

# Medium Term Planning - 'The Rampaging Romans' - LKS2 Summer Term 1

## KEY AREAS OF LEARNING BASED ON THE POS – FOUNDATION SUBJECTS

### Historical, Geographical and Social Understanding

#### Knowledge, Skills and Understanding

##### HISTORY

###### **Pupils should be taught about:**

###### **changes in Britain from the Stone Age to the Iron Age This could include:**

- late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae
- Bronze Age religion, technology and travel, e.g. Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture

###### **the Roman Empire and its impact on Britain This could include:**

- Julius Caesar's attempted invasion in 55-54 BC
- the Roman Empire by AD 42 and the power of its army
- successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, e.g. Boudica
- "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

###### **Britain's settlement by Anglo-Saxons and Scots This could include:**

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversion – Canterbury, Iona and Lindisfarne

###### **the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. This could include:**

- Viking raids and invasion and resistance by Alfred the Great and Athelstan, first king of England
- further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066

###### **a local history study For example:**

- a depth study linked to one of the British areas of study listed above
- a study over time tracing how several aspects national history are reflected in the locality (this can go beyond 1066)
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

###### **a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. For example:**

- the changing power of monarchs using case studies such as John, Anne and Victoria
- changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
- the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
- a significant turning point in British history, e.g. the first railways or the Battle of Britain

###### **the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China**

###### **Ancient Greece – a study of Greek life and achievements and their influence on the western world**

###### **a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.**

#### Knowledge, Skills and Understanding

##### GEOGRAPHY

###### **Pupils should be taught to:**

###### **Location knowledge**

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

###### **Place knowledge**

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

###### **Human and physical geography**

- describe and understand key aspects of:
  - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
  - 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

###### **Geographical skills and fieldwork**

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

# Scientific & Technological Understanding

## Knowledge, Skills and Understanding

### SCIENCE

#### **Working scientifically:**

- 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.

#### **Y3 Plants - Pupils should be taught to:**

- identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers
- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- investigate the way in which water is transported within plants
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

#### **Y3 Animals, including humans - Pupils should be taught to:**

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- identify that humans and some animals have skeletons and muscles for support, protection and movement.

#### **Y3 Rocks - Pupils should be taught to:**

- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- describe in simple terms how fossils are formed when things that have lived are trapped within rock
- recognise that soils are made from rocks and organic matter.

#### **Y3 Light - Pupils should be taught to:**

- recognize that they need light in order to see things and that dark is the absence of light
- notice that light is reflected from surfaces
- recognize that light from the sun can be dangerous and that there are ways to protect their eyes
- find patterns that determine the size of shadows.

#### **Y3 Forces and magnets - Pupils should be taught to:**

- compare how things move in different surfaces
- notice that some forces need contact between two objects, but magnetic forces can act at a distance
- observe how magnets attract or repel each other and attract some materials and not others
- compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- describe magnets as having two poles
- predict whether two magnets will attract or repel each other, depending on which poles are facing.

#### **Y4 Living Things and their Habitats - Pupils should be taught to:**

- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- recognise that environments can change and that this can sometimes pose dangers to living things

#### **Y4 Animals, including humans - Pupils should be taught to:**

### DESIGN & TECHNOLOGY

#### **Design**

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

#### **Make**

- select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately
- 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**

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

#### **Technical knowledge**

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages
- understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors
- apply their understanding of computing to programme, monitor and control their products.

### COOKING & NUTRITION

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

### COMPUTING

#### **Pupils should be taught to:**

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output

<ul style="list-style-type: none"> <li>- describe the simple functions of the basic parts of the digestive system in humans</li> <li>- identify the different types of teeth in humans and their simple functions</li> <li>- construct and interpret a variety of food chains, identifying producers, predators and prey</li> </ul> <p><b>Y4 States of matter - Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>- compare and group materials together, according to whether they are solids, liquids or gases</li> <li>- observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</li> <li>- identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul> <p><b>Y4 Sound - Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>- identify how sounds are made, associating some of them with something vibrating</li> <li>- recognise that vibrations from sounds travel through a medium to the ear</li> <li>- find patterns between the pitch of a sound and features of the object that produced it</li> <li>- find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>- recognise that sounds get fainter as the distance from the sound source increases</li> </ul> <p><b>Y4 Electricity - Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>- identify common appliances that run on electricity</li> <li>- construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>- identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</li> <li>- recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>- recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul>	<ul style="list-style-type: none"> <li>- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>- understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration</li> <li>- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>- use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour</li> <li>- select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li> </ul>	
<b>Understanding the Arts</b>	<b>Music (Kapow Scheme)</b>	
<b>Knowledge, Skills and Understanding</b>	<b>Knowledge, Skills and Understanding</b>	
<p><b>ART</b></p> <p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>- to create sketch books to record their observations and use them to review and revisit ideas</li> <li>- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)</li> <li>- about great artists, architects and designers in history.</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>- improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>- listen with attention to detail and recall sounds with increasing aural memory</li> <li>- use and understand staff and other musical notations</li> <li>- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>- develop an understanding of the history of music.</li> </ul>	
<b>RE (LKS2 Units based on LCC Syllabus)</b>	<b>Languages (French)</b>	<b>PSHE (Kapow Scheme)</b>
<ul style="list-style-type: none"> <li>L2.1 What do Christians learn from the Creation Story?</li> <li>L2.2 Why is the Bible so important for Christians today?</li> <li>L2.3 Why is Jesus inspiring to some people?</li> <li>L2.4 Why do people pray?</li> <li>L2.5 Why are festivals important to religious communities?</li> <li>L2.6 Why do some people think that life is a journey and what significant experiences mark this?</li> <li>L2.7 What does it mean to be a Christian in Britain today?</li> <li>L2.8 What does it mean to be a Hindu in Britain today?</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>- listen attentively to spoken language and show understanding by joining in and responding</li> <li>- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>- speak in sentences, using familiar vocabulary, phrases and basic language structures</li> </ul>	<p>Family and Relationships Health &amp; Wellbeing Safety and the Changing Body Citizenship Economic Wellbeing RSE</p>

<p>L2.9 What can we learn from religions about deciding what is right and wrong?</p>	<ul style="list-style-type: none"> <li>- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>- present ideas and information orally to a range of audiences</li> <li>- read carefully and show understanding of words, phrases and simple writing</li> <li>- appreciate stories, songs, poems and rhymes in the language</li> <li>- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>- write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>- describe people, places, things and actions orally and in writing</li> <li>- understand basic grammar appropriate to the language being studied</li> </ul>	
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## Physical Development

**Pupils should be taught to:**

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate, such as badminton, basketball, cricket, football, hockey, rugby, netball, rounders and tennis; apply basic principles suitable for attacking/defending
- develop flexibility, strength, technique, control and balance, for example through athletics and gymnastics
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

**Swimming and water safety**

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.