



EYFS

For full EYFS Progression Map see separate document.

Historical Learning		Local Learning		Global Learning	
Autumn		Spring		Summer	
Marvellous Me	Let's Celebrate	Explorers	Terrific Tales	Amazing Animals	Down in the Garden
Overview					
In this topic, children will know how they have changed from being a baby to being 4/5. Children will know, name and describe people who are familiar to them. Children will explore the natural world around them, making observations and drawing pictures and observing important changes.	In this topic, children will know that Remembrance Day is to remember soldiers who died in the war. Children will know about some influential figures from the past such as Guy Fawkes and Florence Nightingale. Children will know how people in different countries celebrate Christmas. Children will know that a globe shows different countries around the world. Children will know how to mould clay. Children will know about and create art from different cultures e.g. Rangoli patterns,	As part of our local learning, children will know that Frenchay is a village and Bristol is a City in England. Children will explore aerial maps of our school and identify key features. Children will draw a simple map of their journey from home to school. Children will comment on images of familiar situations in the past. Children will explore images, stories and artefacts from the past. Children will compare life in the past to life now. Children will	In this topic, children will understand the past through settings, characters and events in traditional tales. Children will know that we can only grow certain fruit/vegetables in England. Children will know how to use and mix watercolour paints. Children will construct with a purpose.	As part of our global learning, children will know who David Attenborough is and why he is important. Children will know that we do not have certain animals in England and will compare with Africa. Children will know how to use oil pastels.	Children will look at images of seaside holidays from the past and present and identify similarities and differences. Children will identify similarities and differences between life in Frenchay and life in Africa. Children will create art based around certain artists/illustrators eg. Eric Carle. Children will use oil pastels and water colours to blend colours.



	Divas, Christmas cards, Hanukah cards.	know how to make 2D collages Children will select tools and techniques needed to shape, assemble and join materials they are using and explain the processes they have used.			
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Sticky Vocab

Special, unique, similar, different	Tradition, Diwali, religion, Christmas.	Bristol, Frenchay, city, village, England, UK, Antarctic, Arctic, past	England, fruit, Spring	Endangered, habitat, young.	Life cycles, minibeasts, pollution.
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Skills

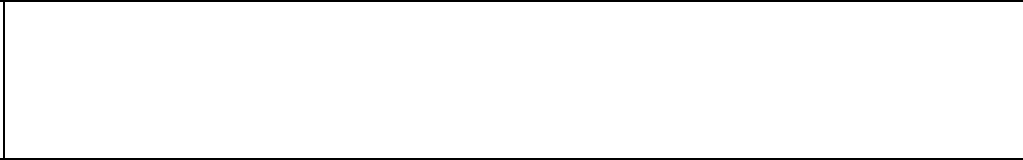
<p>Past and Present: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p> <p>The Natural World: Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and</p>	<p>Creating with Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p>
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contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.





Year 1

Historical Learning

Local Learning

Global Learning

Autumn

Spring

Summer

What is beyond planet Earth?

What makes the perfect Hot Air Balloon?

Who am I and where do I belong?

Overview

Our Space topic is the first time we introduce History as an abstract concept and look in detail at the difference between past and present. During this topic, the children focus on significant individuals: Neil Armstrong, Buzz Aldrin and Tim Peake, and learn about the contributions they made with the international NASA space station. This topic is brought to life when we visit 'We The Curious' and the children enter the Planetarium and get to put themselves in the seat of an astronaut as we watch the Space Explorers show. This is the first time the children attempt to build their own timeline and focus on Space Travel. From monkeys, to a dog and finally astronauts visiting Space, the children understand the sequence of events and arrange this in chronological order. Through our Art lessons, the children recall the planet sizes and colours associated with them. They use their knowledge of primary and secondary colours when painting their chosen planet. They will then create a whole class collage experimenting with a range of materials.

During our topic on Hot Air Balloons, children will make links to their local knowledge of Bristol and what makes Bristol special. They will look at the history of air ballooning in Bristol. They will consider the ideal weather conditions for flying a balloon. Children will be able to locate Bristol on a map of the UK and look at different aerial maps as if from a balloon. They will create their own maps. The children will undertake a DT project to make their own hot air balloon using different fabrics for the balloon section. They will sew different sections of their balloon together. They will use a template to cut the shape and use different techniques to add decorations (e.g. sequins, different textures.)

During this topic the children focus on what makes them them: where do they come from and where do they belong? They will explore their own past including looking at family trees. Children will investigate what they look like and how they are similar and different to others around them. They will paint self-portraits using colour mixing skills and use inspiration from Andy Warhol to create their own pop art self-portrait. They will explore where they live including the school and its surrounding area, and learn that this is in the United Kingdom. They will use fieldwork skills to explore the school site. They will name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. They will begin to look at physical and human features comparing where they live to another place e.g. the seaside.

Sticky Knowledge

The planet we live on is called Earth.

Bristol is a city in England.

A family tree shows past generations.



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The study of planets and stars is called Astronomy. The sun is a huge, glowing sphere of hot gas. There are eight planets in our solar system. The Phases of the Moon get their names from the part of the lunar cycle they fall under. Before any humans travelled to space, a monkey was sent to space followed by a dog named Laika. In 1969, Neil Armstrong and Buzz Aldrin became the first people to walk on the moon. The first words they said were "The Eagle has landed". Neil famously said, "One step for man, one giant step for mankind".

Use maps and globes to identify the UK and England. Use different types of maps including aerial maps and locate places and landmarks on a map. Hot air balloons are an important part of what makes Bristol unique. Name weather types in the UK. Name the four seasons across the year. Identify daily changes in weather. Identify seasonal changes across the year. Recognise weather symbols. Explain some dangers of the weather. Make simple observations about the weather in the UK.

We live in the UK which is made up of four countries: England, Wales, Scotland and Northern Ireland. London is the capital city of the UK. The other capital cities are Edinburgh, Cardiff and Belfast. The UK is surrounded by the English Channel, Irish Sea, North Sea and the Atlantic Ocean. Andy Warhol is an artist who was famous for creating Pop Art. A self-portrait is a portrait of yourself. Name primary and secondary colours.

Sticky Vocab

Astronaut (Neil Armstrong, Tim Peake and Buzz Aldrin), famous, gravity, satellite, asteroid, galaxy, the Earth, spheres, rotates, orbits, crescent, launch, mission, travel, tourist, Space Race.

