Dartmouth Academy Curriculum Map

Class 4-5 2019-20

Class 4-5	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Focus	**Roman Britain**  In AD43, the full might of the Roman army landed on the beaches in Kent. It battled inland, storming through hillforts and chopping down anyone who stood in their way. However, they weren't just a destructive force - they built new forts, new settlements and roads. They spread their culture, language and laws. Over time, the people of Britain and the Romans mixed. The Britons began to live the Roman lifestyle and the Romans took on local customs.	**Migration**  Migration is the movement of people from one place to another place. Some migrations are forced, meaning the people moving (migrants) have no choice but to migrate. Some are voluntary, meaning the migrants have chosen to move from one place to another. Emigrant is the term used to describe a migrant who is leaving their source country, whilst immigrant refers to a migrant arriving in a host country.	**Anglo-Saxons and Scots**  The Anglo-Saxons came to England after the Romans left in the year 410. Nobody was really ruling all of England at the time – there were a lot of little kingdoms ruled by Anglo-Saxons that eventually came together as one country. The country was divided up into a lot of smaller kingdoms and sub-kingdoms that often fought with each other and against any invaders who tried to take over. By the 800s, there were four main kingdoms in England: Northumbria, Mercia, East Anglia and Wessex.	**Rivers**  Rivers provide us with food, energy, recreation, transportation routes, and of course water for irrigation and for drinking. River landscapes change as you go downstream from the source to the mouth. In the upper course of a river, steep gradients lead to rapid-flowing rivers. In the middle course, the river meanders through gentle gradients. In the lower course, the river braids over flat land.	**Vikings**  The Vikings came from all around Scandinavia (where Norway, Sweden and Denmark are today). They sent armies to Britain about the year 700 AD to take over some of the land, and they lived here until around 1050. Even though the Vikings didn't stay in Britain, they left a strong mark on society – we've even kept some of the same names of towns. They had a large settlement around York and the midlands, and you can see some of the artefacts from that today.	**Natural Resources**  Northern Chile has been thriving on the mining industry since the middle of the 19th century. It started with saltpetre which came to an abrupt end at the beginning of the 20th century when the synthetic production of nitrates was invented. The remains of the old production sites are still impressive and provide an insight into the hard life of the workers. Nowadays copper has taken over the role of Chile's main export good and is mined in giant open pits.

English Writing	Fiction: **Ficitional report** *The Nameless Holiday by Shaun Tan* Non-Fiction: **Instructions** *Incredible Edibles by Stefan Gates*	Fiction: **Fables** *The Whistling Monster by Jamila Gavin* Poetry: **Journey poem** *Coming Home by Michael Morpurgo*	Fiction: **Fairy Stories** *Ratpunzel (Animal Fairy Tales) by Charlotte Guillain* Non-Fiction: **Biographies** *Women who changed the world by Kate Pankhurst*	Non-Fiction: **Non-Chronological Report** *Rainforest Rough Guide by Paul Mason* Fiction: **Fairy Stories** *Cinderella of the Nile by Beverley Naidoo*	Fiction: **Myths and Legends** *Arthur and the Golden Rope by Joe Todd Stanton* Non-Fiction: **Chronological Reports** *A Walk in London by Salvatore Rubbino*	Non-Fiction: ***Non-Chronological Report*** *How to invent by Lynn Huggins-Cooper* Fiction: **Settings and Characters** *A Wizard of Earthsea by Ursula K. Le Guin*
Guided Reading / Class Book	*The Boy at the Back of the Class Onjali Q. Rauf*					
Maths	<u>Wk 1-4</u> Place Value <u>Wk 5-7</u> Addition and Subtraction <u>Wk 8-10</u> Multiplication and Division <u>Wk 11-12</u> Measure: Length and Perimeter Consolidation		<u>Wk 1-3</u> Multiplication and Division <u>Wk 4</u> Measure: Area and Volume <u>Wk 5-9</u> Fractions <u>Wk 10-12</u> Decimals Consolidation		<u>Wk 1</u> Decimals <u>Wk 2-3</u> Percentages <u>Wk 4-5</u> Statistics <u>Wk 6-7</u> Measure: Time and Converting Units <u>Wk 8-10</u> Geometry: Shape properties Geometry: Position and Direction Consolidation	
Science	**Animals including humans** • describe the changes as humans develop to old age. **Living things and their habitats** • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird	**Living things and their habitats** • describe the life process of reproduction in some plants and animals. **Animals including humans** • construct and interpret a variety of food chains, identifying producers, predators and prey.	**Animals including humans** • describe the simple functions of the basic parts of the digestive system in humans • identify the different types of teeth in humans and their simple functions **Sound** • identify how sounds are made, associating some of them with something vibrating • recognise that vibrations from sounds travel through a medium to the ear • find patterns between the pitch of a sound and features of the object that produced it	**States of Matter** • compare and group materials together, according to whether they are solids, liquids or gases • 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) • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. **Earth and Space**	**Forces** • explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • identify the effects of air resistance, water resistance and friction, that act between moving surfaces • recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. **Properties and changes of materials**	**Properties and changes of materials** • compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials,

