
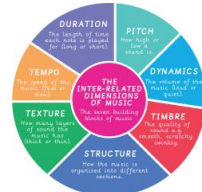








Music – Changes in pitch, tempo and dynamics (Theme Rivers)

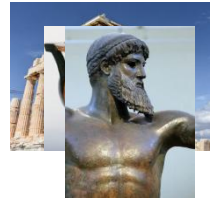
Knowledge I know...	Skills I can...	Links back to I remember... [Y2]
<ul style="list-style-type: none"> When you sing without accompaniment it is called 'A Capella' Expressive language (like a poem) can be used as inspiration for composing music. Both instruments and voices can create audio effects that describe something you can see. Grouping instruments according to their timbre can create contrasting 'textures' in music. 	<ul style="list-style-type: none"> Sing in tune and in harmony with others, with developing breath control. Explain how a piece of music makes them feel with some use of musical terminology. Perform a vocal ostinato in time. Listen to other members of their group as they perform. Create an ostinato and represent it on paper so that they can remember it. Create and perform a piece with a variety of ostinatos. 	<ul style="list-style-type: none"> Duration means how long or short a note or piece of music is. Pitch means how high or low a note or sound is. A tuned instrument is an instrument that can produce a specific pitch. A glockenspiel and a xylophone are tuned instruments. <p>Chime bars are a tuned instrument.</p>
Vocabulary: Acappella: without instrumental accompaniment Ostinato: a repeating musical pattern Round: a song sung by 2 or more groups of people in which 1 group starts singing then the next group start to sing the same song shortly after. Harmony: playing or singing more than 1 pitched note at the same time. Cue: a signal [in either the music or from a conductor] which helps the performer know when to begin.		Images:   

Design Technology – Mechanical Systems [Slingshot Car]

Knowledge I know...	Skills I can...	Links back to I remember... [KS1]
<ul style="list-style-type: none"> Some of the first cars were made in 1901, over 100 years from now. Which vehicles have the least air resistance. Understand what front view, birds eye view and side view refer to. . What is meant by Air Resistance and how this affects the products' performance. 	<ul style="list-style-type: none"> Work independently to produce an accurate, functioning car chassis. Design a shape that is suitable for the project. Attempt to reduce air resistance through the design of the shape. Produce panels that will fit the chassis and can be assembled effectively using the tabs they have designed. Construct car bodies effectively. Conduct a trial accurately and draw conclusions and improvements from the results. 	<ul style="list-style-type: none"> To evaluate an end product and think of other ways to create similar items with support. [collar] To evaluate own work and the work of others based on the aesthetic of the finished product and in comparison, to the original design with support. [castle]
Vocabulary: Aesthetic – How an object or product looks. Air resistance – The level of drag on an object as it is forced through the air. Chassis – The body of a car. Design – To make, draw, or write plans for something. Design criteria – A set of rules to help designers focus their ideas and test the success of them. Function – The purpose of an object (for example a chair needs to hold a person when sitting down); or how the product works (for example a torch needs to provide light in a dark space) Graphics – Images which are designed to explain or advertise something. Kinetic energy – The energy that causes an object to move. Mechanism – The parts of an object that move together as part of a machine. Net – A flat 2D shape, that can become a 3D shape once assembled. Structure – Something that has been made and put together and can usually stand on its own (eg a building, a bridge, a chair).		Images:   





