



Heacham Junior School Whole School Curriculum Cycle 18/19

Autumn Term 18 - The Egyptians

Enrichment Opportunities – Pyramid Workshops Y5/6, Author Workshop Y3/4, Black History Icons , Big Draw” Draw like an Egyptian”, Sainsbury Centre Gallery Visit , Trust Music Event, Classical music Rocks live music

Subject Area	Y3 age related expectations	Y4 age related expectations	Y5 age related expectations	Y6 age related expectations
<p>History Achievements of earliest civilisations:</p> <p>Key People Cleopatra Tutenkhamum Howard Carter</p> <p>Forest School Links Shaduf Survival and developing civilised cohabitation Digging for first hand evidence</p>	<p>Describe events and periods using AD/BC and dates Use key vocab – ancient/century Start to use a timeline to order specific dates – consider why Know that Britain has been invaded and know about how archaeologists help Use various sources of evidence to answer questions •Use various sources to piece together information about a period in history •Research a specific event from the past? •Can they use their ‘information finding’ skills in writing to help them write about historical information •Through research, identify similarities and differences between given periods in history</p>	<p>Place events in history on a timeline over time using centuries Use maths skills to know and round up decades/centuries. Know that people lived differently in past Give more than one reason to support an historical argument •Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out Recognise that the lives of wealthy people were very different from those of poor people •Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past</p>	<p>Use dates and historical language in their work •Draw a timeline with different time periods outlined which show different information, such as, periods of history and when famous people lived •Use their mathematical skills to work out exact time scales and differences Describe historical events from the different period/s they are studying/have studied •Make comparisons between historical periods; explaining things that have changed and things which have stayed the same</p>	<p>Say where a period of history fits on a timeline •Place a specific event on a timeline by decade •Place features of historical events and people from past societies and periods in a chronological framework Describe features of historical events and people from past societies and periods they have studied •Recognise and describe differences and similarities/ changes and continuity between different periods of history Look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint</p>
<p>Geography Rivers, Deserts, Climatic Zones, .The Nile, World Maps,</p> <p>Key People Cleopatra Tutenkhamum Howard Carter</p> <p>Forest School Links Mapping skills – orienteering/sketching maps Identifying and creating key of locality Exploring local environment- woods, beach and compare to other areas in UK Finding Heacham river</p>	<p>Use correct geographical words to describe a place and the events that happen there •Identify key features of a locality by using a map Confidently describe human features in a locality •Explain why a locality has certain human features •Explain why a place is like it is Use maps and atlases appropriately by using contents and indexes •Describe how volcanoes are created •Describe how earthquakes are created Recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE)</p>	<p>Locate the Tropic of Cancer and the Tropic of Capricorn •Know the difference between the British Isles, Great Britain and UK •Know the countries that make up the European Union •Name up to six cities in the UK and locate them on a map •Locate and name some of the main islands that surround the UK •Name the areas of origin of the main ethnic groups in the UK & in their school Collect information about a place and use it in a report •Map land use •Find possible answers to their own geographical questions Describe how some places are similar and others are different in relation to their physical features</p>	<p>•Make detailed sketches and plans; improving their accuracy later •Plan a journey to a place in another part of the world, taking account of distance and time Explain why many cities of the world are situated by rivers •Explain how a location fits into its wider geographical location; with reference to physical features •Explain how the water cycle works •Explain why water is such a valuable commodity Name and locate many of the world’s major rivers on maps •Name and locate many of the world’s most famous mountain regions on maps</p>	<p>Give extended descriptions of the physical features of different places around the world •Accurately use a 4 figure grid reference •Create sketch maps when carrying out a field study Give an extended description of the human features of different places around the world •Map land use with their own criteria •Recognise key symbols used on Ordnance Survey maps •Name the largest desert in the world •Identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles •Explain how the time zones work</p>
<p>Art Portraits, hieroglyphics</p> <p>Key artists</p>	<p>Show facial expressions in their drawings •Use their sketches to produce a final piece of work •Write an explanation of their sketch in notes •Use different grades of pencil shade,</p>	<p>Begin to show facial expressions and body language in their sketches •Identify and draw simple objects, and use marks and lines to produce texture •Organise line, tone, shape and colour to represent figures and</p>	<p>Identify and draw simple objects, and use marks and lines to produce texture •Successfully use shading to create mood and feeling •Organise line, tone, shape and colour to represent</p>	<p>Make a record about the styles and qualities in their work •Say what their work is influenced by •Include technical aspects in their work, e.g. architectural</p>

