

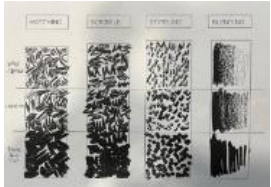






Art and Design – Drawing

Knowledge I know...	Skills I can...	Links back to I remember... [Y2]
<ul style="list-style-type: none"> Pop art is art made about <i>popular</i> things and people, such as singers and actors. Pop art is an art movement that emerged in the 1950's and flourished in the 1960s in America and Britain. Andy Warhol was a pop artist. He often used very bright colours in his work. He used repeated images in make patterns. He used a method called <i>screen printing</i> to make many of his artworks. In 1985 he created a piece of art called "Reigning Queens". "Soup Cans" was a series of paintings produced between November 1961 and June 1962. The different marks a pencil makes including hatching and shading. 	<ul style="list-style-type: none"> Explore mark making and patterning using a pencil on a range of scales. Make different marks with a pencil. Use hatching and shading. Vary tone through blending. Develop my skills with coloured pencils. Use charcoal, pencils and pastels and explore other drawing materials. Look at a range of drawings in differing media. Evaluate and analyse creative works of my peers Begin to express my thoughts and feelings about a piece of art. Begin to replicate techniques and styles used by artists/designers/architects studied. 	<ul style="list-style-type: none"> Using a pencil on a range of scales. Using charcoal and pencils. Using stippling and blending. Varying tone through blending. Linking my own work to Pablo Picasso.




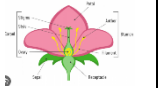
Vocabulary:	Images:
<p>Blending: mixing two colours so the join is gradual.</p> <p>Hatching: lines crossed parallel to show tone or shadow</p> <p>Shading: making a colour darker by adding black</p> <p>Drawing: a picture made with a pencil, pen, or crayon rather than paint</p> <p>Infill: fill a space</p> <p>Line: a narrow continuous mark; the edge or contour of a shape.</p> <p>Outline: a line by which an object or figure is or appears to be bordered.</p> <p>Pattern: a decorative design, repeated or related parts.</p> <p>Scale: relative or equal size.</p> <p>Tone: the variations of a colour (lighter and darker).</p> <p>Screen printing: a process where ink is forced through a mesh screen onto a surface.</p> <p>Pop art: art made about <i>popular</i> things and people, such as singers and actors</p>	  



History – Oliver Cromwell

Knowledge I know...	Skills I can...	Links back to I remember...[Y3]
<ul style="list-style-type: none">• Oliver Cromwell was born on 25th April 1599 and died on 3rd September 1658.• He was responsible for making England a republic.• He did so by leading armies of the parliament of England against King Charles I during the English civil war.• He led the Commonwealth of England, ruling as Lord Protector from 1653 until his death in 1658.• Cromwell was the first ruler of England to be a Puritan: under his rule, the Protectorate expressed that religious views should be respected – however, people who went against popular views were often tortured or imprisoned.• Although a quiet man, Cromwell gained respect throughout his life as a strong leader and commander.• As a young man he lived an ordinary life Studying at Huntingdon Grammar School and then Sidney Sussex College at the University of Cambridge.• In 1628 he became a puritan and an MP. He supported parliament in its disagreement with the King.• He particularly disliked many of the bishops in churches and supported their removal.• As the country drifted towards Civil War, Cromwell became an outspoken leader of the Parliamentarians.• He gained a reputation as a brilliant military mind.• He quickly rose to become Lieutenant General and major strategist for the Parliamentarians, as they eventually defeated the King's armies.• Cromwell was amongst those who agreed for the King to be executed after the war.• After the execution of King Charles I, a republic was declared, known as the Commonwealth of England.• A council of state was appointed to manage the country and Cromwell was among this group.• Cromwell has the support of the army, who eventually took control and declared Cromwell Lord Protector.• When he died, his son succeeded him but the Protectorate collapsed.• Charles II was restored as King the next year.• Cromwell firmly believed that the Bible should govern all of one's actions in daily life.• Oliver Cromwell married Elizabeth Bourchier in 1620. Her father was wealthy and owned a lot of land in Essex.• In 1661, Charles II and his new parliament ordered that Cromwell's body was exhumed and posthumously 'executed'.	<ul style="list-style-type: none">• Sequence several of the most significant events, objects, societies, periods and people using some dates, period labels and terms.• Understand that a timeline To be divided into BC (Before Christ) and AD (Anno Domini).• Work on a wider variety of interpretations such as history books, museum displays and historical fiction and non-fiction• Comment on a range of possible reasons for differences in several accounts (e.g. explain how and why there were different viewpoints about Oliver Cromwell)• Explain historical situations, events, developments and individuals from more than 1 viewpoint.• Draw together information from sources about the complexity of life in the past.• Ask and answer my own questions on sources.• Describe links between different features in past situations.• Explain why there were certain differences and similarities across time periods.• Explain independently why Oliver Cromwell was significant.• Comment on the usefulness and reliability of a range of sources for particular enquiries.	<ul style="list-style-type: none">• sequencing several of the most significant events, objects, societies, periods and people using some dates, period labels and terms linked to Alfred the Great.• explaining historical situations, events, developments and individuals from more than 1 viewpoint about the Anglo Saxons & Scots & Vikings.• Describing events from Anglo Saxons & Scots & Vikings.• Explaining the significance of cause and effect for many of the key events and developments in Alfred the Great's reign:<ul style="list-style-type: none">◦ encouraging people to learn and governing fairly.◦ born in 849AD and took the throne in 871AD.◦ protecting his kingdom from Viking attacks, building forts and walled towns known as 'burhs'.◦ building warships to guard the coast from raiders◦ defeating the Vikings at the Battle of Edington.◦ making peace so that English and Vikings settled down to live together.◦ translating books from Latin into English, so more people could read them
Vocabulary: Leader – the person who leads or commands a group, organization or country. Lord Protector – a regent in chart of a Kingdom during the minority, absence or incapacity of the sovereign. Military – relating to or characteristic of soldiers or armed forces. Political – relating to the government or public affairs of the country. Civil War – a war between citizens of the same country. Royalist – a person who supports the principle of monarchy or a particular monarchy. Parliamentarian – a supporter of Parliament in the English Civil War; a Roundhead. Roundhead – a member or supporter of the Parliamentary party in the English Civil War. Cavalier – as supporter of King Charles I in the English Civil War Divine Right – Divine right is a political and religious theory asserting that a monarch's authority come directly from God, not from the people.	Images:  	



