

JEWEL OF THE EAST

| | India: The country | A village in India (comparison) |
|--------------------------|---|---------------------------------|
| Core Texts | • | • |
| Geography | <p>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 non-European country</p> <p>Human and physical geography Describe and understand key aspects of: Physical geography, including: climate zones, rivers, mountains. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including food, minerals and water</p> <p>Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> | |
| History | | |
| Art | <p>Create sketchbooks to record observations and ideas. Improve their mastery of art and design techniques, including pattern-painting, batik and tie-dye.</p> | |
| Design Technology | <p>Cooking and 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.</p> | |
| Music | <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Listen with attention to detail and recall sounds with increasing aural memory</p> | |
| PSHE | | |
| RE | | |
| Computing | | |

GOD AND GLADIATORS

| | Ancient Rome and the Gods | The Roman Army and Empire |
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| Core Texts | • | • |
| Geography | Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | |
| History | Historical Knowledge The Roman Empire and its impact on Britain A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (trade and transport in Roman Britain) | |
| Art | Create sketchbooks to record observations and ideas. Improve their mastery of art and design techniques, including mosaic and clay sculpture. Learn about great artists, architects and designers in history. | |
| Design Technology | Design: Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams. Make: Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities Evaluate: 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. | |
| Music | Listen with attention to detail and recall sounds with increasing aural memory Develop an understanding of the history of music. | |
| PSHE | | |
| RE | | |
| Computing | | |

JUNGLE FEVER

| | Brazil and the Amazon Rainforest | Aztecs and Mayans - Jungle People |
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| Core Texts | • | • |
| Geography | <p>Place knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within (North or) South America</p> <p>Human and physical geography Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers. Human geography, including: types of settlement and land use, economic activity including trade links.</p> <p>Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> | |
| History | <p>Historical Knowledge Aztec and Mayan civilization c. AD 900</p> | |
| Art | <p>Create sketchbooks to record observations and ideas Improve their mastery of art and design techniques, including drawing and painting. Learn about great artists, architects and designers in history</p> | |
| Design Technology | <p>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.</p> <p>Make: Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Select from and use a wider range of materials and components, including construction materials and textiles, according to their functional properties and aesthetic qualities.</p> <p>Evaluate Investigate and analyse a range of existing products</p> <p>Technical knowledge Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> | |
| Music | <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Use and understand staff and other musical notations</p> | |
| PSHE | | |
| RE | | |
| Computing | | |

CAVEMEN AND CAMPFIRES

| | Rock on! (Ice Age to Stone Age) | Metal Men (Bronze Age to Iron Age) |
|--------------------------|---|---|
| Core Texts | <ul style="list-style-type: none"> Stig of the Dump | <ul style="list-style-type: none"> The Iron Man / The Iron Woman |
| Geography | Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | |
| History | Historical Knowledge Changes in Britain from the Stone Age to the Iron Age The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of The Indus Valley (Bronze Age). | |
| Art | Create sketchbooks to record observations and ideas Improve their mastery of art and design techniques including drawing and painting. | |
| 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. Make: Select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities. Evaluate Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Technical knowledge Apply their understanding of how to strengthen, stiffen and reinforce more complex structures | |
| Music | Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Listen with attention to detail and recall sounds with increasing aural memory | |
| PSHE | | |
| RE | | |
| Computing | | |

EARTH MATTERS

| | A polluted planet | A world for the future |
|--------------------------|--|------------------------|
| Core Texts | • | • |
| Geography | <p>Locational 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</p> <p>Human and physical geography Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers. Human geography, including: the distribution of natural resources including energy.</p> <p>Geographical skills and fieldwork Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 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</p> | |
| History | | |
| Art | <p>Create sketchbooks to record observations and ideas. Improve their mastery of art and design techniques, including sculpture. Learn about great artists, architects and designers in history.</p> | |
| Design Technology | <p>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.</p> <p>Make: Select from and use a wider range of tools and equipment to perform practical tasks [for example, 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</p> <p>Evaluate Investigate and analyse a range of existing products Understand how key events and individuals in design and technology have helped shape the world</p> <p>Technical knowledge Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> | |
| Music | <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression.</p> | |
| PSHE | | |
| RE | | |
| Computing | | |

UNDER ATTACK!

| | Here come the Vikings | Saxon Settlers |
|--------------------------|---|----------------|
| Core Texts | | |
| Geography | Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries studied | |
| History | Historical Knowledge The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Britain's settlement by Anglo-Saxons and Scots A local history study: Anglo-Saxon Dorking ('Dorchingas') A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – homes and settlements in Anglo Saxon Britain. | |
| Art | Create sketchbooks to record observations and ideas. Improve their mastery of art and design techniques, including painting, collage and working with textiles. Learn about great artists, architects and designers in history. | |
| Design Technology | Design: 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 [for example, cutting, shaping, joining and finishing], accurately Select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities Evaluate Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Technical knowledge Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] | |
| Music | Develop an understanding of the history of music. | |
| PSHE | | |
| RE | | |
| Computing | | |