



Redbrook Hayes Community Primary School

Connected Curriculum

Lower Key Stage 2

Invaders!

Invaders!

As **historians** we will explore the history of the British Isles through the context of the invaders who came to our country including the Romans, Anglo-Saxons, Vikings and Normans, up to the Battle of Hastings in 1066.

We will gain an understanding of the chronology of our country, seek to understand why these invaders came to our country and look at the impact that these invasions still have on our lives today.

As **scientists** we will explore how archaeologists used knowledge of different rock types and soils to discover evidence of these past invasions.

We will work scientifically to observe changes of state, plan and experiments and record the results of these.

As **artists** we will use the famous Bayeux Tapestry as a starting point to look at creating our own textile work of art. We will develop our stitching, cutting and joining skills to create a tapestry.

We will work creatively to experiment with different techniques and develop our original ideas.

This unit contributes to the whole-school plans for SMSC, British Values and Learning and Life Skills in the following ways.

British Values: Democracy, Rule of Law, Tolerance of Other Faiths.

SMSC: Spiritual (Discuss what other people believe and value and how it affects their lives, explain how human feelings change over time); Moral (Know how to get my point of view across respectfully and appropriately, explain ways we can treat people fairly and equally); Cultural (Understand why belonging is important, explain what stereotyping is and why it is unhelpful in society).

Learning and Life Skills: Working Together, Knowing Me Knowing You!

Other Opportunities: Saxon and Viking place names in local area (Geography);

Links to Literacy: How to train your dragon, Cressida Crowell; The Saga of Erik the Viking, Terry Jones ; The Viking Invader (newspapers); The Prchard Book of Roman Myths by Geraldine McCaughrean, Romans on the Rampage by Jeremy Strong, Tiger Tiger by Lynne Reid Banks, Beowulf by Michael Morpurgo, Anglo-Saxon Boy by Tony Bradman.

Enhancement Opportunities: Tatton Park (Anglo Saxon & Viking Workshops).

History
Lower Key Stage 2 – Years 3 and 4



	Strand	Progression Statement	Working Towards Expectations	Meeting Expectations	Exceeding Expectations
Historical Knowledge	Constructing the past	Develop chronologically secure knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study. Understand overview and depth.	Learner can identify details from several themes , societies, events and significant people covered in local, national and global history . <i>E.g. Identify some of the achievements made by Ancient Egyptians.</i>	Learner can identify details from local, national and global history to demonstrate some overall awareness of themes , societies, events and people. <i>E.g. Recall a number of details about the Ancient Egyptians and their achievements.</i>	Learner can describe the main context of particular themes , societies, people and events including some explanation. <i>E.g. Identify and describe a range of people, events and developments throughout the Ancient Egyptian period.</i>
	Sequencing the past	Develop chronologically secure knowledge and understanding of British, local and world history.	Learner can sequence some events , objects, themes , periods and people from topics covered, by providing a few dates and/or period labels and terms. <i>E.g. Group a few events, structures and artefacts belonging to the Bronze and Iron Ages.</i>	Learner can sequence a number of the most significant events , objects, themes , societies, periods and people in Lower Key Stage 2 topics using some dates, period labels and terms. <i>E.g. Sequence many of the main features of the Bronze and Iron Ages.</i>	Learner can sequence accurately the key events , objects, themes , societies, periods and people within and across topics confidently using key dates, period labels and terms. <i>E.g. Sequence and offer some comment why a range of events, structures and artefacts belong either to the Bronze or Iron Ages.</i>
	Significance and interpretations	Address and devise historically valid questions about significance.	Learner can select what is most significant in a historical account. <i>E.g. Describe in some detail some of the most significant features of Roman Britain.</i>	Learner can explain why some aspects of historical accounts, themes or periods are significant. <i>E.g. Explain why Roman achievements were significant.</i>	Learner can explain independently why a historical topic, event or person was distinctive or significant. <i>E.g. Explain what made the Roman period distinctive.</i>
		Understand how our knowledge of the past is constructed from a range of sources.	Learner can provide a reason why two accounts of the same event might differ. <i>E.g. Recognise and provide a reason why different people might have different views about the Romans.</i>	Learner can comment on a range of possible reasons for differences in a number of accounts. <i>E.g. Explain how and why there were different viewpoints about Boudica.</i>	Learner can explain historical situations, events , developments and individuals from more than one viewpoint. <i>E.g. Explain how and why different people might have interpreted the benefits of Roman rule in Britain.</i>

