Art and design – Painting

Knowledge I know…	Skills I can…	Links back to I remember…[LKS2]
• Frida Kahlo was a Mexican artist. She was born in 1907 in Mexico City and died in 1954. • She created many in her lifetime and they are some of her most famous artworks. They often tell us something about what she was feeling and what was happening in her life at that time. • Frida Kahlo had a lot of illnesses in her lifetime. When she was six years old, she found out she had an illness called polio. • Frida Kahlo was born and grew up in The Blue House, in Mexico City. It is now the Frida Kahlo Museum. • Frida loved her house and made each part look like a work of art, with colours, objects and patterns. • Frida is also well-known for having a bright and colourful sense of fashion. • She loved to wear traditional Mexican clothes and big colourful jewellery. Her hair was often decorated with scarves and ribbons. • Frida Kahlo, her style and art are so popular that it is possible to buy all sorts of products with her face on them. Socks, bags, cushions, notepads and many more items can be seen in shops around the world. • Frida Kahlo is considered to be one of the surrealist painters, in the same group as artists like Salvador Dali and Rene Magritte. She did not think of herself as one though. • In her lifetime, Frida painted around 142 paintings, and 55 were self-portraits. • How to use colours to represent emotions and associations (positive and negative) • Green – nature, cool, money, freshness, growth, sickness, jealousy • Yellow – Happiness, warmth, cheery, laughter, lighthearted • Orange – Happiness, enthusiasm, energy, warmth • Blue – sadness, loneliness, cold, calm, serenity, freshness • Purple – Royal (purple was a colour used by royalty), expensive, wealth, power, luxury, nobilitiy • White – purity, innocence, cleanliness, space, neutrality, goodness, coolness, high tech • Black – Evil, darkness, fear, death, intelligence, strength, elegance, mystery • Abstract painting is a form of art that does not represent an accurate depiction of visual relation. Instead, it communicates through lines, shape, colours, forms and gestural marks. • Realism in the arts is generally the attempt to represent subject matter truthfully, without artificiality and avoiding speculative and supernatural elements. • Abstraction is about painting the essence of a subject as the artist interprets it, rather than the visible details.	• Create a poster to demonstrate knowledge about the artist Frida Kahlo • Draw an abstract face using colours to represent a feeling. • Plan an abstract piece of art • Sketch an abstract piece of art • Use water colours, acrylic paint or other medias to paint my work. • Draw a face using observation and materials provided. • Use the correct size brush to add detail. • Evaluate and analyse creative works of my peers, suggesting ways of improving. • To be able to involve mixed media experimentation in their work; working on a surface made up of torn pasted pieces, working on cardboard, involving coloured pencils. • Demonstrating consideration about the use of colours and their relationship.	• Confidently make a range of marks using a paintbrush including single strokes, zig zags, umbrella handles, polos and a string of pearls. • Experiment with mixing media e.g. wax crayon under/over paint. • Understand the relationship between colours and have confident in mixing and using them. • Show my explorations in my sketchbook. • Evaluate and analyse creative works of my peers. • Explore the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to my own work. • Express my thoughts and feelings about a piece of art.

Vocabulary:

Painterly - is a term that describes a set of qualities that are perceived as being distinct to the art of painting. These qualities include the use of colour, stroke and texture.

Impressionism - is a 19th century art movement that originated in France. It is characterized by small, visible brush strokes, emphasis on accurate depiction of light and ordinary subject matter.

Fauvism - is often seen as a precursor to Expressionism, another art movement that emerged later in the 20th century. Both movements shared an interest in using colour and brushwork to express emotion and create expressive, non-naturalistic images**.**

Abstract painting - is a form of art that does not represent an accurate depiction of visual relation. Instead, it communicates through lines, shape, colours, forms and gestural marks.

Realism - in the arts is generally the attempt to represent subject matter truthfully, without artificiality and avoiding speculative and supernatural elements**.**

Abstraction - is about painting the essence of a subject as the artist interprets it, rather than the visible details.

Images:

Progress is **knowing more** (knowledge), **remembering more** (links back to), **being able to do more** (skills)

History – The War of the Roses

Knowledge I know...

