

Geography : Rivers

Key Skills:

Use geographical language to describe some aspects of human and physical features and patterns. Y3

Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here? Y5

Recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references. Y6

Express their opinions on environmental issues and recognise that other people may think differently. Y4

Key Questions:

What is the water cycle and how does it work?

How do rivers erode, transport and deposit?

What and where are the world's longest rivers?

Why are rivers important?

How do rivers shape the land?

What is river pollution and what are the effects?

How does a river flood?

How is flooding prevented?

Investigate a river in detail and the effects on the environment—case study River Severn due to recent media coverage.

History: Vikings & Anglo-Saxons

Key Skills:

Describe some aspects of Britain's settlement by Anglo-Saxons and Scots. Y5

Describe aspects of the Viking and Anglo-Saxon struggle for the Kingdom of England in the time of Edward the Confessor. Y6

Demonstrate awareness that the past can be divided into different periods of time. Y3

Recognise that different versions of past events may exist. Y3

Recognise how sources of evidence are used to make historical claims. Y4

Discuss significant aspects of, and connections between, different historical events. Y4

Key Questions:

Who were the Anglo-Saxons? Where did they come from?

What was life like in Anglo-Saxon England?

How did the Viking settlements affect the Anglo-Saxons?

Why was King Alfred named Alfred the Great?

What was life like for Vikings living in Britain?

How and when did England become a unified country? How did the Anglo-Saxon and Viking era end in Britain?

Enhancement visit: Weaver Hall

DT: Structures

Key Skills:

Develop more than one design or adaptation of an initial design. Y3 Sketch and model alternative ideas. Y5 Use tools with accuracy. Y3 Cut accurately and safely to a marked line. Y5 Consider and explain how the finished product could be improved. Y3

Use an increasingly appropriate technical vocabulary for tools, materials and their purpose. Y3

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Key Questions:

What did Viking long ships look like?

How can we measure accurately?

How do we saw wood safely?

How can we improve our final design?



Go with the Flow Spring 2020

ART: Clay and Sketching (Dragon's Eye, 3D dragons, vikings)

Key Skills: Join clay adequately and construct a simple base for extending and modelling other shapes.

Create surface patterns and textures in a malleable material.

Plan, design and make models from observation or imagination.

Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms

Drawing: shape, form, tone, texture

Key questions: What is inside a dragon's head? (skull, structure)

Artists: Nicky Bibby, Carol Lambert, Picasso



Science: Materials & their properties

Key Skills: Compare and group materials together, according to whether they are solids, liquids or gases. 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).

Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Solids, liquids and gases can be identified by their observable properties.

Solids have a fixed size and shape (the size and shape can be changed but it remains the same after the action).

Liquids can pour and take the shape of the container in which they are put.

Liquids form a pool not a pile.

Solids in the form of powders can pour as if they were liquids but make a pile not a pool.

Gases fill the container in which they are put.

Gases escape from an unsealed container.

Gases can be made smaller by squeezing/pressure.

Key Questions:

How can we group materials?

How do different materials change when heated or cooled?

How does the water cycle work?

How can changes be reversible? Which changes are irreversible?

How can we separate materials?

Which materials act as insulators or conductors?