Bristol, town, city, UK, country, county, aerial map, hot air balloon, explore, evaluate, fabric, material, create, product, attach, colour, join, thread, sequins, finish

Past, present, future, date, timeline, family tree, Bristol, Frenchay, United Kingdom, England, Scotland, Wales, Northern Ireland, city, town, village, factory, farm, house, office, port, harbour, shop, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley



Skills

Chris Quigley Milestone 1

History	Geography	Art	DT
<p>Investigating and interpreting the past</p> <ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. <p>Building an overview of World history</p> <ul style="list-style-type: none"> • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. <p>Understanding chronology</p> <ul style="list-style-type: none"> • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate. <p>Communicating historically</p> <ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. 	<p>Investigating places</p> <ul style="list-style-type: none"> • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Name and locate the world's continents and oceans. <p>Investigating patterns</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. • 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. • Identify land use around the school. <p>Communicating geographically</p>	<p>Developing ideas</p> <ul style="list-style-type: none"> • Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. <p>Mastering techniques</p> <p>Painting</p> <ul style="list-style-type: none"> • Use thick and thin brushes. • Mix primary colours to make secondary. • Add white to colours to make tints and black to colours to make tones. • Create colour wheels. <p>Collage</p> <ul style="list-style-type: none"> • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials • Mix materials to create texture. <p>Sculpture</p> <ul style="list-style-type: none"> • Use a combination of shapes. • Include lines and texture. • Use rolled up paper, straws, paper, card and clay as materials. • Use techniques such as rolling, cutting, moulding and carving. <p>Drawing</p> <ul style="list-style-type: none"> • Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils. <p>Print</p> <ul style="list-style-type: none"> • Use repeating or overlapping shapes. • Mimic print from the environment (e.g. wallpapers). 	<p>Practical Skills</p> <p>Food</p> <ul style="list-style-type: none"> • Cut, peel or grate ingredients safely and hygienically. • Measure or weigh using measuring cups or electronic scales. • Assemble or cook ingredients. <p>Materials</p> <ul style="list-style-type: none"> • Cut materials safely using tools provided. • Measure and mark out to the nearest centimetre. • Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). • Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). <p>Textiles</p> <ul style="list-style-type: none"> • Shape textiles using templates. • Join textiles using running stitch. • Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing). <p>Electronics</p> <ul style="list-style-type: none"> • Diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage). <p>Computing</p> <ul style="list-style-type: none"> • Model designs using software. <p>Construction</p> <ul style="list-style-type: none"> • Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products. <p>Mechanics</p>



- Refer to key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.
- Refer to key human features, including: city, town, village, factory, farm, house, office and shop.
- Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.
- Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).

- Use objects to create prints (e.g. fruit, vegetables or sponges).
 - Press, roll, rub and stamp to make prints.
- Textiles
- Use weaving to create a pattern.
 - Join materials using glue and/or a stitch.
 - Use plaiting.
 - Use dip dye techniques.
- Digital Media
- Use a wide range of tools to create different textures, lines, tones, colours and shapes.
- Taking inspiration
- Describe the work of notable artists, artisans and designers.
 - Use some of the ideas of artists studied to create pieces.

- Create products using levers, wheels and winding mechanisms.
- Designing, making, evaluating, improving
- Design products that have a clear purpose and an intended user.
 - Make products, refining the design as work progresses.
 - Use software to design
- Taking inspiration
- Explore objects and designs to identify likes and dislikes of the designs.
 - Suggest improvements to existing designs.
 - Explore how products have been created.



Year 2

Historical Learning

Local Learning

Global Learning

Autumn

Spring

Summer

Who was Florence Nightingale and why is she important today?

How did Brunel change Bristol?

Are Humans good for our planet?

Overview

During this topic, the children will learn about Florence Nightingale. They will find out why Florence Nightingale, Mary Seacole and Edith Cavell are so important to modern medicine and how they changed nursing. They will also learn about the Crimean War and explore and compare the lives and work of the nurses and soldiers compared to modern day. We will also explore the NHS and why it is so relevant today, including finding out about Princess Campbell, one of Bristol's first black Bristol ward sisters. In our art lessons, they will draw portraits of one of these influential people.

This unit introduces the Victorian era. They learn about Queen Victoria and the impact of her reign. Through role play and visual stimuli, children will learn what life was like for children in the Victorian time, including what schools were like and what clothes people wore as well as exploring the types of food they ate, recreating some Victorian recipes. They will explore some Victorian artefacts and use fieldwork skills to explore Victorian buildings in the local area, marking them off on a map. They will visit the old school site to look at the Victorian building. The second thread of the unit focuses on the introduction and impact of the railways, specifically looking at the work of Brunel and his links to our local area, such as the Great Western Railway, Clifton Suspension Bridge and S.S Great Britain, which the children will visit and explore. The children will become engineers themselves, designing and building bridges using a range of cutting and joining techniques.

In this topic we will learn about plastic pollution: what it is and how it is effecting different animals. We will look at how different areas are effected by plastic pollution including looking at the continents of these areas. We will learn about the 7 continents and 5 oceans. We will look at the countries that produce the most plastic waste including Brazil, which we study in detail. During this topic the children will begin to think about the changes that they can make to help save our planet and make a difference to the environment. We will explore artists who use recycled materials for their art and then use some to create our own recycled art sculptures.



Sticky Knowledge

Mary Seacole was a nurse and lived in Jamaica. Florence Nightingale was a British nurse and changed the way hospital were run. Florence Nightingale treated soldiers in the Crimean War (1853-1856). During WWI Edith Cavell saved soldiers from both sides of the war. She also hid over 200 allied soldiers from the Germans. Edith Cavell was killed for treason. The Crimean War was between Russia VS Britain, France, the Ottoman Empire and Kingdom of Sardinia on the other. Princess Campbell came from Jamaica to Bristol in 1962. NHS stands for National Health Service. Before the NHS only rich people could afford hospital or medical treatment. Aneurin Bevan started the NHS on the 5th July 1948 so every person in the UK can get medical help without paying a bill.

The Victorians were the people who lived during the reign of Queen Victoria (1837-1901). More and more factories and workhouses were built for people to work in, so towns and cities grew. The railways grew so people could travel faster and further. The poor were very poor - they worked in workhouses and factories. Many rich people had servants. There was no electricity. Not many people could read or write but Queen Victoria made all children go to school. Children were made to work in dangerous places such as in coal mines or as chimney sweeps. They worked very long hours for very little money. Isambard Kingdom Brunel designed the Clifton Suspension Bridge, the Great Western Railway and the S.S Great Britain.

Pollution is rubbish that makes our environment dirty. It harms our environment. The animals in the sea are eating the plastic and it is killing them. Different places in the world are effected by plastic pollution.
The 7 continents are Asia, Africa, North America, South America, Antarctica, Europe and Australia.
The UK is part of the continent Europe.
Brazil is in South America.
The 5 Oceans are Pacific, Atlantic, Indian, Southern and Arctic.
The Pacific Ocean is the largest ocean and the Arctic Ocean is the smallest.

Sticky Vocab

nurses, sisters, ward, hospitals, Crimean War, World War I, allies, treason, National Health Service (NHS), government, surgery, hygienic, germs, antibiotic, red cross, death, survive,

Victorian, era, timeline, monarchy, legacy, invention, Industrial Revolution, source, engineer, mine, factory, crime, punishment, workhouse, slate, empire, reign, Brunel, SS Great Britain, suspension bridge

Pollution, habitat, global warming, biosphere, ecosystem, conserve, recycle, Greta Thunberg, Sir David Attenborough, renewable energy, sustainable, environment, weather, weather patterns.



