




- **Intent** – the extent to which schools demonstrate a rich and varied curriculum.
- **Implementation** – that teachers present all aspects of this broad and balanced curriculum and are visibly encouraging discussion and the whole-hearted engagement of pupils, without an over-concentration on outcomes and with a far greater emphasis on processes.
- **Impact** – that learners develop detailed knowledge and skills across the whole curriculum.

## Curriculum coverage – Year 4 – 2022-2023

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KRP – Knowledge rich projects. ILP – imaginative learning projects.						
<b>Title</b>	<b>Burps, Bottoms and Bile!</b>	<b>I Am A Warrior!</b>	<b>Road Trip USA!</b>	<b>Blue Abyss</b>	<b>Traders and Raiders</b>	<b>Misty Mountains Sierra.</b>
<b>Main focus subject</b>	Science	History	Geography	Science	History	Geography
<b>KRP</b>		Did the Romans use Toilet Paper?		How does pollution affect habitats?		Local History study - Study of the ancient forest
<b>English focus</b>	Digestive Explanation based on Gut GardeN (Non Fiction ) new release from WS  Charlie and the Chocolate Factory – (Fiction) Roald Dahl	Sicily holiday brochure - (Non Fiction Persuasive Writing)  Still I Rise Maya Angelou (Poetry BAME)	Journey – Aaron Becker (Narrative Adventure)  The River – Valerie Bloom (Poem)	The Creature (Non – Fiction Newspaper report)  The Whale –Ethan and Vita Murrow (A Narrative Mystery)	Bike Boy – Jane Considine (Narrative Adventure)  The Wizards of Once – Cressida Cowell Non Fiction Newspaper Report	Once Upon a Raindrop – James Carter( Non Fiction Script for a factual tour)  Aladdin and the enchanted lamp Phillip Pullman (Taditional Tale)
<b>Class Novel</b>	Demon Dentist, David Walliams		The Indian In The Cupboard, Lynne Reid Banks		She Wolf, Dan Smith (Used within English in TWS format)	

<p><b>Art and design</b></p>		<p><b>Outcome - Sculpture</b>        Make a clay Roman coin. Use their study of Romans and Rome to influence design ideas.</p> <p><u>Skills</u>        Create a series of sketches for a scene over time to develop ideas.        Use slab construction, sculpting, and carving. Use slip and scoring to attach additional clay.        Select appropriate tools to score clay and add detail.</p> <p>Give constructive feedback to others about ways to improve a piece of artwork.</p> <p><u>Knowledge</u>        Carving, slip and scoring can be used to attach extra pieces of clay. Mark making can be used to add detail to 3-D forms.        Constructive feedback highlights strengths and weaknesses and provides information and instructions aimed at improving one or two aspects of the artwork, which will improve the overall piece.</p> <p><u>Artists/movements to explore</u>        Grayson Perry – carefully selected pieces</p>  <p><u>Vocabulary</u></p>		<p><b>Outcome - Painting</b>        Painting of a Seascapes in the style of Hokusai</p> <p><u>Skills</u>        Create a series of sketches for a scene over time to develop ideas. Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting.</p> <p>Give constructive feedback to others about ways to improve a piece of artwork.</p> <p><u>Knowledge</u>        Artists use sketching to develop an idea over time.        Constructive feedback highlights strengths and weaknesses and provides information and instructions aimed at improving one or two aspects of the artwork, which will improve the overall piece.        Warm colours include orange, yellow and red. They remind the viewer of heat, fire and sunlight. They can make people feel happy and they look like they are in the foreground of a picture. Cool colours include blue, green and magenta. Cool colours remind the viewer of water, ice, snow and the sky. They can make people feel calm or lonely and they recede into the background of a picture.</p> <p><u>Artists/movements to explore</u></p>		<p><b>Outcome - Drawing</b>        Create sketch of a landscape based on the work of Paul Cezanne.</p> <p><u>Skills</u>        Create a series of sketches of mountain landscapes.        Explore perspective drawing: objects in the distance appear smaller and objects closer appear bigger.</p> <p>Select the best materials and techniques that are well suited to different tasks: hatching (drawing straight lines in the same direction to fill in an area), cross-hatching (layering lines of hatching in different directions), random lines (drawing lines of a variety of shapes and lengths) and stippling (using small dots).        Explore tones: lines or dots are drawn further apart and dark tones are created when lines or dots are drawn closer together.        Know that with perspective drawing objects in the distance appear smaller and objects closer appear bigger.</p> <p>Give constructive feedback to others about ways to improve a piece of artwork.</p> <p><u>Knowledge</u>        A sketch is a quickly produced or unfinished drawing which helps artists develop their ideas.        Pen and ink create dark lines that strongly contrast with</p>
------------------------------	--	---	--	---	--	---

