

Year 1	Marvellous Me!	Aliens	Where shall we go?
<p><u>History</u> Knowledge and Understanding</p>	<p>I have an awareness of the past. I know about changes within living memory. I understand changes to aspects in national life. I know about significant historical events, people and places in Kentish Town.</p>	<p>I know about the first space flight (Laika).</p>	<p>I know where the people and events I study fit within a chronological framework. I understand some of the ways in which we find out about the past. I know some things about the Victorian period. Sample edible plants beloved by Victorians e.g. gooseberries. See link below – Healthy Eating Victorian Style: http://www.saga.co.uk/health/healthy-eating/healthy-eating-victorian-style.aspx I know about the first aeroplane flight. I know about the life of George Stevenson.</p>
<p><u>History</u> Skills</p>	<p>I can use common words and phrases relating to the passing of time. I can ask and answer questions. I can compare aspects of life in different periods.</p>	<p>Literacy - I can choose and use parts of stories and other sources to show that I know and understand key features of events.</p>	<p>I can identify similarities and differences between ways of life in different periods. I can use a wide vocabulary of everyday historical terms. I can identify different ways in which it is represented.</p>
<p><u>Geography</u> Skills</p>	<p>Local Area I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas I can use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop I can use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Who else lives in / visits the school? Explore and map out locations of green areas. What else might live here? Observe minibeasts / visiting birds (cf. JO Kitchen Garden Project unit 'Feed The Birds'.)</p>	<p>Literacy - Africa I can name and locate the world's seven continents and five oceans I can use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Awareness of seasons is often hazy, ideal to reinforce by making it a learning point each time you go outside. I find clapping syllable of seasons works well, e.g. teacher chaps spring, chdn clap back, then continue a few times through the year.</p>	<p>Transport I can name and locate the world's seven continents and five oceans I can use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key Google maps to locate green spaces in local area with which children may well be familiar such as community garden on Bassett Street,.</p>
<p><u>Art</u> Knowledge and Understanding</p>	<p>I know the work of Tommaso Masaccio I can use painting to develop and share their ideas, experiences and imagination</p>	<p>I know about the work of traditional African artists I can use sculpture to develop and share their ideas, experiences and imagination</p>	<p>I know about the work of Vincent van Gogh (Boats on the Sea) I can use drawing to develop and share their ideas, experiences and imagination</p>
<p><u>Art</u> Skills</p>	<p>I can use a range of materials creatively to design and make products. I can describe the differences and similarities between different practices and disciplines. I can develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. I can make links to my own work.</p>		
<p><u>D&T</u> Focus Skills</p>	<p>Healthy Eating I can use the basic principles of a healthy and varied diet to prepare dishes <i>literacy</i> I understand where food comes from I can select from and use a range of tools and equipment to perform practical tasks JO Kitchen Garden Project has useful units – simple no-heat recipes for classroom etc. Start lessons with visit to Outdoor Classroom to identify ingredients growing (e.g. 'First person to walk to the lettuces' etc) Harvest ingredients to use in cookery sessions either outdoors or back in the classroom.</p>	<p>Moving Pictures I can explore and use mechanisms [for example, levers, sliders, wheels and axles], in my products. I can build structures, exploring how they can be made stronger, stiffer and more stable</p>	<p>Vehicles I can explore and evaluate a range of existing products I can explore and use mechanisms [for example, levers, sliders, wheels and axles], in my products.</p>
<p><u>D&T</u> On-going Skills</p>	<p>I can design purposeful, functional, appealing products for themselves and other users based on design criteria I can generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology I can select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics I can evaluate their ideas and products against design criteria I can select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] / Skills Designing items to use in Outdoor Classroom such as simple seed packets, scarecrows etc. Our idea is to create a puppet scarecrow in Spring term instead of the spaceship (moving picture) – links to joins in woodwork. DT also curriculum area for food products e.g. design their favourite juices, tasting a range of different ingredients first before working out combinations, juicing them, tasting, evaluating etc.</p>		

Year 2	Polar Explorers	Let's Play!	Who's Hungry?
