



Week	Science	History	Geography	RE	Art/DT
National Curriculum	<p>Pupils should be taught to:</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>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Such as:</p> <ul style="list-style-type: none"><li>- Viking raids and invasion.</li><li>- Resistance by Alfred the Great and Athelstan, first king of England.</li><li>- Further Viking invasions and Danegeld.</li><li>- Anglo-Saxon laws and justice.</li><li>- Edward the Confessor and his death in 1066</li></ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>-Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</li><li>- 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.</li><li>- 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.</li></ul>	<p>What is the Trinity? Understanding Christianity: Incarnation - Digging Deeper 2A.3</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>- Use the basic principles of a healthy and varied diet to prepare dishes.</li><li>- Understand where food comes from.</li><li>- 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.</li><li>- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li><li>- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately investigate and analyse a range of existing products.</li><li>- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li><li>- Understand how key events and individuals in design and technology have helped shape the world.</li></ul>



Week 1	<p><b>Pre-assessment</b></p> <p><b>Introductory Knowledge – Sound facts (45 mins)</b></p> <p><b>P. of Study</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></ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"><li>- When an instrument is played, the air around or inside it vibrates. These vibrations travel as a sound wave. Sound waves travel through a medium, such as air or water, to the ear.</li><li>- Sound is energy produced by vibrations made by a sound source. Sound travels a lot more slowly than light. There is no sound in space because there is no medium for sound to travel through. Volume is the loudness of a sound and is measured in decibels (dB). Pitch is how high or low a sound is and is measured in hertz. Loud or continuous noise can damage hearing. Hearing can be protected by ear defenders that muffle the sound.</li></ul> <p><b>Skills</b></p> <ul style="list-style-type: none"><li>- Explain how sounds are made and heard using</li></ul>	<p><b>Develop 2 Lesson 1: The first Viking landing (45 mins)</b></p> <p><b>P. of Study</b></p> <ul style="list-style-type: none"><li>- Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</li></ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"><li>- The Viking invasion and Anglo-Saxon defence of England led to many conflicts. In AD 878, the Anglo-Saxon king, Alfred the Great, made peace with the Vikings, who settled in Danelaw in the east of England. Over time, the Anglo-Saxons defeated the remaining Viking rulers and the Vikings in England agreed to be ruled by an Anglo-Saxon king.</li><li>- The first recorded Viking invasion happened in AD 789 on the Isle of Portland on the south coast of England. Three ships arrived and were greeted by the reeve of Dorchester, the local official, who was killed.</li></ul> <p><b>Skills</b></p> <ul style="list-style-type: none"><li>- Describe the significance and impact of power struggles on Britain</li></ul>	<p><b>Develop 2 Lesson 1: Significant physical features of the United Kingdom (75 mins)</b></p> <p><b>P. of Study</b></p> <ul style="list-style-type: none"><li>- 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.</li></ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"><li>- Significant rivers of the UK include the Thames, Severn, Trent, Dee, Tyne, Ouse and Lagan. Significant mountains and mountain ranges include Ben Nevis, Snowdon, Helvellyn, Pen y Fan, the Scottish Highlands and the Pennines.</li><li>- Significant physical features of the UK include mountains, rivers, islands, lakes and forests.</li></ul> <p><b>Skills</b></p> <ul style="list-style-type: none"><li>- Create a detailed study of geographical features including hills, mountains, coasts and rivers of the UK</li></ul>	<p><b>Incarnation: What is the trinity Digging Deeper L1</b></p> <p><b>WALT:</b> Understand what the Trinity means.</p> <p><b>WILF:</b> Look for symbols and clues about the Trinity. Discuss what you see and think about. Draw Jesus' baptism to show the Trinity.</p> <p><b>Dev:</b> I can describe what happened at Jesus' baptism.</p> <p><b>Sec:</b> I can explain what the symbols mean in Jesus' baptism and what the Holy Trinity is.</p> <p><b>Ex:</b> I can discuss the idea of God being three in one.</p>	<p><b>Engage Keeping food fresh (45 mins)</b></p> <p><b>P. of Study</b></p> <ul style="list-style-type: none"><li>- Understand how key events and individuals in design and technology have helped shape the world.</li></ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"><li>- Significant designers and inventors can shape the world.</li><li>- Food deteriorates due to the growth of microorganisms. Decay can be prevented or delayed by preservation methods, such as drying, salting, pickling, canning, pasteurising, refrigerating or freezing the food.</li><li>- Food packaging plays an important role in keeping foods fresh. The 'use by' date shows when the food is no longer safe to eat. The 'best before' date shows the date after which the food will lose some flavour or texture.</li></ul> <p><b>Skills</b></p> <ul style="list-style-type: none"><li>- Explain how and why a significant designer or inventor shaped the world.</li></ul>
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	diagrams, models, written methods or verbally.				
