




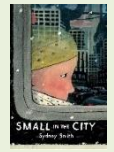
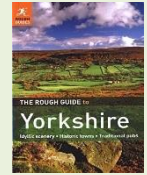
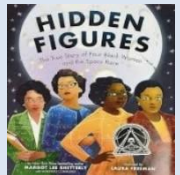










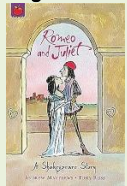
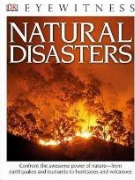
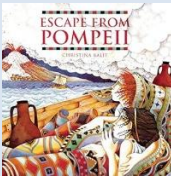
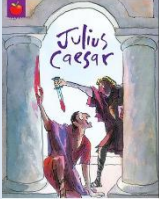


KS2 Cycle A

Long Term Plan 2024/25						
	Explore		Discover		Create	
Collective worship theme	Love Light	Kindness Creation stories Christmas	Forgiveness Trinity Easter	Thankfulness Stories of Jesus	Trust Stories of Jesus Pentecost	Prayer Right & Wrong
Theme:	<p>From the Dales, to the city to the coast Yorkshire has it all Land use and how land use has changed over time?</p> 		<p>Black and British</p> 	<p>A local history study: Lead mines, Burnsall School etc</p> 	<p>Where in the world?</p> 	<p>Walk like an Egyptian</p> 
Wow starter	Trip to Bradford – to compare city to local area	Theatre trip - Christmas				
Prior learning	KS1 – Comparing local area and London Ks2 – National Parks field Study	KS1 – Coasts Human and Physical Features KS2 – Rivers KS2 – local mapping land use	KS2 – Romans, Timelines		KS1 – compass points continents and oceans KS2 – atlas and map work- grid references settlements	KS2 The Romans – timelines
Key texts	<p>Small in the City By Sydney Smith</p> 	<p>A rough guide to Yorkshire</p> 	<p>Hidden Figures By Margot Lee Shetterly</p> 	<p>Biographies</p> 	<p>Film narrative</p> 	<p>Secrets of a Sun King By Emma Carroll</p> 
Reading into writing process	<p>Setting descriptions Poems Diary entries dialogue letters of advice I</p>	<p>Information Text A guide to Yorkshire</p> <p>Adverts Persuasive writing</p>	<p>Persuasive letters Newspaper reports</p>	<p>Non Chronological Report – based on history topic</p> <p>Memoirs</p> <p>Narrative – legends</p>	<p>Narrative Description Personification Dialogue</p>	<p>Instructional writing How to make a mummy Narrative Viewpoints Formal letters Informal letters</p>

Science	<p style="text-align: center;">Living things in their habitats</p> <ul style="list-style-type: none"> 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. <p>Rocks *** not this cycle to slot into next cycle</p> <ul style="list-style-type: none"> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter. 		<p style="text-align: center;">Animals including humans</p> <ul style="list-style-type: none"> identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat identify that humans and some other animals have skeletons and muscles for support, protection and movement 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 Construct and interpret a variety of food chains, identifying producers, predators and prey 	<p style="text-align: center;">States of matter</p> <ul style="list-style-type: none"> 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 		
Geography	<p style="text-align: center;">Locational knowledge</p> <p>Name and locate counties and cities in the UK. Children will be able to locate Yorkshire on a map and identify boarder counties and the major cities and key human and physical features</p> <p style="text-align: center;">Place Knowledge</p> <p>Understand the geographical similarities and differences of human and physical geography between the different areas of Yorkshire.</p> <p style="text-align: center;">Human and Physical Geography</p> <p>Contrasting locality - comparing Bradford to Wharfedale</p> <p style="text-align: center;">Fieldwork</p> <p>Geography trip to Bradford - Sketch maps and plans along with digital</p>	<p style="text-align: center;">Human and Physical Geography</p> <p>Children will look at the different types of land use across Yorkshire and how it has changed over time</p> <p>Look at how canals shaped the trading links in the areas and how this has changed over time</p> <p style="text-align: center;">Field Work</p> <p>Use maps/ digital maps to locate counties and regions and describe the features studied</p> <p>Use the eight points of a compass, OS maps, 4 figure grid references symbols and keys</p>			<p style="text-align: center;">Locational Knowledge</p> <p>Children will 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 style="text-align: center;">Field work</p> <p>Children will use maps, atlases, globes and digital/computer mapping to locate countries</p> <p>They will 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>	



	technology to record observations				
History			<p>Black and British Describe events and periods using words: BC, AD, decade, century and ancient Create a timeline and events they have learned about. Use a variety of sources of evidence to answer questions about the past Understand what life was like for ethnic minorities through British History</p>	<p>A local history study The children will study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>	<p>Ancient Egypt The children will learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study.</p>
Design Technology				<p>A history of food Local dishes Cooking and nutrition Understand the and apply the principles of a healthy and varied diet. Prepare and cook variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed</p>	<p>Textiles Egyptian Collar Demonstrate their ability to use cross-stitch as a decorative feature or to join two pieces of fabric together. Develop appliqué designs based on design criteria. Design, cut and shape their template for an usekh/wesekh collar, with increasing accuracy.</p>
Art & Design	<p>Painting – oil/pastels/acrylics Artist: David Hockney Study the artist David Hockney and re-create a landscape painting in his style.</p>	<p>Collage Artist: Megan Coyle Create a Cityscape using collage as the medium inspired by the artist, Megan Coyle.</p>	<p>Printing block printing Artist: William Morris Study artist ‘William Morris’ and re-create his prints to create wallpaper and a lampshade Design their own nature inspired print with a repeated pattern. Create a printing block and use multiples colours to layer in a print. Create wallpaper and decorate a shoebox to create a diorama</p>		<p>Ancient Egyptian scrolls Developing design and craft skills taking inspiration from Ancient Egyptian art and pattern and paper making.</p> 