<p><u>History</u> Knowledge and Understanding</p>	<p>I know where the people and events I study fit within a chronological framework. I know about the race to the poles. I know about the life of Earnest Shackleton. <i>literacy</i> I know some things about the Ice Age.</p>	<p>I know about changes within living memory. I understand some of the ways in which we find out about the past. I know about the first moon landing (Armstrong) <i>literacy</i></p>	<p>I have an awareness of the past. I understand changes to aspects in national life. I know about significant historical events, people and places in London (Great Fire of London) <i>literacy</i> Link Great Fire of London to bread topic below, as it was started in a bakery. I know some things about the Stuart period.</p>
<p><u>History</u> Skills</p>	<p>I can use a wide vocabulary of everyday historical terms. <i>literacy</i> I can choose and use parts of stories and other sources to show that I know and understand key features of events. <i>literacy</i></p>	<p>I can use common words and phrases relating to the passing of time. <i>literacy</i> I can ask and answer questions. <i>literacy</i> I can identify similarities and differences between ways of life in different periods.</p>	<p>I can compare aspects of life in different periods. I can identify different ways in which it is represented.</p>
<p><u>Geography</u> Skills</p>	<p>I understand geographical similarities and differences through studying the human and physical geography of London, and of Greenland I can identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles I can use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather I can use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>		<p>Food from around the world I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage I can use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>
<p><u>Art</u> Knowledge and Understanding</p>	<p>I know the work of August Rodin. I can use sculpture to develop and share their ideas, experiences and imagination</p>	<p>I know about the work of Pieter Bruegel (Children's Games) Play these games out I can use drawing to develop and share their ideas, experiences and imagination</p>	<p>I know the work of Edouard Manet. I can use painting to develop and share their ideas, experiences and imagination</p>
<p><u>Art</u> Skills</p>	<p>I can use a range of materials creatively to design and make products I can develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space I can describe the differences and similarities between different practices and disciplines. I can make links to my own work.</p>		
<p><u>D&T</u> Focus Skills</p>		<p>Puppets/ Wind-up Toy I can explore and use mechanisms [for example, levers, sliders, wheels and axles], in my products. Lego WeDo I can explore and evaluate a range of existing products I can build structures, exploring how they can be made stronger, stiffer and more stable</p>	<p>Bread I can use the basic principles of a healthy and varied diet to prepare dishes I understand where food comes from I can select from and use a range of tools and equipment to perform practical tasks Starting point of tasting breads from the around the world – wide range now available on Queen's Crescent including Afghani etc. Making chapatis, for example, is easy – sure a parent would help. Note difference between flat breads and yeasted. Role play Great Fire of London – life in the bakery. Currently a junk model, animal enclosure to cover the skills of planning, designing and joining materials, however fits with the Great Fire of London.</p>
<p><u>D&T</u> On-going Skills</p>	<p>I can design purposeful, functional, appealing products for themselves and other users based on design criteria I can generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology I can select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics I can evaluate their ideas and products against design criteria I can select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] / Skills</p>		

Year 3	A Dinosaur Museum	Volcanoes	Tomb Raider
<p><u>History</u> Knowledge and Understanding</p>	<p>I understand the importance of Mary Anning's discovery to British History. I have a chronologically secure knowledge and understanding of World history.</p>	<p>I know about the Roman Empire I understand how our knowledge of the past is constructed from a range of sources. I understand changes in Britain from the Stone Age to the Iron Age <i>literacy</i> Simple cookery sessions based on foods from different ages. – Stone Age (berries, lilies, onions, honey, garlic mustard seed, meat and fish) The Romans ate a breakfast of bread or a wheat pancake eaten with dates and honey – link with Shrove Tuesday.</p>	<p>I understand the achievements of Ancient Egypt. I understand the importance of Howard Carter's discoveries. Simple cookery sessions based on foods from different ages. peas and beans, lentils, onions, garlic, radishes, turnips, peppers, leeks, lettuces and cucumbers, and also many herbs such as aniseed, fennel, mustard, thyme, coriander, cumin and dill</p>
<p><u>History</u> Skills</p>	<p>I can establish a clear narrative with the period of study. I can ask and questions about change, cause, and significance. I can ask and answer questions about similarity and difference. I can use appropriate historical terms. I can select and organise relevant historical information to support my ideas.</p>		
<p><u>Geography</u> Skills</p>	<p>Fossils I can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>	<p>Active Planet I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) I can describe and understand key aspects of volcanoes and earthquakes I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Egypt I can locate the world's countries, using maps, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>
<p><u>Art</u> Knowledge and Understanding</p>	<p>I know about the work of Henri Rousseau I can improve my mastery of art and design techniques, including drawing and painting Use vegetation from school grounds / Outdoor Classroom for chdn's own work in style of Rousseau. Inspiration: 'Tiger in a Tropical Storm'.</p>	<p>I know about the work of Katsushika Hokusai I can improve my mastery of art and design techniques, including painting and printing</p>	<p>I know about the work of Ancient Egyptian artists I can improve my mastery of art and design techniques, including sculpture with a range of materials</p>
