



Design Technology [DT] - Food [Eating Seasonally]			Music [Pentatonic melodies & composition]								
Knowledge I know...	Skills I can...	Links back to I remember... [food from Y2 & Textiles Y3]	Knowledge I know...	Skills I can...	Links back to I remember... [ballads]						
<ul style="list-style-type: none"> Fruits and vegetables grow in different countries based on their climates. Seasonal fruits and vegetables grow in a given season. Eating seasonal fruit and vegetables positively affects the environment. How to design a tart recipe using seasonal ingredients. Imported food is food which has been brought into the country. Exported food is food which has been sent to another country. 	<ul style="list-style-type: none"> Describe how climate affects where foods grow. Identifying seasonal ingredients from the UK. Taste seasonal ingredients. Describe the texture and flavour of ingredients. peel and cut ingredients safely using a vegetable knife and basic hygiene rules with support. Design a recipe with support. Follow the instructions within a recipe with support. Choose ingredients based on a design brief. Use design criteria to help test and review dishes. 	<ul style="list-style-type: none"> Identify a simple design criteria. Design a using my ideas and experiences. Draw a picture of my flapjack and label it. Use tools safely Select and use appropriate fruit and vegetables, processes and tools. Evaluate my flapjack against my design criteria. Identify the strengths of my flapjack and talk about possible changes I might make. Talk about my ideas and say what I like and dislike. Explain basic food handling hygienic practises and personal hygiene. Talk about where food comes from (farm to fork). Evaluate an end product and think of other ways in which to create similar items. 	<ul style="list-style-type: none"> The word 'crescendo' means a sound getting gradually louder. Some traditional music around the world is based on five notes called a 'pentatonic' scale. A pentatonic melody uses only the five notes C D E G A 	<ul style="list-style-type: none"> Match movements to the music, explaining why I chose these movements. Accurately notate and play a pentatonic melody. Play my part in a composition confidently. Work as a group to perform a piece of music. 	<ul style="list-style-type: none"> Identifying key features of a ballad. Performing a ballad using actions. Singing in time and in tune with a song and incorporate actions. Retelling a summary of an animation's story. Writing a verse with rhyming words which tell part of a story. Performing lyrics fluently and with actions. 						
Vocabulary: appearance: the way something looks climate: the weather conditions that an area usually has complementary: things that go together like colours or flavours design: a plan or a recipe or dish evaluate: to decide how good something is import: food brought from another country export: food sent form UK to another country ingredients: foods that a recipe is made from peel: to remove the skin of fruit or vegetables seasonal: food that grows at a certain time of year temperate: a climate with four seasons like the UK texture: the way food feel in your mouth weather: the temperature or conditions outside			Images: 			Vocabulary: Crescendo: a gradual increase in volume Pentatonic: 5 notes within the octave Notation: a visual record of the sound Composition: to create music Duration: the amount of time a note, phrase, section, or composition lasts Expression: playing or singing with a personal response to the music. Harmony: when more than 1 note is played Scale: group of notes arranged by ascending or descending order Tempo: speed of the music Timbre: the sound quality			Images: 		



Geography – Settlements & Agriculture [UK]