- members of England's royal family, the Plantagenets, were in conflict in the 1400s.This war was called the Wars of the Roses.
- Henry VI was made crowned King at eight years old and he was considered a weak king
- Henry married Margaret of Anjou (1445)
- Richard of York was made 'Prorector' in March 1454
- the first battle was the Battle of St Albans in 1555
- Richard of York won this battle and Henry VI went into hiding.
- Richard of York was killed in the Battle of Wakefield in 1460
- Richard's son (Edward) fought back and won battles at Mortimer's Cross and at Towton, forcing Henry VI into exile
- the battle of Towton. took place in 1461 and was the bloodiest and most difficult battle of the wars
- Batlle of Barnet and Tewkesbury (1471) Earl of Warwick and Edward, Prince of Wales (the son of Henry VI)-were killed.
- Henry VI died in the Tower of London in May 1471 and Edward IV restored to throne.
- In April 1483, Edward IV suddenly died aged 40. This created instability as Edward's **heir** was too young to rule.
- Richard of Gloucester made himself Protector and his **coronation** was held in July 1483.
- Henry Tudor claimed he should be the King of England
- This reignited the Wars of the Roses and led to Richard III's death at the Battle of Bosworth in August 1485.
- Henry VII married Edward IV's daughter, Elizabeth of York, bringing the houses of Lancaster and York together in peace

Skills I can...

- describe the significant issues in many of the topics covered
- explain the role and significance of different causes and effects of a range of events and developments (e.g. explain how and why)
- provide overviews of the main features of different themes, individuals, societies, and events covered.
- show awareness and understanding visually, orally and in writing.
- use a range of vocabulary when showing awareness and identifies sources that are useful for specific enquiries.
- sequence with independence the key events, objects, themes, societies, and people in UKS2 topics covered in the correct chronological order through the application of knowledge

Links back to I remember...[LKS2]

- Alfred the Great was one of the most famous Anglo Saxon Kings and one of the only kings in British history to be called 'Great'.
- His father was king of Wessex, but by the end of Alfred's reign his coins referred to him as 'King of the English'.
- Alfred the Great encouraged people to learn and he tried to govern fairly.
- Alfred the Great was born in 849AD and took the throne in 871AD.
- To help protect his kingdom from Viking attacks, Alfred built forts and walled towns known as 'burhs'.
- He also built warships to guard the coast from raiders and organised his army into two parts. While half the men were at home on their farms, the rest were ready to fight Vikings.
- Alfred the Great immediately had to defend his throne from Guthrum, a Viking warlord.
- Alfred raised an Anglo-Saxon army that defeated the Vikings at the Battle of Edington after many battles.
- Alfred the Great made peace so that English and Vikings settled down to live together.
- Alfred and Guthrum agreed to peace with a treaty and to divide up the country into parts ruled by the Saxons and by the Vikings.
- Alfred the Great encouraged people to learn and he tried to govern fairly.

Vocabulary:

- **Plantagenet** - royal house of England, which reigned from 1154-1485
- **House**-a family title, often used by royalty, which consists of monarchs who are related to each other
- civil war- when people in the same country fight against each other because they strongly disagree about how the country should be run or who is in charge
- **Lancastrians-** a member of the Lancaster family
- **Yorkists**- a member of the York family
- **rival**- a person or group of people who are trying to do the same thing as someone else, and trying to do it better
- **Queen consort**- the wife of reigning king
- **Normand**y- a region of northern France
- **Gascon**y- an area of southwestern France which was owned by the English from 1151-1453
- **Court-** all the people who live and work in a royal household
- **Nobles-** people of the highest social class, given land from the monarch in return for loyalty
- **Alliance**- a bond or connection between families or countries
- **Ally**- a supporter or friend
- **Commoner**-   an ordinary person, not part of the royal family or nobility
- **heir** - the person who will be the next king or queen
- **coronation** -the ceremony of crowning a king or queen
- **Tudor**- royal house of England, which reigned from 1485-1603

Images:

Progress is **knowing more** (knowledge), **remembering more** (links back to), **being able to do more** (skills)