Skills - Chris Quiggley Milestone 1

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- Refer to key human features, including: city, town, village, factory, farm, house, office and shop.
- Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.
- Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).

- **Press, roll, rub and stamp to make prints.**
- Textiles
- **Use weaving to create a pattern.**
 - Join materials using glue and/or a stitch.
 - Use plaiting.
 - Use dip dye techniques.
- Digital Media
- Use a wide range of tools to create different textures, lines, tones, colours and shapes.
- Taking inspiration
- Describe the work of notable artists, artisans and designers.
 - Use some of the ideas of artists studied to create pieces.

- Design products that have a clear purpose and an intended user.
 - **Make products, refining the design as work progresses.**
 - Use software to design
- Taking inspiration
- Explore objects and designs to identify likes and dislikes of the designs.
 - Suggest improvements to existing designs.
 - Explore how products have been created.



Year 3

Historical Learning	Local Learning	Global Learning
Autumn	Spring	Summer
Invaders or Explorers?	What does it take to fly?	Is the world fair to all?

Overview

In this Anglo-Saxons and Vikings unit, the children will learn about the invasions of the Vikings and Anglo-Saxons in the 5th century. Using historical sources, they will recognise how past events have influenced many aspects of life today. The children will find out where the invading troops came from (using maps, atlases, globes and digital mapping to locate and describe features of these countries) and where in Britain they managed to settle, as well as investigate how life in Britain changed as a result. The children will have the opportunity to learn how the Anglo-Saxons influenced the English language, with an emphasis on the origins of some English place names, and also examine and analyse artefacts from the period and draw their own conclusions about what they can teach us about life in Anglo-Saxon Britain. In addition, they will learn what life was like in a typical Anglo-Saxon village, what jobs people did (including weaving) and what the houses were like resulting in creating their own village. The children will look at artefacts to explore the burial site of Sutton Hoo and follow clues to discover who may have been buried there. They will have a Viking visitor to be able explore different artefacts.

In this local topic children will learn all about the history of flight and of Bristol’s influence in the aerospace industry. Children will explore the history of aviation. They will explore important people within this history including Amelia Earhart, Bessie Coleman and the Wright Brothers. The children will visit Aerospace Bristol to become fully immersed in the wealth of local history. Children will build on their work on aerial maps from year 1 and explore how different the landscape over Bristol would have looked when people first began to fly compared with now (focusing on the changing human and physical features.) Children will select and use appropriate materials to create a model aeroplane with moving wheels using different cutting and joining techniques. They will use specific design criteria to ensure it is aerodynamic, drawing on Concorde for inspiration. The children will begin to think about the impact of planes on our environment and make links to their year 2 pollution topic.

Children will dive headfirst into this topic by deciding, “If it’s a boy thing or a girl thing?” They will discuss gender roles and stereotypes and explore how these have changed over time We will consider issues such as human rights and stereotypes. Children will learn about women throughout history including positive female role models such as Emmeline Pankhurst and other suffragettes. They will discuss stereotypes, and highlight areas where action is still needed to bring about gender equality. During this topic, they will explore a range of high achieving and influential women such as JK Rowling. They will learn about female artists including Georgia O’Keefe or Frieda Kahlo and take inspiration from their artworks, looking at use of colour to create their own art pieces. Finally, they will study the work of Vivienne Westwood which they use as inspiration to design their own piece of clothing where they will develop their textiles and stitching skills.



Sticky Knowledge

By around 410 AD, the last of the Romans had returned home and left Britain vulnerable to invasions. The Vikings came from the modern Scandinavian countries of Denmark, Norway and Sweden. They travelled in boats called longships and first arrived in Britain around AD 787. The Vikings raided places such as monasteries and pillaged expensive items to trade. They were looking for valuable goods like gold and jewels, imported foods and other useful materials. Other tribes also invaded Britain including the Angles and Saxons, known as the Anglo-Saxons. In about 600 AD, many of the British people were taken as slaves or were forced to escape. Many areas, towns and villages in Britain are named after the Anglo-Saxons who first settled here.

The early Anglo Saxons were Pagans. They would worship gods during festivals and make sacrifices of objects and animals. They were also very superstitious and believed in good and bad omens, lucky charms, spells and magic. They would perform many rituals that they believed would protect them in this life and the next.

Leonardo da Vinci designed the first flying machine in the 1480s, called the Ornithopter, but he did not ever manage to build it. The first successful aeroplane flight was made in America by the Wright brothers in 1903. The first all-British powered flight took place on Walthamstow Marsh near Springfield Park in 1909. Aircrafts are used for many different reasons: to move people from place to place, to move goods from place to place, for entertainment, by the emergency services and military. In addition to aeroplanes, other aircraft include helicopters, gliders, hot air balloons, fighter jets, biplanes, stunt planes, and even hovercrafts. Amelia Earhart was the first woman to fly across the Atlantic Ocean in 1928. Bessie Coleman was the first black woman to become an aviator in the 1920s

Emmeline Pankhurst Emily Davison A suffragette who fought for women's suffrage in the United Kingdom in the early twentieth century. She was known for extreme tactics that resulted in her arrest on nine different occasions. On 4 June 1913, she ran out in front of the king's horse as it was taking part in the Epsom Derby. A British political activist and leader of the British suffragette movement who helped women win the right to vote. In 1903 she created the Women's Social and Political Union. The WSPU's slogan was "Deeds Not Words." Pankhurst died in 1928, shortly before women were given full voting rights



Timeline of events

The first recorded Viking attack	
The Angles and Saxons invade	
Vikings and Alfred divide England	
Augustine spreads Christianity	
Series of big Viking victories	
Bede finishes his 'History of England'	
Viking raid on Lindisfarne	
Roman Rule in Britain ends	
The Battle of Hastings- Normans rule	
The first Christian English King	
King Alfred dies	
St. Patrick arrives in England	
Lindisfarne monastery built	

Sticky Vocab

Longships, invade, outlaws, Pagans, Britain, Scandinavia, pillaged, raid, settlers, warriors, Lindesfarne, battle, Danegeld, Alfred the Great.

