
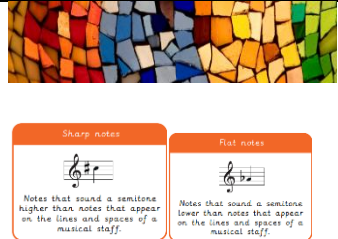




Design Technology [DT] - Food [Eating Seasonally]			Music [Adapting and transporting motifs – Romans]		
Knowledge I know...	Skills I can...	Links back to I remember... [food from Y2 & Textiles Y3]	Knowledge I know...	Skills I can...	Links back to I remember... [ballads]
<ul style="list-style-type: none"> Fruits and vegetables grow in different countries based on their climates and this can affect growth. Not all fruits and vegetables can be grown in the UK and suggest their origin. Seasonal fruits and vegetables grow in a given season. Eating seasonal fruit and vegetables positively affects the environment and can give an example. How to design a tart recipe using seasonal ingredients. Imported food is food which has been brought into the country and can give an example. Exported food is food which has been sent to another country and can give an example. Similar coloured fruits and vegetables have similar nutritional benefits, and appearance is as important as taste. 	<ul style="list-style-type: none"> Describe how climate affects where foods grow and give an example. Identify seasonal ingredients from the UK with independence. Taste and select seasonal ingredients and describe with sophisticated vocabulary. Describe the texture and flavour of ingredients with sophisticated vocabulary. Peel and cut ingredients safely using a vegetable knife and basic hygiene rules with independence. Design a recipe independently. Follow the instructions within a recipe independently. Choose ingredients independently based on a design brief. Use design criteria confidently 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"> Musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven's fifth symphony (dah dah dah dum!). 'Transposing' a melody means changing its key, making it higher or lower pitched. A motif can be adapted by changing the notes, the rhythm or the order of notes. 	<ul style="list-style-type: none"> Sing a song, sing in time and in tune and follow the lyrics. Identify motifs aurally and play a repeated pattern on a tuned instrument. Create and performing a motif, notating it with reasonable accuracy. Transpose a motif, using sharp or flat notes where necessary and change the rhythm. Combine different versions of a musical motif and perform as a group using musical notation. 	<ul style="list-style-type: none"> Singing in tune and in harmony with others, with developing breath control. Explaining how a piece of music makes them feel with some use of musical terminology. Performing a vocal ostinato in time. Listening to other members of their group as they perform. Creating an ostinato and represent it on paper so that they can remember it. Creating and performing a piece with a variety of ostinatos.
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 from 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: Backing track: a recorded musical accompaniment Motif: A short repeated pattern of notes Riff: short repeated phrase in pop music and jazz Rhythm: a pattern of long and short sounds and silences within a piece of music Transpose: Move a whole tune or a piece of music up or down in a key by starting on a different note Sharp Notes: notes that sound a semitone higher than notes that appear on the lines and spaces of a musical staff Flat Notes: notes that sound a semitone lower than notes that appear on the lines and spaces of a musical staff Notation: the way that music is written so that others can play it.		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, usually without a church. Farmsteads are smaller than a hamlet and usually a house by itself. 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, they usually have a market area dating back to Anglo Saxon times. 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. The smallest city in the UK is St Davids in Wales with only 2,000 inhabitants. Many cities can have an airport. A village is centred around the church or river, the town is centred around the high street or market but in a city it is hard to find the centre. Huntingdon is located in an agricultural area and is a market town. Huntingdon is close to Fenland which is flat fertile land for farming. 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. Land is used for arable farming if it is flatter and more fertile and bumpier and uneven and sometimes steep land is used for pastoral farming. 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. There are different types of soil which include sandy soil, clay soil, chalky soil and peat 	<ul style="list-style-type: none"> Give my own views about locations and explain why. Compare their views with others. 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. <p>Ask and respond to geographical questions about their environment and the countries studied including how and why using evidence to support their answers. E.g. What is the difference between settlements?</p>	<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 and maps, GIS and a range of age-appropriate charts and graphs. 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 and through writing, 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 including how and why using evidence to support their answers e.g. about the magnitude of earthquakes. Analyse and communicate geographical information by constructing labelled diagrams, age-appropriate graphs and through writing, using appropriate geographical vocabulary. 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 better climate for farming. Huntingdon is within England, in the UK. Huntingdon is in the county of Cambridgeshire. Huntingdon is in the region East of England/East Anglia Huntingdon is divided into 8 wards Hartford Schools are in the south ward on the border with the east ward. Settlements are built around rivers because of water, fertile lands for agriculture, transportation routes and defence benefits.

