

Ancient Egypt Topic Overview 2021-22

	Nightingale Year Three and Four	Kestrel Year Five and Six	Falcons Years 3/4/5/6
History	<p>Year Three</p> <ul style="list-style-type: none"> • Use dates to place events, artefacts and historical figures on a timeline • Study two different accounts of the same event, exploring similarities and differences • Refer to more than one source of evidence for more accurate understanding of events • Describe features of period studied e.g. clothes, beliefs, homes, attitudes. • Describe similarities and differences between people, events and objects over time. • subject related vocabulary <p>Year Four</p> <ul style="list-style-type: none"> • Understand that changes occur over time. Add evidence and dates to timeline to represent this • Use dates and historical terminology to describe events • Give reasons why separate versions of the same event may differ in the accounts • Explore main events and changes in history, giving causes and consequences • Independently suggest sources of evidence to answer their questions • Give reasons for the changes in the features of the period studied e.g. clothes, beliefs, homes. • Describe how some past events and actions of people affect life today. • Subject related vocabulary: during, chronology, era, dates, time period, change 	<p>Year Five</p> <ul style="list-style-type: none"> • Identify significant changes within and across historical periods studied • Understand that continuity and change occurs over time. Add evidence and dates to timeline to represent this • Select reliable sources of evidence to answer questions about the past. • Appreciate that there is not always a single answer to historical questions. • Begin to understand the concept of propaganda - Know that people (now and in the past) may represent events in ways that persuade others. • Describes causes and consequences of the main events, situations and changes in the period studied. • Show awareness of social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world. • Identifies links and changes within and across the time periods and localities studied. <p>Year Six</p> <ul style="list-style-type: none"> • Describe and explain key changes in a historical period (refers to: political, cultural, social, religious, technological changes) • Relate current studies to previous learning and make comparisons between different times in history • Select suitable sources of evidence, giving reasons for the choice. 	<p>Year Five</p> <ul style="list-style-type: none"> • Identify significant changes within and across historical periods studied • Understand that continuity and change occurs over time. Add evidence and dates to timeline to represent this • Select reliable sources of evidence to answer questions about the past. • Appreciate that there is not always a single answer to historical questions. • Begin to understand the concept of propaganda - Know that people (now and in the past) may represent events in ways that persuade others. • Describes causes and consequences of the main events, situations and changes in the period studied. • Show awareness of social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world. • Identifies links and changes within and across the time periods and localities studied. <p>Year Six</p> <ul style="list-style-type: none"> • Describe and explain key changes in a historical period (refers to: political, cultural, social, religious, technological changes)

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		<ul style="list-style-type: none"> • Explore all available evidence to form their own opinion on a historical event • Evaluate the usefulness and accuracy of different sources of evidence • Understands that some evidence is propaganda, opinion or misinformation and that this effects interpretation of history. • Explain and evaluate causes and consequences of the main events, situations and changes in the period studied. • Use research and prior learning to explain why there are social, cultural, religious and ethnic diversities within societies studied in Britain and the wider world. • In addition to subject related vocabulary - continuity, social, religious, political, technological, cultural 	<ul style="list-style-type: none"> • Relate current studies to previous learning and make comparisons between different times in history • Select suitable sources of evidence, giving reasons for the choice. • Explore all available evidence to form their own opinion on a historical event • Evaluate the usefulness and accuracy of different sources of evidence • Understands that some evidence is propaganda, opinion or misinformation and that this effects interpretation of history. • Explain and evaluate causes and consequences of the main events, situations and changes in the period studied. • Use research and prior learning to explain why there are social, cultural, religious and ethnic diversities within societies studied in Britain and the wider world. • In addition to subject related vocabulary - continuity, social, religious, political, technological, cultural
Geography	<p style="text-align: center;">Year Three</p> <ul style="list-style-type: none"> • ask and respond to geographical questions, e.g. describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if....continues? 	<p style="text-align: center;">Year Five</p> <ul style="list-style-type: none"> • undersatnd and use a widening range of geographical terms, e.g. specific topic vocabulary – climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. 	<p style="text-align: center;">Year Three</p> <ul style="list-style-type: none"> • ask and respond to geographical questions, e.g. describe the landscape. Why is it like this? How is it changing? What do you think about that? What