Computing – Understanding Technology (Networks and the Internet)			Science – Plants 1		
Knowledge I know...	Skills I can...	Links back to I remember... [KSI]	Knowledge I know...	Skills I can...	Links back to I remember... [KSI]
<ul style="list-style-type: none"> The internet is a global network of networks. The importance of keeping networks safe. The internet is used to provide many services. The World Wide Web is the part of the internet that contains websites and web pages. Routing is a way of getting from one place to another. The internet is connected by lots of routers. Files can be shared on the internet. The internet can be used to send emails. A web address is made up of WWW and a domain name. The end of a web address can tell you where it originates from. Most websites are hosted in large data centres. There are different types of web browsers. Websites and their content are created by people and can suggest who owns the content. There are rules to protect content. Not everything on the internet is true I need to think carefully before I share or re-share content online 	<ul style="list-style-type: none"> Demonstrate how information is shared across the internet. Discuss why a network needs protecting Describe networked devices and how they connect. Explore a website and list what I find. Identify similarities and difference between web pages. Explain the types of media that can be shared on the World Wide Web [WWW]. Describe where websites are stored when uploaded to the WWW. Describe how to access websites on the WWW. Recognise that I can add content to the World Wide Web Explain that internet services can be used to create content Explain why some information I find online may not be honest, accurate or legal. 	<ul style="list-style-type: none"> Digital devices must have an input, a process and an output. Digital devices accept inputs and produce outputs. The difference between an input and output device and can name examples. How digital devices can change the way we work. A computer network is a group of computing devices that exchange data and resources with each other. 	<ul style="list-style-type: none"> What the functions of plants, roots, stem/trunk, leaves and flowers are. How water is transported in plants. Roots absorb water, not suck it up. Nutrients help the plant grow and survive. Germination means begin to grow and put out shoots after a period of dormancy. What an investigation is. What a conclusion is. What observations are. 	<ul style="list-style-type: none"> Explore the requirements of plants for life and growth. Identify and describe the functions of plants, roots, stem/trunk, leaves and flowers. Investigate the way in which water is transported in plants. Consolidate learning on plants. Write a conclusion about an investigation. 	<ul style="list-style-type: none"> Identifying and naming common plants Describing basic plant structures Differentiate between deciduous and evergreen trees Understanding what plants need to grow
Vocabulary: Internet : a vast network that connects computers all over the world Router : enable messages to be passed between networks via switches. Block : restricting access to information Allow : allow access to information Website : a collection of pages under one name Web page : a single page or document on the World Wide Web Domain name Data centre : large buildings full of powerful computers owned by companies such as Google, Amazon, Apple and Microsoft. Web browser : software that allows us to see the web pages that we are accessing e.g Google, Chrome, Firefox, Edge WWW : World Wide Web		Images:  	Vocabulary: Plants - a living organism exemplified by trees, shrubs, herbs, grasses, ferns, mosses. Growth – The process of increasing in size. Light – the natural agent that stimulates sight and makes things visible. Warmth – The quality, state or sensation of being warm; moderate heat. Air –invisible gaseous substance surrounding earth, a mixture of oxygen and nitrogen. Soil –upper layer of earth in which plants grow, dark brown material consisting of a mixture of organic remains, clay and rock particles. Water – a colourless, transparent, odourless liquid that forms the seas, lakes, rivers and rain and is the basis of the fluids of living organisms. Investigate –a systematic formal inquiry to discover and examine the facts of something. Seedlings – a young plant, especially one raised from a seed and not from a cutting. Research –systematic investigation of materials and sources to establish facts and reach new conclusions. Height – the measurement from head to foot or from base to top Root – part of a plant which attaches it to the ground or to a support Stem – the main body or stalk of a plant/shrub, rising above the ground but occasionally subterranean. Leaves – A flattened structure of a higher plant, typically green and bladed-like, that is attached to a stem directly or via a stalk. Flowers – A seed-bearing part of a plant, consisting of reproductive organs (stamens and carpels) that are typically surrounded by petals. Petals – each of the segments of the corolla of a flower, which are modified leaves and are typically coloured. Germinate – Of a seed or spore, begin to grow and put out shoots after a period of dormancy.		Images:  



