



Art and design – Drawing

Knowledge I know...	Skills I can...	Links back to I remember...[LKS2]
<ul style="list-style-type: none"> Jean Michel Basquiat was 17 years old when he became interested in street Art Jean Michel and his friend Al Diaz were known as SAMO ('same-oh') Jean Michel was interested in Art from an early age and created his own book with a school friend. In the 1980s, Jean Michel began creating canvases which were so popular they were bought by famous celebrities. Jean Michel became very successful and earned over 1 million dollars a year Jean Michel was involved in an exhibition supporting an anti-apartheid charity Jean Michel died at the age of 27 after struggling with his mental health Tone refers to how light or dark something is Tone can be used for a range of effects Depth in art refers to making objects appear closer or farther away and making a two-dimensional image seem three-dimensional. 3D objects appear to have volume and therefore indicate depth. Drawing objects in different sizes can help smaller objects seem farther away. Size can be used to create a sense of space. Overlapping is a powerful method to add depth. Keep your pencils sharp and hold them at a shallow angle to the page to avoid 'scribble lines' appearing. Layer your colours gradually as applying too much pressure too quickly can make your gradients look scribbly and not smooth enough. 	<ul style="list-style-type: none"> begin to use tonal contrast to show depth or different elevations. develop one key element within a piece of work: line, tone, pattern, texture etc.. Colour mix and match using colour pencils and be using a wide tonal range. Look at a range of work, applying their knowledge and experience from previous years to produce work mixed media and their own individual style. 	<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 who was a leader in the Pop art movement. He died in 1987. He often used very bright colours, bold and repeated images to make patterns in his work. 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". "Reigning Queens" was a series of pieces including four different queens: Queen Elizabeth II, Queen Beatrix of the Netherlands, Queen Ntfombi Twala of Swaziland and Queen Margrethe II of Denmark. The difference between actual texture [that you can feel] and visual texture [that you can see]. Coloured pencils can be mixed by blending or layering colours on top of each other to create new colours.

Vocabulary:



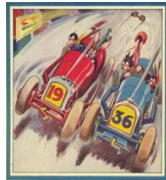

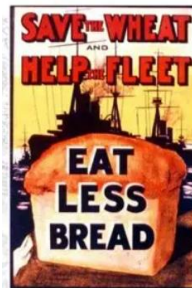
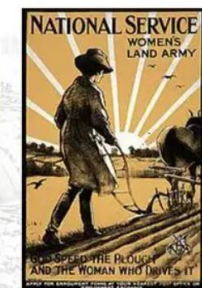
Blending: mixing two colours so the join is gradual.
Hatching: lines crossed parallel to show tone or shadow
Shading: making a colour darker by adding black
Drawing: a picture made with a pencil, pen, or crayon rather than paint
Infill: fill a space
Layering: creating new colours by colouring one on top of another.
Line: a narrow continuous mark; the edge or contour of a shape.
Outline: a line by which an object or figure is or appears to be bordered.
Pattern: a decorative design, repeated or related parts.
Scale: relative or equal size.
Tone: the variations of a colour (lighter and darker).
Screen printing: a process where ink is forced through a mesh screen onto a surface.

Images:





History – World War I [The Thinking Soldier]