Week 2	<p><b>Engage Lesson 1: Exploring sound (75 mins)</b></p> <p><b>P. of Study</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></ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"><li>- When an instrument is played, the air around or inside it vibrates. These vibrations travel as a sound wave. Sound waves travel through a medium, such as air or water, to the ear.</li><li>- Different parts of musical instruments vibrate to make sounds, including columns of air, strings and drum skins. Hitting, plucking, blowing and bowing create vibrations in musical instruments. When vibrations stop, the sound stops. Volume can be changed by blowing, plucking, hitting or bowing with more or less force. Pitch can be changed by shortening and lengthening strings or columns of air. The size of an instrument and the tightness of a string can also affect pitch. Sound in the environment can be natural or human-made and have</li></ul>	<p><b>Develop 2 Lesson 2: Viking raids at Lindisfarne (1hr)</b></p> <p><b>P. of Study</b></p> <ul style="list-style-type: none"><li>- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</li></ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"><li>- A primary source is a document or artefact, which provides direct, first-hand evidence of an event, person or time in the past. Primary sources contain the life experiences, thoughts, opinions and beliefs of their writers or creators, which can affect the information included and the way that people and events have been depicted.</li><li>- Bias is the act of supporting or opposing a person or thing in an unfair way.</li></ul> <p><b>Skills</b></p> <ul style="list-style-type: none"><li>- Interpret a primary source and understand how the context in which it was written influences the writer's viewpoint</li><li>- Identify bias in primary and secondary sources.</li></ul>	<p><b>Develop 2 Lesson 2: Renewable energy (1hr)</b></p> <p><b>P. of Study</b></p> <ul style="list-style-type: none"><li>- Describe and understand key aspects of 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.</li></ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"><li>- The environment produces natural resources. Humans use some natural resources to make energy. Some natural resources cannot be replaced, like coal or oil. They are non-renewable. Some, like wind or flowing water, are renewable sources of energy.</li><li>- Renewable energy includes solar power, wind power, hydropower, geothermal energy and bioenergy.</li></ul> <p><b>Skills</b></p> <ul style="list-style-type: none"><li>- Describe how natural resources can be harnessed to create sustainable energy.</li></ul>	<p><b>Incarnation: What is the trinity Digging Deeper L2</b></p> <p><b>WALT:</b></p> <p>Explore what Christians believe the Trinity is.</p> <p><b>WILF:</b></p> <p>Write a kenning to show what you understand about each part of the Trinity.</p> <p>Two words Noun + Verb end in er or ing Dev: I can talk about what the Trinity is and recognise when something is referring to Father, Son or Holy Spirit</p> <p><b>Sec:</b> I can express the idea of the Trinity in the form of a poem</p> <p><b>Ex:</b> I can express my own ideas about God in different ways</p>	<p><b>Develop Lesson 1: Food packaging (1hr)</b></p> <p><b>P. of Study</b></p> <ul style="list-style-type: none"><li>- Investigate and analyse a range of existing products.</li><li>- Understand how key events and individuals in design and technology have helped shape the world.</li><li>- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li></ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"><li>- Design features are the aspects of a product's design that the designer would like to emphasise, such as the use of a particular material or feature that makes the product easier to use or more durable.</li><li>- Significant designers and inventors can shape the world.</li><li>- Particular areas of the world have conditions suited to growing certain crops, such as coffee in Peru and citrus fruits in California in the United States of America.</li></ul> <p><b>Skills</b></p> <ul style="list-style-type: none"><li>- Investigate and identify the design features of a familiar product.</li><li>- Explain how and why a significant designer or inventor shaped the world.</li></ul>



