# Medium Term Planning – The Vile Victorians – Summer 1 and 2

## 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**
- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs
- using test results to make predictions to set up further comparative and fair tests using simple models to describe scientific ideas reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments.

**Y5 All living things - Pupils should be taught to:**
- explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.

**Y5 Animals, including humans - Pupils should be taught to:**
- describe the changes as humans develop from birth to old age.

**Y5 - Properties and changes of materials - Pupils should be taught to:**
- compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- understand that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- demonstrate that dissolving, mixing and changes of state are reversible changes
- explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

**Y5 Earth and space - Pupils should be taught to:**
- describe the movement of the Earth, and other planets, relative to the Sun in the solar system
- describe the movement of the Moon relative to the Earth
- describe the Sun, Earth and Moon as approximately spherical bodies
- use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky

**Y5 Forces - Pupils should be taught to:**
- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect

**Y6 All living things and their habitats - Pupils should be taught to:**
- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics.

**Y6 Animals including humans – Pupils should be taught**
- identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans.

**Y6 Evolution and inheritance - Pupils should be taught to:**
- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions

**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

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| of years ago<br>- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents<br>- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.<br><br>**Y6 Light - Pupils should be taught to:**<br>- recognise that light appears to travel in straight lines<br>- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye<br>- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes<br>- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them<br><br>**Y6 Electricity - Pupils should be taught to:**<br>-associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit<br>- compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches<br>- use recognised symbols when representing a simple circuit in a diagram. | goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts<br>- use sequence, selection, and repetition in programs; work with variables and various forms of input and output<br>- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs<br>- 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<br>- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content<br>- use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour<br>- 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. |

## Understanding the Arts

| Knowledge, Skills and Understanding | Knowledge, Skills and Understanding |
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| **ART**<br><br>**Pupils should be taught:**<br>- to create sketch books to record their observations and use them to review and revisit ideas<br>- 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)<br>- about great artists, architects and designers in history. | **Music**<br>**Pupils should be taught to:**<br>- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression<br>-improvise and compose music for a range of purposes using the inter-related dimensions of music<br>- listen with attention to detail and recall sounds with increasing aural memory<br>- use and understand staff and other musical notations<br>- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians<br>- develop an understanding of the history of music. |

| RE (UKS2 Units based on LCC Syllabus) | PSHE (Kapow Scheme) | French (Kapow Scheme) | Physical Development |
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| U2.6 For Christians, what kind of King was Jesus (Kingdom of God)<br>U2.8 What does it mean to be a Muslim in Britain today?<br>U2.9 Why is the Torah so important to Jewish people?<br>U2.10 What matters most to Humanists and Christians?<br>U2.11 Why do some people believe in God and some do not?<br>U2.12 How does faith help people when life gets hard? | Family and relationships<br>Health and Wellbeing<br>Safety and the Changing Body<br>Citizenship<br>Economic Wellbeing<br>RSE | French Transport<br>In my French House<br>Music in France<br>French Verbs<br>Visiting a French Town<br>French Sport & the Olympics<br>Portraits – Describing in French<br>Meet my French Family<br>Clothes & Getting Dressed<br>French weather<br>Exploring the French Speaking World<br>Planning a French Holiday | **Pupils should be taught to:**<br>- use running, jumping, throwing and catching in isolation and in combination<br>- play competitive games, modified where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders and tennis; apply basic principles suitable for attacking/defending<br>- develop flexibility, strength, technique, control and balance, for example through athletics and gymnastics<br>- perform dances using a range of movement patterns<br>- take part in outdoor and adventurous activity challenges both individually and within a team<br>- compare their performances with previous ones and demonstrate improvement to achieve their personal best. |