Aviation, aeroplane, Bristol, Concorde, gliders, engineers, propeller, navigation, pilot, move, attach, decoration, saw, dowelling, explore, evaluate, like, dislike, change, wheel,

Gender, stereotype, equal rights, equality, human rights, feminism, equal pay, rights and responsibilities, sufragettes,



vehicle, mechanism, wheel mechanism, design, create, criteria, product, make, reflect

Sew, running stitch, back stitch, fabric, textiles, cut, shape, join, measure, accuracy, control, hem, design

Skills - Chris Quiggley Milestone 2

History	Geography	Art	DT
<p>Investigating and interpreting the past</p> <ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. <p>Building an overview of World history</p> <ul style="list-style-type: none"> • Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <p>Understanding chronology</p> <ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. 	<p>Investigating places</p> <ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of Europe and identify their main physical and human characteristics. <p>Investigating patterns</p> <ul style="list-style-type: none"> • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. 	<p>Developing ideas</p> <ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language. <p>Mastering techniques</p> <p>Painting</p> <ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour. <p>Collage</p> <ul style="list-style-type: none"> • Select and arrange materials for a striking effect. • Ensure work is precise. <p>Drawing</p> <ul style="list-style-type: none"> • Use coiling, overlapping, tessellation, mosaic and montage. <p>Sculpture</p> <ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail. 	<p>Practical Skills</p> <p>Food</p> <ul style="list-style-type: none"> • Prepare ingredients hygienically using appropriate utensils. • Measure ingredients to the nearest gram accurately. • Follow a recipe. • Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking) <p>Materials</p> <ul style="list-style-type: none"> • Cut materials accurately and safely by selecting appropriate tools. • Measure and mark out to the nearest millimetre. • Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). • Select appropriate joining techniques. <p>Textiles</p> <ul style="list-style-type: none"> • Understand the need for a seam allowance. • Join textiles with appropriate stitching. • Select the most appropriate techniques to decorate textiles. <p>Electronics</p> <ul style="list-style-type: none"> • Create series and parallel circuits <p>Computing</p> <ul style="list-style-type: none"> • Control and monitor models using software designed for this purpose <p>Construction</p> <ul style="list-style-type: none"> • Choose suitable techniques to construct products or to repair items.



Communicating historically

- Use appropriate historical vocabulary to communicate, including: dates, time, period, era, change and chronology.
- Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past

- Describe geographical similarities and differences between countries.

- Describe how the locality of the school has changed over time.

Communicating geographically

- Describe key aspects of:
 - Physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.
 - Human geography, including: settlements and land use.
- Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.

- Use different hardnesses of pencils to show line, tone and texture.

- Annotate sketches to explain and elaborate ideas.
- Sketch lightly (no need to use a rubber to correct mistakes).
- Use shading to show light and shadow.
- Use hatching and cross hatching to show tone and texture.

Print

- Use layers of two or more colours.
- Replicate patterns observed in natural or built environments.
- Make printing blocks (e.g. from coiled string glued to a block).
- Make precise repeating patterns

Textiles

- Shape and stitch materials.
- Use basic cross stitch and back stitch.
- Colour fabric.
- Create weavings.
- Quilt, pad and gather fabric.

Digital Media

- Create images, video and sound recordings and explain why they were created

Taking inspiration

- Replicate some of the techniques used by notable artists, artisans and designers.
- Create original pieces that are influenced by studies of others

- Strengthen materials using suitable techniques

- Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears)

Designing, making, evaluating, improving

- Design with purpose by identifying opportunities to design.
- Make products by working efficiently (such as by carefully selecting materials).
- Refine work and techniques as work progresses, continually evaluating the product design.
- Use software to design and represent product designs.

Taking inspiration

- Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs
- Improve upon existing designs, giving reasons for choices
- Disassemble products to understand how they work



Year 4

Historical Learning

Local Learning

Global Learning

Autumn

Spring

Summer

What was life like before year zero?

What makes the perfect chocolate bar?

Who has the right to water?

Overview

In this unit, children will investigate 'Cave Paintings' using different media and recognise what images are brought to mind. They will look at Stone Age round houses and recognise what is important when building a home as well as explore daily life in an iron age hill fort. They will use clay and other materials to build their own roundhouses, thinking carefully about joining techniques.

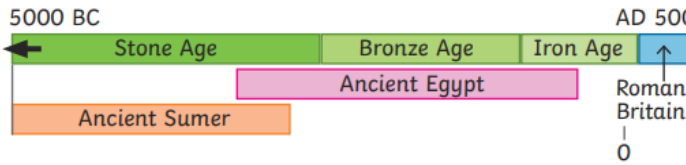
The children will discover what people ate in the Stone Age and sample foods available to hunter gatherers. Children will explore the ingredients available during the different ages and mix ingredients to bake bread over an open fire, immersing them in the Bronze Age experience. Children will explore how the introduction of bronze and iron transformed the way of life including diet. They will have the opportunity to find out where and what is Skara Brae. The children will visit Stonehenge and investigate why it was built and how it is still significant today. Alternatively, the children will visit St Fagans in Wales and visit an iron age round house.

In this unit, the children will understand how chocolate is grown, recognising the different elements in production, including where and how land is used. In understanding where chocolate comes from, the children will need to recognise locations around the world where ingredients are grown and understand how they are transported. They will explore the climate zones of key locations such as in Brazil and Africa and appreciate why these places are such as key factors in the production of chocolate including looking at the physical geography characteristics of these countries. The children will explore how chocolate has been an important part of business in some local areas and look at the Fry family. The children will visit Frenchay museum and learn about the impact of the Fry family on the Bristol area. This could also include exploring the history of Cadburys. Children will design and make their own perfect chocolate bar, using research to design for a purpose. They will sketch packaging designs and use computing tools to produce their product.

In this human rights topic, the children will learn that everyone has the right to water. In exploring this, the children will learn about the water cycle allowing them to explore the processes of evaporation and condensation through a range of practical activities. The children make their own water cycles using zippy freezer bags which they monitor daily. To understand why water needs to be cleaned, they make their own filtration system in a bottle. Children learn the different types of flooding and the damage it can cause. The children learn about water pollution and what you can and cannot flush down the toilet! They will look at different art works inspired by water and take inspiration from Hokusai to create their own water artwork. They will research different water charities and think about ways that they can make a difference to people's lives both in the UK and further afield.



Sticky Knowledge



The Stone Age is named after the stone tools that the earliest humans used to help them survive. They used them to kill animals, such as mammoths, for their meat, bone marrow and skins. The bones were also useful for making tools, such as needles to sew skins together. People in the Stone Age moved around from place to place with the seasons, in order to keep safe and warm and to follow the animals they hunted.

Skara Brae was discovered after a storm in AD 1850 removed the earth that had been covering it. It is a village of eight houses, linked by covered passageways. The village tells us a lot about life in the late Stone Age, including what people ate and what sort of tools they used. People in the Bronze Age and Iron Age lived in roundhouses. These could be very large and would have housed many people. One household might have had two houses, one for living and one for cooking and making things. In the Iron Age, these houses were sometimes rectangular and were often gathered in farming communities on hills. These were known

Cocoa trees are grown in large plantations in tropical regions, such as in Brazil, South America. Cocoa trees are also grown in large plantations in Ghana, West Africa. Tropical climates are hot and humid as they are located close to the equator. How is chocolate made? After six months, the cocoa pods are ripe and they are harvested. The pods are split open with a machete and the cocoa beans are removed. The beans are covered with banana leaves and left for 5 days to ferment. The beans are dried out in the sun. The beans are shipped to chocolate factories all over the world. At the factories, the beans are cleaned and then roasted. The shells are removed and the beans are ground into a thick liquid. Other ingredients, such as sugar and cocoa butter, are added to make the chocolate taste nice. Finally, the chocolate is packaged and sent to shops to be sold. Keynsham chocolate factory (Fry's factory) was initially completed in 1935 and closed in 2011. It is now used for Business and housing. It is located close to key transport links including rail, river and roads. Fairtrade means that farmers are given a fair price for the work they do in the chocolate process.