Geography – Spatial Sense within locality UK, Huntingdon, Cambridge, Peterborough

Knowledge I know...	Skills I can...	Links back to I remember...[Y3]
<ul style="list-style-type: none"> As well as Huntingdon, Cambridge and Peterborough are in the UK. Huntingdon Cambridge and Peterborough are in the County of Cambridgeshire Huntingdon, Cambridge and Peterborough is in the region East of England/East Anglia What a county is and that Cambridgeshire is a country in England. The difference between human and physical geographical features. Ordnance Survey maps are detailed maps of the UK. Areas within Cambridgeshire that are rural. Most of the land in Cambridgeshire is rural. Urban areas within Cambridgeshire and that they are towns and cities with a high population. Huntingdon, Cambridge and Peterborough are urban areas. The eight points of a compass are: North, North East, East, South East, South, South West, West, North West Four figure grid references are used to locate places on a map Names of landmarks within Cambridgeshire Names of landmarks within Huntingdon, Peterborough and Cambridge Peterborough was developed into a city as a 'new town' in the 1960s. New Townships: Expansion involved the creation of new communities like Orton, Bretton, and Werrington. Queensgate Shopping Centre: Opened in 1982, this was a significant addition to the city center. Parkway System: A network of fast dual carriageways was built to distribute traffic efficiently. Nene Park and Ferry Meadows: Created by the development corporation, this was considered a "jewel in the crown" of the city's new amenities. Cambridge was founded in 1209 by scholars seeking refuge from Oxford, the University of Cambridge quickly grew into a renowned academic institution. Cambridge is known for its stunning, historic buildings and colleges, showcasing a quintessential piece of British tradition and culture. A UNESCO World Heritage Site: The University's impressive structures, including the world-famous King's College Chapel, attract visitors and contribute to the city's unique character. Today, Cambridge remains a global leader in research and education, maintaining its unique college system and traditions while also expanding with new research centres and initiatives. A Vibrant Modern City: The city successfully blends its historic charm with a dynamic, forward-thinking spirit, making it a thriving center for both tourism and contemporary innovation. 	<ul style="list-style-type: none"> Locate the UK on a world map. Use Ordnance Survey maps. Identify how the UK is split into a grid, identifying different towns, regions and counties within each square. Plot a route from school to the River Great Ouse [e.g. Riverside Park]. Use the eight points of a compass to navigate a local route and indicate direction. Identify a variety of human and physical features in Huntingdon. Comment on how the land in Huntingdon is used [e.g. residential, commercial, agricultural or industrial] and this has changed over time. Present my findings in an appropriate way. Collect and record evidence with a local area survey [about adults in Huntingdon travel to work]. 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. Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases and maps, GIS and a range of age appropriate charts and graphs. Choose an appropriate method to record evidence as needed. Understand that geographers learn about the world by observing and collecting data and information. Begin to understand that some knowledge about the world can be revised as we collect new data and information. Analyse and communicate geographical information by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing, using appropriate geographical vocabular 	<ul style="list-style-type: none"> Huntingdon is within England, in the UK. Huntingdon is in the county of Cambridgeshire. Huntingdon is in the region East of England/East Anglia. The difference between human and physical geographical features. Ordnance Survey maps are detailed maps of the UK. Rural areas are found in the countryside, surrounded by open land. Most of the land in the UK is rural. Urban areas are towns and cities with a high population. Huntingdon is an urban area. Huntingdonshire is a rural area. The eight points of a compass are: North, North East, East, South East, South, South West, West, North West.
Vocabulary:		Images:
<p>County: areas of land, cities and towns that are used for different purposes</p> <p>City: a large, densely populated urban area, larger than a town</p> <p>Town: a built-up area with a name, defined boundaries, and local government, that is larger than a village and generally smaller than a city.</p> <p>Population: The number of inhabitants in a particular place</p> <p>Landmark: an object or feature of a landscape or town that is easily seen and recognized from a distance, especially one that enables someone to establish their location</p> <p>Rural: areas found in the countryside, surrounded by open land.</p> <p>Urban: areas with towns and cities with a high population</p> <p>Hamlet: a small settlement, generally one small than a village and strictly one without a church</p> <p>Human geography: geographical features created by humans and the stud of how humans interact with their environment.</p> <p>Physical geography: the branch of geography dealing with natural features.</p>		

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