Knowledge I know...	Skills I can...	Links back to I remember...
<ul style="list-style-type: none"> Settlements are wherever people live [big or small]. Settlements can have different names depending on their size. Hamlets are very small settlements. Villages are bigger than hamlets and are usually found in countryside, usually have a church a few shops. Rural areas are surrounded by countryside and fields. Inhabitants are the people that live in a settlement. Towns are bigger than a village and will have more facilities. Facilities are schools, shops, railway stations and sometimes hospitals. Settlements adapt by changing to suit the needs of the inhabitants e.g. new facilities are built like a school. Towns have more than 20,000 inhabitants. Market towns holds a weekly market. Cities are the largest type of settlement, and they have to be granted city status and they usually have a cathedral but not all. Cities have more facilities usually linked to leisure activities e.g. cinemas and sports. Many cities can have an airport. Huntingdon is located in an agricultural area and is a market town. Agriculture is the process of how farmers produce food. Arable farming is the growing of crops. UK has a good soil and climate for growing crops. Pastoral farming is the raising of animals for food and other products e.g milk. Harvest is when crops are fully grown and are ripe for picking and cutting. Farmers can have a mixture of arable and pastoral farming. Some farmers use chemicals to improve soil and keep insects from eating crops. Organic farms do not use any chemicals. Huntingdon farms mostly grow cereal products e.g wheat and barley. Huntingdon farms have some pastoral farms with cows and sheep. 	<ul style="list-style-type: none"> Give my own views about locations and explain why. Understand geographical similarities and differences through the study of human and physical geography of a region of the UK [Huntingdon]. E.g how is Hartford different to Huntingdon. Describe and understand the key aspects of human geography within the local area [Huntingdon] including land use patterns and types of settlement: urban, rural, arable and pastoral farming, organic town, natural resources [farming/food] and the difference between these. Use aerial photographs and plans to identify features e.g. Identify farmland and urban areas. Gather data to find out about the local area e.g. Find out how many people live Huntingdon. Use the data they have gathered to draw conclusions about what it tells them about their local area e.g be able to identify places in Huntingdonshire from maps e.g the town of Ramsey. Understand similarities and differences in climate [e.g. East Anglia is drier part of the UK] and topographical features. To ask and respond to geographical questions about their environment and the countries studied. 	<ul style="list-style-type: none"> The capital cities of the UK [London, Edinburgh, Cardiff, and Belfast]. Observing and collecting information and data from, photos and aerial images, diagrams, globes, atlases maps, and a range of age-appropriate charts. Using aerial photographs and plans to identify several features e.g. rivers, lakes, mountains, hills. Communicating geographical information by constructing maps with keys, labelled diagrams, age-appropriate graphs, using appropriate geographical vocabulary. Making observations using a range of sources to compare e.g. climate. Ask and respond to geographical questions about the countries studied. Understand that geographers learn about the world by observing and collecting data and information. The River Great Ouse was used for trade from 1600AD. Huntingdon was originally a market town. The Ouse and Ermine Street were important for travel and trade. The Vikings invaded Britain because it was warmer and had better land. Huntingdon is within England, in the UK. Huntingdon is in the county of Cambridgeshire. Huntingdon is in the region East of England/East Anglia Settlements are built around rivers.

Vocabulary:	Images:
<p>Agriculture the practise of raising animals and growing crops for human use</p> <p>Settlements: are wherever people live</p> <p>Hamlet: are very small settlements</p> <p>Village: are bigger than hamlets and are usually found in countryside, usually have a church a few shops</p> <p>Town: are bigger than a village and will have more facilities</p> <p>City: are the largest type of settlement</p> <p>Rural: areas found in the countryside, surrounded by open land.</p> <p>Inhabitants: people who live in a settlement</p> <p>Facilities: a building used for a particular activity</p> <p>Urban: areas with towns and cities with a high population.</p> <p>Adapt: to change for a particular use</p> <p>Coastal town: a town next to the sea</p> <p>Market town: atown with a local market in its centre</p> <p>Cathedral: a large medieval church</p> <p>Business: the activity of buying and selling goods or services</p> <p>Farmsteads are smaller than a hamlet and usually a house by itself.</p> <p>Located: where something is</p> <p>Leisure: an activity people do that they enjoy</p> <p>Arable: land good for growing crops</p> <p>Pastoral: land suitable for animals</p> <p>Harvest: the season when the gathering of crops takes place</p> <p>Plough: a farming machine used for turning over and cutting through soil</p> <p>Climate: the usual weather conditions in a settlement</p>	<p>HIERARCHY OF SETTLEMENT</p> <ul style="list-style-type: none"> Hamlet: fewest goods and services available. Village: includes the region of the hamlet and some additional goods and services. Town: includes the region of the village and hamlet and provides some additional goods and services. City: includes the region of the village, hamlet and town and provides additional goods and services.