		slab construction sculpting carving slip scoring clay		<p><b>Katsushika Hokusai</b></p>  <p><b>Vocabulary</b></p>		<p>white paper. Pen and ink techniques include hatching (drawing straight lines in the same direction to fill in an area), cross-hatching (layering lines of hatching in different directions), random lines (drawing lines of a variety of shapes and lengths) and stippling (using small dots). Light tones are created when lines or dots are drawn further apart and dark tones are created when lines or dots are drawn closer together.</p> <p>Constructive feedback highlights strengths and weaknesses and provides information and instructions aimed at improving one or two aspects of the artwork, which will improve the overall piece.</p> <p><b>Artists/movements to explore</b> Paul Cezanne</p> 
<b>Computing</b>	<p><b>The Internet:</b></p> <p><u>Skills:</u> Describe the internet as a network of networks. Demonstrate how info is shared across the curriculum. Discuss why network needs protecting. Describe different networked devices, explain how the internet allows us to view WWW. Recognise websites and web pages. Explain different</p>	<p><b>Audio Editing:</b></p> <p><u>Skills:</u> Identify digital devices that can record and play back sound, identify inputs and outputs, recognise a range of sounds. Use a device to record audio and play back sound. Discuss what others include when recording sound for a podcast. Plan and write content for a podcast, Save digital recording</p>	<p><b>Photo Editing:</b></p> <p><u>Skills:</u> Identify changes to an image, explore how images can be changed in real life, and explain the effect of editing. Change the composition of an image; consider why an image may need changing. Talk about changes, choose effects, and explain choices. Identify how an image has been retouched, give examples of</p>	<p><b>Data Logging:</b></p> <p><u>Skills:</u> Choose a data set to answer a given question. Suggest questions that can be answered, identify data over time. Explain that sensors are input devices, identify that data from sensors can be recorded. Identify the intervals used to collect data, import a data set, use a computer to view data, use a</p>	<p><b>Programming A: Repetition in shapes:</b></p> <p><u>Skills:</u> Program a computer by typing commands, explain the effect of changing a value of a command, create a code snippet for a given purpose. Use a template to draw what the program needs to do, write an algorithm, identify patterns, and use a count-</p>	<p><b>Repetition in games:</b></p> <p><u>Skills:</u> List an everyday task as a set of instructions, predict the outcome of a snippet of code, modify a snippet, modify loops, recognise some programming languages enable more than one process to be ran at once, choose an action which will be repeated, evaluate the</p>

	<p>types of media. Describe how to access websites. Create media, which can be found on websites. Add content to WWW, explain new content. Suggest who owns content on websites; explain the rules to protect content. Explain that not everything on the WWW is true or accurate.</p> <p><u>Knowledge:</u> Knowledge of computer networks. Know the definition of a network. Know how data is routed around the internet. Know where websites are stored. Know about copyright and the reasons for it, knowledge of creative common licenses. Know how info spreads quickly around the web. Know that search results are influenced by adverts.</p> <p><u>Vocabulary:</u> Internet, network, router, network, security, network switch, server, wireless access point, website, web page, web address, routing, route tracing, browser, World Wide Web, internet, content, website, web page, links, files, use, download, sharing, ownership, permission, sharing, accurate, honest, content, adverts</p>	<p>as a file. Open a digital recording from a file. Edit sections of an audio recording. Use editing tools to arrange sections of audio. Suggest improvements.</p> <p><u>Knowledge:</u> To know the location of microphones/speakers on digital devices capable of recording sounds. Know how to use Audacity to record sound. Know how to delete individual tracks. Know how to edit audio, including altering the volume and fading sections. Know how to use the copy, paste and time shift tools in audacity. Know how to export audio recordings.</p> <p><u>Vocabulary:</u> Audio, record, playback, microphone, speaker, headphones, input, output, sound, start, pause, stop, podcast, save, file, selection, open, mixing, time shift, export, MP3, editing, evaluate, feedback.</p>	<p>positive and negative effects, and choose appropriate tools to retouch an image. Sort images into real or fake. Combine parts of an image to create new images. Consider the effects of adding elements, compare original image with a completed publication, and evaluate the impact of the publication through feedback.</p> <p><u>Knowledge:</u> Know how to crop an image. Know how to search for and save an image. Know how to combine parts of two images. Know how to make image adjustments and change effects in the image editor. Know how to use "lasso select" tool in paint.</p> <p><u>Vocabulary:</u> Image, edit, arrange, select, digital, crop, undo, save, copyright, composition, edit, pixels, rotate, flip, image, adjustments, colours, hue/saturation, sepia, save, version, illustrator, vignette, retouch, clone, recolour, magic wand, adjust, sharpen, brighten, composite, alter, background, foreground, publication, elements, original, font style, shapes, border, layer.</p>	<p>computer program to sort data. Plan how to collect data using a data logger, use a data logger to collect data, interpret data, draw conclusions.</p> <p><u>Knowledge:</u> Know that a data logger is a digital device that can collect data over time and store it. Know that input devices allow data to be entered into a computer. Know that keyboards, mice and microphones are all input devices. Know that a sensor can capture data about temp, light, sound, humidity, pressure etc.</p> <p><u>Vocabulary:</u> Data, table (layout), input device, sensor, data logger, logging, data point, interval, analyse, data set, import, export, logged, collection, review, conclusion.</p>	<p>controlled loop. Predict the outcome of a program; choose which values to change in a loop. Identify chunks of actions in the real world. Design a program that includes count controlled loops.</p> <p><u>Knowledge:</u> Know how to use Logo. Know how to use the logo commands. Know that repetition can include actions and commands. Know that loops can be repeated indefinitely, or a set number of times: count controlled loops. Know how to carry out code tracing. Know how to decompose code snippets. Know how to recognise patterns in their programming.</p> <p><u>Vocabulary:</u> Program, turtle: arrow/turtle image, commands, code snippet, algorithm, design, debug, logo, debugging, pattern, repeat, repetition, count controlled loop, algorithm, value, trace, value, repeat, decompose, procedure,</p>	<p>effectiveness of a programme, re-use existing code snippets, evaluate the use of a repetition, refine the algorithm in my design, build a programme that follows a design, evaluate the steps.</p> <p><u>Knowledge:</u> Know that repetition is where actions or commands in programming are repeated. Know that repeated commands can also be referred to as a loop. Know that there are four levels which can help describe a project.</p> <p><u>Vocabulary:</u> Scratch, programming, sprite, blocks, code, loop, repeat, value, forever, infinite loop, count controlled loop, costume, event block, duplicate, modify, design, algorithm, debug, evaluate,</p>
DT	<p><b>Outcome – Make a trap for the Demon Dentist</b></p> <p><u>Product design</u> Investigate and identify the design features of a familiar product.</p> <p><u>Generation of ideas</u></p>		<p><b>Outcome – Design and Make a new billboard to advertise a new hotel.</b></p> <p><u>Skill:</u> Understand electrical systems in their products, (including: simple circuits, switches and bulbs.</p>		<p><b>Outcome – Design and Make a shelter for Ylva (She Wolf) when she arrives at the island fortress.</b></p> <p><u>Product design</u></p>	