The right to water entitles everyone to have access to sufficient, safe, acceptable, physically accessible and affordable water for personal and domestic use. The right to sanitation entitles everyone to have physical and affordable access to sanitation, in all spheres of life, that is safe, hygienic, secure, and socially and culturally acceptable and that provides privacy and ensures dignity.

Water can be in a solid, liquid or gaseous state. The water cycle is continuous it has been happening since the start of time. Evaporation, condensation and precipitation are key aspects of the cycle.

Clouds are made when warm, moist air is forced to rise up, for example, when it meets a high mountain range.

As the water cycle is a closed system, there may be demand for water in areas where supply is low or unreliable.

Waste water needs to be cleaned before it is suitable for drinking.

There are different types of flooding.

Flooding can cause damage.



as 'hillforts'. Between 500 and 100 BC, many parts of Britain were dominated by hillforts. These settlements provided a home for hundreds, and later thousands, of people. Stonehenge is a famous prehistoric monument in southern England, built at the end of the Stone Age and into the Bronze Age. Originally, it was just an earthwork and up to 150 people were buried there. The huge stones that we see were added in different stages. Some were brought from 240 miles away in Wales.

Sticky Vocab

Bronze, alloy, earthwork, Celt, sacrifice, tribe, Iron, Mammoth, fur pelt, jewellery, tools, Skara Brae, weapons, spears, throwing stones, handaxe, borer, antler, hammerstone, cave paintings, hunter gatherer, druid, Neolithic

Cacao, Powder, Production, Producer, Africa, beans, Continent, Factory, Farmer, Transport, International, Fairtrade, equality, money, process, conditions, sustainability, Worldwide, Cadbury, Local, Fry, Keynsham, Exporting, Importing, South America, climate, ingredients

Solid, liquid, gas, melt, boiling, freezing, evaporation, cooling, condensation, Water cycle, evaporation, condensation, precipitation, groundwater, runoff, closed cycle, Precipitation, evaporation, condensation, Filter, Flood, Pollution, Cumulonimbus clouds. Human rights, Universal declaration of human rights

Skills – Chris Quiggley Milestone 2

History	Geography	Art	DT
<p>Investigating and interpreting the past</p> <ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. 	<p>Investigating places</p> <ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe and record the human and physical features in the local area using a 	<p>Developing ideas</p> <ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language. <p>Mastering techniques</p> <p>Painting</p>	<p>Practical Skills</p> <p>Food</p> <ul style="list-style-type: none"> • Prepare ingredients hygienically using appropriate utensils. • Measure ingredients to the nearest gram accurately. • Follow a recipe. • Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking) <p>Materials</p>



- Suggest causes and consequences of some of the main events and changes in history.
- Building an overview of World history
- Describe changes that have happened in the locality of the school throughout history.
 - Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.
 - Compare some of the times studied with those of other areas of interest around the world.
 - Describe the social, ethnic, cultural or religious diversity of past society.
 - Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
- Understanding chronology
- Place events, artefacts and historical figures on a time line using dates.
 - Understand the concept of change over time, representing this, along with evidence, on a time line.
 - Use dates and terms to describe events.
- Communicating historically
- Use appropriate historical vocabulary to communicate, including: dates, time, period, era, change and chronology.
 - Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past

- range of methods including sketch maps, plans and graphs and digital technologies.
- Use a range of resources to identify the key physical and human features of a location.
 - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.
 - Name and locate the countries of Europe and identify their main physical and human characteristics. Cover in Year5/6
- Investigating patterns
- Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.
 - Describe geographical similarities and differences between countries.
 - Describe how the locality of the school has changed over time.
- Communicating geographically
- Describe key aspects of:
 - Physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.
 - Human geography, including: settlements and land use.
 - Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.

- Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.
 - Mix colours effectively.
 - Use watercolour paint to produce washes for backgrounds then add detail.
 - Experiment with creating mood with colour.
- Collage
- Select and arrange materials for a striking effect.
 - Ensure work is precise.
- Drawing
- Use coiling, overlapping, tessellation, mosaic and montage.
- Sculpture
- Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).
 - Include texture that conveys feelings, expression or movement.
 - Use clay and other mouldable materials.
 - Add materials to provide interesting detail.
 - Use different hardnesses of pencils to show line, tone and texture.
 - Annotate sketches to explain and elaborate ideas.
 - Sketch lightly (no need to use a rubber to correct mistakes).
 - Use shading to show light and shadow.
 - Use hatching and cross hatching to show tone and texture.
- Print
- Use layers of two or more colours.
 - Replicate patterns observed in natural or built environments.
 - Make printing blocks (e.g. from coiled string glued to a block).
 - Make precise repeating patterns
- Textiles
- Shape and stitch materials.

- Cut materials accurately and safely by selecting appropriate tools.
 - Measure and mark out to the nearest millimetre.
 - Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).
 - Select appropriate joining techniques.
- Textiles
- Understand the need for a seam allowance.
 - Join textiles with appropriate stitching.
 - Select the most appropriate techniques to decorate textiles.
- Electronics
- Create series and parallel circuits
- Computing
- Control and monitor models using software designed for this purpose
- Construction
- Choose suitable techniques to construct products or to repair items.
 - Strengthen materials using suitable techniques
- Mechanics
- Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears)
- Designing, making, evaluating, improving
- Design with purpose by identifying opportunities to design.
 - Make products by working efficiently (such as by carefully selecting materials).
 - Refine work and techniques as work progresses, continually evaluating the product design.
 - Use software to design and represent product designs.
- Taking inspiration



Frenchay
C of E Primary School
Believe • Belong • Become



		<ul style="list-style-type: none">• Use basic cross stitch and back stitch.• Colour fabric.• Create weavings.• Quilt, pad and gather fabric. <p>Digital Media</p> <ul style="list-style-type: none">• Create images, video and sound recordings and explain why they were created <p>Taking inspiration</p> <ul style="list-style-type: none">• Replicate some of the techniques used by notable artists, artisans and designers.• Create original pieces that are influenced by studies of others	<ul style="list-style-type: none">• Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs• Improve upon existing designs, giving reasons for choices• Disassemble products to understand how they work
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Year 5

Historical Learning

Local Learning

Global Learning

Autumn

Spring

Summer

Who gave us more, the Greeks or the Romans?

Why is Bristol buzzing?

How can we save our planet?

