

History		Geography		Art		Design and Technology	
Areas to be covered throughout the year: Britain's settlement by Anglo-Saxons and Scots. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Ancient Greece - a study of Greek life and achievements and their influence on the western world.		Areas to be covered throughout the year: Study photographs and maps of 3 different locations in the UK. Ask Geographical questions e.g. How was the land used in the past? How has it changed? What made it change? How may it continue to change? Explain and present the differences between Victorian Blackpool and present day Blackpool using maps and photos.		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 Cooking and nutrition Structures	
WALTs	Not achieved by	WALTs	Not achieved by	WALTs	Not achieved by	WALTs	Not achieved by
Use dates and appropriate historical terms to sequence events and periods of time.		confidently use maps, globes and Google Earth to describe and locate places using 4 figure grid references.		Drawing - Use line, tone and shade to accurately represent things observed.		Use research to develop design criteria for a product aimed at a particular group.	
Identify where people, places and periods of time fit into a chronological framework.		locate the Equator on a map, atlas and globe and draw conclusions about the climates of countries on the Equator and on the tropics.		Painting - Create different effects by using a variety of techniques such as dots, dashes, scratches and splashes.		Plan a sequence of actions to make a product.	
Describe links and contrasts within and across different periods of time including short-term and long-term time scales.		locate largest urban areas on a map and use geographical symbols e.g. contours to identify flattest and hilliest areas of the continent.		3D Form - Look at 3D form from a specific genre or culture and develop own response.		Plan the stages of the making process.	
Describe some aspects of Britain's settlement by Anglo-Saxons and Scots.		ask questions e.g. what is this landscape like? What is life like there? Study photos/pictures/maps to make comparisons between locations.		Printing - Recreate a scene remembered, observed or imagined through collage printing (create a collage as a printing block.)		Investigate and analyse a range of existing products.	
Demonstrate knowledge of Ancient Greece including Greek Life and achievements and their influence on the western world.		use maps to locate features of the UK e.g. rivers, mountains, large cities.		Pattern/Collage - Experiment with creating mood/feeling through pattern.		Evaluate products against design criteria.	
Describe key aspects of a non-European society such as the early Islamic civilization.		Label counties, cities, mountains and rivers		Textiles - Dye or colour fabrics using either print, tie-dye and wax or flour resist batik.		Consider the views of others when evaluating the product.	
Use a wider range of sources as a basis for research to answer questions and to test hypotheses.		Use the language of rivers e.g. erosion, deposition, transportation. (DERT)		Photography - Alter images through collage techniques, jigsaws, positive and negative space etc.		Understand the principles of a healthy and varied diet. (Use Eatwell plate)	
Recognise how our knowledge of the past is constructed from a range of sources.		Compare how river use has changed over time and research the impact on trade in history.				Prepare and cook a variety of savoury dishes, following the recipe.	
Evaluate sources and make simple inferences.		Discover where food comes from.				Explore seasonality of vegetables and fruit.	
Choose relevant sources of evidence to support particular lines of enquiry.		Discuss and debate fair trade.				Study where some fruit and vegetables are grown.	
Discuss and debate historical issues.		Identify trade links around the world based on a few chosen items e.g. coffee, chocolate, bananas.				Create shell or frame structures.	
Use appropriate vocabulary when discussing and describing historical events.						Strengthen frame with diagonal struts.	
Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms.						Join materials appropriately (tape, glue, glue gun).	
Choose relevant ways to communicate historical findings.						Measure and mark a square section cutting dowel accurately.	
Greater Depth	Achieved by	Greater Depth	Achieved by	Greater Depth	Achieved by	Greater Depth	Achieved by
				Create an artefact for a different culture with a specific purpose. Use surface pattern skills (tie-dye, batik etc.) to create a pattern that represents a different culture or genre.		Know how some ingredients are reared and caught. Select from a variety of structural materials.	

Computing		RE		MFL		PSHCE	
Areas to be covered throughout the year:		Areas to be covered throughout the year: Key Question: Where can people find guidance on how to live their lives? Christianity, Sikhism, Islam and Judaism.		Areas to be covered throughout the year: School Subjects Hobbies Numbers 0-50		Areas to be covered throughout the year:	
WALTs	Not achieved by	WALTs	Not achieved by	WALTs	Not achieved by	WALTs	Not achieved by
Write a program to control or simulate a physical system.		Use a developing religious vocabulary to describe and show understanding of beliefs, ideas, feelings and experiences.		understand the main points in a spoken passage.			
Use logical reasoning to detect and correct errors in programs.		Describe the importance and nature of revered literature.		understand and translate longer and more complex phrases or sentences in a spoken passage.			
Understand the opportunities computer networks offer for communication.		Describe how revered literature influences beliefs and values.		use spoken language confidently to ask questions about a given topic.			
Choose relevant digital content.		Identify and begin to describe the similarities and differences within and between religions with regard to sacred texts.		use spoken language confidently to answer questions about a given topic.			
Select and combine appropriate software to design and create systems.		Consider the meaning of a range of forms of religious expression, in revered literature.		verbally give simple opinions about a given topic.			
Identify an online way to report concerns about contact.		Discuss how religious sources are used to provide answers to ultimate questions and ethical issues.		read and understand the main points and some detail from a short written passage.			
Identify an online way to report concerns about content.		Describe why people belong to religions.		prepare for and read aloud a short passage on a given topic.			
		Discuss my own and others' views of issues addressing belief as they are expressed in revered literature.		read and translate more complex phrases or sentences.			
		Identify who I turn to for guidance and truth.		write sentences using a wordbank.			
		Reflect on ideas of right and wrong found in revered literature, and on my response to them.		write simple opinions about a given topic.			
		Reflect on sources of inspiration and guidance in my own life and the lives of others.		Identify differences between everyday life in France and England (school)			
		Ask questions about puzzling aspects of life and suggest answers.					
Greater Depth	Achieved by	Greater Depth	Achieved by	Greater Depth	Achieved by	Greater Depth	Achieved by
Analyse software on a range of digital devices.		Analyse how revered literature influences beliefs and values.		research a chosen aspect of French life.			
Evaluate software on a range of digital devices.		Evaluate why belonging to a community of faith may be valuable both to faith members and in their own lives.		write short paragraphs about a chosen topic using a word bank.			