	<p>Using sources as evidence</p>	<p>Understand how our knowledge of the past is constructed from a range of sources.</p>	<p>Learner can understand how sources can be used to answer a range of historical questions. <i>E.g. Describe how particular sources help provide evidence about different periods of childhood.</i></p>	<p>Learner can recognise possible uses of a range of sources for answering historical enquiries. <i>E.g. Use a range of different sources to reconstruct aspects of children's lives in different historical periods.</i></p>	<p>Learner can comment on the usefulness and reliability of a range of sources for particular enquiries. <i>E.g. Show some discrimination in using a range of sources in explaining features of children's lives in different periods.</i></p>
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	Strand	Progression Statement	Working Towards Expectations	Meeting Expectations	Exceeding Expectations
Planning	a) Pupils can ask questions	Ask relevant questions when prompted.	<i>Pupil can ask simple questions that can be tested.</i>	<i>Pupil can, with support, develop relevant, testable questions, e.g. what happens to shadows when the light source moves.</i>	<i>Pupil can develop relevant, testable questions.</i>
	b) Pupils can plan an enquiry	Set up simple and practical enquiries, comparative and fair tests.	<i>Pupil can suggest different ways of answering question.</i>	<i>Pupil can plan enquiry, such as comparative or fair test, e.g. comparing the effect of different factors on plant growth.</i>	<i>Pupil can plan investigations using different types of scientific enquiry.</i>
	c) Pupils can identify and manage variables	Set up comparative tests.	<i>Pupil can, with support, set up a comparative test.</i>	<i>Pupil can set up a comparative test, e.g. how far things move on different surfaces.</i>	<i>Pupil can set up comparative and fair tests.</i>
Conducting Experiments	a) Pupils can use equipment to take measurements	Make systematic observations, using simple equipment.	<i>Pupil can use various equipment, with assistance, e.g. a thermometer.</i>	<i>Pupil can use various equipment, as instructed, e.g. using a hand lens to examine rocks.</i>	<i>Pupil can use various equipment, as instructed, repeatedly and with care.</i>
	b) Pupils explore how to improve the quality of data				
	c) Pupils understand the role of repeat readings	Use standard units when taking measurements.	<i>Pupil can recognise some standard measurements, e.g. cm.</i>	<i>Pupil can use standard measurements when taking measurements, e.g. measuring distances between a light source and an object.</i>	<i>Pupil can recognise the importance of using standard units and measure accurately.</i>
Recording Evidence	a) Pupils record work with diagrams and label them				
	b) Pupils can display data using labelled diagrams, keys, tables and bar charts	Record findings in various ways.	<i>Pupil can, with assistance, draw and label diagrams.</i>	<i>Pupil can, with prompting, draw and label diagrams, e.g. to show how water travels in a plant.</i>	<i>Pupil can use words and diagrams to record findings.</i>

	c) Pupils can display data using line graphs	With prompting, suggest how findings may be tabulated.	<i>Pupil can recognise the function of a table.</i>	<i>Pupil can, with prompting, use tables to record evidence, e.g. recording what happens when various rocks are rubbed together.</i>	<i>Pupil can use various ways to record evidence.</i>
Reporting Findings	a) Pupils process findings to develop conclusions and identify causal relationships	With prompting, use various ways of recording, grouping and displaying evidence.	<i>Pupil can recognise different ways of gathering and displaying evidence.</i>	<i>Pupil can, with prompting, gather and display evidence in various ways, e.g. about the ways that magnets behave in relation to each other.</i>	<i>Pupil can use various ways to record, group and display evidence.</i>
	b) Pupils use displays and presentations to report on findings	With prompting, suggest conclusions from enquiries.	<i>Pupil can, with prompting, suggest what enquiry shows.</i>	<i>Pupil can, with prompting, write a conclusion based on evidence, e.g. exploring the strengths of different magnets.</i>	<i>Pupil can write a conclusion based on evidence.</i>
	c) Pupils explain confidence in findings	Suggest how findings could be reported.	<i>Pupil can, with support, indicate findings from an enquiry that could be reported.</i>	<i>Pupil can indicate findings from an enquiry that could be reported, e.g. answering questions about how rocks are formed.</i>	<i>Pupil can present findings either in writing or orally.</i>
Conclusions and Predictions	a) Pupils can analyse data	Gather and record data about similarities, differences and changes.	<i>Pupil can collect data relevant to the answering of questions.</i>	<i>Pupil can, with prompting, recognise patterns that relate to scientific ideas, e.g. investigating the behaviour of magnets.</i>	<i>Pupil can recognise patterns that relate to scientific ideas.</i>
	b) Pupils can draw conclusions	With prompting, suggest conclusions that can be drawn from data.	<i>Pupil can answer enquiry questions using data and ideas.</i>	<i>Pupil can, with support, use evidence to produce a simple conclusion, e.g. the changes that occur when rocks are in water.</i>	<i>Pupil can use evidence to produce a simple conclusion.</i>
	c) Pupils can develop investigation further	Suggest possible improvements or further questions to investigate.	<i>Pupil can with prompting, suggest how an investigation could be extended.</i>	<i>Pupil can suggest how an investigation could be extended, e.g. suggesting creative uses for different magnets.</i>	<i>Pupil can use evidence to suggest further relevant investigations.</i>



