



Believe Succeed & Grow

*Respect Hope Trust Friendship Compassion Thankfulness*

St Osyth Church of England Primary School



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<b>Lower KS 2 Middle School</b>	<b>Year B</b>	<b>Term</b> Summer	<b>Key Question</b> Friend or Foe?	<b>Overview heading</b> Our Area and the Areas of Others
<b>Trip/Visitor</b> West Stow		<b>Hook/Theme Day</b> Cooking and eating Anglo Saxon food. Making Anglo Saxon shelters		<b>Links to other topic/s</b> Hamilton Trust, Invaders and Settlers, Blocks A, B and E compulsory
<b>Subject</b>	<b>Objectives/Content</b>			
History	Pupils will: <ul style="list-style-type: none"> <li>• Understand that many different peoples have settled in Britain since the start of the Common Era and have helped shape the nation.</li> <li>• Understand how people's lives have shaped Britain.</li> <li>• Understand cause and consequence.</li> <li>• Gain historical perspective by placing their knowledge into different contexts.</li> <li>• Understand historical concepts such as continuity and change, and cause and consequence.</li> <li>• Gain historical perspective by understanding the connections between local and national history, and between short- and long-term timescales.</li> <li>• Understand how Britain has been influenced by the wider world.</li> <li>• Generate, develop and communicate their ideas through talking and drawing.</li> <li>• Select from and use a wide range of materials, according to their characteristics.</li> <li>• Evaluate their products against design criteria.</li> <li>• Understand that many different peoples have settled in Britain since the start of the Common Era and have helped shape the nation.</li> <li>• Understand connections between cultural, social and military history.</li> </ul>			
Geography	Pupils will: <ul style="list-style-type: none"> <li>• Describe and understand key aspects of human geography, including types of settlement and land use, and the distribution of natural resources.</li> <li>• Use sketch maps to record features.</li> <li>• Use maps.</li> <li>• Understand some aspects of human geography including place names that describe the settlement.</li> </ul>			



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Science	<p>Living things and their habitats Pupils will learn to:</p> <ul style="list-style-type: none"> <li>• Recognise that living things can be grouped in a variety of ways</li> <li>• Use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>• Recognise that environments can change and that this can sometimes pose dangers to living things.</li> <li>• Raise and answer questions that help them to identify and study plants and animals in their habitat</li> <li>• Identify how the habitat changes throughout the year.</li> <li>• Explore possible ways of grouping a wide selection of living things that include animals and flowering plants and non-flowering plants.</li> <li>• Begin to put vertebrate animals into groups such as fish, amphibians, reptiles, birds, and mammals; and invertebrates into snails and slugs, worms, spiders, and insects.</li> <li>•</li> </ul> <p>Note: Plants can be grouped into categories such as flowering plants (including grasses) and non-flowering plants, such as ferns and mosses.</p> <p>Pupils will explore examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks, or garden ponds, and the negative effects of population and development, litter or deforestation.</p> <p>Pupils might work scientifically by: using and making simple guides or keys to explore and identify local plants and animals; making a guide to local living things; raising and answering questions based on their observations of animals and what they have found out about other animals that they have researched.</p>
Art/DT	<ul style="list-style-type: none"> <li>• Generate and develop their ideas through discussion, annotated sketches, prototypes, etc.</li> <li>• Select from and use a range of materials.</li> <li>• Prepare and cook a variety of dishes. Understand seasonality.</li> </ul>
Book Links	You Wouldn't Want to be an Anglo-Saxon Peasant!



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## History

### Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

### Aims

The national curriculum for history aims to ensure that all pupils:

- ☐ know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- ☐ know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- ☐ gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'



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- ☐ understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- ☐ understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- ☐ gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Britain's settlement by Anglo-Saxons and Scots. This could include:

- ☐ Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- ☐ Scots invasions from Ireland to north Britain (now Scotland)
- ☐ Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- ☐ Anglo-Saxon art and culture
- ☐ Christian conversion – Canterbury, Iona and Lindisfarne

## **Geography**

**Purpose of study**



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A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.