<p>Francis Bacon Pablo Picasso Frida Kahlo</p> <p>Forest Links Using nature in art, observational drawing, mood boards from environment Drawing people making dens – figure/composition</p>	<p>to show different tones and texture Use their sketch books to express feelings about a subject and to describe likes and dislikes</p> <ul style="list-style-type: none"> •Make notes in their sketch books about techniques used by artists •Suggest improvements to their work by keeping notes in their sketch books •Compare the work of different artists •Explore work from other cultures •Explore work from other periods of time •Begin to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work 	<p>forms in movement</p> <ul style="list-style-type: none"> •Show reflections •Explain why they have chosen specific materials to draw with <p>Use their sketch books to express their feelings about various subjects and outline likes and dislikes</p> <ul style="list-style-type: none"> •Produce a montage all about themselves •Use their sketch books to adapt and improve their original ideas •Keep notes about the purpose of their work in their sketch books <p>Experiment with different styles which artists have used</p> <ul style="list-style-type: none"> •Explain art from other periods of history <p>Use ceramic mosaic to produce a piece of art</p>	<p>figures and forms in movement</p> <ul style="list-style-type: none"> •Show reflections •Explain why they have chosen specific materials to draw with <p>Create a range of moods in their paintings</p> <ul style="list-style-type: none"> •Express their emotions accurately through their painting and sketches used •Learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information <p>Experiment with and combine materials and processes to design and make 3D form</p> <ul style="list-style-type: none"> •Sculpt clay and other mouldable materials •Combine visual and tactile qualities to express mood and emotion 	<p>design</p> <p>Ensure that sketches communicate emotions and a sense of self with accuracy and imagination</p> <ul style="list-style-type: none"> •Explain why they have combined different tools to create their drawings •Explain why they have chosen specific drawing techniques •Explain what their own style is •Use a wide range of techniques in their work •Explain why they have chosen specific painting techniques <p>Create work which is open to interpretation by the audience</p> <ul style="list-style-type: none"> •Include both visual and tactile elements in their work •Justify the materials they have chosen •Combine pattern, tone and shape
<p>Music</p> <p>Walk like an Egyptian</p> <p>Opera Aida</p> <p>Hassabahla (Egyptian classical genre)</p>	<p>Sing in tune with expression Control their voice when singing Play clear notes on instruments Create accompaniments for tunes Combine different sounds to create a specific mood or feeling Use musical words to describe what they like and dislike Recognise the work of at least one famous composer</p>	<p>Perform a simple part rhythmically</p> <ul style="list-style-type: none"> •Sing songs from memory with accurate pitch •Improvise using repeated patterns <p>Use notations to record compositions in a small group or on their own</p> <ul style="list-style-type: none"> •Use their notation in a perf <p>Explain the place of silence and say what effect it has</p> <ul style="list-style-type: none"> •Start to identify the character of a piece of music performance 	<p>Breathe in the correct place when singing</p> <ul style="list-style-type: none"> •Sing and use their understanding of meaning to add expression •Maintain their part whilst others are performing their part •Perform 'by ear' and fr <p>Change sounds or organise them differently to change the effect</p> <ul style="list-style-type: none"> •Compose music which meets specific criteria om simple notations <p>Describe, compare and evaluate music using musical vocabulary</p> <ul style="list-style-type: none"> •Explain why they think their music is successful or unsuccessful •Suggest improvements to their own or others' work 	<p>Sing a harmony part confidently and accurately</p> <ul style="list-style-type: none"> •Perform parts from memory •Perform using notations •Take the lead in a performance •Take on a solo part •Provide rhythmic support <p>Recognise that different forms of notation serve different purposes</p> <ul style="list-style-type: none"> •Use different forms of notation •Combine groups of beats <p>Analyse features within different pieces of music</p> <ul style="list-style-type: none"> •Compare and contrast the impact that different composers from different times will have had on the people of the time
<p>DT</p> <p>Shadoufs, pyramids,</p> <p>Hieroglyphic textiles Egyptian biscuits</p>	<p>Show that their design meets a range of requirements</p> <ul style="list-style-type: none"> •Put together a step-by-step plan which shows the order and also what equipment and tools they need •Describe their design using an accurately labelled sketch and words? •How realistic is their plan •Use equipment and tools accurately •Explain what they changed which made their design even better <p>Stiff and flexible sheet materials</p> <ul style="list-style-type: none"> •Use the most appropriate materials •Accurately make cuts and holes •Join materials <p>Mouldable materials</p> <ul style="list-style-type: none"> •Select the most appropriate materials •Use a range of techniques to shape 	<p>Think of how they will check if their design is successful</p> <ul style="list-style-type: none"> •Begin to explain how they can improve their original design <p>Evaluate their product, thinking of both appearance and the way it works</p> <ul style="list-style-type: none"> •Take time to consider how they could have made their idea better <p>Tell if their finished product is going to be good quality</p> <ul style="list-style-type: none"> •Be aware of the need to produce something that will be liked by others •Show a good level of expertise when using a range of tools and equipment •Work at their product even 	<ul style="list-style-type: none"> •Come up with a range of ideas after they have collected information •Take a user's view into account when designing •Produce a detailed step-by-step plan •Suggest some alternative plans and say what the good points and drawbacks are about each •Explain why their finished product is going to be of good quality •Explain how their product will appeal to the audience •Use a range of tools and equipment expertly 	<p>Use a range of information to inform their design</p> <ul style="list-style-type: none"> •Use market research to inform plans •Work within constraints •Follow and refine their plan if necessary <p>Use tools and materials precisely</p> <ul style="list-style-type: none"> •Change the way they are working if needed <p>Test and evaluate their final product</p> <ul style="list-style-type: none"> •Consider if their product is fit for purpose •Consider what they would