	Strand	Progression Statement	Working Towards Expectations	Meeting Expectations	Exceeding Expectations
Planning	a) Pupils can ask questions	Ask relevant questions.	<i>Pupil can, with support, develop relevant, testable questions.</i>	<i>Pupil can develop relevant, testable questions, e.g. based on observations of animals.</i>	<i>Pupil can develop a range of relevant testable questions.</i>
	b) Pupils can plan an enquiry	Plan different types of scientific enquiries to answer questions.	<i>Pupil can plan enquiries, such as a comparative or fair test.</i>	<i>Pupil can plan investigations using different types of scientific enquiry, e.g. exploring various materials by observing change over time, running comparative tests and conducting surveys.</i>	<i>Pupil can, with support, answer questions using evidence gathered from different types of scientific enquiry.</i>
	c) Pupils can identify and manage variables	Set up simple and practical enquiries, comparative and fair tests.	<i>Pupil can set up a comparative test.</i>	<i>Pupil can set up comparative and fair tests, e.g. finding patterns in the sounds made by elastic bands of different thicknesses.</i>	<i>Pupil can, with prompting, identify and manage variables.</i>
Conducting Experiments	a) Pupils can use equipment to take measurements	Make systematic and careful observations using a range of equipment, including thermometers and data loggers.	<i>Pupil can use various equipment, as instructed, e.g. a thermometer.</i>	<i>Pupil can use various equipment, as instructed, repeatedly and with care, e.g. thermometers.</i>	<i>Pupil can select and use various equipment repeatedly and with care, e.g. measuring jug to measure volume, and discuss alternatives.</i>
	b) Pupils explore how to improve the quality of data				
	c) Pupils understand the role of repeat readings	Take accurate measurements using standard units, where appropriate.	<i>Pupil can use standard measurements when taking measurements.</i>	<i>Pupil can recognise the importance of using standard units and measures accurately, e.g. measuring temperature when investigating its effect on washing drying.</i>	<i>Pupil can take measurements that are precise as well as accurate.</i>
Recording & Evidence	a) Pupils record work with diagrams and label them				

