Medium Term Plan – Autumn 2

Britian through the ages – Battles and Wars

Goldcrest

	Key Skills Covered	Milestones Covered	Lesson Outline/ Continuous Provision Activities
History	**A) Investigate and interpret the past** This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.	3.1. Use sources of evidence to deduce information about the past. 3.2. Select suitable sources of evidence, giving reasons for choices. 3.3. Use sources of information to form testable hypotheses about the past. 3.4. Seek out and analyse a wide range of evidence in order to justify claims about the past. 3.5. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. 3.6. Understand that no single source of evidence gives the full answer to questions about the past. 3.7. Refine lines of enquiry as appropriate.	Week 1: Create a 'Britain through the Ages' timeline showing major battles and wars since starting with The Battle of Hastings in 1066 Week 2: **The Crimean War** Week 3: **The Battle of Waterloo** Week 4: The Great War – WW1 Week 5: WW2 Week 6: How was Britain able to stand firm against the German threat? 1. Dunkirk evacuation 2. Battle of Britain 3. The Blitz 4. Rationing
	B) Build an overview of world history This concept involves an appreciation of the	3.1. Identify continuity and change in the history of the locality of the school. 3.2. Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. 3.3. Compare some of the times studied with those of the other areas of	

	characteristic features of the past and an understanding that life is different for different sections.	interest around the world. 3.4. Describe the social, ethnic, cultural or religious diversity of past society. 3.5. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	5. Women in the factories 6. Firefighting service 7. Air-raid shelters 8. Gas masks 9. The Home Guard – Dad's Army. Week 7: Current Wars: • Ukraine, Russia • Israel, Gaza, Lebanon, Iran
	C) Understand chronology This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in differ	3.1. Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). 3.2. Identify periods of rapid change in history and contrast them with times of relatively little change. 3.3. Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. 3.4. Use dates and terms accurately in describing events.	
	D) Communicate historically This concept involves using historical vocabulary and techniques to convey information about the past.	3.1. Use appropriate historical vocabulary to communicate, including: • dates • time period • era • chronology • continuity • change • century • decade • legacy.	

		3.2. Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. 3.3. Use original ways to present information and ideas.	
Geography	**A) Investigate places** This concept involves understanding the geographical location of places and their physical and human features.	3.1 Collect and analyse statistics and other information in order to draw clear conclusions about locations. 3.2. Identify and describe how the physical features affect the human activity within a location. 3.3. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. 3.4. Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. 3.5. Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). 3.6. Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.	Week 2: The Changing map of Europe since 1900 – 2021. Week 3: The effect of war on the changing face of Europe, WW1 AND WW2 Week 5: The effect of the Blitz on key cities in England, London and Coventry.
	B)Investigate patterns This concept involves understanding the	3.3. Describe how locations around the world are changing and explain some of the reasons for change. 3.4. Describe geographical diversity across the world. 3.5. Describe how countries and geographical regions are interconnected	

	relationships between the physical features of places and the human activity within them, and the appreciation of how they impact each other	and interdependent.	
	C) Communicate geographically This concept involves understanding geographical representations, vocabulary and techniques.	3.1. Describe and understand key aspects of: **human geography**, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. 3.2. Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. 3.3. Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).	
Art	A) Develop ideas	A.3.1 Develop and imaginatively extend ideas from starting points throughout the curriculum. A.2.3 Collect information, sketches and resources and present ideas imaginatively in a sketch book. A.3.3 Use the qualities of materials to enhance ideas. A.3.4 Spot the potential in unexpected results as	Week 1: Learn about Guernica and the impact that it had on the artist Pablo Picasso. Create a class replica of the great painting. Week 2: Study some of Picasso's other war drawings and prints and discuss what they convey, what symbolism does Picasso use. Make some sketches based on the analysis.