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	<ul style="list-style-type: none"> understand and use a widening range of geographical terms, e.g. specific topic vocabulary – meander, floodplain, location, industry, transport, settlement, water cycle etc. use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office <p style="text-align: center;">Year Four</p> <ul style="list-style-type: none"> understand and use a widening range of geographical terms e.g. specific topic vocabulary – contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes, etc. 	<p style="text-align: center;">Year Six</p> <ul style="list-style-type: none"> understand and use a widening range of geographical terms, e.g. specific topic vocabulary – urban, rural, land, use, sustainability, tributary, trade links etc 	<p>do you think it might be like if....continues?</p> <ul style="list-style-type: none"> understand and use a widening range of geographical terms, e.g. specific topic vocabulary – meander, floodplain, location, industry, transport, settlement, water cycle etc. use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office <p style="text-align: center;">Year Four</p> <ul style="list-style-type: none"> understand and use a widening range of geographical terms e.g. specific topic vocabulary – contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes, etc. <p style="text-align: center;">Year Five</p> <ul style="list-style-type: none"> understand and use a widening range of geographical terms, e.g. specific topic vocabulary – climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. <p style="text-align: center;">Year Six</p> <ul style="list-style-type: none"> understand and use a widening range of geographical terms, e.g. specific topic vocabulary – urban, rural, land, use, sustainability, tributary, trade links etc
Art	Year Three	Year Five	Year Three

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	<ul style="list-style-type: none"> • use a sketchbook for recording observations, for experimenting with techniques or planning out ideas • experiment with different materials to create a range of effects and use these techniques in the completed piece of work <p style="text-align: center;">Year Four</p> <ul style="list-style-type: none"> • use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork • Use taught technical skills to adapt and improve his/ her work 	<ul style="list-style-type: none"> • develop different ideas which can be used and explain his/ her choices for the materials and techniques used <p style="text-align: center;">Year Six</p> <ul style="list-style-type: none"> • select ideas based on first hand observations, experience or imagination and develop these through open ended research • refine his/ her use of learnt techniques 	<ul style="list-style-type: none"> • use a sketchbook for recording observations, for experimenting with techniques or planning out ideas • experiment with different materials to create a range of effects and use these techniques in the completed piece of work <p style="text-align: center;">Year Four</p> <ul style="list-style-type: none"> • use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork • Use taught technical skills to adapt and improve his/ her work <p style="text-align: center;">Year Five</p> <ul style="list-style-type: none"> • develop different ideas which can be used and explain his/ her choices for the materials and techniques used <p style="text-align: center;">Year Six</p> <ul style="list-style-type: none"> • select ideas based on first hand observations, experience or imagination and develop these through open ended research • refine his/ her use of learnt techniques
Design and Technology	<ul style="list-style-type: none"> • Demonstrate that his/her design meets a range of requirements • Complete a plan that shows the order and also what equipment and tools he/she needs • Use equipment and tools accurately • Explain how he/she has selected appropriate materials and components to create a finished product that will be of good quality 	<ul style="list-style-type: none"> • Use research and develop criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • Create prototypes to show his/her ideas • Use tools and materials precisely • Select from and use a wider range of materials and components, including construction 	<ul style="list-style-type: none"> • Year Three and Four • Demonstrate that his/her design meets a range of requirements • Complete a plan that shows the order and also what equipment and tools he/she needs • Use equipment and tools accurately

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	<ul style="list-style-type: none"> Investigate and analyse a range of existing products 	<p>materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <ul style="list-style-type: none"> Evaluate his/her ideas and products against his/her own design criteria and consider the views of others to improve his/her work Apply his/her understanding of how to strengthen, stiffen and reinforce more complex structures understand and use electrical systems in his/her products e.g series circuits incorporating switches, bulbs, buzzers and motors 	<ul style="list-style-type: none"> Explain how he/she has selected appropriate materials and components to create a finished product that will be of good quality Investigate and analyse a range of existing products <p style="text-align: center;">Year Five and Six</p> <ul style="list-style-type: none"> Use research and develop criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Create prototypes to show his/her ideas Use tools and materials precisely Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Evaluate his/her ideas and products against his/her own design criteria and consider the views of others to improve his/her work Apply his/her understanding of how to strengthen, stiffen and reinforce more complex structures understand and use electrical systems in his/ her products e.g series circuits incorporating switches, bulbs, buzzers and motors
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<p>Science</p>	<p style="text-align: center;">Working scientifically Y3/4</p> <p>During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings. 	<p style="text-align: center;">Working Scientifically Y5/6</p> <p>UKS2 pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments <p style="text-align: center;">Electricity Y6</p> <ul style="list-style-type: none"> • Series circuit 	<p style="text-align: center;">Working scientifically Y3/4</p> <p>During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
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	<p>Electricity Y4 Uses and how to wire a simple circuit</p>		<ul style="list-style-type: none"> • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings. <p>Electricity Y4 Uses and how to wire a simple circuit</p> <p style="text-align: center;">Working Scientifically Y5/6</p> <p>UKS2 pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions,
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			<p>causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</p> <ul style="list-style-type: none"> identifying scientific evidence that has been used to support or refute ideas or arguments <p>Electricity Y6</p> <p>Series circuit</p>
PSHEE	Being me in my world Jigsaw Y4 Celebrating difference Jigsaw Y4	Being me in my world Jigsaw Y6 Celebrating difference Jigsaw Y6	Being me in my world Jigsaw Y4 Celebrating difference Jigsaw Y4
French	Where in the world Holidays and Hobbies	This is France All in a day	Where in the world Holidays and Hobbies
Music	<ul style="list-style-type: none"> Use voice and instruments with increasing accuracy, control and expression Improvise and compose music Listen with attention to detail Begin to develop understanding of history 	<ul style="list-style-type: none"> Perform with control and expression solo and in ensembles Improvise and compose using dimensions of music Listen to detail and recall aurally Use and understand basics of staff notation Develop an understanding of the history of music, including great musicians and composers 	<ul style="list-style-type: none"> Year Three and Four Use voice and instruments with increasing accuracy, control and expression Improvise and compose music Listen with attention to detail Begin to develop understanding of history <p>Year Five and Six</p> <ul style="list-style-type: none"> Perform with control and expression solo and in ensembles Improvise and compose using dimensions of music Listen to detail and recall aurally Use and understand basics of staff notation