	<p>Use annotated sketches and exploded diagrams to test and communicate their ideas.</p> <p><b>Structures</b> Prototype shell and frame structures, showing awareness of how to strengthen, stiffen and reinforce them.</p> <p><b>Investigation</b> Select, name and use tools with adult supervision.</p> <p><b>Materials</b> Choose from a range of materials, showing an understanding of their different characteristics.</p> <p><b>Mechanisms and movement</b> Explore and use a range of mechanisms (levers, axles, cams, gears and pulleys) in models or products.</p> <p><b>Comparison</b> Create and complete a comparison table to compare two or more products.</p> <p><b>Significant people</b> Explain how and why a significant designer or inventor shaped the world.</p> <p><b>Evaluation</b> Identify what has worked well and what aspects of their products could be improved, acting on their own suggestions and those of others when making improvements.</p>		<p>Knowledge: Understand electrical systems in their products.</p> <p><b>Evaluation</b> Identify what has worked well and what aspects of their products could be improved, acting on their own suggestions and those of others when making improvements.</p> <p><b>Significant people</b> Explain how and why a significant designer or inventor shaped the world.</p>		<p>Investigate and identify the design features of a familiar product.</p> <p><b>Generation of ideas</b> Use annotated sketches and exploded diagrams to test and communicate their ideas.</p> <p><b>Structures</b> Prototype shell and frame structures, showing awareness of how to strengthen, stiffen and reinforce them.</p> <p><b>Investigation</b> Select, name and use tools with adult supervision.</p> <p><b>Materials</b> Choose from a range of materials, showing an understanding of their different characteristics.</p> <p><b>Significant people</b> Explain how and why a significant designer or inventor shaped the world.</p> <p><b>Evaluation</b> Identify what has worked well and what aspects of their products could be improved, acting on their own suggestions and those of others when making improvements.</p>	
<b>Geography</b>		<p><b>Comparison between Italy and UK.</b></p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of</li> </ul>	<p><b>REGION OF NORTH AMERICA.</b></p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Describe a range of human features and their location in USA and explain how they are interconnected.</li> <li>Study and draw conclusions about places and</li> </ul>			<p><b>Mountains and the Water Cycle</b></p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Investigate a geographical hypothesis using a range of fieldwork techniques (linked to educational visit to Roseberry Topping).</li> </ul>

		<p>the UK and A region in a European Country.</p> <ul style="list-style-type: none"> <li>• Create a detailed study of geographical features including hills, mountains, coasts and rivers of the UK compared to a region of Europe.</li> </ul>	<p>geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping.</p> <ul style="list-style-type: none"> <li>• Locate the countries and major cities of North, America on a world map, atlas or globe.</li> <li>• Identify the location of the Tropics of Cancer and Capricorn on a world map.</li> <li>• Describe and compare aspects of physical features.</li> <li>• Study and draw conclusions about places and geographical features (desert/forest/coastal/urban) using a range of geographical resources, including maps, atlases, globes and digital mapping.</li> </ul> <p><b>Knowledge</b> To know the physical and human features of North America. Know the names of North American states and some significant cities, mountains, rivers. To know the location of the tropics of cancer and Capricorn, Artic &amp; Antarctic Circle.</p>			<ul style="list-style-type: none"> <li>• Identify the topography of an area of the UK using contour lines on a map.</li> <li>• Study and draw conclusions about places and geographical features (land height) using a range of geographical resources, including maps, atlases, globes and digital mapping.</li> <li>• Use the eight points of a compass, four-figure grid references, symbols and a key to locate and plot geographical places and features on a map.</li> <li>• Explain ways that water systems are used in different parts of the world.</li> <li>• Use specific geographical vocabulary and diagrams to explain the water cycle.</li> </ul> <p><b>Knowledge</b> To know the geographical features of a region in the UK. Know the features of the water-cycle. Know the features of mountains. Know the names of famous world mountains. Know the names and locations of UK mountains.</p>
<b>Science</b>	<p><b><u>Animals including humans - Digestion</u></b></p> <ul style="list-style-type: none"> <li>• Describe the purpose of the digestive system, its main parts and each of their functions.</li> <li>• Identify the four different types of teeth in humans,</li> </ul>		<p><b><u>Electricity</u></b></p> <ul style="list-style-type: none"> <li>• Identify common appliances that are and are not powered by electricity.</li> <li>• Construct simple series circuits identifying and naming its basic parts.</li> </ul>	<p><b><u>Living things and their habitats - Sea</u></b></p> <ul style="list-style-type: none"> <li>• Recognise that living things can be grouped in a variety of ways.</li> <li>• Explore and use classification keys to help group, identify and name a</li> </ul>		<p><b><u>States of Matter</u></b></p> <ul style="list-style-type: none"> <li>• Compare and group materials together, according to whether they are solids, liquids or gases.</li> <li>• Observe that some materials change state</li> </ul>