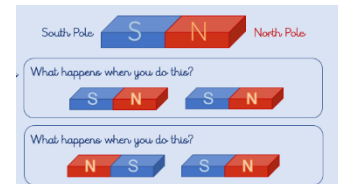
History – Ancient Greece

Knowledge I know...	Skills I can...	Links back to I remember...
<ul style="list-style-type: none"> Where Ancient Greece was located Ancient Greece was not an Empire; it was made up of city states Ancient Greek civilization began around 900 BC and ended around 31 BC All Greek city states spoke the same language, worshiped the same gods and shared culture. Most policies had an agora, theatre, gymnasium and temples. Athens was one of the largest and most important city-states in Ancient Greece. Athens was one of the first city states to form a democracy around 431BC. There were 3 institutions in Ancient Greek democracy – Assembly, Council and Courts In Ancient Greek society men were most important, then women then slaves. Although there were some similarities across Ancient Greece, each individual city-state had differences. Sometimes, the city-states fought each other for the right to rule over all of the lands. Societies in Athens and Sparta were very different. Sparta was a militaristic society and run by two kings. Athens and Sparta were at war for 25 years until Sparta won. The Ancient Greeks believed in Gods and Goddesses. The 12 most important Gods and Goddesses lived at the top of Mount Olympus Zeus was king of the Gods and married to Hera There are myths about the Gods and Goddesses. Myths helped explain events like earthquakes and volcanic eruptions and things such as the seasons. The Trojan War was a mythical conflict between Ancient Greeks and the people of Troy. The Iliad is Ancient Greek poem by Homer telling the story of the Trojan war. Ancient Greeks were the first people interested in philosophy Socrates, Plato and Aristotle were three important Ancient Greek Philosophers. The Olympic games started in Olympia in 776BC The Olympic games started as part of a religious festival to honour Zeus. The Ancient Greek language has influenced English and other languages. 	<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. To work on a wider variety of interpretations such as history books, museum displays and historical fiction and non-fiction. To draw together information from sources about the complexity of life in the past. Ask valid questions for enquiries and answer using several sources. To produce structured narratives and descriptions. To explain with confidence the significance of particular causes and effects for many of the key events and developments. To explain why certain changes and developments were of particular significance within topics and across time periods. To explain why they were certain differences and similarities across time periods. Describe links between different features in past situations. Make valid statements about the main similarities, differences and changes occurring within topics. To explain independently why a historical topic, event or person was distinctive or significant (e.g. explain the impact of Socrates). To comment on the usefulness and reliability of a range of sources for particular enquiries. 	<ul style="list-style-type: none"> What democracy is from Oliver Cromwell unit Explain how past people/events influence life today That a timeline is divided into BC (Before Christ) and AD (Anno Domini) Select and organise key pieces of information Make connections between the historical periods previously studied (Ancient Egypt, Stone Age, Iron Age)
Vocabulary: Democracy - a form of government where the people hold power City state - a city that rules itself and the land around it Polis – Ancient Greek name for a city-state Agora – a large marketplace. Temple – a building where Gods and Goddess are worshipped. Athens - one of the largest city-states in Ancient Greece Slaves – a person owned by someone else and forced to work without pay Assembly – a gathering of Men who were made the decision in Ancient Greece. Sparta - a militaristic city in the southern part of Ancient Greece Militaristic - a culture or society is described as militaristic when war and fighting are important to it Myth – a traditional story usually about heroes and Gods that is fictional. Culture - language, customs, ideas, and art of a particular group of people Underworld - in Ancient Greek mythology the Underworld was where people went after they died. Mount Olympus - the highest mountain in Greece Legacy – a long-lasting impact and historical events, actions or a person/group of people. Philosophy - the study of the nature of life is known as philosophy Philosopher - someone who studies the nature of life Olympic games – athletic and sporting competition held every 4 years. Troy – Mythical City believed to have been located in modern-day Turkey.		Images: 

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



Science – Forces and Magnets

Knowledge I know...	Skills I can...	Links back to I remember... [KS1]
<ul style="list-style-type: none"> Understand push and pull factors of how items move. Understand the forces: pushing, pulling and twisting. The force of gravity pulls items to the earth. When a force is balanced, the object is still. When a force is unbalanced, the object has moved. Understand what we need to do change the shape of an object using forces. Two main types of forces are contact and non-contact. Contact forces result from two objects touching each other. Not all forces need to make contacts. We call these forces non-contact forces. Magnets are capable of making objects move without even touching the object. A magnet has a north and a south pole. Know what happens with different poles facing each other. Know what happens when similar poles are facing each other. Earth is like a giant magnet. Know that items made of metal are attracted to magnets. Know which materials are magnetic and non-magnetic. Iron, Nickel and Cobalt are magnetic. Copper and aluminium are non-magnetic. Independent variable is a variable you change to see what happens. Dependent variable is a variable that you measure. Control variables are the factors that stay the same in the experiment. 	<ul style="list-style-type: none"> Develop knowledge of what a force is. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Predict how magnetic poles will interact with one another. Identify balanced and unbalanced forces. Understand that a force is always a push, pull or a twist. Investigate magnetic and non-magnetic materials. Investigate the strength of different magnets. 	<ul style="list-style-type: none"> Forces as pushes and pulls: A force is a push or a pull that is applied to an object. Effects of forces: Forces can make things move or stop moving, Speed up or slow down, change direction, Change shape (e.g., by squeezing clay) Gravity is the force that pulls objects toward the earth. Friction is a force that opposes motion when two surfaces rub together, making things slow down or stop. Magnetism is the push or pull between magnets. Air resistance is a type of friction that occurs as an object moves through the air.
Vocabulary: Push force – When force moves an object away from something. Pull force – When force moves an object closer to something. Twist force – A force that twists something. Contact force – Any force that occurs because of two objects making contact with each other. Non-contact force – a force which acts on an object without coming physically in contact with it. Magnetic – Materials that are attracted to a magnetic field. Balanced force – the object stays in the same position. Unbalanced force – the object moves position. Pole – End of a magnet/ends of the earth. Field – The area that a magnetic force can be detected. Attract – Magnetic force that pulls. Repel – Magnetic force that pushes.		Images:   



