

Autumn 1. Vehicle Text is The Return. History focus.

**History skills and content**

Changes in Britain from Stone to Iron Age

- Late Neolithic hunter Skara Brae. Bronze Age tech eg Stonehenge.
- Iron Age hill forts and farming

**Design and technology skills and content**

Design, make and evaluate [all objectives]

Technical knowledge and understanding:

- Apply their understanding of how to strengthen, stiffen and reinforce textiles  
Eg make a bag for the boy to take on his travels – joining materials

**Art skills and content**

- to improve the mastery of art and design techniques [printing onto textiles]

**Science skills and content**

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.

**Cross curricular links**

**Maths**

- Measures
- Graphs and tables

**Geography**

Stand alone mapping skills lesson: [GB/UK OR BI?](#)

**Local area / environmental issues / Co Jo**

- Upcycling of materials
- CoJo – Ernest Shackleton

**Field study / trip**

Stone age -Tatton

**Links to cultural Capital / British values / PSHE**

[KiVa 1- 2](#)

Mental health

Personal identity

[BV - Mutual respect](#)

**Classic text**

Poetry- Jabberwocky

Theseus and the Minotaur

**Other subjects**

**Computing:** Coding/On-line safety

**RE:** Judaism-How and why Jews celebrate.

**PE:** Tag rugby (CPD)

**PSHE:** Health and well-being

**MFL:** Getting to know you, Numbers, colours

**Music:** Christmas production – tempo, dynamics

<p><b>Geography skills and content</b></p> <p><u>UK</u></p> <ul style="list-style-type: none"> <li>Name and locate the countries and cities that make up the UK GB and CI.</li> <li>Name and locate cities [in the N, S, E, W] of the United Kingdom – [compare] their identifying human and physical characteristics [with Crewe]</li> <li>Know and use the 8 points of a compass.</li> <li>Use field work to observe, measure, record and present the human and physical features in the local area using a range of methods, including simple sketch maps, printed plans, bar charts, and digital technologies.</li> </ul>
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<p><b>History skills and content</b></p> <p><b>Local history week</b></p> <p>A local history study</p> <ul style="list-style-type: none"> <li>a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) – How has Crewe grown?</li> </ul>	<p><b>Art /Computing skills and content</b></p> <ul style="list-style-type: none"> <li>to improve their mastery of art and design techniques, including using digital media –pop art sketchbook covers</li> <li>about great artists - Andy Wahol</li> </ul>	<p><b>Science skills and content</b></p> <p><b>Light (Physics)</b></p> <ul style="list-style-type: none"> <li>recognise that they need light in order to see things and that dark is the absence of light</li> <li>notice that light is reflected from surfaces</li> <li>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>find patterns in the way that the size of shadows change</li> </ul> <p>Justus von Liebig – early mirror</p>
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<b>Cross curricular links</b>		
<p><b>Computing</b></p> <p>Manipulating pictures-Pop art photographs</p> <p><b>Art</b></p> <p>Set up sketch books/digital media/Andy Warhol</p> <p><b>Maths</b></p> <p>Local walk obs land use &amp; record in tally. Convert to bar chart.</p>	<p><b>Local area / environmental issues/ Co Jo</b></p> <ul style="list-style-type: none"> <li>Local walk –comparing old/new features in the area</li> <li>CoJo – Ernest Shackleton</li> </ul>	<p><b>Field study / trip</b></p> <p>Local walk – look at human and physical geographical features in the local area.</p>

<p><b>Links to cultural Capital / British values / PSHE</b></p> <p>Personal safety</p> <p>Risks</p> <p><i>BV - Mutual respect</i></p> <p>KiVa 3-4</p> <p>BK This is our House-to understand what discrimination means</p>	<p><b>Classic text</b></p> <p>Charles Dickens stories</p> <p>Pandora’s Box</p>	<p><b>Other subjects</b></p> <p><b>Computing:</b> Spreadsheets/online safety</p> <p><b>RE:</b> Christianity- What is God like for Christians?</p> <p><b>PE:</b> Gym (CPD)</p> <p><b>PSHE:</b> Health and Well-being</p> <p><b>MFL:</b> Bonfire night, colours, calendar time, carnival</p> <p><b>Music:</b> Xmas production (tempo/dynamics)</p>
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