	<p>and describe their functions.</p> <ul style="list-style-type: none"> <li>Describe what damages teeth and how to look after them.</li> </ul> <p><u>Knowledge</u></p> <p><u>Vocabulary</u> Teeth, tongue, mouth, oesophagus, stomach, small intestine, large intestine, acid, enzyme, bile, cavity, decay, fluoride.</p>		<ul style="list-style-type: none"> <li>Describe materials as electrical conductors or insulators.</li> <li>Identify whether or not a lamp will light in a simple series circuit based on whether or not the circuit is a complete loop and has a battery or cell.</li> <li>Recognise that a switch opens and closes a circuit and associate this with whether a lamp lights.</li> </ul> <p>TAUGHT: PRECAUTIONS ABOUT WORKING WITH ELECTRICITY SAFELY.</p> <p><u>Knowledge</u> Know that metals are good conductors</p> <p><u>Vocabulary</u> Cells, wires, bulbs, switches, buzzers, complete loop, battery, conductors, insulators,</p>	<p>variety of living things in their local and wider environment.</p> <ul style="list-style-type: none"> <li>Environments can change and that this can sometimes pose dangers to living things.</li> </ul> <p><u>Vocabulary</u> Flowering plants, non-flowering plants, vertebrae, invertebrate, fish, amphibians, reptiles, birds, mammals,</p> <p><u>Animals including humans - Sea</u></p> <ul style="list-style-type: none"> <li>Construct and interpret a variety of food chains , identifying producers, predators and prey.</li> </ul> <p><u>Vocabulary</u> Producers, consumers, predator, prey, omnivore, herbivore, carnivore.</p>		<p>when they are heated or cooled and measure or research the temperature at which this happens in degrees Celsius.</p> <ul style="list-style-type: none"> <li>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul> <p><u>Sound</u></p> <ul style="list-style-type: none"> <li>Identify how sounds are made, associating some of them with something vibrating.</li> <li>Recognise that vibrations from sounds travel through a medium to the ear.</li> <li>Find patterns between the pitch of a sound and features of the object that produced it.</li> <li>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</li> <li>Recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>
<b>Working scientifically</b>	<p>Use scientific vocabulary to report and answer questions about their findings based on evidence collected, draw simple conclusions and identify next steps, improvements and further questions. Gather, record, classify and present observations and measurements in a variety of ways (pictorial representations, timelines, diagrams, keys, tables, charts and graphs). Ask relevant scientific questions, independently, about the world around them and begin to identify how they can answer them. Take accurate measurements in standard units, using a range of equipment. Begin to independently plan, set up and carry out a range of comparative and fair tests, making predictions and following a method accurately. Begin to choose which observations to make and for how long and make systematic, careful observations and comparisons, identifying changes and connections.</p>					
<b>History</b>		<p><u>How important was the Roman invasion of Britain?</u></p> <ul style="list-style-type: none"> <li>Describe the 'Romanisation' of Britain, including the impact of</li> </ul>			<p><u>Were the Vikings really brutal invaders?</u></p> <ul style="list-style-type: none"> <li>Describe the hierarchy and different roles in ancient civilisations.</li> </ul>	

		<p>technology, culture and beliefs.</p> <ul style="list-style-type: none"> <li>• Describe the hierarchy and different roles in ancient civilisations.</li> <li>• Explain the cause and consequence of invasion and migration by the Romans into Britain.</li> <li>• Construct a narrative, chronological or non-chronological account of a past civilisation, focusing on their features and achievements.</li> <li>• Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, architecture, religion, culture, art, politics, hierarchy).</li> <li>• Describe the significance and impact of power struggles on Britain.</li> <li>• Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner.</li> <li>• Compare and contrast two civilisations</li> <li>• Construct a profile of a significant leader using a range of historical sources.</li> <li>• Describe a series of significant events, linked by a common theme, that show changes over time in Britain.</li> <li>• Explain the cause, consequence and impact</li> </ul>			<ul style="list-style-type: none"> <li>• Construct a narrative, chronological or non-chronological account of a past civilisation, focusing on their features and achievements.</li> <li>• Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, architecture, religion, culture, art, politics, hierarchy).</li> <li>• Describe the significance and impact of power struggles on Britain.</li> <li>• Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner.</li> <li>• Construct a profile of a significant leader using a range of historical sources.</li> <li>• Describe a series of significant events, linked by a common theme, that show changes over time in Britain.</li> <li>• Explain the cause, consequence and impact of invasion and settlement in Britain.</li> </ul>	
--	--	--	--	--	--	--



		of invasion and settlement in Britain.				
<b>Historical study</b>	<ul style="list-style-type: none"> <li>Identify bias in primary and secondary sources.</li> <li>Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.</li> <li>Use more complex historical terms to explain and present historical information.</li> <li>Interpret a primary source and understand how the context in which it was written influences the writer's viewpoint.</li> <li>Explain how artefacts provide evidence of everyday life in the past.</li> <li>Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them</li> <li>Sequence significant dates about events within a historical time period on historical timelines.</li> </ul>					
<b>Local study</b>						<b>The Legend of the Monkey</b> Describe and explain the impact of a past society on a local settlement or community.
<b>Music</b>			<p><b>Traditional and cultural music</b></p> <ul style="list-style-type: none"> <li>Play or sing music from notation and memory with increasing accuracy, fluency, control and expression.</li> <li>Sing songs accurately both solo and part of an ensemble.</li> <li>Play and create repeated rhythmic patterns.</li> <li>Improvise and compose a sequence of sounds and vocals for different instruments.</li> <li>Record them using standard or invented notation.</li> <li>play or sing melodies from standard and invented musical notation and symbols.</li> <li>Compare and evaluate different genres of music using appropriate musical vocabulary.</li> <li>Name instruments</li> <li>Describe how different instruments are used throughout a piece of music to add interest and meaning.</li> </ul> <p><u>Knowledge</u></p>		<p><b>Composing lyrics</b></p> <ul style="list-style-type: none"> <li>Play or sing music from notation and memory with increasing accuracy, fluency, control and expression.</li> <li>Sing songs accurately both solo and part of an ensemble.</li> <li>Play and create repeated rhythmic patterns.</li> <li>Improvise and compose a sequence of sounds and vocals for different instruments.</li> <li>Record them using standard or invented notation.</li> <li>play or sing melodies from standard and invented musical notation and symbols.</li> <li>Compare and evaluate different genres of music using appropriate musical vocabulary.</li> <li>Name instruments</li> <li>Describe how different instruments are used throughout a piece of music to add interest and meaning.</li> </ul>	<p><b>Composing lyrics</b></p> <ul style="list-style-type: none"> <li>Play or sing music from notation and memory with increasing accuracy, fluency, control and expression.</li> <li>Sing songs accurately both solo and part of an ensemble.</li> <li>Play and create repeated rhythmic patterns.</li> <li>Improvise and compose a sequence of sounds and vocals for different instruments.</li> <li>Record them using standard or invented notation.</li> <li>play or sing melodies from standard and invented musical notation and symbols.</li> <li>Compare and evaluate different genres of music using appropriate musical vocabulary.</li> <li>Name instruments</li> <li>Describe how different instruments are used throughout a piece of music to add interest and meaning.</li> </ul> <p><u>Knowledge</u></p>