Knowledge I know...	Skills I can...	Links back to I remember..[LKS2]
<ul style="list-style-type: none"> Local communities often celebrate the bravery of certain individuals who fought in the Great War. There are many memorial sites around Britain where those who lost their lives in WWI are remembered. These memorials take many forms The Thinking Soldier in Huntingdon was sculpted by Kathleen Scott It was unveiled on 11/11/23 Names of individual soldiers are inscribed at the base of the memorial Names of WW2 soldiers were added in 1946 WW1 gravestones of WW1 (and WW2) soldiers can be found at Priory Road Cemetery. I know some of the names and details. Soldiers received medals for their bravery such as the Victoria Cross I know Propaganda (posters) was used to recruit soldiers in WW1. Men who did not sign up were made to feel like cowards. Some men joined up to <i>Pals Battalions</i>. Soldiers received medals for their bravery such as the Victoria Cross Noel Chavasse received the Victoria cross twice While men were sent to the front, the war also had an impact on those who stayed behind. The First World War was the first total war: the activities of both soldiers and civilians contributed to it. There were shortages of food, more so in the cities, where it was harder for people to grow their own food. Women had to work in the fields and the factories to replace the men who had left for the front. This led to a big change in the way that women were treated and helped some women win the vote in 1918 how women's roles evolved during WWI; focusing on their contribution to war efforts and changes in societal roles post-war. how this led to changing views on gender roles that rationing significantly impacted life during WWI, affecting food availability that rationing was a strategy to support the war effort. 	<ul style="list-style-type: none"> Understand how history is constructed and evaluate local history's significance. Explain reasons why particular aspects of a historical event, development, society or person were of particular significance To begin to comment independently on the different types of causes and effects for most of the events covered, including longer-and shorter-term aspects To use a broad range of historical terms and dates accurately in relation to the periods studied. To provide overviews of the most significant features of different themes, individuals, societies and events covered. To begin to independently explain the sequence of key events, objects, themes, societies, and people in topics covered using dates, period labels and historical terms accurately (e.g. ancient, modern, BC, AD, century and decade 	<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:	Images:	
<ul style="list-style-type: none"> Conflict - a conflict is a strong disagreement between people who have different opinions Memorial: A structure built to honour a person or event. Commemoration: The act of remembering someone who has died. Sacrifice: Giving up something valuable for the benefit of others. Soldier: A person who serves in an army. down from an ancestor or from the past, which can include memories and values. Award- An award is something that is given in recognition of an achievement. Courage- Courage is shown when you choose to do something that frightens you. Victoria cross- The Victoria Cross was a prestigious award given to soldiers for acts of extreme bravery. Propaganda: Biased information used to promote a political cause. Recruiting: Enlisting someone into an organisation or army. Suffrage: The right to vote in elections. Volunteer: A person who freely offers to take part in an activity without expecting payment. Front line: The area or position nearest to a conflict. Rationing: Controlled distribution of scarce resources. Scarcity: Short supply of something. Substitutes: Replacements for unavailable items.. Sacrifice: Giving up something valuable for a greater cause. 	     	







Geography – Spatial Sense within locality: Huntingdon, Cambridgeshire and Yorkshire

Knowledge I know...	Skills I can...	Links back to I remember...[KS2]
<ul style="list-style-type: none"> Facts that build upon and extend my knowledge of Cambridgeshire and other counties within the UK and confidently describe the difference between them, recognising changes over time. Facts that build upon and extend my knowledge of Huntingdon, Cambridge and Peterborough being able to explain differences between them. How countries and geographical regions like East Anglia, Wales and Scotland are interconnected and interdependent. To understand geographical similarities and differences through a detailed study of human and physical geography of a region of the United Kingdom [East Anglia, York and London] developing mastery of their knowledge of key features. How to master using a range of methods including aerial photographs, digital/computer mapping, plans and graphs to locate and describe countries and the features studied. Use the eight points of a compass to navigate around a map and use a map of the local area to explore features Describe and understand the relevant key aspects of physical geography of the UK including volcanoes, mountains, rivers and earthquakes 	<ul style="list-style-type: none"> Compare their views with others and understand that some geographical knowledge is open to debate, challenge and discussion. Express their own views about the people, places and environments studied, giving reasons. Confidently use geographical vocabulary to describe local and/or small scale geographical features as well as those on a wider global level. Ask questions, explore, describe and explain geographical patterns, similarities and differences. 	<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
Vocabulary: County: areas of land, cities and towns that are used for different purposes City: a large, densely populated urban area, larger than a town 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. Population: The number of inhabitants in a particular place 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 Rural: areas found in the countryside, surrounded by open land. Urban: areas with towns and cities with a high population Hamlet: a small settlement, generally one smaller than a village and strictly one without a church 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:



Science - Animals including humans: How does a fetus grow?