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



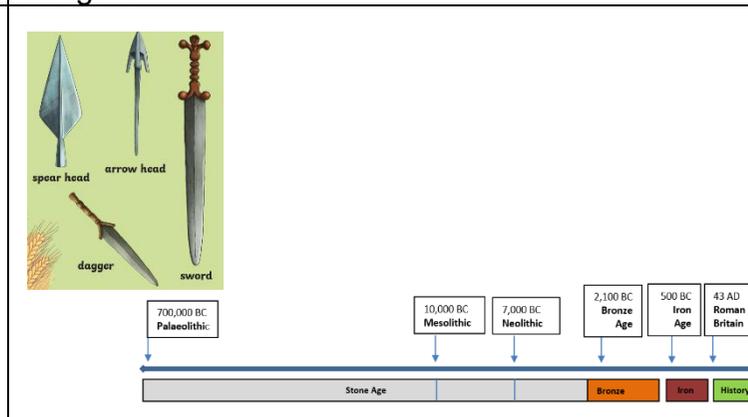
History – British History [Iron Age]

Knowledge I know...	Skills I can...	Links back to I remember...
<ul style="list-style-type: none"> The Iron Age followed the Bronze Age and The Stone Age. The Iron Age was 800 to 43AD in Britain. The Iron Age ended when the Romans invaded Britain. Iron was tougher than bronze and could be shaped into finer and sharper objects. In the Iron Age they began to use coins and other piece of metal for money. Coins were made of gold, silver and bronze. The Iron Age had bigger towns with better defences. The Iron Age increased wider trading networks and advanced sea travel. People lived in clans that were led by the warrior kings. Warriors fought with a long sword or shield and an oval, wooden shield. They often went into battle wearing blue warpaint. The Iron Age people lived in large farming communities in hillforts. Farming became more advanced due to the Iron ploughs. Farmers grew crops and vegetables and kept geese, goats, pigs, cows and sheep. Roundhouses were typical Iron Age circular houses. They had a timber frame, wattle and daub walls and a thatched roof. Iron Age people believed in powerful spirits. Druids gave powerful offerings such as swords and cups to the spirits. Priests known as druids led religious ceremonies. Druids sacrificed animals and sometimes humans too! 	<ul style="list-style-type: none"> Sequence some events or objects on a simple timeline without support providing a few dates and/or period labels and terms. See how gaps in evidence can influence interpretations. e.g prehistory with no written or recorded information. Provide a reason why two accounts of the same event might differ (e.g. recognise and provide a reason why different people have different views about the X). Ask valid questions for enquiries and answer using several sources. Use sources of information to make statements or judgements. Show awareness and understanding visually, orally and in writing. Use a wider range of vocabulary when showing awareness. Demonstrate knowledge of causes for events e.g invasion and examples of consequences/impact of events or civilisations over time. Recognise differences between ways of life in the past. Make valid statements about the main things that stayed the same and the changes occurring within topics. Select what is most significant in a historical account (e.g. describe in some detail some of the most significant features of X). Begin to explain why. 	<ul style="list-style-type: none"> Ancient Egyptians lived between 6000BC and 332BC lasting for 5000-6000 years. The Stone Age was approximately 3000BC. Anglo Saxons and Danes conquered Huntingdon between 900-1000AD. Sequencing some events or objects on a simple timeline without support providing a few dates and/or period labels and terms. See how gaps in evidence can influence interpretations. e.g. prehistory with no written or recorded information. Provide a reason why two accounts of the same event might differ (e.g. recognise and provide a reason why different people might have different views about the X). In the Stone Age tools were made from stone and bone that was sharpened. Many Stone Age homes were round and had a hearth in the middle of the home where the fire was lit. Some of our human ancestors believed that the Sun and the Moon had special powers.

Vocabulary:

Ards: an iron plough for farming
Roundhouses: circular structures consisting of stone built walls, or wooden posts with wattle-and-daub panels, and a conical thatched roof.
Bronze: a brown metal made of copper and tin
Druid: a person that was religious and powerful
Wattle and daub: wattle (woven wood) and daub (mixture of mud and straw)
Defences: a way of protecting form attack
Agriculture: The practice of farming and growing crops : (plants).
Flint: A type of stone that can be shaped into blades, knives and spears for hunting.
Settlement: A place where a group of people live together in many buildings.
Tribes: A group of people that live together for protection.
Hill fort: settlement surrounded by a wall, on top of a hill.
Pre-historic: means *before* history, *before* humans started to write things down. Civilisations: large group of people who share certain advanced ways of living and working
Period: the breakdown of past events to help us understand world history.
Historical account: narratives or records that document and interpret past events.
Valid: a convincing argument.