Overview

In this unit comparing ancient Greece and Rome, children will gain an understanding of where and when some key events during the ancient Greek and Roman periods took place. They will explore what is meant by the terms ‘trade’, ‘civilisation’ and ‘empire’ and explore how, towards the end of the ancient Greek period, Alexander the Great grew an empire resulting in the Greek civilisation spreading more widely. When learning about daily life in ancient times, children will explore what life was like for different people who were enslaved during these times.

We will consider the impact the Roman Empire had on life in Britain. The children will learn about the spread of the Roman Empire, the invasion of Britain and the eventual conquest. They will also look in detail at some aspects of the Romanisation of Britain, such as the building of Roman roads. In addition to this they will have the opportunity to learn about the British resistance of Boudicca and will act in role to look at the events of Boudicca's rebellion from different perspectives.

The class visit the Roman sites at Caerleon/Caerwent, where they have the opportunity to role play being soldiers as well as

This topic begins with looking at how Bristol developed as a city and how its rivers shaped its economy. The children will look at the physical and human geography and how this has changed over time. Leading on from this, the children will explore Bristol as a port, and investigate trade routes –including slave trade. We will learn about the transatlantic slave trade and investigate the countries along the route, plotting these on a map. The children will consider Colston as an influential person in Bristol’s history and recognise how opinions have changed over time. The children will investigate Bristol’s role in the civil rights movement and learn about the Bristol Bus Boycott of 1963 led by Paul Stephenson. This will then lead onto celebrating local successes: Banksy and Aardman. Children will create artwork inspired by Banksy whilst also delving into the world of sculpture inspired by Aardman’s famous characters.

In this unit on climate change, the children will have an opportunity to learn about the main causes of climate change, look at where this is having the biggest impact in the world and do case studies to compare two different areas (Bangladesh and UK.) We will look at current climate trends and decide if these are rising or falling. Children will research natural disasters including earthquakes and flooding and link these with the climate crisis and the changing trend. They will look again at the water cycle (building on knowledge from year 4) and how climate change is impacting this. They will explore the Amazon rainforest, its location and climate and begin to understand the impact that climate change is having on this environment. Children will look at local and global responses to climate change forming opinions and discuss what makes effective action coming up with ways that our school and local community can have an impact.



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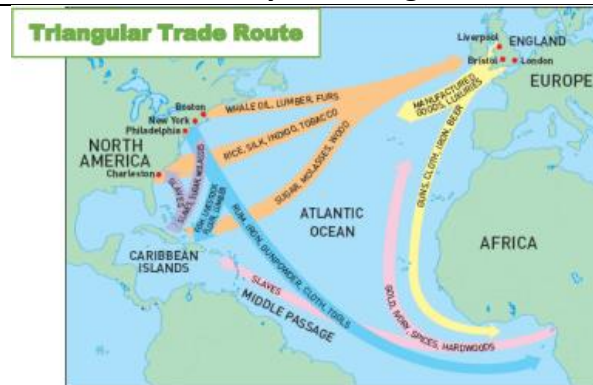
explore the Roman Baths, learning about Roman leisure time.

Children will also consider early democracy and explore the similarities and differences between the Roman Republic and Athenian democracy. Children will use ancient Greek and Roman pottery as a primary source to help them gather evidence as well as drawing inspiration to make our own Greek pottery. The children also look into historical tapestries. They use this to inspire to design and create their own. Through textile techniques, they create their own woven wall hanging inspired by the mythical story of Athena and Arcane. Studying these ancient civilisations will help children to develop their questioning skills and make comparisons; learn to use historical sources and help them to understand how past events have helped to shape the world that we know today.



Sticky Knowledge

The sculptures, architecture, philosophy, arts, politics and the scientific and mathematical ideas of ancient Greece are just some of the things that have had a significant impact on culture today. These things can be referred to as 'legacies' of ancient Greece. Ancient Greece was not a country. It was made up of city states. There were often battles between these city states but sometimes they would join together against a common enemy. Important city states of ancient Greece included Athens, Corinth and Sparta. Around 508 BC, democracy was introduced to ancient Athens. Listening to the opinions of other people and debating issues was an important part of this system. After debating issues, the ancient Athenians would vote. At that time, the only people allowed to take part in democracy were adult males who were citizens of Athens. Independent city states existed for most of the ancient Greek period. However, near the end of this period, King Philip II of Macedonia ruled over all of ancient Greece. Later, his son - Alexander the Great - took over the empire along with other lands that he conquered. The ancient Greeks and Romans believed in many different gods and goddesses.



Bristol is a city in the south of England. Bristol grew up around the point where the rivers Avon and Frome met, a convenient crossing place at the furthest point inland that ships could reach by drifting on the tidal current. The earliest evidence of Bristol as a named place (Bristol means 'Bridge place') is about the year 1000, but the Romans had a port further down the river Avon at Abonae (now Sea Mills). Bristol was involved in the Transatlantic Slave Trade from the 16th to the 19th centuries. Many European countries transported African captives to the Americas using what was known as the 'Triangular Trade Route'. The slave trade was huge. British ships transported around 2.6 million enslaved people. It has been estimated overall, about 12 million Africans were enslaved and taken to the Americas. The death rate of the enslaved people was horrific. Unknown millions

Over the past 800,000 years the earth's climate has fluctuated, with periods of warmer temperatures and periods of colder temperatures. More specifically... 300,000 years ago, average temperatures were 4°C warmer than today (interglacial). 420,000 years ago, average temperatures were 9°C colder than today. Historical records: E.g. Napoleon's army froze in the Little Ice Age Paintings: E.g. paintings from 1677 show markets on the Thames! More recently the earth's climate has been rapidly warming. In 1883, the average temperature was 13.5°C, whereas in 1960 the average temperature had risen to 14.0°C. By 1985, the average temperature had risen to almost 14.4°C. Thermometer records: The 20 warmest years on record have all come since 1995. Satellite images: Arctic ice cover has decreased by 4% since the 1970s. Sea level rise: Melting ice sheets has resulted in sea level rise. The Greenhouse Effect A) Humans produce greenhouse gases, which create a blanket around the earth. B) Sunlight travels to earth as shortwave radiation. C) Sunlight bounces off the earth's surface as long-wave radiation. This reflected sunlight is trapped in the earth's atmosphere by the greenhouse gases = earth heats up. D) Some heat does manage to escape.



died in Africa before they even made it to the ships. It has been estimated that at least 2 million enslaved Africans died on the Middle Passage across the Atlantic.