<p><u>Art</u> Skills</p>	<p>I can create sketch books to record my observations and use them to review and revisit ideas I can develop my techniques, including my control and use of materials. I can develop my creativity and experimentation. Sketching outdoors – choose their favourite plant / buds on apple trees etc.</p>		
<p><u>D&T</u> Focus Skills</p>	<p>Dinosaur Models/ Dinosaur Toys I understand and use mechanical systems in my products [for example, gears, pulleys, cams, levers and linkages]</p>	<p>Volcanoes I can apply my understanding of how to strengthen, stiffen and reinforce more complex structures</p>	
<p><u>D&T</u> On-going Skills</p>	<p>I can use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups I can generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design I can select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately I can select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities I can investigate and analyse a range of existing products I can evaluate their ideas and products against their own design criteria and consider the views of others to improve their work I can understand how key events and individuals in design and technology have helped shape the world</p>		

Year 4	Chocolate	Inventions	Being British
<p><u>History</u> Knowledge and Understanding</p>	<p>I understand life, influence and achievements of the Mayan civilisation c. AD 900 I have a chronologically secure knowledge and understanding of World history. I understand how our knowledge of the past is constructed from a range of sources.</p>	<p>I understand the life, influence and achievements of British inventors and inventions.</p>	<p>I have a chronologically secure knowledge and understanding of British history. I understand changes in Britain from the Stone Age to the Iron Age. I know about the Roman Empire and its impact on Britain I understand Britain's Settlement by Anglo-Saxons and Scots I understand the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor I have a chronologically secure knowledge and understanding of local history (London).</p>
<p><u>History</u> Skills</p>	<p>I can establish a clear narrative with the period of study. I can establish a clear narrative across periods of study. I can note connections, contrasts and trends over time. I can ask and questions about change, cause, and significance. I can ask and answer questions about similarity and difference. I can use appropriate historical terms. I can select and organise relevant historical information to support my ideas.</p>		
<p><u>Geography</u> Skills</p>	<p>Fair Trade I can locate the world's countries, using maps, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities I can describe and understand key aspects of economic activity including trade links I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>		<p>Britain I can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time I understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, I can describe and understand key aspects of types of settlement and land use I can use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world I can use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
<p><u>Art</u> Knowledge and Understanding</p>	<p>I know about the work of Mayan artists I can improve my mastery of art and design techniques, including sculpture with a range of materials</p>	<p>I know about the work of Leonardo da Vinci I can improve my mastery of art and design techniques, including drawing and printing</p>	<p>I know about the work of Thomas Gainsborough I can improve my mastery of art and design techniques, including drawing and painting</p>
<p><u>Art</u> Skills</p>	<p>I can create sketch books to record my observations and use them to review and revisit ideas. I can develop my techniques, including my control and use of materials. I can develop my creativity and experimentation.</p>		
<p><u>D&T</u> Focus Skills</p>	<p>Chocolate I understand and apply the principles of a healthy and varied diet I can prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques I understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Making chocolate truffles is simple but also offers opportunity to incorporate different ingredients – e.g. add dried fruits / spices / decorate with edible flowers from Outdoor Classroom. Create chocolate bars with items from garden – decoration or within the chocolate.</p>	<p>Electrical Invention I can apply my understanding of how to strengthen, stiffen and reinforce more complex structures I understand and use electrical systems in my products [for example, series circuits incorporating switches, bulbs, buzzers and motors] I can apply my understanding of computing to program, monitor and control their products Lego WeDo</p>	
<p><u>D&T</u> On-going Skills</p>	<p>I can use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. I can generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. I can select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. I can select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. I can investigate and analyse a range of existing products. I can evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. I can understand how key events and individuals in design and technology have helped shape the world.</p>		

Year 5	War is Coming!	Space Expeditions	Odysseus
<u>History</u> Knowledge and Understanding	I have a chronologically secure knowledge and understanding of local history (London). I understand life, influence and achievements of Britain during WW2. I have a chronologically secure knowledge and understanding of British history. I understand how our knowledge of the past is constructed from a range of sources.	I have a chronologically secure knowledge and understanding of World history (The Space Race).	I understand life, influence and achievements of Ancient Greece. Ancient Greek feast. Olives, onion, cucumber. Wrapped vice leave, humus, pita. Prepare and taste a greek salad- chopping, washing, make a dressing.
<u>History</u> Skills	I can establish a clear narrative with the period of study. I can establish a clear narrative across periods of study. I can note connections, contrasts and trends over time. I can ask and questions about change, cause, and significance. I can ask and answer questions about similarity and difference. I can use appropriate historical terms. I can construct informed responses that involve thoughtful selection and organisation of relevant historical information. Studying of rationing / Dig for Victory. – Link to people having their won allotments. Children decide upon meals for a week with the rations and prepare a dish.		