					Knowledge	
<b>Singing and appreciating</b>	<p><b><u>Singing</u></b></p> <ul style="list-style-type: none"> <li>• Junior Voiceworks 1: Calypso</li> <li>• Junior Voiceworks 2: Our Dustbin</li> <li>• Voiceworks 1: Hear the Wind</li> <li>• Kendrick: Servant King</li> <li>• Happy Birthday</li> <li>• Great Weather Songs: Long Journey</li> <li>• Great Celebration Songs: World in Union</li> <li>• Sing Up: Just like a Roman</li> <li>• Trad. Ghana: Namuma</li> <li>• Sing for Pleasure: Ghosts</li> <li>• Sing for Pleasure: Lost in Space</li> </ul> <p><b><u>Vocabulary</u></b></p> <p>Notation stave pitch dynamics solo ensemble motifs</p>					

### Western Classical Tradition and Film

Title	Composer	Period
<b>Symphony No. 5</b>	<b>Beethoven</b>	<b>Classical</b>
<b>O Eucharist</b>	<b>Hildegard</b>	<b>Early</b>
<b>For the Beauty of the Earth</b>	<b>Rutter</b>	<b>20th Century</b>
Jai Ho from <i>Slumdog Millionaire</i>	A. R. Rahman	21st Century
Hallelujah from <i>Messiah</i>	Handel	Baroque
Rondo alla Turca	Mozart	Classical
Night on a Bare Mountain	Mussorgsky	Romantic
Mars from <i>The Planets</i>	Holst	20th Century
Bolero	Ravel	20th Century
Night Ferry	Anna Clyne	21st Century

### Popular Music

Style	Title	Artist(s)
<b>Jazz</b>	<b>Take the 'A' Train<sup>4</sup></b>	<b>Billy Strayhorn/Duke Ellington Orchestra</b>
<b>90s Indie</b>	<b>Wonderwall</b>	<b>Oasis</b>
Rock n Roll	Hound Dog	Elvis Presley
Pop	With a Little Help with My Friends	The Beatles
Funk	I Got You (I Feel Good)	James Brown
Disco	Le Freak	Chic
Art Pop	Wild Man	Kate Bush
Blues	Runaway Blues	Ma Rainey

### Musical Traditions

Country'	Tradition	Title	Artist/Composer
<b>Punjab/UK</b>	<b>Bhangra</b>	<b>Bhabiye Akh Larr Gayee</b>	<b>Bhujhangy Group</b>
<b>Trinidad</b>	<b>Calypso</b>	<b>Tropical Bird</b>	<b>Trinidad Steel Band</b>
Brazil	Samba	Fanfarra (Cabua-Le-Le)	Sérgio Mendes/Carlinhos Brown
Indonesia	Gamelan	Baris	Gong Kebyar of Peliatan
India	Indian Classical	Sahela Re	Kishori Amonkar