Sticky Vocab

Ancient, civilisation, city states, empire, legacies, democracy, God, Goddess, myth, Olympics, debate, philosophy, Athens, Corinth, Sparta, vote.
Celts, empire, emperor, legion, Roman Empire, toga, colosseum, amphitheatre, Britannia, Latin

Bristol, city, Avon, Frome, port, trade, trade routes, transatlantic, river, human and physical geography, transatlantic slave trade, Banksy, graffiti,

Climate, climate change, global warming, fossil fuels, greenhouse gases, greenhouse effect, atmosphere, primary effects, secondary effects, renewable energy, non-renewable energy, methane, carbon dioxide, Amazon rainforest, latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, temperate deciduous forest, temperate coniferous forest, boreal forest, tropical rainforest, equator, weather, climate, deforestation, Tropics of Cancer, Tropics of Capricorn, toucans, tree frogs, gorillas, anteaters, leopards, humid, decompose,

Skills – Chris Quiggley Milestone 3

History	Geography	Art	DT
<p>Investigating and interpreting the past</p> <ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. 	<p>Investigating places</p> <ul style="list-style-type: none"> • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in 	<p>Developing ideas</p> <ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Comment on artworks with a fluent grasp of visual language. <p>Mastering techniques</p> <p>Painting</p> <ul style="list-style-type: none"> • Sketch (lightly) before painting to combine line and colour. 	<p>Practical Skills</p> <p>Food</p> <ul style="list-style-type: none"> • Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). • Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. • Demonstrate a range of baking and cooking techniques. • Create and refine recipes, including ingredients, methods, cooking times and temperatures.



• Understand that no single source of evidence gives the full answer to questions about the past.

• Refine lines of enquiry as appropriate.

Building an overview of World history

• Identify continuity and change in the history of the locality of the school.

• Compare some of the times studied with those of the other areas of interest around the world.

• Give a broad overview of life in Britain from ancient until medieval times.

• Describe the social, ethnic, cultural or religious diversity of past society.

• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

Understanding chronology

• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).

• Identify periods of rapid change in history and contrast them with times of relatively little change.

• Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.

• Use dates and terms accurately in describing events.

Communicating historically

• Use appropriate historical vocabulary to communicate, including: dates, time, period, era, change, chronology, continuity, century, decade and legacy.

• Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.

• Use original ways to present information and ideas.

the local area. Record the results in a range of ways.

• Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).

• Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.

• Name and locate the countries of North and South America and identify their main physical and human characteristics.

Investigating patterns

• Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).

• Understand some of the reasons for geographical similarities and differences between countries.

• Describe how locations around the world are changing and explain some of the reasons for change.

• Describe geographical diversity across the world.

• Describe how countries and geographical regions are interconnected and interdependent.

Communicating geographically

• Describe and understand key aspects of:

• Create a colour palette based upon colours observed in the natural or built world.

• Use the qualities of watercolour and acrylic paints to create visually interesting pieces.

• Combine colours, tones and tints to enhance the mood of a piece.

• Use brush techniques and the qualities of paint to create texture.

• Develop a personal style of painting, drawing upon ideas from other artists.

Collage

• Mix textures (rough and smooth, plain and patterned).

• Combine visual and tactile qualities.

• Use ceramic mosaic materials and techniques.

Drawing

• Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).

• Use a choice of techniques to depict movement, perspective, shadows and reflection.

• Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).

• Use lines to represent movement.

Sculpture

• Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.

• Use tools to carve and add shapes, texture and pattern.

• Combine visual and tactile qualities.

• Use frameworks (such as wire or moulds) to provide stability and form.

Print

• Build up layers of colours.

• Create an accurate pattern, showing fine detail.

• Use a range of visual elements to reflect the purpose of the work.

Textiles

Materials

• Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).

• Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper).

Textiles

• Create objects (such as a cushion) that employ a seam allowance.

• Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration).

• Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).

Electronics

• Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips)

Computing

• Write code to control and monitor models or products.

Construction

• Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filling and sanding).

Mechanics

• Convert rotary motion to linear using cams.

• Use innovative combinations of electronics (or computing) and mechanics in product designs.

Designing, making, evaluating, improving

• Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).



- Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.
- Human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.
- Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.
- Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).

- Show precision in techniques.
 - Choose from a range of stitching techniques.
 - Combine previously learned techniques to create pieces.
- Digital Media
- Enhance digital media by editing (including sound, video, animation, still images and installations)
- Taking inspiration
- Give details about the style of some notable artists and designers.
 - Show how the work of those studied was influential.
 - Create original pieces that show a range of influences and styles.

- Make products through stages of prototypes, making continual refinements.
 - Ensure products have a high quality finish, using art skills where appropriate.
 - Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.
- Taking inspiration
- Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.
 - Create innovative designs that improve upon existing products.
 - Evaluate the design of products so as to suggest improvements to the user experience.



Frenchay
C of E Primary School
Believe • Belong • Become



Year 6

Historical Learning

Local Learning

Global Learning

Autumn

Spring

Summer

What did the Ancient Egyptians do for us?

How did WW2 impact Bristol?

How have empires risen and fallen?

Overview

In the Ancient Egyptian unit, the children will have the opportunity to look at artefacts and recognise what we can learn about periods of history a long time ago. They will discover facts about Egyptian pyramids, as well as be able to describe the early stages of the mummification process. The children will find out what daily life was like and what jobs people might have as well as what else people did during the day. They will discover the importance of the River Nile and how Ancient Egyptian scribes used Hieroglyphs to write. The children will learn about the Pharaoh Tutankhamun as well as about the Gods which the Egyptians worshipped. Children will visit the Bristol Museum and explore the ancient Egyptian artefacts in the exhibition.

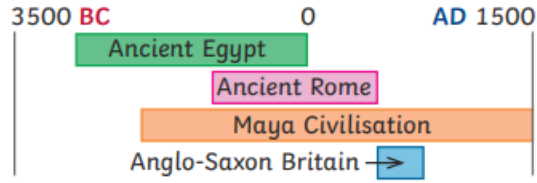
This topic begins with the children building on their understanding of human rights from year four and exploring the impact of war on human rights. We will explore the causes of conflict, including Democracy vs Dictatorship and how Human Rights have changed throughout history. Students will understand the beginnings of the Second World War, how it started and how it ended. There are vast amounts of opportunities to learn with this topic. Through this topic children will also explore the wider causes and effects of conflict at all levels, understand the importance of resolving conflict fairly, explore the role of nonviolent protest in social and political change, understand the importance of showing resilience and positivity during periods of unrest and understand the impact of prejudice and discrimination.

We will explore how Bristol and its surrounding areas were affected by the Blitz and targeted because of its aircraft factories (Filton Raid 25/9/40). Children will build model Anderson shelters choosing appropriate materials. The children will learn about evacuees and where children were evacuated to from Bristol.

In this unit, children will build on their understanding of empire from learning about ancient Greece and Rome. They will be studying and comparing the rise and fall of Ancient Benin and the British Empire and their effect on the wider world. We will conduct a case study comparing the human and physical geographical similarities of a rural village in the UK and a rural village in Nigeria. We will build on our knowledge of the slave trade (from year 5) and look at how the British economy was transformed, giving Britain the access it needed to luxury crops. We will look again at how power, influence and money played a key part in the rise of empire. We will dive into the rich culture of African art, thinking carefully about different media. We look specifically at Esther Mahlangu and her culture of Ndebele patterns using print techniques and collage to recreate the familiar style.