Geography – Greece and Mount Olympus

Knowledge I know...	Skills I can...	Links back to I remember
<ul style="list-style-type: none"> The equator separates the Earth into the northern and southern hemispheres. Greece is in the northern hemisphere, in the continent of Europe. The climate is warmer than the UK due to it being close to the equator. Athens is the capital of Greece and one of the oldest European cities (continuously inhabited for 7000 years). Greece is made up of around 600 of Islands (only 200 are inhabited) as well as the mainland Corfu, Kefalonia, Crete and Rhodes are some of the larger Greek Islands. Greece has land borders with Albania, North Macedonia, Bulgaria and Türkiye Greece borders the Aegean, Ionian and Mediterranean Seas There are approximately 11 million people living in Greece. Around 80% of people live in urban areas. Approximately one third of the population live in and around the capital city Athens. Greek houses are traditionally painted white and blue to reflect the sun and to reflect the colours of the national flag. One of the main exports from Greece is Olive Oil The names of popular Greek foods Greece has 10 national parks which help protect endangered wildlife such as the Loggerhead turtle and the monk seal. Greece is a popular tourist destination due to its climate, history and wildlife. Around 80% of Greece is mountainous. The highest mountain is Mount Olympus which is 2917 metres (9570 feet) high. Mount Olympus is part of the Pindus Mountain range. The difference between a hill and a mountain The Earth's crust is split into tectonic plates separated by fault lines Key aspects of how mountains are formed. Key features of a Mountain – base, summit, face, snowline, ridge, slope, plateau The climate on Mount Olympus varies significantly during the year due to its high elevation and proximity to the sea. 	<ul style="list-style-type: none"> Locate the Europe on a world map. Locate Greece on a map of Europe. Understand geographical similarities and differences through the study of human and physical geography of Greece. Describe and understand the key aspects of human geography within Greece including land use patterns and types of settlement. Understand similarities and differences in climate and topographical features. Describe and understand the relevant key aspects of physical geography, including mountains. Use maps, atlases, globes to locate countries and continents and describe features. To ask and respond to geographical questions about their environment and the countries studied including how and why using evidence to support their answers. Give their own views about locations and explain why. Compare their views with others. Use geographical vocabulary to describe local and/or small-scale geographical features as well as those on a wider global level. Understand that geographers learn about the world by observing and collecting data and information. Analyse and communicate geographical information by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing, using appropriate geographical vocabulary. 	<ul style="list-style-type: none"> The difference between human and physical geographical features. Rural areas are found in the countryside, surrounded by open land. Urban areas are towns and cities with a high population. Mountains in the UK Countries in Europe
Vocabulary: Equator - an imaginary line that runs around the center of the Earth, dividing it into two equal parts. Hemisphere – the two equal parts of the Earth separated by the equator. The Northern Hemisphere is the top half and the Southern Hemisphere the bottom half. Tectonic plates – large piece of the Earth's outer layer that moves very slowly. Fault line – the place where two tectonic plates meet. Population - The number of inhabitants in a particular place Climate – the weather found in a certain place over a long period of time. Export – to send goods or products from one place to another, especially another country. Rural: areas found in the countryside, surrounded by open land. Urban: areas with towns and cities with a high population Human geography: geographical features created by humans and the study of how humans interact with their environment. Physical geography: the branch of geography dealing with natural features.		Images: 