

The Vikings up to 1066 Topic Overview 2021 2022

	Nightingales Years Three and Four	Kestrels Years Five and Six	Falcons Years Three, Four, Five and Six
History	<p>The Vikings up to 1066</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 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"> • place some historical periods in chronological framework 	<p>The Vikings up to 1066</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>Years Five</p> <ul style="list-style-type: none"> • use dates to order and place events on a timeline • give some reasons for some important historical events • make comparisons between aspects of periods of history and the present day • understand that the type of information available depends on the period of time studied • evaluate the usefulness of a variety of sources • compare sources of information available for the study of different times in the past • present findings and communicate knowledge and understanding in different ways • provide an account of a historical event based on more than one source 	<p>The Vikings up to 1066</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 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.

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	<ul style="list-style-type: none"> • use sources of information in ways that go beyond simple observations to answer questions about the past • communicate his/her learning in an organised and structured way, using appropriate terminology • use historic terms related to the period of study • understand that sources can contradict each other • use a variety of resources to find out about aspects of life in the past. 	<p style="text-align: center;">Years Six</p> <ul style="list-style-type: none"> • describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies • note connections, contrasts and trends over time and show developing appropriate use of historical terms • address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance • construct informed response that involve thoughtful selection and organisation of relevant historical information • understand how our knowledge of the past is constructed from a range of sources • make confident use of a variety of sources for independent research • use evidence to support arguments 	<ul style="list-style-type: none"> • subject related vocabulary <p>Year Four</p> <ul style="list-style-type: none"> • place some historical periods in chronological framework • use sources of information in ways that go beyond simple observations to answer questions about the past • communicate his/her learning in an organised and structured way, using appropriate terminology • use historic terms related to the period of study • understand that sources can contradict each other • use a variety of resources to find out about aspects of life in the past. <p style="text-align: center;">Years Five</p> <ul style="list-style-type: none"> • use dates to order and place events on a timeline • give some reasons for some important historical events • make comparisons between aspects of periods of history and the present day • understand that the type of information available depends on the period of time studied • evaluate the usefulness of a variety of sources
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<p>Geography</p>	<p>Years Three and Four</p> <ul style="list-style-type: none"> Identify where countries are within the UK and the key topographical features Name and locate cities of the UK Identify physical and human features of the locality Explain about weather conditions/ patterns around the UK and parts of Europe Understand why there are similarities and differences between places Develop an awareness of how places relate to each other <p>Year Three</p> <ul style="list-style-type: none"> analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures such as populations, temperatures etc. recognise that different people hold different views about an issue and begin to understand some of the reasons why <p>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>Years Five and Six</p> <ul style="list-style-type: none"> Describe and understand the key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. (5/6) <p>Year Five</p> <ul style="list-style-type: none"> know about the wider context of places e.g. county, region, country know and describe where a variety of places are in relation to physical and human features recognise the different shapes of countries identify the physical characteristics and key topographical features of the <p>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 use maps, charts etc. to support decision making about the location of places e.g. new bypass 	<p>Years Three and Four</p> <ul style="list-style-type: none"> Identify where countries are within the UK and the key topographical features Name and locate cities of the UK Identify physical and human features of the locality Explain about weather conditions/ patterns around the UK and parts of Europe Understand why there are similarities and differences between places Develop an awareness of how places relate to each other <p>Year Three</p> <ul style="list-style-type: none"> analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures such as populations, temperatures etc. recognise that different people hold different views about an issue and begin to understand some of the reasons why <p>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.
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Art	Year Three and Four	Year Five and Six	Year Three and Four

