Autumn Term – Achievements and Legacies

History

As historians we will:

Investigate and interpret the past

- 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.

To build an overview of world history

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

To understand 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.

To communicate historically

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

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Science

As scientists we will:

Understand light and seeing

• Understand that light appears to travel in straight lines.
• Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyes.
• Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes.
• Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.

Understand electrical circuits

• Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.
• Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.
• Use recognised symbols when representing a simple circuit in a diagram.

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PE

As sportspeople we will:

Develop practical skills in order to participate, compete and lead a healthy lifestyle

• Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).
• Work alone, or with team mates in order to gain points or possession.
• Strike a bowled or volleyed ball with accuracy.
• Use forehand and backhand when playing racket games.
• Field, defend and attack tactically by anticipating the direction of play.
• Choose the most appropriate tactics for a game.
• Uphold the spirit of fair play and respect in all competitive situations.
• Lead others when called upon and act as a good role model within a team.

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RE

As learners interested in world religions we will:

Understand beliefs and teachings

• Explain how religious beliefs shape the lives of individuals and communities.

Understand how beliefs are conveyed

• Explain some of the different ways that individuals show their beliefs.

Reflect

• Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings.

Understand values

• Explain why different religious communities or individuals may have a different view of what is right and wrong.

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Music

As musicians we will:

Describe music

• Choose from a wide range of musical vocabulary to accurately describe and appraise music including:
  • pitch
  • dynamics
  • tempo
  • timbre
  • texture
  • lyrics and melody
  • sense of occasion
  • expressive
  • solo
  • rounds
  • harmonies
  • accompaniments
  • drones
  • cyclic patterns
  • combination of musical elements
  • cultural context.
• Describe how lyrics often reflect the cultural context of music and have social meaning.

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Art

As artists we will:

Take inspiration from the greats

• Give details (including own sketches) about the style of some notable artists, artisans and designers.
• Show how the work of those studied was influential in both society and to

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Computing

As coders we will:

Code

• Set IF conditions for movements. Specify types of rotation giving the number of degrees.
• Change the position of objects between screen layers (send to back, bring to front).
• Upload sounds from a file and edit them. Add effects such as fade in

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	other artists. • Create original pieces that show a range of influences and styles.	and out and control their implementation. • Use IF THEN ELSE conditions to control events or objects. • Use the Boolean and reporting operators	

Enrichment opportunities

Pottery painting with local businesses linked to Shang dynasty.
Develop own coding game.
Invention fair.
Visit to the Ron Dearing UTC.