Geography – Oceans

Knowledge I know…	Skills I can…	Links back to I remember…[LKS2]
• Over 70% of the Earth is water • All of the oceans together are known as the World Ocean and a sea is part of an ocean • The names of seas which are totally enclosed or nearly enclosed: Mediterranean, Black and Baltic Seas are nearly enclosed • Caspian Sea is not really a sea, it's a lake • The earth's largest ocean is the Pacific • Manufactured goods are transported over the ocean and they are crucial to trade throughout the world. • When one country buys goods from another country, this is called trade. • The UK trades with China and with Indonesia. • More than 90% of all trade between countries happens by ship across the seas called **maritime** trade. • A container ship transports manufactured goods across the ocean. • Goods transported in huge quantities are called 'freight'. • Ships transporting freight follow maritime shipping routes. • The many different ocean currents around the world. Some are warm and cold. • Gyres are currents that run in circles. • Warm currents make the UK's climate warmer than other places at the same latitude. • Oceans are important for trade. • Oceans are important because they affect climate and produce oxygen. • Phytoplankton are tiny plants that live in the ocean that produce oxygen. • Four continents have coasts on the Atlantic Ocean. We say that these continents have oceanic coasts. • The continents of North America and South America have two Oceanic coasts. • Earthquakes are common on the Pacific coast, they can cause a tsunami. • Tsunami are massive waves caused by Earthquakes and are found near plate boundaries. • A hurricane is a massive storm and are common in the Caribbean. • Strong winds blow storms across the Atlantic Ocean. • The wind often blows from the west across the UK (from Wales) and brings rain. • Wales has an Atlantic coast. • Wind picks up water from the ocean, air rises over the hills and then it rains. • The oceans regulate our climate and temperature on the earth. • The oceans act like a global climate control system for the Earth. • The oceans regulate rainfall and oceans regulate gases in the air. • The earth's temperature has changed over a very long time. • Gases in the air affect global temperature. • Gases in the atmosphere act like a greenhouse, keeping Earth warm. This is the greenhouse effect. • People have increased the greenhouse gases in the atmosphere. Average global temperature has risen by around 1 degree since 1880. • Coal is a fossil fuel. It is mined from underground. It is burned in homes and power stations. When coal is burned, it released carbon dioxide into the air. Carbon dioxide is a greenhouse gas. • Oil is a fossil fuel. When oil is burned it releases carbon dioxide in the air. • Natural gas is a fossil fuel. When gas is burned it releases carbon dioxide in the air. • One effect of global temperature is to melt ice. The water runs into the sea and sea levels rise. • UK sea levels rose by 16cm since 1900. • Oceans affect people and people affect oceans. • Warmer seas affect marine life too. • Some boats use drift nets to catch fish.	• Label oceans and seas on a map of Europe. • Identify key features of sea transportation: container ship, sea, port, crane and land. • Label a container ship correctly • Draw and label an ocean gyre. • Explain what a tsunami is. • Explain what the atmosphere of the earth is like. • Order the steps to show how sea levels rise. • Explain ways in which people affect oceans. • Begin to understand that knowledge about the world can be revised as we collect new data and information. • Express their own views about the people, places and environments studied, giving reasons. • Compare their views with others and begin to understand that some geographical knowledge is open to debate, challenge and discussion.	• Names of the 5 oceans (Southern, Atlantic, Pacific, Indian and Arctic) • There are five oceans in the world. • The surrounding seas of the UK (North Sea, North Atlantic Ocean, English Channel). • Observing and collecting information and data from, photos and aerial images, diagrams, globes, atlases and maps, GIS and a range of age-appropriate charts and graphs. • Coastlines are shaped by the sea, the air and the land. • The UK has lots of different coastlines. • Different coastlines are beach, cliff, sand dunes, salt marshes and harbour • Name and locate countries in Northern Europe, Northern Hemisphere, Arctic and Antarctic and describe the difference between them.

Vocabulary:

Salinity – the measure of dissolved salt content in water
Trade – the action of buying and selling goods and services
Maritime trade – the exchange of goods and services across oceans and seas using ships
Manufactured goods – products transformed from raw materials (like woods, metal, cotton) into finished items through processes like assembly.
Freight – goods transported in bulk by truck, train, ship or aircraft
Maritime shipping routes – designated, established path or sea lane that cargo ships follow to transport goods between ports.
Ocean currents – describe the movement of water from one location to another.
Warm currents – along the east coasts of the continents, the currents flow from the equator toward the poles.
Cold currents - enormous quantities of cold water that travel towards the equator from high altitude to low altitude
Gyres – Currents that run in circles.
Phytoplankton – plankton consisting of microscopic plants
Tsunami – a series of long-period travelling waves, typically caused by disturbances such as earthquakes occurring beneath or near the ocean floor.
**Wind stream –** a stream or current of air.

Images:

Regulates – control or maintain the rate or speed of (a machine or process) so that it operates properly**.**
fossil fuels – a natural fuel such as coal or gas, formed in the geological past from the remains of living organisms.
Drift net fishing – A type of fishing involving very long nets that drift with the winds and currents, creating a webbing curtain which fish enmesh.
Marine life – made up of plants, animals and other organisms that live in the salty water of the seas and oceans of Earth

Progress is **knowing more** (knowledge), **remembering more** (links back to), **being able to do more** (skills)

Science - Electricity

Knowledge I know...