	<p>and mould</p> <ul style="list-style-type: none"> •Use finishing techniques 	<p>though their original idea might not have worked</p> <p>Begin to explain how they can improve their original design</p> <ul style="list-style-type: none"> •Evaluate their product, thinking of both appearance and the way it works 	<ul style="list-style-type: none"> •Persevere through different stages of the making process •Keep checking that their design is the best it can be •Check whether anything could be improved •Evaluate appearance and function against the original criteria 	<p>do to improve it</p>
<p>Science</p> <p>Forest Schools</p> <p>Links</p> <p>Plants</p> <p>Classification of living things</p> <p>Devising Keys and using classification tools (tree diagram)</p> <p>Air resistance</p> <p>Decay and decomposition</p> <p>Animals including humans</p>	<p>Use different ideas and suggest how to find something out</p> <ul style="list-style-type: none"> •Make and record a prediction before testing •Plan a fair test and explain why it was fair •Set up a simple fair test to make comparisons •Explain why they need to collect information to answer a question <p>Obtaining and Presenting Evidence:</p> <ul style="list-style-type: none"> •Measure using different equipment and units of measure •Record their observations in different ways (labelled diagrams, charts etc) •Describe what they have found using scientific language •Make accurate measurements using standard units <p>Identify and describe the functions of different parts of flowering plants? (roots, stem/trunk, leaves and flowers)</p> <ul style="list-style-type: none"> •Explore the requirement of plants for life and growth (air, light, water, nutrients from soil, and room to grow) •Explain how they vary from plant to plant •Investigate the way in which water is transported within plants •Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation <p>Compare and group together different rocks on the basis of their appearance and simple physical properties</p> <ul style="list-style-type: none"> •Describe and explain how different rocks can be useful to us •Describe and explain the differences between sedimentary and igneous rocks, considering the way they are formed •Describe in simple terms how fossils are formed when things that have lived are trapped within rock •Recognise that soils are made from rocks and organic matter <p>Describe and explain the skeletal system of a human</p> <ul style="list-style-type: none"> •Describe and explain the muscular system of a human 	<p>Set up a simple fair test to make comparisons</p> <ul style="list-style-type: none"> •Plan a fair test and isolate variables, explaining why it was fair and which variables have been isolated •Suggest improvements and predictions •Decide which information needs to be collected and decide which is the best way for collecting it •Use their findings to draw a simple conclusion <p>Take measurements using different equipment and units of measure and record what they have found in a range of ways</p> <ul style="list-style-type: none"> •Make accurate measurements using standard units •Explain their findings in different ways (display, presentation, writing) <p>Evaluate what they have found using scientific language, drawings, labelled diagrams, bar charts and tables</p> <ul style="list-style-type: none"> •Use straightforward scientific evidence to answer questions or to support their findings <p>Compare and group materials together, according to whether they are solids, liquids or gases</p> <ul style="list-style-type: none"> •Explain what happens to materials when they are heated or cooled •Measure or research the temperature at which different materials change state in degrees Celsius •Use measurements to explain changes to the state of water •Identify the part that evaporation and condensation has in the water cycle •Associate the rate of evaporation with