		work progresses. A.3.5 Comment on artworks with a fluent grasp of visual language.	Week 3: Remembrance day art in response to poetry. Week 3: Create a war image inspired by Picasso's work using screen printing. Week 4: Study the work of the WW2 artist Henry Moore looking at how he was inspired by form and mass. Week 5: Recreate an underground pastel drawing on black paper inspired by Henry Moore's work. Week 6: Sketch studies of Henry Moore sculptures to plan for model making using clay Week 7: Clay sculpting in the style of Henry Moore
	B) Master techniques	B.3.1 Sketch (lightly) before painting to combine line and colour. B.3.2 Create a colour palette based upon colours observed in the natural or built world. B.3.3 Use the qualities of watercolour and acrylic paints to create visually interesting pieces. B.3.4 Combine colours, tones and tints to enhance the mood of a piece. B.3.5 Use brush techniques and the qualities of paint to create texture. B.3.6 Develop a personal style of painting, drawing upon ideas from other artists. B.3.7 Build-up layers of colours. B.3.9 Create an accurate pattern, showing fine detail. B.3.10 Use a range of visual elements to reflect the purpose of the work. B.3.11 Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. B.3.12 Use tools to carve and add shapes, texture and pattern. B.3.13 Combine visual and tactile qualities. B.3.14 Use frameworks (such as wire or moulds) to provide stability and form.	

	C) Take inspiration from the greats	C.3.1 Give details (including own sketches) about the style of some notable artists, artisans and designers. C.3.2• Show how the work of those studied was influential in both society and to other artists. C.3.3• Create original pieces that show a range of influences and styles.	

	Key Skills	Milestones Covered	Lesson Outline
Science	**A) Work scientifically** This concept involves learning the methodologies of the discipline of science.	A.3.1. Plan enquiries, including recognising and controlling variables where necessary. A.3.2. Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work. A.3.3.Take measurements, using a range of scientific equipment, with increasing accuracy and precision. A.3.4. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models. A.3.5. Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships,	Light and Sight • Week 1. 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 Recognise that light appears to travel in straight lines. • Week 2. 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 • Week 3. Planning different types of scientific enquiries to answer

		and conclusions. A.3.6. Present findings in written form, displays and other presentations. A.3.7. Use test results to make predictions to set up further comparative and fair tests. A.3.8. Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.	questions, including recognising and controlling variables where necessary. Children will have investigated how light can be reflected. • Week 4. Children will have carried out and reported on an investigation into which fabric reflects most light. • Week 5. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
	G) Understand light and seeing	G.3.1 Understand that light appears to travel in straight lines. G.3.1 Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyes. G.3.1 Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes. G.3.1 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.	
RE	**A) Understand beliefs and teachings** This concept involves	A.3.1. Explain how some teachings and beliefs are shared between religions. A.3.2. Explain how religious beliefs shape the lives of individuals and communities.	<u>How and why do Christians try to make the world a better place?</u> Week 1: What does the world need? Week 2: How should Christians respond

	understanding the key teachings of various religions.		to the needs of the world? Week 3: Explore bible stories related to giving Week 4: Should Christians look after the environment? Week 5: Stewardship and 'Creation Care' – Christian Charities Week 6: Is it only Christians who help the world? Does it matter if a charity is Christian or not? Week 7: Preparation for the Christmas Carol Concert.
	B) Understand practices and lifestyles This concept involves understanding the day to day lives and practices of various religions.	B.3.1. Explain the practices and lifestyles involved in belonging to a faith community. B.3.2. Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. B.3.3. Show an understanding of the role of a spiritual leader.	
	C) Understand how beliefs are conveyed This concept involves understanding how books, scriptures, readings and other important means of communication are used to convey beliefs.	C.3.1. Explain some of the different ways that individuals show their beliefs.	