	b) Pupils can display data using labelled diagrams, keys, tables and bar charts	Record findings using simple scientific language, drawings and labelled diagrams.	<i>Pupil can, with prompting, draw and label diagrams.</i>	<i>Pupil can use words and diagrams to record findings, e.g. how habitats change during the year.</i>	<i>Pupil can start to use labelled diagrams to show more complex outcomes.</i>
	c) Pupils can display data using line graphs	Record findings using keys, bar charts, and tables.	<i>Pupil can, with prompting, use tables to record evidence.</i>	<i>Pupil can use various ways to record evidence, e.g. comparing the teeth of herbivores and carnivores.</i>	<i>Pupil can, with prompting, use various ways to record complex evidence.</i>
Reporting Findings	a) Pupils process findings to develop conclusions and identify causal relationships	Gather, record, classify and present data in a variety of ways to help to answer questions.	<i>Pupil can, with prompting, gather and display evidence in various ways.</i>	<i>Pupil can use various ways to record, group and display evidence, e.g. grouping and classifying various materials.</i>	<i>Pupil can use line graph to record basic data.</i>
	b) Pupils use displays and presentations to report on findings	Report on findings from enquiries, including oral and written explanations, of results and conclusions.	<i>Pupil can, with prompting, write a conclusion based on evidence.</i>	<i>Pupil can write a conclusion based on evidence, e.g. effect on brightness of bulbs if more cells are added.</i>	<i>Pupil can, with prompting, write a conclusion using evidence and identifying causal links.</i>
	c) Pupils explain confidence in findings	Report on findings from enquiries using displays or presentations.	<i>Pupil can indicate findings from an enquiry that could be reported.</i>	<i>Pupil can present findings either in writing or orally, e.g. relating to investigating which materials are conductors.</i>	<i>Pupil can, with support, display and present key findings from enquiries orally and in writing.</i>
Conclusions and Predictions	a) Pupils can analyse data	Identify differences, similarities or changes related to simple scientific ideas and processes	<i>Pupil can, with prompting, recognise patterns that relate to scientific ideas.</i>	<i>Pupil can recognise patterns that relate to scientific ideas, e.g. finding out which materials make better earmuffs.</i>	<i>Pupil can arrange data to make clear key characteristics.</i>
	b) Pupils can draw conclusions	Use straightforward scientific evidence to answer questions or to support their findings	<i>Pupil can, with support, use evidence to produce a simple conclusion.</i>	<i>Pupil can use evidence to produce a simple conclusion, e.g. the effect of temperature on various substances.</i>	<i>Pupil can show how evidence supports a conclusion.</i>
	c) Pupils can develop investigation further	Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions	<i>Pupil can suggest how an investigation could be extended.</i>	<i>Pupil can use evidence to suggest further relevant investigations, e.g. making own instruments, using ideas about pitch and volume.</i>	<i>Pupil can suggest further relevant comparative or fair tests.</i>



Chemistry

1) Different rocks have different properties and the formation of soil & fossils can be explained.	Describe in simple terms how fossils are formed when things that have lived are trapped within rock	<i>Understand that fossils indicate the shape of previous life forms.</i>	<i>Explain how fossils are formed.</i>	<i>Explain the importance of studying fossils.</i>
	Recognise that soils are made from rocks and organic matter	<i>Describe the appearance of soil, recognising that it is a mixture of materials.</i>	<i>Describe how soil is made.</i>	<i>Compare different soils in terms of composition.</i>
2) Materials have physical properties which can be investigated and compared	Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties	<i>Identify that rocks vary in terms of appearance and physical properties.</i>	<i>Examine and test rocks, grouping them according to the results.</i>	<i>Suggest uses for different kinds of rocks based on their properties.</i>
	Compare and group materials together, according to whether they are solids, liquids or gases	<i>Recognise the state of matter of different materials.</i>	<i>Group materials according to their state of matter.</i>	<i>Recognise that some materials (e.g. toothpaste) cannot be easily classified as solid, liquid or gas.</i>
4) Materials can exist in different states and that these states can sometimes be changed	Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	<i>Relate the terms 'evaporation' and 'condensation' to water.</i>	<i>Describe how evaporation and condensation happen in the water cycle, and how temperature affects evaporation.</i>	<i>Apply the relationship between rate of evaporation with temperature to everyday contexts.</i>
	Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)	<i>Recognise that materials may change state.</i>	<i>Identify changes of state and research values of degrees Celsius at which changes happen.</i>	<i>Suggest patterns in which kinds of materials change state at higher or lower temperatures.</i>



National Curriculum Objective		Lower Key Stage 2
Working artistically	Creatively explore and develop ideas	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Gather and review information, references and resources related to their ideas and intentions.</p> <p>Use a sketchbook for different purposes, including recording observations, planning and shaping ideas.</p> <p>Develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques.</p> <p>Select, and use appropriately, a variety of materials and techniques in order to create their own work.</p> <p>Investigate the nature and qualities of different materials and processes systematically.</p> <p>Apply the technical skills they are learning to improve the quality of their work.</p>
	Evaluate and analyse creative works.	<p>Take the time to reflect upon what they like and dislike about their work in order to improve it</p> <p>Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.</p> <p>Annotate work in sketchbook</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p>
Developing Skills & Techniques	<p>Create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>	<p>Textiles</p> <p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects</p> <p>Match the tool to the material</p> <p>Develop skills in stitching, cutting and joining</p> <p>Research embroidery designs from around the world, create own designs based on these</p> <p>Sew simple stiches using a variety of threads and wool</p> <p>Investigate tie-dying</p> <p>Make felt</p>