temperature <p>Recognise that living things can be grouped in a variety of ways</p> <ul style="list-style-type: none"> •Explore and use a classification key to group, identify and name a variety of living things (plants, vertebrates, invertebrates) •Compare the classification of common plants and animals to living things found in other places (under the sea, prehistoric) •Recognise that environments can change and this can sometimes pose a danger to living things 	<p>Plan and carry out a scientific enquiry to answer questions, including recognising and controlling variables where necessary</p> <ul style="list-style-type: none"> •Make a prediction with reasons •Use test results to make predictions to set up comparative and fair tests <p>Take measurements using a range of scientific equipment with increasing accuracy and precision</p> <ul style="list-style-type: none"> •Take repeat readings when appropriate •Record more complex data and results using scientific diagrams, labels, classification keys, tables, scatter graphs, bar and line graphs <p>Describe the differences in the life cycles of a mammal, an amphibians, an insects and a bird</p> <ul style="list-style-type: none"> •Describe the life cycles of common plants •Explore the work of well know naturalists and animal behaviourists (David Attenborough and Jane Goodall) <p>Explain that unsupported objects fall towards the earth because of the force of gravity acting between the earth and the falling object</p> <ul style="list-style-type: none"> •Identify the effects of air resistance, water resistance and friction that act between moving surfaces •Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect <p>Give reasons, based on evidence for comparative and fair tests for the particular uses of everyday materials, including metals wood and plastic</p> <ul style="list-style-type: none"> •Describe changes using scientific words (evaporation, condensation) •Demonstrate that dissolving, mixing and changes of state are reversible changes 	<p>Explore different ways to test an idea, choose the best way, and give reasons</p> <ul style="list-style-type: none"> •Vary one factor whilst keeping the others the same in an experiment? Can they explain why they do this •Plan and carry out an investigation by controlling variables fairly and accurately •Make a prediction with reasons? •Can they use information to help make a prediction <p>Explain why they have chosen specific equipment (incl ICT based equipment)</p> <ul style="list-style-type: none"> •Decide which units of measurement they need to use •Explain why a measurement needs to be repeated <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences including microorganisms, plants and animals</p> <ul style="list-style-type: none"> •Give reasons for classifying plants and animals based on specific characteristics <p>Explain why they have chosen specific equipment (incl ICT based equipment)</p> <ul style="list-style-type: none"> •Decide which units of measurement they need to use •Explain why a measurement needs to be repeated <p>Find a pattern from their data and explain what it shows</p> <ul style="list-style-type: none"> •Use a graph to answer scientific questions •Link what they have found out to other science •Suggest how to improve their work and say why they think this •Record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models <p>Identify and name the main parts of the human circulatory system, and describe the</p>

			<ul style="list-style-type: none">• Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda• Use the terms 'reversible' and 'irreversible'	<p>functions of the heart, blood vessels and blood</p> <ul style="list-style-type: none">• Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function• Describe the ways in which nutrients and water are transported within animals, including humans	
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