing and using appropriate mathematical skills). **Structures and Mechanical Systems** **Y3/4** Know how to develop vocabulary related to the project. Know how to make structures more stable by giving them a wide base. Know how to cut strip wood, dowel, square section wood accurately to 1mm. **Y5/6** Know how to use correct terminology for tools, materials and processes appropriate to the project. Know how to cut strip wood, dowel, square section wood accurately to 1mm. Know how to join materials using appropriate methods. Know how to build frameworks to support mechanisms Know how to stiffen and reinforce complex structures. Know how to use mechanical systems such as pulleys. Know that mechanical systems have inputs > processes > outcomes.

	Core Activity - Design and make model Shadufs that were used in Ancient Egypt. **Optional Activities -** Learn about the ancient Egyptians' daily diet, including how the Nile's flooding cycle provided seasonal rhythm for the Egyptian people. Follow a simple recipe to bake flatbread, adding a range of Middle Eastern fruits, such as dates or sultanas. Enjoy their bread with other common foods, including chickpeas, dates, honey, raisins and pomegranates. Children could mark on a calendar the season that each ingredient becomes available. Put the children into small groups and show them how to make bread, a staple of the ancient Egyptian diet. Flour for baking bread was made in ancient Egypt by grinding the grain from wheat or barley, two of the country's main arable crops.