	<p>different pitches and volumes. We can judge the distance of a sound and also the direction it is coming from.</p> <p><b>Skills</b></p> <ul style="list-style-type: none"><li>- Explain how sounds are made and heard using diagrams, models, written methods or verbally.</li></ul>			<ul style="list-style-type: none"><li>- Identify and name foods that are produced in different places in the UK and beyond.</li></ul>
Week 3	<p><b>Engage Lesson 2: How does sound travel? (1hr)</b></p> <p><b>P. of Study</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></ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"><li>- When an instrument is played, the air around or inside it vibrates. These vibrations travel as a sound wave. Sound waves travel through a medium, such as air or water, to the ear.</li><li>- A sound source is a vibrating object that disturbs particles of air that collide with each other and pass the vibrations along, creating a sound wave. Sound waves travel through a medium and enter the ear, where they are turned into electrical signals that travel to the brain and are interpreted as sound. Sound wave</li></ul>	<p><b>Develop 2 Lesson 3: Surrender or fight back? (1hr)</b></p> <p><b>P. of Study</b></p> <ul style="list-style-type: none"><li>- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</li></ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"><li>- Relevant historical information can be presented as written texts, tables, diagrams, captions and lists.</li><li>- There is evidence that the Anglo-Saxons tried to deal with Viking invaders in different ways. Some surrendered their power and land, some paid money, called <i>Danegeld</i>, so that the Vikings would leave them in peace, and some fought the Viking invaders. By the time of the reign of Alfred the Great, only</li></ul>	<p><b>Develop 2 Lesson 3: National Rail network (1hr)</b></p> <p><b>P. of Study</b></p> <ul style="list-style-type: none"><li>- Describe and understand key aspects of 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.</li></ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"><li>- Human features can be interconnected by function, type and transport links.</li><li>- Principle routes link major towns and cities across the country. Many principle routes terminate in London. Railway stations are sometimes linked to ferry interchanges and airports.</li></ul> <p><b>Skills</b></p> <ul style="list-style-type: none"><li>- Describe a range of human features and their location and explain how they are interconnected.</li></ul>	<p><b>Incarnation: What is the trinity Digging Deeper L3</b></p> <p><b>WALT:</b> Understand what baptism is and why Christians are baptised.</p> <p>Dev: I can talk about the baptism of Christ.</p> <p>Sec: I can describe a Christian baptism (child and adult) including the terminology of 'in the name of the Father, the Son and the Holy Spirit'.</p> <p>Ex: I can explore links between the baptism of Christ and can make connections to the 'Big Story' of Christianity.</p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"><li>- A prototype is a mock-up of a design that will look like the finished product but may not be full size or made of the same materials. Shell and frame structures can be strengthened by gluing several layers of card together, using</li></ul> <p><b>Develop Lesson 2: Diagrams and prototypes (1hr)</b></p> <p><b>P. of Study</b></p> <ul style="list-style-type: none"><li>- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li><li>- 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.</li><li>- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li></ul>



	<p>diagrams are drawn with a wavy line that represents the volume and pitch of a sound. Lines with large peaks and troughs are loud, and those with short peaks and troughs are quiet. The distance between the peaks is called a wavelength. Short wavelengths create high-pitched sounds, and long wavelengths create low-pitched sounds.</p> <p><b>Skills</b></p> <ul style="list-style-type: none"><li>- Explain how sounds are made and heard using diagrams, models, written methods or verbally.</li></ul>	<p>the Anglo-Saxon kingdom of Wessex remained. After a series of attempted invasions, Alfred defeated the Viking, Guthrum and made a peace treaty, splitting England into Anglo-Saxon Wessex in the west and the Viking kingdom of Danelaw in the east.