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## Science

### Purpose of study

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

### Aims

The national curriculum for science aims to ensure that all pupils:

- ☐ develop **scientific knowledge and conceptual understanding** through the specific disciplines of biology, chemistry and physics
- ☐ develop understanding of the **nature, processes and methods of science** through different types of science enquiries that help them to answer scientific questions about the world around them
- ☐ are equipped with the scientific knowledge required to understand the **uses and implications** of science, today and for the future.

### Scientific knowledge and conceptual understanding

The programmes of study describe a sequence of knowledge and concepts. While it is important that pupils make progress, it is also vitally important that they develop secure understanding of each key block of knowledge and concepts in order to progress to the next stage. Insecure, superficial understanding will not allow genuine progression: pupils may struggle at key points of transition (such as between primary and secondary school), build up serious misconceptions, and/or have significant difficulties in understanding higher-order content.

Pupils should be able to describe associated processes and key characteristics in common language, but they should also be familiar with, and use, technical terminology accurately and precisely. They should build up an extended specialist vocabulary. They should also apply their mathematical knowledge to their



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understanding of science, including collecting, presenting and analysing data. The social and economic implications of science are important but, generally, they are taught most appropriately within the wider **Science 169**

school curriculum: teachers will wish to use different contexts to maximise their pupils' engagement with and motivation to study science.

### **The nature, processes and methods of science**

'Working scientifically' specifies the understanding of the nature, processes and methods of science for each year group. It should not be taught as a separate strand. The notes and guidance give examples of how 'working scientifically' might be embedded within the content of biology, chemistry and physics, focusing on the key features of scientific enquiry, so that pupils learn to use a variety of approaches to answer relevant scientific questions. These types of scientific enquiry should include: observing over time; pattern seeking; identifying, classifying and grouping; comparative and fair testing (controlled investigations); and researching using secondary sources. Pupils should seek answers to questions through collecting, analysing and presenting data. 'Working scientifically' will be developed further at key stages 3 and 4, once pupils have built up sufficient understanding of science to engage meaningfully in more sophisticated discussion of experimental design and control.

### **Spoken language**

The national curriculum for science reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. The quality and variety of language that pupils hear and speak are key factors in developing their scientific vocabulary and articulating scientific concepts clearly and precisely. They must be assisted in making their thinking clear, both to themselves and others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.

### **Living things and their habitats**

Pupils should be taught to:

- ☒ recognise that living things can be grouped in a variety of ways
- ☒ explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- ☒ recognise that environments can change and that this can sometimes pose dangers to living things.



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Pupils should use the local environment throughout the year to raise and answer questions that help them to identify and study plants and animals in their habitat. They should identify how the habitat changes throughout the year. Pupils should explore possible ways of grouping a wide selection of living things that include animals and flowering plants and non-flowering plants. Pupils could begin to put vertebrate animals into groups such as fish, amphibians, reptiles, birds, and mammals; and invertebrates into snails and slugs, worms, spiders, and insects.

Note: Plants can be grouped into categories such as flowering plants (including grasses) and non-flowering plants, such as ferns and mosses.

Pupils should explore examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks, or garden ponds, and the negative effects of population and development, litter or deforestation.

Pupils might work scientifically by: using and making simple guides or keys to explore and identify local plants and animals; making a guide to local living things; raising and answering questions based on their observations of animals and what they have found out about other animals that they have researched.

## Art

### Aims

The national curriculum for art and design aims to ensure that all pupils:

- ☒ produce creative work, exploring their ideas and recording their experiences
- ☒ become proficient in drawing, painting, sculpture and other art, craft and design techniques
- ☒ evaluate and analyse creative works using the language of art, craft and design
- ☒ know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

### Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:



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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]

about great artists, architects and designers in history.

## **Design and Technology**

### **Purpose of study**

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

### **Aims**

The national curriculum for design and technology aims to ensure that all pupils:

develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world

build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users

critique, evaluate and test their ideas and products and the work of others

understand and apply the principles of nutrition and learn how to cook.



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When designing and making, pupils should be taught to:

### **Design**

- ☐ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- ☐ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

### **Make**

- ☐ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- ☐ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

### **Evaluate**

- ☐ understand how key events and individuals in design and technology have helped shape the world

### **Technical knowledge**

- ☐ apply their understanding of how to strengthen, stiffen and reinforce more complex structures