			• find patterns between the volume of a sound and the strength of the vibrations that produced it • recognise that sounds get fainter as the distance from the sound source increases	• describe the movement of the Earth, and other planets, relative to the Sun in the solar system • describe the movement of the Moon relative to the Earth • describe the Sun, Earth and Moon as approximately spherical bodies • use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	• know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating	including metals, wood and plastic • demonstrate that dissolving, mixing and changes of state are reversible changes • explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. **Electricity** • construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • recognise some common conductors and insulators, and associate metals with being good conductors.
History	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.					
	Pupils should be taught about the Roman empire and its impact on Britain *This could include:*		Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots *This could include:*		Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	

	a. *Julius Caesar's attempted invasion in 55-54 BC* b. *the Roman Empire by AD 42 and the power of its army* c. *successful invasion by Claudius and conquest, including Hadrian's Wall* d. *British resistance, for example, Boudica* e. *"Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity*		a. *Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire* b. *Scots invasions from Ireland to north Britain (now Scotland)* c. *Anglo-Saxon invasions, settlements and kingdoms: place names and village life* d. *Anglo-Saxon art and culture* e. *Christian conversion – Canterbury, Iona and Lindisfarne*		*This could include:* a. *Viking raids and invasion* b. *resistance by Alfred the Great and Athelstan, first king of England* c. *further Viking invasions and Danegeld* d. *Anglo-Saxon laws and justice* e. *Edward the Confessor and his death in 1066*	
Geography		locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities describe and understand key aspects of physical geography, including: rivers name and locate geographical regions and their identifying physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time use fieldwork to observe, measure, record and		locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America

				present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		
Computing	**Onlline Safety - We are Aware that our Online Content Last Forever.** I understand that what I say or post on the internet might be copied, shared and stored by others (e-Safety) I know what to do if I see anything worrying online (e-Safety) I understand how search engines order their search results (Net Searching)		**We are Toy Designers** I can use other programs as I code (Coding) I can break programs up into smaller parts (Coding) I can use logical thinking to identify and solve potential bugs during coding (Coding) I can use more complicated input devices (Computers)		**We are HTML Editors** I can use a range of programs to complete a task (Using Computers) I can use different software programs and different types of hardware (Using Computers) I understand that some computers on a network serve particular functions, such as controlling printers or sharing files (Networks)	
Design Technology		Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience. (Processes) Create designs using exploded diagrams. (Processes Use his/her knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them. (Processes) Consider how existing products and his/her own finished products might be improved and how well they meet the needs of the intended user. (Processes) Use techniques which require more accuracy to		Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience. (Processes) Create designs using simple electrical diagrams. (Processes) Use his/her knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them. (Processes) Consider how existing products and his/her own finished products might be improved and how well they meet the needs of the intended user. (Processes)		Understand what makes a healthy and balanced diet, and that different foods and drinks provide different substances the body needs to be healthy and active. (Cooking and Nutrition) Understand seasonality and the advantages of eating seasonal and locally produced food. (Cooking and Nutrition) Read and follow recipes which involve several processes, skills and techniques. (Cooking and Nutrition)

		cut, shape, join and finish his/her work e.g. Cutting internal shapes, slots in frameworks. (Processes) Apply techniques he/she has learnt to strengthen structures and explore his/her own ideas. (Processes) Evaluate and assess existing products and those that he/she has made using a design criteria. (Processes)		Understand and use electrical systems in products. (Processes) Use techniques which require more accuracy to cut, shape, join and finish his/her work e.g. Cutting internal shapes, slots in frameworks. (Processes) Evaluate and assess existing products and those that he/she has made using a design criteria. (Processes)		
Art	Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. (Learning) Articulate how he/she might improve their work using technical terms and reasons as a matter of routine. (Learning) Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied. (Learning) Draws familiar objects with correct proportions. (Techniques) Plan a sculpture through drawing and other preparatory work. (Techniques)		Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. (Learning) Articulate how he/she might improve their work using technical terms and reasons as a matter of routine. (Learning) Print on fabrics using tie-dyes or batik. (Techniques) Use a variety of techniques e.g. marbling, silkscreen and cold water paste. (Techniques)		Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. (Learning) Articulate how he/she might improve their work using technical terms and reasons as a matter of routine. (Learning) Use taught technical skills to adapt and improve his/her work. (Learning) Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes. (Techniques) Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques. (Techniques)	
Music						
PSHE	**Health and Wellbeing** • to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these		**Relationships** • that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves		**Living in the Wider World** • to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and	

	• about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement • to differentiate between the terms, 'risk', 'danger' and 'hazard' • to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience • to recognise how their increasing independence brings increased responsibility to keep themselves and others safe • that bacteria and viruses can affect health and that following simple routines can reduce their spread	• that their actions affect themselves and others • to judge what kind of physical contact is acceptable or unacceptable and how to respond • the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' • to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view	communities; to develop strategies for getting support for themselves or for others at risk • that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities • to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices • what being part of a community means, and about the varied institutions that support communities locally and nationally • to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing
RE	**L2.1** What do Christians learn from the Creation story? **L2.2** What is it like for someone to follow God? **L2.3** What is the 'Trinity' and why is it important for Christians? **L2.4** What kind of world did Jesus want?	**L2.5** Why do Christians call the day Jesus died 'Good Friday'? **L2.6** For Christians, what was the impact of Pentecost? **L2.7** What do Hindus believe God is like? **L2.8** What does it mean to be Hindu in Britain today?	**L2.9** How do festivals and worship show what matters to Muslims? **L2.10** How do festivals and family life show what matters to Jewish people? **L2.11** How and why do people mark the significant events of life? *Christians, Hindus, Muslims, non-religious religious* **L2.12** How and why do people try to make the world a better place? *Christians, Muslims, non-religious*
PE			
	Listen & engage Engage in conversations, expressing opinions Speak in simple language & be understood Develop appropriate pronunciation Present ideas & information orally Show understanding in simple reading Adapt known language to create new ideas Describe people, places & things Understand basic grammar, e.g. gender		
French	Migration Journeys Travelling	**Anglo-Saxons and Scots**	