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	<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 • Articulate how he/ she might improve their work using technical terms and reasons as a matter of routine • Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied <p>Year Three</p> <ul style="list-style-type: none"> • explore shading, using different media • understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours • compare and recreate form of natural and manmade objects • he/she is able to create a collage using overlapping and layering <p>Year Four</p> <ul style="list-style-type: none"> • experiment with creating mood, feeling, movement and areas of interests by selecting appropriate materials and learnt techniques • use a variety of techniques, e.g marbling, silkscreen and cold water paste • create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes 	<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 • Adapt his/ her own final work following feedback or discussion based on their preparatory ideas • Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts • Explain and justify preferences towards different styles and artists <p>Year Five</p> <ul style="list-style-type: none"> • experiment with using layers and overlays to create new colours/ textures • Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures. • use line, tone and shading to represent things seen, remembered or imagined in three dimensions • Mix colours to impress mood, divide foreground from background or demonstrate tones <p>Year Six</p> <ul style="list-style-type: none"> • begin to develop an awareness of composition, scale and proportion in their work • use simple perspectives in their work using a single focal point and horizon • use techniques, colours, tones and effects in an appropriate way to represent things seen- brushstrokes following the direction of the grass, 	<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 • Articulate how he/ she might improve their work using technical terms and reasons as a matter of routine • Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied <p>Year Three</p> <ul style="list-style-type: none"> • explore shading, using different media • understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours • compare and recreate form of natural and manmade objects • he/she is able to create a collage using overlapping and layering <p>Year Four</p> <ul style="list-style-type: none"> • experiment with creating mood, feeling, movement and areas of interests by selecting appropriate materials and learnt techniques • use a variety of techniques, e.g marbling, silkscreen and cold water paste • create different effects by using a variety of tools and techniques such
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		<p>stippling to paint sand, watercolour bleeds to show clouds</p>	<p>as bleeds, washes, scratches and splashes</p> <p>Year Five and 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• Adapt his/ her own final work following feedback or discussion based on their preparatory ideas• Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts• Explain and justify preferences towards different styles and artists <p>Year Five</p> <ul style="list-style-type: none">• experiment with using layers and overlays to create new colours/ textures• Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures.• use line, tone and shading to represent things seen, remembered or imagined in three dimensions
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Science	Living things in their habitats Classification of living things, plants and animals and conservation Y4	Evolution and inheritance Y6	Living things in their habitats Classification of living things, plants and animals and conservation Y4
PSHEE	Changing me Jigsaw Y4	Changing me Jigsaw Y6	Changing me Jigsaw Y4
French	Stories and song	Time travelling	Stories and song
Music	<p>Year Three and Four</p> <ul style="list-style-type: none"> Appreciate wide range of live and recorded music Begin to develop understanding of history <p>Year three</p> <ul style="list-style-type: none"> improvise and compose music for a range of purposes using the inter-related dimensions of music 	<p>Year Five and Six</p> <ul style="list-style-type: none"> Improvise and compose using dimensions of music Listen to detail and recall aurally Develop an understanding of the history of music, including great musicians and composers <p>Year Five</p> <ul style="list-style-type: none"> improvise and compose music for a range of purposes using the inter-related dimensions of music 	<p>Year Three and Four</p> <ul style="list-style-type: none"> Appreciate wide range of live and recorded music Begin to develop understanding of history <p>Year three</p> <ul style="list-style-type: none"> improvise and compose music for a range of purposes using the inter-related dimensions of music