</p> <p><b>Skills</b></p> <ul style="list-style-type: none"><li>- Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.</li></ul>		<p>triangular shapes rather than squares, adding diagonal support struts and using 'Jinks' corners (small, thin pieces of card cut into a right-angled triangle and glued over each joint to straighten and strengthen them).</p> <ul style="list-style-type: none"><li>- Annotated sketches and exploded diagrams show specific parts of a design, highlight sections or show functions. They communicate ideas in a visual, detailed way.</li><li>- Most cardboard packaging is produced from a net. Packages can be strengthened by using thicker cardboard or multiple layers.</li></ul> <p><b>Skills</b></p> <ul style="list-style-type: none"><li>- Prototype shell and frame structures, showing awareness of how to strengthen, stiffen and reinforce them.</li><li>- Use annotated sketches and exploded diagrams to test and communicate their ideas.</li></ul>
Week 4	<p><b>Engage Lesson 3: How do we hear sounds? (45 mins)</b></p> <p><b>P. of Study</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></ul> <p><b>Knowledge</b></p>	<p><b>Develop 2 Lesson 4: Comparing the everyday lives of Anglo-Saxons and Vikings (1hr)</b></p> <p><b>P. of Study</b></p> <ul style="list-style-type: none"><li>- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and</li></ul>	<p><b>Develop 2 Lesson 4: Canals of Britain (1hr)</b></p> <p><b>P. of Study</b></p> <ul style="list-style-type: none"><li>- Describe and understand key aspects of 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.</li></ul>	<p><b>Incarnation: What is the trinity Digging Deeper L4</b></p> <p><b>WALT:</b> Make links between text and what people believe about God today.</p> <p><b>Dev:</b> I can spot words and phrases in the text and talk</p> <p><b>Develop Lesson 3: Fresh, Healthy snacks (90 mins)</b></p> <p><b>P. of Study</b></p> <ul style="list-style-type: none"><li>- Understand and apply the principles of a healthy and varied diet.</li><li>- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</li><li>- Know what constitutes a healthy diet (including</li></ul>



	<ul style="list-style-type: none"><li>- When an instrument is played, the air around or inside it vibrates. These vibrations travel as a sound wave. Sound waves travel through a medium, such as air or water, to the ear.</li><li>- The pinna funnels sound waves into the ear canal. The vibrations travel along the ear canal until they reach the eardrum, making it vibrate. The vibrations travel through three tiny bones, called ossicles, and then to the inner ear. They travel through the cochlea, where tiny hairs vibrate. The cochlear nerve sends electrical signals from the cochlea to the brain, which interprets them as sounds.</li></ul> <p><b>Skills</b></p> <ul style="list-style-type: none"><li>- Explain how sounds are made and heard using diagrams, models, written methods or verbally.</li></ul>	<p>create their own structured accounts, including written narratives and analyses.</p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"><li>- Characteristics of a civilisation include cities, government or leadership, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. The form these characteristics take can be similar or contrasting across different civilisations.</li></ul> <p><b>Skills</b></p> <ul style="list-style-type: none"><li>- Compare and contrast two civilisations.</li></ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"><li>- Land uses include agricultural, recreational, housing and industry. Water systems are used for transport, industry, leisure and power.</li><li>- The canals in Britain are man-made waterways that were created during the Industrial Revolution to transport raw materials and goods around the country. Locks, tunnels and aqueducts are all features of canals. Canals declined when railways and roads developed but were conserved after the Second World War and are used for recreation and leisure today.</li></ul> <p><b>Skills</b></p> <ul style="list-style-type: none"><li>- Explain ways that settlements, land use or water systems are used in the UK and other parts of the world.</li></ul>	<p>about what they mean.