

History		Geography		Art		Design and Technology	
Areas to be covered throughout the year:		Areas to be covered throughout the year:		Areas to be covered throughout the year:		Areas to be covered throughout the year:	
<p>A local history study.</p> <p>A non-European society that provides contrasts with British history - one study chosen from: early Islamic civilisation, including a study of Baghdad c. AD 900; Maya civilisation c. AD 900; Benin (West Africa) c. AD 900-1300.</p>		<p><i>Research and present Britain's export trade. Ask and answer the following geographical questions: What are our main export businesses? Which countries do we trade with most? What may be the reasons for this? Why do we need to import from elsewhere? Where does Britain lead industry? Where does it not? What conclusions can be drawn?</i></p>		<p>Drawing Painting 3D Form Printing Pattern/Collage Textiles Photography</p>			
WALTs	Not achieved by	WALTs	Not achieved by	WALTs	Not achieved by	WALTs	Not achieved by
Use dates and a wide range of historical terms when sequencing events and periods of time.		Use 6 figure grid references to identify countries and cities in the world, the main mountain ranges and the longest rivers.		Drawing - Select the appropriate media and techniques to achieve a specific outcome.		Understand how key events and individuals in design technology have helped shape the world	
Develop chronologically secure knowledge of the events and periods of time studied.		Select the most appropriate map for different purposes e.g atlas to find a country, Google Earth to find a village.		Painting - Explore the effect of light, colour and texture on natural and man made objects.		Sketch alternative ideas, use a cross sectional diagram	
Analyse links and contrasts within and across different periods of time including short-term and long-term time scales.		Explain the climates of given countries in the world and relate this to knowledge of the hemispheres, the Equator and the Tropics.		3D Form - Recreate a 2D image in a 3D form, focusing on a specific element e.g. recreate a landscape painting focusing on texture.		Develop one idea in depth	
Describe aspects of the Viking and Anglo-Saxon struggle for the Kingdom of England in the time of Edward the Confessor.		Locate the major cities of the world and draw conclusions as to their similarities and differences.		Printing - design prints for commercial use e.g. wallpaper, fabric, carpets etc.		Select from a wide range of materials	
Demonstrate knowledge of an aspect or theme in British History that extends their chronological knowledge beyond 1066.		Use maps to identify longitude and latitude.		Pattern/Collage - Develop experience in embellishment of surface images using applique.		Consider user and purpose	
Regularly address and sometimes devise historically valid questions and hypotheses.		Locate all the man made features in the USA e.g. Statue of Liberty, Golden Gate Bridge, Grand Canyon, Yosemite National Park, The White House etc. and relate to UK landmarks.		Textiles - Stitch using a variety of needles and stitches to create complex patterns.		Pin and tack fabric pieces together	
Give some reasons for contrasting arguments and interpretations of the past.		Describe and explain the processes that cause natural disasters.		Photography - Develop an awareness of the use of lenses and their effects on images.		Create 3D products allowing for seam allowance	
Describe the impact of historical events and changes.		Look at maps on different scales and calculate scales on own maps.				Combine fabrics to make more useful properties	
Recognise that some events, people and changes are judged as more significant than others.		Study photographs, aerial photographs and maps of Morden pre war, post war and present day.				Make quality products	
Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms.		Draw conclusions about the impact of natural disasters through the study of photographs, population numbers and other primary sources.				Use mechanical systems such as pulleys	
Use appropriate vocabulary when discussing, describing and explaining historical events.						Use mechanical systems such as gears	
Acknowledge contrasting evidence and opinions when discussing and debating historical issues.						Develop technical vocabulary	
Choose the most appropriate way of communicating different historical findings.						Apply their understanding of computing to program, monitor and control the product	
Greater Depth	Achieved by	Greater Depth	Achieved by	Greater Depth	Achieved by	Greater Depth	Achieved by
				Use own commercial print designs to create items which can be sold.			
				Photograph natural or man-made objects and alter images to create effects of different lenses.			

Computing		RE		MFL		PSHCE	
Areas to be covered throughout the year:		Areas to be covered throughout the year:		Areas to be covered throughout the year:		Areas to be covered throughout the year:	
		<p>Key Question.</p> <p>In what way is life like a journey?</p> <p>Christianity, Buddhism, Hinduism and Judaism</p>		<p>Revision of skills and content from previous years.</p>			
WALTs	Not achieved by	WALTs	Not achieved by	WALTs	Not achieved by	WALTs	Not achieved by
Use logical reasoning to explain how some simple algorithms work.		Use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities.		Revision of skills and content from previous years.			
Use logical reasoning to detect and correct errors in algorithms.		Identify key aspects of religions in terms of life's journey.					
Understand the opportunities computer networks offer for collaboration.		Ask questions about aspects of religion in terms of life's journey.					
Appreciate how search results are ranked.		Describe and question some steps on the journey of life in religions making links to beliefs.					
Collect and present data.		Identify and begin to describe some similarities and differences between different peoples' journeys through life.					
Collect and present information.		Describe and begin to understand religious responses to ultimate and ethical questions.					
Identify a range of ways to report concerns about contact.		Use different sources to find information about life's journey and consider its meaning.					
Identify a range of ways to report concerns about content.		Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world.					
		Reflect on what it means to belong to a faith community.					
		Explore how commitment to a religion is shown in a variety of ways.					
		Respond to the challenges of commitment in their life.					
		Reflect on sources of inspiration and guidance in my own life journey.					
Greater Depth	Achieved by	Greater Depth	Achieved by	Greater Depth	Achieved by	Greater Depth	Achieved by
Analyse and evaluate data.		Analyse and explain the similarities and differences between different peoples' journeys through life.					
Analyse and evaluate content.		Show understanding of the challenges of commitment to a faith community.					