	D) Reflect This concept involves an appreciation of how religion plays an important role in the lives of some people.	D.3.1. Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. D.3.2. Explain their own ideas about the answers to ultimate questions. D.3.3.Explain why their own answers to ultimate questions may differ from those of others.	
	E) Understand values This concept involves an appreciation of how many people place values as an important aspect of their lives.	E.3.1. Explain why different religious communities or individuals may have a different view of what is right and wrong. E.3.2. Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules). E.3.3. Express their own values and remain respectful of those with different values.	
Computing	**A) Code**	• Change the position of objects between screen layers (send to back, bring to front). • Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation. • Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions.	The creation of websites for a chosen purpose. Learners identify what makes a good web page and use this information to design and evaluate their own website using Google Sites. Week 1: To review an existing website and consider its structure Week 2: To plan the features of a web
	B) Connect This concept involves	B.3.1. Collaborate with others online on sites approved and moderated by teachers.	

	developing an understanding of how to safely connect with others.	B.3.2. Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. B.3.3. Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder. B.3.4. Understand the effect of online comments and show responsibility and sensitivity when online. B.3.5. Understand how simple networks are set up and used.	page Week 3: To consider the ownership and use of images (copyright) Week 4: To recognise the need to preview pages Week 5: To outline the need for a navigation path Week 6: To recognise the implications of linking to content owned by other people
	C) Communicate This concept involves using apps to communicate one's ideas.	C.3.1. Choose the most suitable applications and devices for the purposes of communication. C.3.2. Use many of the advanced features in order to create high quality, professional or efficient communications.	
	D) Collect	D 3.1. Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner.	
Music	**A) Perform** This concept involves understanding that music is created to be performed.	A.3.1. Sing or play from memory with confidence. A.3.2. Perform solos or as part of an ensemble. A.3.3. Sing or play expressively and in tune.	Music will focus on WW1 Week 1: Beat and rhythm; melodic patterns and leaps; smooth phrases; changing dynamics - Imitate four short military drum-rhythms by clapping, and learning that these worked like a 'code' to convey orders. Listen to bugle-calls

		A.3.4. Hold a part within a round. A.3.5. Sing a harmony part confidently and accurately. A.3.6. Sustain a drone or a melodic ostinato to accompany singing. A.3.7. Perform with controlled breathing (voice) and skillful playing (instrument).	for 'advance', 'cease-fire' and 'wake-up!' Week 2: Make your voices bright and positive for 'Your King and country want you', 'It's a long way to Tipperary' and the tune of 'Pack up your troubles'. Week 3: Following the ideas in the 'Drills sequence', invent simple rhythm-patterns on unpitched instruments (eg drums, tambourines, woodblocks, etc) and two-note or three-note tunes on pitched instruments (eg recorders, ukuleles, keyboards) to convey coded messages. Week 4: The children imagine being stuck in mud-filled trenches, under fire and in fear. At this time during World War 1, soldiers made jokes and sang songs to keep up their spirits. Soldiers often made up their own words to fit well-known songs and hymn-tunes. Copy a line at a time of the song 'When this lousy war is over' (to the tune of 'What a friend we have in Jesus'). Week 5: 'Christmas truce' medley In a 'flashback' to Christmas 1914, the children imagine the time when letters and reports tell us that soldiers from both sides came out of their trenches for a few hours of peace – the
	B) Compose This concept involves appreciating that music is created through a process which has a number of techniques.	B.1.1. Create a sequence of long and short sounds. B.1.2. Clap rhythms. B.1.3. Create a mixture of different sounds (long and short, loud and quiet, high and low). B.1.4. Choose sounds to create an effect. B.1.5. Sequence sounds to create an overall effect. B.1.6. Create short, musical patterns. B.1.7. Create short, rhythmic phrases.	
	Describe music This concept involves appreciating the features and effectiveness of musical elements.	D.3.1. Choose from a wide range of musical vocabulary to accurately describe and appraise music including: • pitch • dynamics • tempo • timbre • texture • lyrics and melody	