</p> <p><b>Sec:</b> I know that Christians believe God is Trinity: Father, Son and Holy Spirit and can identify these in text and pictures.</p> <p><b>Ex:</b> I can explore links between the baptism of Christ and can make connections to the 'Big Story' of Christianity. I can express my own ideas about God.</p>	<p>understanding calories and other nutritional content).</p> <ul style="list-style-type: none"><li>- Know the principles of planning and preparing a range of healthy meals.</li></ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"><li>- Healthy snacks include fresh or dried fruit and vegetables, nuts and seeds, rice cakes with low-fat cream cheese, homemade popcorn or chopped vegetables with hummus. A healthy packed lunch might include a brown or wholemeal bread sandwich containing eggs, meat, fish or cheese, a piece of fresh fruit, a low-sugar yoghurt, rice cake or popcorn and a drink, such as water or semi-skimmed milk.</li><li>- Cooking techniques include baking, boiling, frying, grilling and roasting.</li></ul> <p><b>Skills</b></p> <ul style="list-style-type: none"><li>- Design a healthy snack or packed lunch and explain why it is healthy.</li><li>- Identify and use a range of cooking techniques to prepare a simple meal or snack.</li></ul>
Week 5	<p><b>Develop Lesson 2: Volume and distance investigation (75min)</b></p> <p><b>P. of Study</b></p> <ul style="list-style-type: none"><li>- Recognise that sounds get fainter as the distance from the sound source increases.</li></ul>	<p><b>Develop 2 Lesson 5: Significant person – King Athelstan (1hr)</b></p> <p><b>P. of Study</b></p> <ul style="list-style-type: none"><li>- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting</li></ul>	<p><b>Innovate Local transport links enquiry (3hr)</b></p> <p><b>P. of Study</b></p> <ul style="list-style-type: none"><li>- Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through</li></ul>	<p><b>Incarnation: What is the trinity Digging Deeper L5</b></p> <p><b>WALT:</b> Make links between the text and what people believe about God today.</p>	<p><b>Innovate Lesson 1: Designing a healthy packaged snack (45mins)</b></p> <p><b>P. of Study</b></p> <ul style="list-style-type: none"><li>- Understand and apply the principles of a healthy and varied diet.</li></ul>



	<ul style="list-style-type: none"><li>- Set up simple practical enquiries, comparative and fair tests.</li></ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"><li>- Sounds are louder closer to the sound source and fainter as the distance from the sound source increases.</li><li>- Scientific enquiries can be set up and carried out by following or planning a method. A prediction is a statement about what might happen in an investigation, based on some prior knowledge or understanding. A fair test is one in which only one variable is changed and all others remain constant.</li></ul> <p><b>Skills</b></p> <ul style="list-style-type: none"><li>- Compare how the volume of a sound changes at different distances from the source.</li><li>- Begin to independently plan, set up and carry out a range of comparative and fair tests, making predictions and following a method accurately.</li></ul>	<p>arguments and interpretations of the past have been constructed.</p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"><li>- A profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions.</li><li>- Athelstan was the grandson of Alfred the Great. He was a successful leader who defeated Viking and Celtic kings during the Battle of Brunanburh. After this battle, Athelstan was the first king who became known as 'King of all England'.</li></ul> <p><b>Skills</b></p> <ul style="list-style-type: none"><li>- Construct a profile of a significant leader using a range of historical sources.</li></ul>	<p>experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"><li>- Fieldwork techniques, such as sketch maps, data collection and digital technologies, can provide evidence to support and answer a geographical hypothesis.</li><li>- A hypothesis is a statement that is then proved or disproved by gathering and interpreting evidence.</li></ul> <p><b>Skills</b></p> <ul style="list-style-type: none"><li>- Investigate a geographical hypothesis using a range of fieldwork techniques.