

History		Geography		Art		Design and Technology	
Areas to be covered throughout the year: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. A study of the earliest civilisations - an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.		Areas to be covered throughout the year: compare life in Antarctica with life in the UK. (Cbn present their views in a think life in Antarctica is like. Read real accounts and compare.) Focus on Amazon rainforest – identify the climate, the habitats, the plant and animal types and how people live in the rainforest. compare and contrast two differing regions of South America e.g. rich/poor Brazil, hilly/icy Argentina.		Areas to be covered throughout the year: Drawing Painting 3D Form Printing Pattern/Collage Textiles Photography		Areas to be covered throughout the year: Design/Make/Evaluate Textiles Mechanisms	
WALTs	Not achieved by	WALTs	Not achieved by	WALTs	Not achieved by	WALTs	Not achieved by
Use dates and historical terms when ordering events and objects.		identify the different hemispheres on a map.		Drawing - Use a range of media to produce line, tone and shade.		Develop ideas through discussion and exploded diagrams	
Identify where people and events fit into a chronological framework.		use the compass points N, NE, E, SE, S, SW, W, NW to direct and locate using a compass.		Painting - mix a range of paints to create secondary colours, with the addition of black, white and other hues.		Consider aesthetic qualities of materials chosen	
Explore links and contrasts within and across different periods of time.		locate and label different countries/continents in the Northern and Southern hemisphere.		3D Form - Explore different starting points for 3D work, focusing on shape, pattern and texture.		Use appropriate finishing techniques	
Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared.		raise questions about the different hemispheres and make predictions on how life will be different in the two hemispheres.		Printing - Compare own image and pattern making to those of a well-known artist.		Consider and explain how the finished product could be improved	
Demonstrate more in-depth knowledge of one specific civilisation e.g. Ancient Egypt.		identify and explain the different climate zones.		Pattern/Collage - Embellish work using a variety of techniques including drawing, printing, painting and sewing onto an image.		Join fabrics using a range of stitching	
Demonstrate knowledge of an aspect or theme in British History that extends their chronological knowledge beyond 1066.		ask questions and find out what affects the climate.		Textiles - Explore plating, pinning, stitching and sewing techniques using a range of materials.		Prototype a product using J cloths	
Use sources to address historically valid questions and hypotheses.		use maps to identify different climate zones.		Photography - Develop an awareness of scale, perspective, movement and colour in photography.		Sew on buttons and make loops	
Recognise how sources of evidence are used to make historical claims.		ask questions about global warming.				Understand seam allowance	
Recognise why some events happened and what happened as a result.		discover the cause of global warming and research the implications.				Develop vocabulary for tools, materials and their properties	
Identify historically significant people and events in different situations.		understand the term 'biome'.				Understand and use electrical systems in products	
Discuss significant aspects of, and connections between, different historical events.		locate rainforests using Google earth and maps, identifying patterns in their location.				Use lolly sticks to make levers	
Select and organise relevant historical information to present in a range of ways.		select items required to survive in Antarctic conditions.				Understand and use pulleys	
Use relevant and appropriate historical terms and vocabulary linked to chronology.		Use maps, globes and Google Earth to identify the continent of South America.				Add linkages to products	
Greater Depth	Achieved by	Greater Depth	Achieved by	Greater Depth	Achieved by	Greater Depth	Achieved by
Identify where people and events fit into a chronological framework and explain what importance these people and events have.				Use knowledge of colour mixing to create a colour spectrum.		Use pattern pieces	
Recognise why some events happened, what happened as a result and what impact it may have had on us today.				Use stitching and sewing techniques to add texture to a 3D artefact/surface.		Use computer aided design	
Use relevant and appropriate historical terms and vocabulary linked to chronology when explaining historical events, issues, connections or changes.						Carry out research to explore how effective the finished product is	

Computing		RE		MFL		PSHCE	
Areas to be covered throughout the year:		Areas to be covered throughout the year: Key Question: How should we live our lives?		Areas to be covered throughout the year: Food and drink - order in a cafe - mealtimes Going to the shops - asking for items Places in the locality Numbers 0-40		Areas to be covered throughout the year:	
WALTs	Not achieved by	WALTs	Not achieved by	WALTs	Not achieved by	WALTs	Not achieved by
		Use a developing religious vocabulary to describe beliefs, ideas, feelings and experiences.		understand more complex phrases and sentences.			
		Describe some of the key beliefs and teachings of the religion studied.		begin to verbally copy and repeat more complex phrases and sentences.			
		Describe some similarities and differences both within and between religions.		begin to compose own verbal sentences (SVO)			
		Describe some examples of rules and customs which people follow as part of their religion.		begin to add an adjective to a noun and use in a sentence			
		Show how religious beliefs, ideas and feelings can be expressed in different forms.		understand simple opinions			
		Use different sources to find information about the living faith.		express simple opinions (I like/do not like)			
		Describe in detail the impact of religion on people's lives.		hold a short conversation			
		Reflect on what it means to belong to a faith community.		practise a simple conversation			
		Respond to the challenges of commitment in my life and within religious traditions.		read words and phrases with appropriate pronunciation			
		Recognise ways in which commitment to a religion is shown.		read sentences aloud with appropriate pronunciation.			
		Make links between my attitude to my life and values and the lives and values of local religious communities.		write words and phrases using wordbanks.			
		Describe what inspires and influences me and others.		write short sentences (SVO) using provided wordbanks.			
		Raise and suggest answers to questions of identity, belonging and meaning.		recognize similarities and differences between places (England/France or English town/French town).			
Greater Depth	Achieved by	Greater Depth	Achieved by	Greater Depth	Achieved by	Greater Depth	Achieved by
		Analyse rules and customs of different faiths.		identify cognates and near cognates in spoken language			
		Evaluate the ways in which commitment to religion is shown including rules for living.		use familiar vocabulary and structures in new contexts			