RE	<p><b>What do we know about the Bible and why is it important to Christians?</b>  <b>Demonstrate an understanding of how the Bible is used by Christians and why it is important. Explore some of the stories in the Bible:</b>  <u>Skills</u>  Describe what is in the Bible (different types of writing, Old and New Testament) and how it is used.  Show understanding of how the Bible helps Christians and why it is important to them.  Describe some similarities and differences in how the Bible is interpreted.  Give responses to questions raised about the Bible eg does something have to have happened to be true?  Describe the Big Story of Christianity shown through the Bible.  <u>Knowledge</u>  Know that the Bible as the sacred book; its importance and impact on Christians today.  Know the different types of writing – Old and New Testament.  Know how the Bible is used in private and communal worship and everyday living.</p>	<p><b>Why do Christians call Jesus the 'light of the world'?</b>  <b>Demonstrating understating of the significance of the Christmas including Christian symbols &amp; practices today:</b>  <u>Skills</u>  Discuss the significance of Jesus as the Son of God in Christian belief shown through key events in his life: birth, baptism, temptation, ministry, entry into Jerusalem, arrest, trial, crucifixion, and resurrection.  Discuss the ministry of Jesus and Christian beliefs about Jesus:  Jesus as teacher - including selected parables  Jesus as miracle worker - healing miracles, nature miracles  Jesus having power to change lives eg disciples  Jesus as important as shown through his birth, death and resurrection - Christmas and Easter.  [Incarnation and Salvation]  Recall stories about the life and ministry of Jesus - as healer, miracle worker, teacher (eg through parables), one who helped and cared for others. Key teaching of Jesus - love God,</p>	<p><b>What do Christians believe about Jesus?</b>  <b>Demonstrating understanding of the importance of what Christians believe about Jesus and its impact on worship, values &amp; daily living:</b>  <u>Skills</u>  Describe some of the events in the life of Jesus – calling the disciples, his baptism, the temptations, performing miracles, what Jesus taught, how he changed lives.  Describe some of the Christian beliefs about Jesus shown through these events – Jesus as powerful, Jesus as having authority, Jesus as the son of god, Jesus changing lives.  Show how these beliefs have an impact on the lives of Christians today.  Ask questions connected with their learning, express an opinion and give plausible reasons to back their opinion up.  <u>Knowledge</u>  Understand the significance of Jesus, key events in the life of Jesus, his teaching and ministry, impact of Jesus on lives of Christians today:  Jesus as Son of God; death and resurrection of Jesus and its meaning for Christians.  Jesus as significant shown through key events in his life (birth, temptations, baptism,</p>	<p><b>Why is Lent such an important period for Christians?</b>  <b>Demonstrating understating of the significance of lent including Christian symbols &amp; practices today:</b>  <u>Skills</u>  Describe Jesus as the Son of God - the significance of the incarnation, ministry, death and resurrection, showing the special nature of Jesus and what this means for Christians today [Incarnation and Salvation].  Discuss why Jesus is important as shown through his birth, death and resurrection - Christmas and Easter. [Incarnation and Salvation]  Recall stories about the life and ministry of Jesus - as healer, miracle worker, teacher (eg through parables), one who helped and cared for others. Key teaching of Jesus - love God, love your neighbour as yourself.  Discuss the ministry of Jesus and Christian beliefs about Jesus:  Describe Jesus as teacher - including selected parables  Jesus as miracle worker - healing miracles, nature miracles</p>	<p><b>How &amp; why do religious people show care for others?</b>  <b>Demonstrating understanding of the importance of how different religions care for the environment and how that affects values &amp; daily living.</b>  <u>Skills</u>  Describe some ways in which Christians, Jews, Sikhs help others and the difference this makes to people  Link this to appropriate religious teaching and beliefs.  Begin to form a framework of connections between concepts [Belief, Authority, Expressions of Belief, Impact of Belief].  Identify some patterns between the religious and non-religious worldviews studied by comparing similarities and differences.  Ask and explore relevant questions (eg Who should care for others? Do only religious people show care?), express their opinions and support these with plausible reasons  Recognise that others may hold different opinions.  <u>Knowledge</u></p>	<p><b>Why do people visit Durham Cathedral today?</b>  <b>Introducing features of Durham Cathedral and how Christians worship within the Cathedral.</b>  <u>Skills</u>  Describe some of the features of Durham Cathedral and their significance.  Describe some of the ways in which the Cathedral is used for Christian worship and pilgrimage.  Describe some of the ways in which the Cathedral is used for community use and cultural expression e.g. through exhibitions, the Miner's memorial, special events.  Describe the significance and influence of St Cuthbert and The Venerable Bede (and other northern saints) on Christian worship, pilgrimage and life today.  Raise questions and discuss ideas, giving opinions with reasons in relation to their study about Durham Cathedral e.g. should a Cathedral be open to all whether they are religious or not? Is a Cathedral more a place for tourists than a place of worship?.  <u>Knowledge</u></p>
----	---	---	---	--	--	---

	<p>Begin to understand the literal and non-literal interpretations of the Bible.</p> <p><b>Vocabulary</b></p> <p>sacred Christians Christianity Bible holy book revelation God Old Testament New Testament</p> <ul style="list-style-type: none"> <li>• psalms;</li> <li>• proverbs;</li> <li>• letters;</li> <li>• laws;</li> <li>• histories;</li> <li>• prophecies;</li> <li>• parables.</li> </ul> <p>gospel Matthew Mark Luke John</p> <p><b>Belief, Authority, Expressions of Belief</b></p> <p><b>Resources:</b> <b>Christianity resources/photographs outside staffroom.</b></p>	<p>love your neighbour as yourself</p> <p><b>Knowledge</b></p> <p>Understand why Jesus is so significantly important the Christianity religion. Understand that Christians think Jesus is the light on the world. Understand why and begin to explain why they think Jesus is the light of the world. Understand how this belief has an impact the Christian way of life To understand the New Testament refers to Jesus as the light of the world and to become familiar with some of these stories. Begin to express their opinions and support these with plausible reasons. To recognise that other people may have different opinions and begin to learn to respect other people's opinions</p> <p><b>Vocabulary</b></p> <p>Christian Christianity Jesus 'light of the world' Birth Baptism Temptation Ministry entry Jerusalem</p>	<p>ministry, entry to Jerusalem, arrest, crucifixion, resurrection).</p> <p>Jesus as teacher - teachings of Jesus including selected parables. The power of Jesus to change lives.</p> <p><b>Vocabulary</b></p> <p>Christian Christianity Jesus Son of God Resurrection</p> <p><b>Authority, Impact of Belief</b></p> <p><b>Resources:</b> <b>Christianity resources/photographs outside staffroom.</b></p>	<p>Discuss Jesus as having power to change lives eg disciples Recap stories about the life and ministry of Jesus - as healer, miracle worker, teacher (eg through parables), one who helped and cared for others. Key teaching of Jesus - love God, love your neighbour as yourself.</p> <p><b>Knowledge</b></p> <p>Know what lent is and its significance. Know why Christians have lent. Begin to become familiar with some Bible stories that build up to Jesus' death and reincarnation and why they are significant. Understand some Christian lent traditions and their significance. Understand the significance of rituals/objects/symbols associated with Christian worship Easter (including Lent, Holy Week). Understand the significance of Jesus as the Son of God.</p> <p><b>Vocabulary</b></p> <p>Ritual Easter Holy Week Lent Christian Christianity Son Of God Bible</p>	<p>Know how Christians today follow the commandment of Jesus (love God and love your neighbour as you love yourself) and the Ten Commandments. Understand how Christians demonstrate love, charity, forgiveness in action e.g. work of local church, organisations and Christian charities (e.g. Salvation Army, CAFOD) and individual Christians. Know how Sikhs follow and live by Sikh moral codes and how these are shown by individuals and the community e.g. langar meal, vand chhakna (sharing), sewa (selfless service).</p> <p><b>Vocabulary</b></p> <p><b>Christian Christianity Charity CAFOD Salvation Army Sikh Langar</b></p> <p><b>Authority, Impact of Belief</b></p> <p><b>Resources:</b> <b>Mixed religious resources/photographs outside staffroom.</b></p>	<p>Understand the significance of Durham Cathedral (and other important Christian places in the North East) as a place for worship, pilgrimage and understanding of Christian heritage. Have an understanding of Christian heritage. Know how Durham Cathedral building and the objects, arts, sculptures and stained-glass windows within are used to express beliefs, ideas and feelings. Understand the significance of worship and prayer at Durham Cathedral and its importance. Other ways in which Durham Cathedral is used for and by the community. Know how beliefs are expressed through pilgrimage e.g., Durham Cathedral, Lindisfarne Holy Land, to Lourdes (also could include Walsingham, Rome, other places of Christian pilgrimage) Understand the impact of local Christian places of significance (e.g. Durham Cathedral, Lindisfarne, Jarrow, Monkwearmouth, Hartlepool, Whitby) for people today. Know how Christian faith impacted on the lives of the</p>
--	--	--	---	---	---	--