</li></ul>	<p><b>WILF:</b> Use the phrases to design your card. Clear drawing. Clear explaining</p> <p>Dev: I can spot words and phrases in the text and talk about what they mean.</p> <p>Sec: I know that Christians believe God is Trinity: Father, Son and Holy Spirit and can identify these in text and pictures.</p> <p>Ex: I can discuss the idea of God being three in one. I can recognise that for Christians understanding God is challenging; people spend their whole lives learning more and more about God.</p>	<ul style="list-style-type: none"><li>- 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.</li></ul> <p>- Know what constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>- Know the principles of planning and preparing a range of healthy meals.</p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"><li>- Healthy snacks include fresh or dried fruit and vegetables, nuts and seeds, rice cakes with low-fat cream cheese, homemade popcorn or chopped vegetables with hummus. A healthy packed lunch might include a brown or wholemeal bread sandwich containing eggs, meat, fish or cheese, a piece of fresh fruit, a low-sugar yoghurt, rice cake or popcorn and a drink, such as water or semi-skimmed milk.</li><li>- Different materials and components have a range of properties, making them suitable for different tasks. It is important to select the correct material or component for the specific purpose, depending on the design criteria. Recipe ingredients have different tastes and appearances. They</li></ul>
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					<p>look and taste better and are cheaper when in season.</p> <ul style="list-style-type: none"><li>- Foods need packaging to keep them fresh, safe to eat and free from damage. Food packaging also provides nutritional information about the food inside, 'use by' and 'best before' dates, and the materials and recyclability of the packaging.</li></ul> <p><b>Skills</b></p> <ul style="list-style-type: none"><li>- Design a healthy snack or packed lunch and explain why it is healthy</li><li>- Choose from a range of materials, showing an understanding of their different characteristics.</li></ul>
Week 6	<p><b>Develop Lesson 3: Changing the volume of sounds (1hr)</b></p> <p><b>P. of Study</b></p> <ul style="list-style-type: none"><li>- Find patterns between the volume of a sound and the strength of the vibrations that produced it.</li></ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"><li>- Volume is how loud or quiet a sound is. The harder an instrument is hit, plucked or blown, the stronger the vibrations and the louder the sound.</li><li>- The volume of sound is measured in decibels (dB). Sound travels in waves of vibrations. The more energy put into a sound source, the larger the vibrations and the</li></ul>	<p><b>Develop 2 Lesson 6 After Athelstan (1hr)</b></p> <p><b>P. of Study</b></p> <ul style="list-style-type: none"><li>- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</li></ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"><li>- Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions,</li></ul>			<p><b>Innovate Lesson 2: Making a healthy packaged snack (2 hours)</b></p> <p><b>P. of Study</b></p> <ul style="list-style-type: none"><li>- Understand and apply the principles of a healthy and varied diet.</li><li>- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.</li><li>- Know what constitutes a healthy diet (including understanding calories and other nutritional content).</li><li>- Know the principles of planning and preparing a range of healthy meals.</li></ul>



	<p>larger the sound waves. This means the sound will be louder. Putting less energy into a sound source creates smaller sound waves, meaning the sound will be quieter.</p> <p><b>Skills</b></p> <ul style="list-style-type: none"><li>- Compare and find patterns in the volume of a sound, using a range of equipment, such as musical instruments.</li></ul>	<p>achievements, scientific developments and deaths.</p> <ul style="list-style-type: none"><li>- England was not a peaceful kingdom after Athelstan. The kingdom was ruled by a succession of Anglo-Saxon and Viking monarchs who fought for power, until 1066, when Edward the Confessor died without leaving an heir to the throne.</li></ul> <p><b>Skills</b></p> <ul style="list-style-type: none"><li>- Sequence significant dates about events within a historical time period on historical timelines.