Knowledge I know...	Skills I can...	Links back to I remember...[KS2]
<ul style="list-style-type: none"> Differences between some animal gestation periods and draw logical conclusions the key stages of human foetal development. the key milestones in baby and child development about changes in the adolescent human body during puberty. that changes during puberty are gender specific. Some of the physical and mental changes that happen from adulthood to old age. 	<ul style="list-style-type: none"> Represent scientific data in graph forms. Look for patterns in animal gestation periods and draw logical conclusions. Create a visual comparison of gestation periods (including humans) Create a scientific diagram for the key stages of foetal development and an accompanying growth graph Interpret and understand growth charts and plot personal data as a line graph. Create a Venn diagram that shows changes in boys and girls at puberty. Create a human timeline. 	<ul style="list-style-type: none"> that animals (including humans) can be grouped according to what they eat. the 5 food groups and the proportions of each needed to create a healthy, balanced diet. the nutritional properties of carbohydrates, fruit and vegetables, proteins and dairy foods as well as importance of limiting fat and sugar intake. that not all animals have an internal skeleton and that the presence of this is an important feature in classifying them. that a skeleton is needed for support, protection and movement. how muscles work in pairs to allow movement and maintain posture. that the diaphragm is used in breathing and the lungs transfer oxygen to the blood. that muscles need more oxygen to work hard and this affects breathing rate.
Vocabulary:		Images:
<p>Reproduction: the process of having babies, producing young, or producing new plants</p> <p>Life cycle: the series of changes that a living thing goes through from the beginning of its life until death</p> <p>Gestation: the development of a child or young animal while it is still inside its mother's body</p> <p>Sperm: a sex cell produced by a man or male animal</p> <p>Egg: a cell produced by a woman or female animal from which a baby can develop if it combines with a male sex cell</p> <p>Foetus: a young human being or animal before birth, after the organs have started to develop</p> <p>Causal relationship: a connection between two things where one directly influences or produces the other</p> <p>Adolescence: the period of time in a person's life when they are developing into an adult</p> <p>Puberty: the stage in people's lives when they develop from a child into an adult because of changes in their body that make them able to have children</p>		   



Computing Understanding Technology/ Computer systems and networks

Knowledge I know...	Skills I can...	Links back to I remember...[LKS2]
<ul style="list-style-type: none"> • That systems are built up of lots of parts • How the parts within different systems work together • How devices and processes are connected in systems • The benefits of computer systems • How to complete a web search and then refine and improve my search • How search engines create an index to select results • How search engines rank search results • Some of the ways that search results can be influenced • Some of the limitations of search engines • How search engines make money 	<ul style="list-style-type: none"> • Show that systems are built using a number of parts • Describe the input, process, and output of a digital system • Explain that computer systems communicate with other devices • Identify tasks that are managed by computer systems • Identify the human elements of a computer system • Explain the benefits of a given computer system • Make use of a web search to find specific information • Refine my web search • Compare results from different search engines • Explain why I should search trustworthy websites and not share any personal information online. • Explain why we need tools to find things online • Recognise the role of web crawlers in creating an index • Relate a search term to the search engine's index • Order a list by rank • Explain that a search engine follows rules to rank results • Give examples of criteria used by search engines to rank results • Take on the role of a searcher, a search engine or webpage creator when searching a term 	<ul style="list-style-type: none"> • how to classify input and output devices • what a simple process is • how to design a digital device • how I use digital devices for different activities • similarities between using digital devices and using non-digital tools • why we need a network switch • I can recognise that a computer network is made up of a number of devices • how information can be passed between devices • the role of a switch, server, and wireless access point in a network • how devices in a network are connected together • the benefits of computer networks
Vocabulary: Inputs: what is put in, taken in, or operated on by any process or System: a set of things working together as parts of a mechanism or an interconnecting network; Process: a series of actions or steps taken in order to achieve a particular end Outputs: a place where power or information leaves a system Digital: using or relating to digital signals and computer technology search engine: A search engine is a <i>program</i> that finds webpages on the <i>world wide web</i> refine: To refine something also means to improve it by making small changes Index: a collection of information stored on a computer or on a set of cards, in alphabetical order: content creator: someone who creates content (= video, images, writing, etc.) for the internet, especially for a social media website:		Images: 