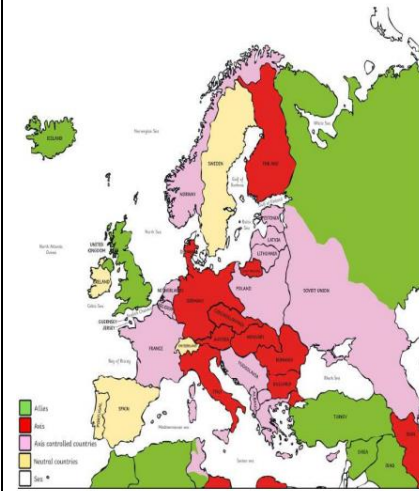
Sticky Knowledge



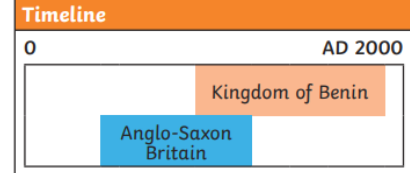
Hieroglyphs were written by scribes, who had to go to a special school to learn how to write. Hieroglyphs were used for religious texts and inscriptions on statues and tombs.

-The river Nile was essential to life in ancient Egypt. Every year, it flooded, leaving behind a black silt that enriched the soil for growing crops. The river was also used to irrigate fields in other areas. Most people lived along and around the Nile. This is still true in Egypt today. The river was used for water, fishing and trade. Mud from the river was used for bricks and papyrus plants were used to make paper.

-Tutankhamun facts: Born: around 1342 BC • Died: around 1323 BC • Pharaoh from approx. 1333 BC to 1323 BC • Known as the 'boy king' as he became pharaoh aged only 9 • Tomb discovered by Howard Carter and his team in the Valley of the Kings in 1922 • Tomb contained over 3000 treasures • Historians believe Tutankhamun died suddenly as the tomb was finished hastily.



Areas of Control during World War Two - Map of Europe in 1941



Key Events	
AD 400	The Yoruba people start using iron tools which enable them to clear the forest land effectively for the first time. Villages developed and chiefs emerged.
AD 600	The area becomes the Ife Kingdom, one of the earliest kingdoms in the West African Rainforest.
AD 900	The Kingdom of Benin begins to develop and boundaries are established around the region called Igodomigodo in what is now Nigeria.
AD 1091	The Edo people were ruled by the Ogiso , which means 'kings of the sky.'
AD 1100	The last Ogiso of Igodomigodo, Owodo, dies and there is nobody to rule.
AD 1180	Eweka becomes the new ruler and changes the name Igodomigodo to Edo . He calls himself the Oba .
AD 1300-1700	The 'golden age' of Edo . It has a large, powerful army and skilled craftspeople.
AD 1489	It was only when Portuguese made contact with the Kingdom of Benin that the name 'Benin' began to be used. This name is now widely used to describe the entire civilisation from AD900.

An Empire is a group of countries, people or land that is controlled and ruled by one powerful country. The British Empire, at its largest, covered 13 million miles or 22% of the world! It controlled over 450 million people or 1/5 of the



-Embalming and Mummification - 1. Wash the body. 2. Pull out the brain through the nostrils with a hook and fill the skull with sawdust. 3. Remove all internal organs except the heart. Put them into canopic jars. 4. Cover the body in natron salt and leave it to dry for 40 days. 5. Remove the natron salt and pack the body with straw, dried grass or linen. 6. Apply makeup and fake eyes. 7. Wrap the body in linen fabric, adding amulets and a Book of the Dead. 8. Place

world's population. It began in the 16th Century, with British forces establishing trading posts overseas and grew all the way through to the 20th Century. Benin city is the location of the ancient Kingdom of Benin. It is located in Nigeria, which is in the west of Africa. The Ancient Kingdom of Benin is NOT located in the modern country of Benin, this is a different country in Africa. The Kingdom of Benin rose to become a powerful empire in the 16th Century but was destroyed when it was invaded by British forces. It began as a small group of villages that joined together to improve trading and security. The people worked hard as farmers and craftsmen so that the Kingdom had high quality goods to trade with foreigners. The Obas were very powerful and were treated like gods, during their rule the Benin Kingdom expanded its boundaries. Over time there were arguments about who would be the next Oba and this led to civil wars. British troops invaded and gained control. In the 1960s it became part of independent Nigeria.

Sticky Vocab

BC, AD, irrigation, silt, hieroglyphics, cartouche, Canopic jars, pyramid, burial chamber, embalming, sarcophagus, Nile, pharaoh, papyrus, sphinx, temple, afterlife, underworld, Ra, Amun, Horus, Isis, Osiris, Anubis, Sekhmet

Air raid, Anderson shelter, Allies, atomic bomb, fascism, genocide, invasion, liberated, Luftwaffe, Nazi, persecution, propaganda

Empire, colony, commonwealth, Benin, Oba, kingdom, Nigeria, trade, slave route, Edo, power, influence, global, economy



Skills – Chris Quiggley Milestone 3

History	Geography	Art	DT
<p>Investigating and interpreting the past</p> <ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. <p>Building an overview of World history</p> <ul style="list-style-type: none"> • Identify continuity and change in the history of the locality of the school. • Compare some of the times studied with those of the other areas of interest around the world. <ul style="list-style-type: none"> • Give a broad overview of life in Britain from ancient until medieval times. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <p>Understanding chronology</p> <ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. 	<p>Investigating places</p> <ul style="list-style-type: none"> • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London’s Tube map). • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of Europe and identify their main physical and human characteristics. • Name and locate the countries of North and South America and identify their main physical and human characteristics. <p>Investigating patterns</p> <ul style="list-style-type: none"> • Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and 	<p>Developing ideas</p> <ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Comment on artworks with a fluent grasp of visual language. <p>Mastering techniques</p> <p>Painting</p> <ul style="list-style-type: none"> • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists. <p>Collage</p> <ul style="list-style-type: none"> • Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques. <p>Drawing</p> <ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement. <p>Sculpture</p>	<p>Practical Skills</p> <p>Food</p> <ul style="list-style-type: none"> • Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). • Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. • Demonstrate a range of baking and cooking techniques. • Create and refine recipes, including ingredients, methods, cooking times and temperatures. <p>Materials</p> <ul style="list-style-type: none"> • Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). • Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper). <p>Textiles</p> <ul style="list-style-type: none"> • Create objects (such as a cushion) that employ a seam allowance. • Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). • Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion). <p>Electronics</p> <ul style="list-style-type: none"> • Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips) <p>Computing</p>



- Use dates and terms accurately in describing events.
- Communicating historically
- Use appropriate historical vocabulary to communicate, including: dates, time, period, era, change, chronology, continuity, century, decade and legacy.
 - Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.
 - Use original ways to present information and ideas.

- Antarctic Circle, and time zones (including day and night).
- Understand some of the reasons for geographical similarities and differences between countries.
 - Describe how locations around the world are changing and explain some of the reasons for change.
 - Describe geographical diversity across the world.
 - Describe how countries and geographical regions are interconnected and interdependent.
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- Describe and understand key aspects of:
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