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	<ul style="list-style-type: none"> • listen with attention to detail and recall sounds with increasing aural memory <p>Year Four</p> <ul style="list-style-type: none"> • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory 	<ul style="list-style-type: none"> • listen with attention to detail and recall sounds with increasing aural memory <p>Year Six</p> <ul style="list-style-type: none"> • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory 	<ul style="list-style-type: none"> • listen with attention to detail and recall sounds with increasing aural memory <p>Year Four</p> <ul style="list-style-type: none"> • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory <p>Year Five and Six</p> <ul style="list-style-type: none"> • Improvise and compose using dimensions of music • Listen to detail and recall aurally • Develop an understanding of the history of music, including great musicians and composers <p>Year Five</p> <ul style="list-style-type: none"> • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory <p>Year Six</p> <ul style="list-style-type: none"> • improvise and compose music for a range of purposes using the inter-related dimensions of music
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			<ul style="list-style-type: none"> listen with attention to detail and recall sounds with increasing aural memory
computing	<p>Networks:</p> <ul style="list-style-type: none"> I can understand that computer networks enabling the sharing of data and information (Y3) I can understand that the internet is a large network of computers and that information can be shared between computers (Y3) I can understand what services are and how they provide services to a network (Y4) <p>Net-searching:</p> <ul style="list-style-type: none"> I can use simple search technologies (Y3) I can use simple search technologies and recognise that some sources are more reliable than others (Y3) I can understand how results are selected and ranked by search engines (Y4) 	<p>Networks:</p> <ul style="list-style-type: none"> I can begin to use internet services to share and transfer data to a third party (Y5) I can understand how computer networks enable to computers to communicate and collaborate (Y6) I can begin to use internet searches within his/her own creations to share and transfer data to a third party (Y6) <p>Net-searching</p> <ul style="list-style-type: none"> I can use filters in search technologies effectively (Y5) I can use filters in search technologies effectively and appreciate how results are selected and ranked (Y5) I can use filters in search technologies effectively and is discerning when evaluating digital content (Y6) 	<p>Networks:</p> <ul style="list-style-type: none"> I can understand that computer networks enabling the sharing of data and information (Y3) I can understand that the internet is a large network of computers and that information can be shared between computers (Y3) I can understand what services are and how they provide services to a network (Y4) <p>Net-searching:</p> <ul style="list-style-type: none"> I can use simple search technologies (Y3) I can use simple search technologies and recognise that some sources are more reliable than others (Y3) I can understand how results are selected and ranked by search engines (Y4) <p>Networks:</p> <ul style="list-style-type: none"> I can begin to use internet services to share and transfer data to a third party (Y5)

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			<ul style="list-style-type: none"> • I can understand how computer networks enable to computers to communicate and collaborate (Y6) • I can begin to use internet searches within his/her own creations to share and transfer data to a third party (Y6) <p>Net-searching</p> <ul style="list-style-type: none"> • I can use filters in search technologies effectively (Y5) • I can use filters in search technologies effectively and appreciate how results are selected and ranked (Y5) • I can use filters in search technologies effectively and is discerning when evaluating digital content (Y6)
Design and Technology	<p>Year Three and Four</p> <ul style="list-style-type: none"> • Generate alternative plans and expound on the good points and drawbacks of his/her original design • Select from and use a wider range of tools and equipment to perform practical tasks, e.g cutting, shaping, joining and finishing, accurately • Explain how his/her choices of materials and components have contributed to the aesthetic qualities of his/ her finished product • Consider how the finished product might be improved and how well it meets the needs of the user 	<p>Year Five and Six</p> <ul style="list-style-type: none"> • Make modifications to the original design as he/she proceeds • Cut and join with accuracy to ensure a high quality finish to his/her product • Understand how key events and individuals in design and technology have helped shape the world • Construct products using different techniques 	<p>Year Three And Four</p> <ul style="list-style-type: none"> • Generate alternative plans and expound on the good points and drawbacks of his/her original design • Select from and use a wider range of tools and equipment to perform practical tasks, e.g cutting, shaping, joining and finishing, accurately • Explain how his/her choices of materials and components have contributed to the aesthetic qualities of his/ her finished product • Consider how the finished product might be improved and how well it meets the needs of the user

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	<ul style="list-style-type: none">• Join and combine materials and components accurately in temporary and permanent way		<ul style="list-style-type: none">• Join and combine materials and components accurately in temporary and permanent way <p>Year Five and Six</p> <ul style="list-style-type: none">• Make modifications to the original design as he/she proceeds• Cut and join with accuracy to ensure a high quality finish to his/her product• Understand how key events and individuals in design and technology have helped shape the world• Construct products using different techniques
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