- The basic elements of an electrical circuit are called components.
- A complete electrical circuit is made when all components are connected together correctly.
- A flow of electricity moves from the positive terminal to the negative terminal of the cell or battery.
- The flow of electricity is pushed by the cell or battery, through the wires to the other components in the circuit.
- Circuit symbols are small images that represent different electrical components.
- Circuit symbols allow everybody in the world to understand how a circuit is made.
- Circuit diagrams show how the components in a circuit are connected together
- A cell is a single unit that is needed for electricity to flow around a circuit and a battery is a group of cells.
- The V on a cell stands for volts, and is a measure of the size of electrical push it provides to a circuit.
- Cells or batteries with a higher voltage provide a stronger electrical push to a circuit.
- Adding more cells produces a higher voltage and a stronger electrical push to a circuit.
- Changing the voltage of batteries can affect the brightness of a bulb in a simple circuit.
- Increasing the number and voltage of batteries increases the electrical push they provide.
- Switches play an important role in our lives because they allow us to control the flow of electricity to appliances.
- Switches can turn a circuit off by making a gap so electricity cannot flow.
- Traditional switches work by making a pair of conductors touch each other or separate from each other.
- Switches for simple circuits can be created from a range of everyday conductors and insulators.

Skills I can...

- plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- explore ideas and raise different kinds of questions; select and plan the most appropriate type of scientific enquiry to use to answer scientific questions;
- recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why.
- Take measurements, using a range of scientific equipment, with increasing accuracy
- record data and results of increasing complexity
- use test results to make predictions to
- report and present findings from enquiries

Links back to I remember...[LKS2]

{Year 4)
- identify common appliances that run on electricity
- construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- recognise some common conductors and insulators, and associate metals with being good conductors

Vocabulary:

Appliance - An appliance is a device or piece of equipment designed to perform a specific task.
Battery - When two or more cells are used together, it is called a battery.
Brightness - The brightness of a lamp is the amount of light it gives out
Buzzer - A buzzer is a device in an electrical circuit which makes a noise.
Cell - A cell is a single unit that is needed for electricity to flow around a circuit.
Circuit diagram - A circuit diagram is a pictorial representation of a circuit.
Circuit symbol - A circuit symbol is a simple picture or shape used to represent a component in a circuit diagram.
Circuit - An electrical circuit is a closed loop or path that electricity can flow through to make a component work.
Complete - A complete electrical circuit is made when all components are connected together correctly and there are no gaps in the circuit.
Component - A component is a device in a circuit that has a specific function..
Control variable - Control variables are variables that are kept the same throughout an investigation.
Predict - To predict is to say what you think will happen.
Switch - A switch is part of an electrical circuit than can stop or allow electricity to flow**.**
Terminal - Cells and batteries have a negative and positive terminal.
Variables - A variable is something that can be changed, measured or kept the same in an investigation.
Voltage - Voltage is a measure of the size of the push provided by a cell or other source of electricity

Images:
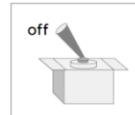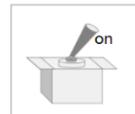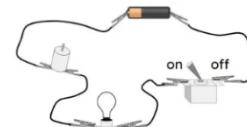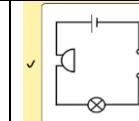
Computing Programming – Data Handling [Micro Bit]

Knowledge I know…	Skills I can…	Links back to I remember…[LKS2]
- How to understand what data is - How to classify data - How to understand that some devices use sensors - How to explain how repetition is used when programming sensors - How to know that data can be used as a condition in selection - To explore the effects of changing the value of data in programs - To read and write algorithms using selection - To identify how digital assistant might work	- Identify ways that data might be used - Use the BBC micro:bit to collect data - Follow design criteria to design a product - Write algorithms that show how sensors will be used - Write programs that use data as a condition - Write a program to use a micro:bit as a digital assistant	- That some programming languages enable more than one process to be run at once. - How to read code and predict what the output will be once the code is run. - In programming there are infinite loops and count-controlled loops. - The difference between count-controlled and infinite loops and use this to modify existing animations and games using repetition. - The parts of a game and can match them to a design.

Vocabulary:	Images:
Data – facts and statistics collected together for reference or analysis **Devices** – a thing made or adapted for a particular purpose, especially a piece of mechanical or electronic equipment **Sensor** – a device which detects or measure a physical property and records, indicates, or otherwise responds to it. **Algorithms** – a process or set of rules to be followed in calculations or other problem-solving operations, especially by a computer. **Design criteria** – the specific, measurable standards and requirements a project or product must meet, defining success by outlining essential functions.	

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