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| <p><b>GEOGRAPHY</b></p> <p><b>Locational Knowledge</b></p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><b>Place Knowledge</b></p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the, a region in a European country.</p>  | <p><b>HISTORY</b></p> <p>Changes in Britain from the Stone Age to the Iron Age.</p> <p><b>Examples (non-statutory)</b><br/>Bronze Age religion, technology and travel, for example, Stonehenge<br/>Iron Age hill forts: tribal kingdoms, farming, art and culture.<br/>Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p><b>Examples (non-statutory)</b><br/>-Viking raids and invasion.<br/>-Resistance by Alfred the Great and Athelstan, first King of England.<br/>-Further Viking invasions and Danegeld.<br/>-Anglo-Saxon laws and justice.<br/>-Edward the Confessor and his death in 1066.</p> <p>The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and an in-depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p> | <p><b>SCIENCE</b></p> <p><b>Y5 Living things in their habitats</b><br/>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.<br/>Describe the life process of reproduction in some plants and animals.</p> <p><b>Y5 Animal including humans</b><br/>Describe the changes as humans develop to old age.</p> <p><b>Y5 Properties and changes in materials</b><br/>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.<br/>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.<br/>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating<br/>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic<br/>Demonstrate that dissolving, mixing and changes of state are reversible changes<br/>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.</p> <p><b>Y5 Earth and space</b><br/>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system<br/>Describe the movement of the Moon relative to the Earth.<br/>Describe the Sun, Earth and Moon as approximately spherical bodies.<br/>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p> <p><b>Y5 Forces</b><br/>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.<br/>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces<br/>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> | <p><b>DT</b></p> <p><b>Design</b><br/>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.<br/>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototype, pattern pieces and computer-aided design.</p> <p><b>Make</b><br/>Select from and use a wider range of tools and equipment to perform practical tasks (eg: cutting, shaping, joining and finishing) accurately.<br/>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.</p> <p><b>Evaluate</b><br/>Investigate and analyse a range of existing products.<br/>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.<br/>Understand how events and individuals in design and technology have helped shape the world.</p> <p><b>Technical knowledge</b><br/>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.<br/>Understand and use mechanical systems in their products (eg: gears, pulleys, cams, levers and linkages).<br/>Understand and use electrical systems in their products (eg: series circuits with switches, bulbs, buzzers and motors).</p> <p><b>Cooking and Nutrition</b><br/>Understand and apply the principles of a healthy and varied diet.<br/>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.<br/>Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</p> | <p><b>ART</b></p> <p>To 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 (eg: pencil, charcoal, paint, clay).</p> <p>To know about great artists, architects and designers in history.</p> <p><b>PE</b></p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Play competitive games, modified where appropriate (eg: badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending.</p> <p>Develop flexibility, strength, technique, control and balance (eg: through athletics and gymnastics).</p> <p>Perform dances using a range of movement patterns</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> |
| <p><b>Human and Physical Geography</b></p> <p>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <p>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.</p> <p><b>Geographical skills and fieldwork</b></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> |  |   |  | <p><b>MUSIC</b></p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p>  |

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<b>The Indus Valley</b>; Ancient Egypt; The Shang Dynasty of Ancient China.</p> | <p><b>SCIENCE</b></p> <p><b>Y6 Living things in their habitat</b><br/>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.<br/>Give reasons for classifying plants and animals based on specific characteristics.</p> <p><b>Y6 Animal including humans</b><br/>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.<br/>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.<br/>Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p><b>Y6 Evolution and inheritance</b><br/>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.<br/>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.<br/>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> | <p><b>DT</b></p> <p><b>Design</b><br/>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.<br/>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototype, pattern pieces and computer-aided design.</p> <p><b>Make</b><br/>Select from and use a wider range of tools and equipment to perform practical tasks (eg: cutting, shaping, joining and finishing) accurately.<br/>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.</p> <p><b>Evaluate</b><br/>Investigate and analyse a range of existing products.<br/>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.<br/>Understand how events and individuals in design and technology have helped shape the world.</p> | <p><b>ART</b></p> <p>To 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 (eg: pencil, charcoal, paint, clay).</p> <p>To know about great artists, architects and designers in history.</p> <p><b>PE</b></p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Play competitive games, modified where appropriate (eg: badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending.</p> <p>Develop flexibility, strength, technique, control and balance (eg: through athletics and gymnastics).</p> <p>Perform dances using a range of movement patterns</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> |
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| LANGUAGES   | COMPUTERS   | RE   | LITERACY                            | NUMERACY                            |
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| <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.*</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.*</p> <p>Present ideas and information orally to a range of audiences.*</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Appreciate stories, songs, poems and rhymes in the language.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Describe people, places, things and actions orally* and in writing.</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p> <p>The starred (*) content above will not be applicable to ancient languages.</p> | <p>Pupils should be taught to:</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> | <p>Lincolnshire Agreed Syllabus</p> <p>PSHE</p> <p>SEAL and Citizenship Scheme</p> | <p>National Curriculum Guidance</p> | <p>National Curriculum Guidance</p> |