Images:



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



Science – Animals inc. humans: Nutrition & Skeletons

Knowledge I know...	Skills I can...	Links back to I remember...
<ul style="list-style-type: none"> Humans cannot make their own food like plants do - we need to eat plants and animals to get our energy. Healthy, balanced diets lead to healthy, active people. The different food types are: <ul style="list-style-type: none"> Fruit and vegetables Bread, rice, potatoes, pasta and other starchy foods Milk and dairy Oils and spreads Meat, fish, eggs, beans and other non-dairy sources of protein The different type of nutrients: protein, carbohydrates, fats, vitamins, minerals, fibre and water. Protein helps your body grow and repair itself. Carbohydrates give you energy. Fats give you energy. Vitamins keep your body healthy. Minerals keep your body healthy. Fibre helps you to digest the food that you have eaten. Water helps to move nutrients in your body and get rid of waste that you don't need. Humans and some other animals have skeletons and muscles for support, protection and movement. Vertebrates are animals that have a backbone. When a skeleton grows on the inside of a body, it is called an endoskeleton. When the skeleton exists outside the body, it is called an exoskeleton. An exoskeleton is a covering that supports and protects animals. These have to be shed and a new skeleton is grown. A skeleton provides support and shape to an animal's body. A skeleton allows movement through the joints. A skeleton protects organs [e.g. the skull protects the brain]. Joints are where bones meet - they allow our bodies to move. Muscles contract and relax. Muscles are connected to bones by tendons. 	<ul style="list-style-type: none"> Compare and contrast the diets of different animals (including pets) and decide ways of grouping them according to what they eat. Research. Describe what happens if one part is missing from a balanced diet. Identify the key features of the skeleton. Match animals to their skeletons. Begin to explore ideas about what would happen if humans did not have skeletons. Identify which bones are used for support (e.g. backbone), which are used for protection (e.g. cranium) and which are used for movement (e.g. joints) Begin to identify and group animals with and without skeletons and compare the ways in which they move. 	<ul style="list-style-type: none"> The parts of the human body and what they do. There are five types of vertebrates (mammals, fish, reptiles, amphibians, birds) Vertebrates are animals that have a backbone. Invertebrates are animals that do not have a backbone. All animals need water, air and food to survive. The different ways in which humans can be healthy.

Vocabulary: Images:

Balanced diet: a variety of food that you regularly eat.
Diet: the type and range of food that you regularly eat.
Disease: an illness which affects people, animals, or plants.
Energy: the ability and strength to do physical things.
Healthy: well and not suffering from any illness.
Hygiene: keeping yourself and your surroundings clean especially in order to prevent illness or the spread of diseases.
Nutrients: the process of taking food into the body and absorbing the nutrients in those foods.
Starchy: foods that contain a lot of starch [a nutrient which gives you energy].
Backbone: the column of small linked bones down the middle of your back . Also known as a spine.
Bones: the hard parts inside your body which form your skeleton
Contract: to make smaller by drawing together; shrink or make tighter.
Elbow: the bend or joint between the upper arm and the lower arm
Endoskeleton: the internal skeleton of an animal, especially the bony skeleton of vertebrates
Exoskeleton: the protective or supporting structure covering the outside of the body of many animals
Joints: the junction between two or more bones.
Muscles: something inside your body which connects two bones and which you use when you make a movement.
Organ: a part of your body that has a particular purpose.
Protect: protecting someone or something means to prevent them from being harmed or damaged.
Relax: when a part of your body relaxes it becomes less stiff or firm.
Skeleton: the framework of bones in your body.
Support: to hold something up.
Tendons: a strong cord in a person's or animal's body which joins a muscle to a bone.
Vertebrate: a creature which has a spine.

The 'Eatwell Guide' diagram shows a circular chart divided into five colored sections representing different food groups: vegetables and fruits (green), starchy carbohydrates (yellow), proteins (red), dairy (blue), and oils, fats, and sugars (purple). Below it are two diagrams of the human arm showing muscle contraction and relaxation. The 'Lowering the lower arm' diagram shows the biceps contracting and the triceps relaxing. The 'Raising the lower arm' diagram shows the biceps relaxing and the triceps contracting. To the right is a full-body human skeleton diagram with labels for the cranium, ribs, spine, pelvis, hip, ankle, knee, femur, elbow, and clavicle.