</li></ul>		<p><b>Knowledge</b></p> <ul style="list-style-type: none"><li>- Healthy snacks include fresh or dried fruit and vegetables, nuts and seeds, rice cakes with low-fat cream cheese, homemade popcorn or chopped vegetables with hummus. A healthy packed lunch might include a brown or wholemeal bread sandwich containing eggs, meat, fish or cheese, a piece of fresh fruit, a low-sugar yoghurt, rice cake or popcorn and a drink, such as water or semi-skimmed milk.</li><li>- Chemicals are used in the home every day. They include cleaning products, such as bleach and disinfectant, but also paints, glues, oils, pesticides and medicines. Most chemical products carry a hazard symbol showing in what way the chemical could be harmful. Chemicals should only be used under adult supervision. Appropriate safety precautions, such as wearing goggles and gloves, working in a well-ventilated room, wiping up spills and tying back long hair, should be taken.</li></ul> <p><b>Skills</b></p> <ul style="list-style-type: none"><li>- Design a healthy snack or packed lunch and explain why it is healthy.</li><li>- Work safely with everyday chemical products under supervision, such as</li></ul>
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				disinfectant hand wash and surface cleaning spray.
Week 7	<p>Develop Lesson 4: Changing the pitch of sounds (1 hr)</p> <p><b>P. of Study</b></p> <ul style="list-style-type: none"><li>- Find patterns between the pitch of a sound and features of the object that produced it.</li></ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"><li>- Pitch is how high or low a sound is. Parts of an instrument that are shorter, tighter or thinner produce high-pitched sounds. Parts of an instrument that are longer, looser or fatter produce low-pitched sounds.</li></ul> <p><b>Skills</b></p> <ul style="list-style-type: none"><li>- Compare and find patterns in the pitch of a sound, using a range of equipment, such as musical instruments.</li></ul>	<p>Develop 2 Lesson 7: Norman invasion (1hr)</p> <p><b>P. of Study</b></p> <ul style="list-style-type: none"><li>- Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li></ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"><li>- Every significant historical event has a cause or a number of causes, such as the need for power and wealth, retaliation for past wrongs, the need to improve quality of life or the occurrence of natural disasters, such as earthquakes. The consequences are the outcomes of an event, such as changes in power, people being killed or displaced during war, improvements in quality of life or damage and destruction from a natural disaster.</li><li>- The Norman invasion was caused by the death of Edward the Confessor. There were three claimants to the throne, Harold Godwinson, Harald Hardrada and William, Duke of Normandy. Harold Godwinson was crowned king, but then marched north and defeated Harald Hardrada at the</li></ul>		<p><b>Express Evaluation (45mins)</b></p> <p><b>P. of Study</b></p> <ul style="list-style-type: none"><li>- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li></ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"><li>- Evaluation can be done by considering whether the product does what it was designed to do, whether it has an attractive appearance, what changes were made during the making process and why the changes were made. Evaluation also includes suggesting improvements and explaining why they should be made.</li></ul> <p><b>Skills</b></p> <ul style="list-style-type: none"><li>- Identify what has worked well and what aspects of their products could be improved, acting on their own suggestions and those of others when making improvements.</li></ul>



		<p>Battle of Stamford Bridge. William then invaded the south coast and defeated Harold Godwinson at the Battle of Hastings. William was crowned king on Christmas Day 1066 and this ended the Anglo-Saxon and Viking rule of England.</p> <p>Skills</p> <ul style="list-style-type: none"><li>- Explain in detail the multiple causes and effects of significant events.</li></ul>			
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## BISHOP LONSDALE CHURCH OF ENGLAND PRIMARY SCHOOL AND NURSERY

*BECOMING INDEPENDENT SUCCESSFUL HONEST OPEN-MINDED PEOPLE*