	Butter: 50g (2oz)	Bacon and ham: 100g (4oz)	Margarine: 100g (4oz)
	Sugar: 225g (8oz).	Meat: To the value of <u>1s.2d</u> (one shilling and sixpence per week. That is about 6p today)	Milk: 3 pints (1800ml) occasionally dropping to 2 pints (1200ml).
	Cheese: 2oz (50g)	Eggs: 1 fresh egg a week.	Tea: 50g (2oz).
	Jam: 450g (1lb) every two months.	Dried eggs 1 packet every four weeks.	Sweets: 350g (12oz) every four weeks
<u>Geography</u> Skills		Planet Earth I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the rime/Greenwich Meridian and time zones (including day and night) I can describe and understand key aspects of climate zones, biomes and vegetation belts	Greece I can locate the world's countries, using maps, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
<u>Art</u> Knowledge and Understanding	I know the work of Pablo Picasso I can improve my mastery of art and design techniques, including drawing and painting	I know the work of Jim Davis I can improve my mastery of art and design techniques, including painting and printing	I know about the work of Ancient Greek artists I can improve my mastery of art and design techniques, including
<u>Art</u> Skills	I can create sketch books to record my observations and use them to review and revisit ideas I can develop my techniques, including my control and use of materials. I can develop my creativity and experimentation.		
<u>D&T</u> Focus Skills	Anderson Shelter I understand and use electrical systems in my products [for example, series circuits incorporating switches, bulbs, buzzers and motors] I can apply my understanding of how to strengthen, stiffen and reinforce more complex structures	Space/Spy Gadget I understand and use mechanical systems in my products [for example, gears, pulleys, cams, levers and linkages] I can apply my understanding of computing to program, monitor and control their products Lego WeDo	
<u>D&T</u> On-going Skills	I can use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups I can generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design I can select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately I can select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities I can investigate and analyse a range of existing products I can evaluate their ideas and products against their own design criteria and consider the views of others to improve their work I can understand how key events and individuals in design and technology have helped shape the world		

Year 6	Survivor	We are... Artists	Street Child – Victorian London
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<p><u>History</u> Knowledge and Understanding</p>	<p>I understand changes in Britain from the Stone Age to the Iron Age. <i>literacy</i></p>	<p>I understand life, influence and achievements of British artists and art movements. I have a chronologically secure knowledge and understanding of World history.</p>	<p>I have a chronologically secure knowledge and understanding of local history (London). I understand life, influence and achievements of Britain during the Victorian period. I have a chronologically secure knowledge and understanding of British history. I understand how our knowledge of the past is constructed from a range of sources. <i>Victorian street food cf. now. Impact of trade on diet – e.g. spices. Look at recipes from the time and make.</i> https://britishfoodhistory.wordpress.com/tag/victorian-era/</p>
<p><u>History</u> Skills</p>	<p>I can establish a clear narrative with the period of study. I can establish a clear narrative across periods of study. I can note connections, contrasts and trends over time. I can ask and questions about change, cause, and significance. I can ask and answer questions about similarity and difference. I can use appropriate historical terms. I can construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>		
<p><u>Geography</u> Skills</p>	<p>I can describe and understand key aspects of rivers and mountains I can describe and understand key aspects of the distribution of natural resources including energy, food, minerals and water. I can describe and understand key aspects of the water cycle <i>Water feature in Outdoor Classroom.</i> I can use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world I can use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>		<p>I can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>
<p><u>Art</u> Knowledge and Understanding</p>	<p>I know about the work of Stone Age artists</p>	<p>I know about great artists, architects and designers in history. I can improve my mastery of art and design techniques, including drawing, painting, printing and sculpture with a range of materials <i>Use produce for still life. Draw from other points of view.</i></p>	<p>I know about the work of William Morris I can improve my mastery of art and design techniques, including drawing and painting</p>
<p><u>Art</u> Skills</p>	<p>I can create sketch books to record my observations and use them to review and revisit ideas. I can improve my mastery of art and design techniques, including drawing and painting, printing and sculpture with a range of materials. I can develop my techniques, including my control and use of materials. I can develop my creativity and experimentation.</p>		
<p><u>D&T</u> Focus Skills</p>	<p>Wild Cooking I understand and apply the principles of a healthy and varied diet I can prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques I understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>		<p>Victorian Engineering I understand and use mechanical systems in my products [for example, gears, pulleys, cams, levers and linkages] I can apply my understanding of how to strengthen, stiffen and reinforce more complex structures</p>
<p><u>D&T</u> On-going Skills</p>	<p>I can use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups I can generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design I can select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately I can select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities I can investigate and analyse a range of existing products I can evaluate their ideas and products against their own design criteria and consider the views of others to improve their work I can understand how key events and individuals in design and technology have helped shape the world</p>		