		<p>Arrest Trial Crucifixion resurrection</p> <p><b>Belief, Authority, Expressions of Belief</b> <b>Resources:</b> <b>Christianity resources/photographs outside staffroom.</b> <b>Make Christingle.</b></p>		<p><b>Belief, Authority, Expressions of Belief</b> <b>Resources:</b> <b>Christianity resources/photographs outside staffroom.</b></p>		<p>northern saints (e.g. St Aidan, St Hild, St Cuthbert, Venerable Bede) and the significance of their lives then and now. <b>Vocabulary</b> Durham Cathedral Durham Building Ritual Belief Faith Worship Pilgrimage</p> <p><b>Expressions of Belief, Authority</b> <b>Resources:</b> <b>Christianity Durham resources/photographs outside staffroom.</b> <b>Visit Durham Cathedral.</b></p>
--	--	---	--	---	--	--

Relationships education	Autumn- Relationships			Spring – Living in the wider world			Summer – Health and Wellbeing		
Physical health and mental wellbeing	Families and Friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and Work	Physical health and mental wellbeing	Growing and changing	Keeping safe

<b>Positive friendships, including online</b>	<b>Responding to hurtful behaviour; managing confidentiality; recognising risks online</b>	<b>Respecting differences and similarities; discussing difference sensitively</b>	<b>What makes a community; shared responsibilities</b>	<b>How data is shared and used</b>	<b>Making decisions about money; using and keeping money safe</b>	<b>Maintaining a balanced lifestyle; oral hygiene and dental care</b>	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	<b>Medicines and household products; drugs common to everyday life</b>
<ul style="list-style-type: none"> <li>•about the features of positive healthy friendships such as mutual respect, trust and sharing interests</li> <li>•strategies to build positive friendships</li> <li>•how to seek support with relationships if they feel lonely or excluded</li> <li>•how to communicate respectfully with friends when using digital devices</li> <li>•how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know</li> <li>•what to do or whom to tell if they are worried about any contact online</li> </ul>	<ul style="list-style-type: none"> <li>•to differentiate between playful teasing, hurtful behaviour and bullying, including online</li> <li>•how to respond if they witness or experience hurtful behaviour or bullying, including online</li> <li>•recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable</li> <li>•how to manage pressures associated with dares</li> <li>•when it is right to keep or break a confidence or share a secret</li> <li>•how to recognise risks online such as harmful content or contact</li> <li>•how people may behave differently online including pretending to be someone they are not</li> <li>•how to report concerns and seek help if worried or uncomfortable about</li> </ul>	<ul style="list-style-type: none"> <li>•to recognise differences between people such as gender, race, faith</li> <li>•to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations</li> <li>•about the importance of respecting the differences and similarities between people</li> <li>•a vocabulary to sensitively discuss difference and include everyone</li> </ul>	<ul style="list-style-type: none"> <li>•the meaning and benefits of living in a community</li> <li>•to recognise that they belong to different communities as well as the school community</li> <li>•about the different groups that make up and contribute to a community</li> <li>•about the individuals and groups that help the local community, including through volunteering and work</li> <li>•how to show compassion towards others in need and the shared responsibilities of caring for them</li> </ul>	<ul style="list-style-type: none"> <li>•that everything shared online has a digital footprint</li> <li>•that organisations can use personal information to encourage people to buy things</li> <li>•to recognise what online adverts look like</li> <li>•to compare content shared for factual purposes and for advertising</li> <li>•why people might choose to buy or not buy something online e.g. from seeing an advert</li> <li>•that search results are ordered based on the popularity of the website and that this</li> </ul>	<ul style="list-style-type: none"> <li>•how people make different spending decisions based on their budget, values and needs</li> <li>•how to keep track of money and why it is important to know how much is being spent</li> <li>•about different ways to pay for things such as cash, cards, e-payment and the reasons for using them</li> <li>•that how people spend money can have positive or negative effects on others e.g. charities, single use plastics</li> </ul>	<ul style="list-style-type: none"> <li>•to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally</li> <li>•what good physical health means and how to recognise early signs of physical illness</li> <li>•that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary</li> <li>•how to maintain oral hygiene and dental health, including how to brush and floss correctly</li> <li>•the importance of</li> </ul>	<ul style="list-style-type: none"> <li>•how to identify external genitalia and reproductive organs</li> <li>•about the physical and emotional changes during puberty</li> <li>•key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams</li> <li>•strategies to manage the changes during puberty including menstruation</li> <li>•the importance of personal hygiene routines during puberty including washing</li> </ul>	<ul style="list-style-type: none"> <li>•the importance of taking medicines correctly and using household products safely</li> <li>•to recognise what is meant by a 'drug'</li> <li>•that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing</li> <li>•to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects</li> <li>•to identify some of the risks associated with drugs</li> </ul>