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			<ul style="list-style-type: none"> Develop an understanding of the history of music, including great musicians and composers
Computing	<p>E-Safety:</p> <ul style="list-style-type: none"> I can use technology safely and respectfully, keeping personal information private (Y3) I can use technology safely and recognise acceptable and unacceptable behaviour (Y3) I can use technology responsibly and understand that communication online may be seen by others (Y4) I can understand where to go for help and support when he/ she has concerns about content or contact on the internet or other online technologies (Y4) <p>Using computers:</p> <ul style="list-style-type: none"> I can recognise familiar forms of input and output devices and how they are used (Y3) I can make efficient use of familiar forms of input and output devices (Y3) I can with support select and use a variety of software to accomplish goals (Y3) I can use other input devices such as cameras or sensors (Y4) I can with support select and use a variety of software on a range of digital devices (Y4) 	<p>E-Safety:</p> <ul style="list-style-type: none"> I can understand the need to only select age-appropriate content (Y5) I can use technology respectfully and responsibly (Y6) I can identify a range of ways to report concerns about content and contact in and out of school (Y6) <p>Using computers:</p> <ul style="list-style-type: none"> I can independently select and use appropriate software for a task (Y5) I can independently select, use and combine a variety of software to design and create content for a given audience (Y5) I can independently select, use and combine a variety of software to design and create content for a given audience, including collecting, analysing, evaluating and presenting data and information (Y6) I can design and create a range of programs, systems and content for a given audience (Y6) I can independently select, use and combine a variety of software to collect, analyse, evaluate and present data and information (Y6) 	<p>E-Safety:</p> <ul style="list-style-type: none"> I can use technology safely and respectfully, keeping personal information private (Y3) I can use technology safely and recognise acceptable and unacceptable behaviour (Y3) I can use technology responsibly and understand that communication online may be seen by others (Y4) I can understand where to go for help and support when he/ she has concerns about content or contact on the internet or other online technologies (Y4) <p>Using computers:</p> <ul style="list-style-type: none"> I can recognise familiar forms of input and output devices and how they are used (Y3) I can make efficient use of familiar forms of input and output devices (Y3) I can with support select and use a variety of software to accomplish goals (Y3) I can use other input devices such as cameras or sensors (Y4)

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	<ul style="list-style-type: none">• I can with support select, use and combine a variety of software on a range of digital devices to accomplish given goals (Y4)		<ul style="list-style-type: none">• I can with support select and use a variety of software on a range of digital devices (Y4)• I can with support select, use and combine a variety of software on a range of digital devices to accomplish given goals (Y4) <p>Year 5/6</p> <p>E-Safety:</p> <ul style="list-style-type: none">• I can understand the need to only select age-appropriate content (Y5)• I can use technology respectfully and responsibly (Y6)
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			<ul style="list-style-type: none">• I can identify a range of ways to report concerns about content and contact in and out of school (Y6) <p>Using computers:</p> <ul style="list-style-type: none">• I can independently select and use appropriate software for a task (Y5)• I can independently select, use and combine a variety of software to design and create content for a given audience (Y5)• I can independently select, use and combine a variety of software to design and create content for a given audience, including collecting, analysing, evaluating and presenting data and information (Y6)• I can design and create a range of programs, systems and content for a given audience (Y6)• I can independently select, use and combine a variety of software to collect, analyse, evaluate and present data and information (Y6)
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