		• sense of occasion • expressive • solo • rounds	'Christmas truce'. They recreate the scene in music, by singing 'While shepherds watched' (to the joke words about washing socks in coal-tar soap) Week 6: Performing 'Stille Nacht/Silent Night' Using the extra online accompaniment, two groups (eg the class divided into two) sing a version of 'Silent night', where the German words ('Stille nacht') are echoed, line-by-line, by the English words.
French	**A) Read fluently** This concept involves recognising key vocabulary and phrases.	A.1.1. Read out loud everyday words and phrases. A.1.2. Use phonic (or logographic in Mandarin) knowledge to read words. A.1.3. Read and understand short written phrases. A.1.4. Read out loud familiar words and phrases. A.1.5. Use books or glossaries to find out the meanings of new words.	Week 1: Name types of word class in a sentence. Describe the colour of a shape. Describe the colour and size of shape. Write a sentence using a size and colour adjective following a model. Week 2: Say sentences using a noun and size/colour adjective. Ask a question by using a question voice. Name the 2 groups of nouns. Week 3: Name the indefinite article for each group of nouns Find a translation of a noun in a dictionary Find the gender of a noun in the dictionary and use the correct indefinite article. Week 4: Identify masculine and feminine nouns. Say what happens to
	B) Write imaginatively This concept involves using key vocabulary and phrases	B.1.1. Write or copy everyday words correctly. B.1.2. Label items and choose appropriate words to complete short sentences. B.1.3. Write one or two short sentences. B.1.4. Write short phrases used in everyday conversations correctly.	

	to write ideas.		an adjective if it is describing a feminine noun. Pronounce size and colour adjectives in feminine form. Say a sentence using adjectives and nouns in both masculine and feminine. Week 5: Select words from the dictionary. Write a poem about colours using a model with an indefinite article, noun and adjective. Week 6: Children present and read their poems to the class.
	C) Speak confidently This concept involves using key vocabulary and phrases to verbally communicate ideas.	C.1.1. Understand a range of spoken phrases. C.1.2. Understand standard language (sometimes asking for words or phrases to be repeated). C.1.3. Answer simple questions and give basic information. C.1.4. Give responses to questions about everyday events. C.1.5. Pronounce words showing a knowledge of sound (or pitch in Mandarin) patterns.	
	D) Understand the culture of the countries in which the language is spoken This concept involves the background knowledge and cultural capital needed to infer meaning from	D.1.1. Identify countries and communities where the language is spoken. D.1.2. Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken. D.1.3. Show awareness of the social conventions when speaking to someone.	

	interaction		
PE	**A) Develop practical skills in order to participate, compete and lead a healthy lifestyle** This concept involves learning a range of physical movements and sporting techniques.	C.3.1. Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). C.3.2. Work alone, or with team mates in order to gain points or possession. C.3.3. Strike a bowled or volleyed ball with accuracy. C.3.4. Use forehand and backhand when playing racket games. C.3.5. Field, defend and attack tactically by anticipating the direction of play. C.3.6. Choose the most appropriate tactics for a game. C.3.7. Uphold the spirit of fair play and respect in all competitive situations. C.3.8. Lead others when called upon and act as a good role model within a team.	<u>Weeks 1-7</u> <u>1. Tag Rugby</u> • Create attacking continuity by supporting player with ball • Use set plays in attack to create space for ball carrier • Develop the 3-step rule comparing and contrasting to 3-second pass option • Attacking in space as a ball carrier to create scoring opportunities • Change from attacking to defensive formation when team loses possession • Observe and analyse our peer's performance <u>2. Floor Gymnastics</u> • To use controlled flight onto a high apparatus • What a base and a flyer are in partner balances and learning to perform both roles • To perform more advanced partner balances and evaluate others' work • To incorporate equipment such

			as hoops and balls into a sequence • To incorporate musicality and timing into a group sequence • To combine our skills in partner balances and rhythmic gymnastics in a team performance
PSHE	Valuing differences	• I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason. • I can show respect to others by using verbal and non-verbal communication. • I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason. • I can describe how empathy can help people to be more tolerant and understanding of those who are different from them. • I can recognise how the media can reinforce gender stereotypes and begin to challenge this.	<u>Valuing Differences</u> Week 1 = Ok to be different Week 2 = We have more in common than not Week 3 = Respecting Differences Week 4 = Tolerance and Respect for Others Week 5 = Advertising Friendships! Week 6 = Boys will be boys? – challenging gender stereotypes
		• I can explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations. • I can show respect to others by using verbal and non-verbal communication.	

For English and maths plan see separate long term plans.