		someone's behaviour, including online			can affect what information people access		regular visits to the dentist and the effects of different foods, drinks and substances on dental health	regularly and using deodorant •how to discuss the challenges of puberty with a trusted adult •how to get information, help and advice about puberty	common to everyday life •that for some people using drugs can become a habit which is difficult to break •how to ask for help or advice
PE	<p><b>Hockey</b> <b>Skills – I CAN</b> Dribble a ball confidently Stop a ball. Develop my dribbling technique Change direction easily. Pass a ball accurately Control a ball sent to me. Pass in a variety of ways using good technique Receive a pass on the run. Perform a jab tackle Play advantage appropriately. Compete in a hockey tournament Work effectively as part of a team.</p> <p><b>Knowledge – I KNOW</b> How to hold the stick That everybody plays field hockey right handed. The importance of good close control To put my body between the ball and my opponent when shielding it. The technique of push passing Not to raise the stick above waist height. The technique for push passing To use a short and flat back swing, with stick parallel to the ground when hitting a slap-pass.</p>	<p><b>Dance – Romans</b> <b>Skills – I CAN</b> Develop a motif demonstrating some agility, balance, coordination and precision. Creatively change static actions into travelling movements Show different levels and pathways when I travel. Communicate effectively with a partner. Communicate effectively within a group. Communicate effectively within a group Improve our ideas. Evaluate the work of other's using accurate technical language</p> <p><b>Knowledge – I KNOW</b> How to contribute key words to a theme related mind map How to translate words/ideas into actions and combine together. How to translate theme related actions into travelling movements. How to translate images into actions to communicate meaning. How to listen to other's and share my own ideas</p>	<p><b>Gymnastics – Rolling and travelling low</b> <b>Skill – I CAN</b> Forward roll with good technique and control Perform a forward roll as part of a sequence of rolls. Link forward rolls into a rolling sequence seamlessly Roll along benches, nesting tables, round tables or a horse or even bars on the climbing frame. Roll backwards and come to standing without knees touching the mat Roll backwards into straddle. Create a sequence involving a variety of rolls Roll over a partner. Mirror a partner's rolls with good timing Act on feedback from others. Produce a sequence of rolls which show elements of unison, canon and mirroring.</p> <p><b>Knowledge – I KNOW</b> How to perform a forward roll safely. How to adjust my hands when rolling along or over apparatus. The correct technique for rolling backwards.</p>	<p><b>OAA</b> <b>Skills – I CAN</b> Work as part of a team Show enthusiasm, determination and resilience. Work together in a small group to solve problems Compete under pressure. Negotiate with my group Plan a route map. Work with others to solve problems Follow the rules of an activity. Identify areas of the school grounds using a map Run and think simultaneously to compete in a competition. Identify where a number of controls are situated around the school grounds via photographic clues Take photographs of interesting places around the school site.</p> <p><b>Knowledge – I KNOW</b> How to use the process of elimination to work out symbols I don't know. I have to communicate well and negotiate to solve problems in a group To persevere and try again when things don't go immediately to plan.</p>	<p><b>Tag Rugby</b> <b>Skills – I CAN</b> Scoop a ball up from the floor Dodge to avoid being tagged by an opponent Tag safely. Pocket pass with accuracy Form my right and left Make a target to receive the ball Send and receive a ball under pressure. Pass a rugby ball backwards accurately Dummy a pass. Pass backwards consistently Create an overlap. Pass, missing out players in a line Set up defensively opposite an opponent. Apply a range of skills effectively in a game of rugby Play to the rules.</p> <p><b>Knowledge – I KNOW</b> How to hold a rugby ball How to score a try. Shout 'Tagged' when I grab an opponent's tags How to restart games after a try has been scored. To run at pace and commit a defender when attacking</p>	<p><b>Athletics</b> <b>Skills – I CAN</b> Use the correct technique to start a sprint race Develop my coordination to improve my speed. Hurdle efficiently and consistently Sprint between hurdles. Develop the technique and consistency of my jumps Jump consistently off the same foot I can scissor kick. Throw overarm accurately Throw overarm with power, for distance. Accurately replicate the technique for running, jumping and throwing events Run a relay efficiently as part of a team. Replicate the techniques for running, jumping and throwing events in competitive situations Challenge myself to beat previous performances.</p> <p><b>Knowledge – I KNOW</b> How to start a sprint race The importance of keeping my first few metres low and powerful. Which my take-off foot is</p>			



	<p>What to do if the ball hits someone's feet          How to jab tackle.          How to make a plan before each game          The school games values.</p>	<p>How to translate words from a poem into movements.          How to use canon, formation changes, direction and level to improve our ideas          How to listen to other people's ideas and vocalise my own thoughts.          How to recognise good timing, execution and performance skills.</p>	<p>How to roll over a partner safely.          How to mirror a partner on the apparatus.          How to present myself when performing for others.</p>	<p>My compass points          How to navigate around an area following directions.          The importance of listening to others and communicating well.          How to orientate a map and find clues.          How to use an Ipad to take photographs          How to take turns and use equipment safely.</p>	<p>To close the space down quickly when defending and then brace myself to grab a tag.          To support the ball carrier by staying just behind them when in the attacking line          What a knock on and forward pass are.          To stagger the attacking line and why we do that          To defend across the width of the pitch          The offside rule.          The offside rule          How to restart games after a try</p>	<p>The technique associated with hurdling.          That my furthest landing point backwards, in long jump and triple jump, is the point measured in competition          To run in an arc and to approach the bar sideways on when high jumping          That triple jump can be remembered by, 'Same, different, both'.          To position my body sideways-on when throwing          The 'pull' technique in throwing.          How to receive and transfer a baton safely          How to remember the technique for triple jump.          I can improve on personal bests          How to measure my own and others' performances.</p>
--	--	--	---	--	---	---