Vocabulary:

Agriculture the practise of raising animals and growing crops for human use
Settlements: are wherever people live
Hamlet: are very small settlements
Village: are bigger than hamlets and are usually found in countryside, usually have a church a few shops
Town: are bigger than a village and will have more facilities
City: are the largest type of settlement
Rural: areas found in the countryside, surrounded by open land.
Inhabitants: people who live in a settlement
Facilities: a building used for a particular activity
Urban: areas with towns and cities with a high population.
Adapt: to change for a particular use
Coastal town: a town next to the sea
Market town: atown with a local market in its centre
Cathedral: a large medieval church
Business: the activity of buying and selling goods or services
Farmsteads are smaller than a hamlet and usually a house by itself.
Located: where something is
Leisure: an activity people do that they enjoy
Arable: land good for growing crops
Pastoral: land suitable for animals
Harvest: the season when the gathering of crops takes place
Plough: a farming machine used for turning over and cutting through soil
Climate: the usual weather conditions in a settlement

Images:


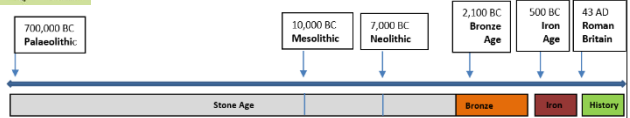
HIERARCHY OF SETTLEMENT

- 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 might 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 <i>before</i> history, <i>before</i> 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:  



Science – Animals inc. humans: Nutrition & Skeletons

Knowledge I <i>know</i> ...	Skills I <i>can</i> ...	Links back to I <i>remember</i> ...
<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. Some people keep different diets for medical, religious and ethical reasons. 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. If you place an elbow on a desk and lift your arm up, muscles in your upper arm [biceps] contract while muscles behind the upper arm [triceps] relax. The muscles work together and in opposition to allow your arm to move. Muscles are connected to bones by tendons. Muscle strength is often different in different people and Muscle strength can be measured in different ways. 	<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 and how some groups of people (e.g. vegetarians) may compensate for that. Clearly identify the key features of the skeleton. Explain the form and function of parts of the skeleton. Match animals to their skeletons and explain my reasons for this using scientific vocabulary. 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) Identify and group animals with and without skeletons and compare the ways in which they move. Plan a simple test to investigate muscle strength in humans. Collect measurements and record this data in a table. Notice patterns in my data. <p>Use results to draw simple conclusions.</p>	<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:
<p>Balanced diet: a variety of food that you regularly eat.</p> <p>Diet: the type and range of food that you regularly eat.</p> <p>Disease: an illness which affects people, animals, or plants.</p> <p>Energy: the ability and strength to do physical things.</p> <p>Healthy: well and not suffering from any illness.</p> <p>Hygiene: keeping yourself and your surroundings clean especially in order to prevent illness or the spread of diseases.</p> <p>Nutrients: the process of taking food into the body and absorbing the nutrients in those foods.</p> <p>Starchy: foods that contain a lot of starch [a nutrient which gives you energy].</p> <p>Backbone: the column of small linked bones down the middle of your back . Also known as a spine.</p> <p>Bones: the hard parts inside your body which form your skeleton</p> <p>Contract: to make smaller by drawing together; shrink or make tighter.</p> <p>Elbow: the bend or joint between the upper arm and the lower arm</p> <p>Endoskeleton: the internal skeleton of an animal, especially the bony skeleton of vertebrates</p> <p>Exoskeleton: the protective or supporting structure covering the outside of the body of many animals</p> <p>Joints: the junction between two or more bones.</p> <p>Muscles: something inside your body which connects two bones and which you use when you make a movement.</p> <p>Organ: a part of your body that has a particular purpose.</p> <p>Protect: protecting someone or something means to prevent them from being harmed or damaged.</p> <p>Relax: when a part of your body relaxes it becomes less stiff or firm.</p> <p>Skeleton: the framework of bones in your body.</p> <p>Support: to hold something up.</p> <p>Tendons: a strong cord in a person's or animal's body which joins a muscle to a bone.</p> <p>Vertebrate: a creature which has a spine.</p>	<p>The collage contains several educational images:</p> <ul style="list-style-type: none"> A 'Balanced Diet' wheel showing different food groups. A diagram illustrating how a muscle contracts and relaxes. A cartoon titled 'Which type of investigation should Izzy do to answer her question: do people with stronger leg muscles run faster?' featuring three children (Aisha, Sam, Jacob) and their proposed methods: 'fair test', 'pattern seeking investigation', and 'compare observations over time'. A human skeleton with labels for various bones: cranium, rib, spine, pelvis, hip, knee, ankle, femur, tibia, and clavicle.

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