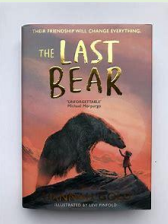

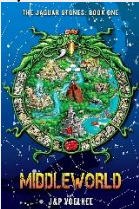

KS2 Cycle B 2025-26						
	Can I hear Italy Roar? 		Romans on the Rampage 		Tourism – Friend or Foe 	It's all Greek to me an Olympic legacy 
Wow starter	RSC workshop		Roman Day Visit a Roman fort in York.	Trip to a mosque	Malham trip	
Key texts Cycle B	Romeo & Juliet bridged version 	Non fiction –natural disasters 	Escape from Pompei Christina Balit 	Nonfiction Usbourne :Julius Caesar Julius Caesar- A Shakespeare story 	Non -fiction unit – geography field work as basis 	Who let the God's out? By Maz Evans 
Reading into writing process	Fiction: Letters Fiction: diary Narrative between characters	Nonfiction: Explanation of volcanoes Instructions: how to survive an earthquake	Narrative – Escape story Non fiction: News broadcasted – public warning Fiction: first person- eye witness account.	Roman adventure story including dialogue Biography: Julius Caesar /Boudica	Non-Fiction: persuasive text (one side) Balanced arguments – should we encourage visitors to the National Parks	Fiction: Setting Description Poetry Fiction: 3rd Person Narrative
Science	Light Recognise that they need light in order to see things and that dark is the absence of light	Earth and space Describe the movement of the Earth and other planets relative to the sun in the solar system.	Electricity •Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.	Forces Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.	Plants <ul style="list-style-type: none"> Describe the life process of reproduction in some plants. Internal structure of a flower, process of fertilisation linked to internal structures. Identify how plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 	

	<p>notice that light is reflected from surfaces</p> <p>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>recognise that shadows are formed when the light from a light source is blocked by an opaque object</p> <p>find patterns in the way that the size of shadows change</p>	<p>Describe the movement of the moon relative to the Earth</p> <p>Describe the sun, Earth and moon as approximately spherical bodies.</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p>	<ul style="list-style-type: none"> • Compare and give reasons for variations in how component's 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. 	<p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</p>	<ul style="list-style-type: none"> • Identifying differences and adaptations to aid pollination and fertilisation – linked to species survival. • Describe how living things (plants) are classified into broad groups according to common observable characteristics and based on similarities and differences. • Give reasons for classifying plants on specific characteristics.
Geography	<p>Roaming around Italy</p> <p>Locational Knowledge</p> <p>Locate the world's countries using maps to focus on Europe</p> <p>Place knowledge</p> <p>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.</p> <p>Human and Physical geography</p> <p>Describe key aspects of the physical geography of Italy including mountains</p> <p>Compare climate zones and how the land is used between the Northern and Southern Italy and how this effects food that is grown</p>	<p>Does Italy roar?</p> <p>Locational Knowledge</p> <p>Use maps to locate volcanoes around the world particularly focusing on Europe, North and South American</p> <p>Human and physical geography</p> <p>Describe the different features of a volcano, different types of volcanoes and why they erupt.</p> <p>Describe the different types of earthquakes and why they happen.</p>			<p>Geography Standalone unit</p> <p>Geography Standalone unit</p> <p>Should we encourage visitors to our honey pots? - Geographical Skills and Fieldwork</p> <p>Children will use OS maps to build their knowledge of the area around the Yorkshire Three Peaks and the key topographical features of the area. They will be able to use symbols and six figure grid references to locate features</p> <p>Children will use fieldwork to observe, measure and record and present their findings of how humans impact on the area including sketch maps, plans, graphs and digital technologies</p>

History			<p>The Roman Empire and its impact on Britain</p> <p>Children will learn about Julius Caesar’s attempted invasion in 55-54 BC</p> <p>the Roman Empire by AD 42 and the power of its army</p> <p>successful invasion by Claudius and conquest, including Hadrian’s Wall</p> <p>British resistance, for example, Boudica</p> <p>‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p>		<p>Ancient Greece</p> <p>Children will study Greek life and achievements and their influence on the western world – Children will study the Olympic games in ancient times and how in impacted the modern games</p>
Design Technology		<p>Food Technology Making Italian food</p> <ul style="list-style-type: none"> • Food storage • Growing products • Hygiene and safety • Presenting food <p>Cooking and nutrition: Understand and apply the principles of a healthy and varied diet. Prepare and cook variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed</p>	<p>Electronics</p> <p>Design, make and evaluate high-quality electronic postcard/poster using up to four lights and a buzzer. The postcard will include a centurion design, using our Roman topic as inspiration.</p> <p>Understand and use electrical systems in their products for example series circuits, switches, bulbs and buzzers.</p>		<p>Sculptures</p> <p>The children will design, make and evaluate and make their own version of a Greek temple.</p> <p>They will have to use apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>

<p>Art & Design</p>	<p>Drawing and Sculpture – Artist: Michaelangelo</p> <p>Children will learn about great artists, architects and designers in history through the work of Michaelangelo</p> <p>Children will 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>They will do this through drawings of Sistine chapel</p> <p>Clay sculptures inspired by Michaelangelo's David</p>			<p>Drawing - Pencil shading and sketching Artist: Henry Moore</p> <p>Children will improve their mastery of art and design techniques, including drawing, sketching and shading to produce pictures of Roman Busts</p> 	<p>Collage Artist: Elizabeth St Hillaire</p> <p>Children will improve their mastery of art and design techniques, including drawing and collage</p> <p>Using the artist Elizabeth St Hilaire children will create pictures of animals that we find in the Yorkshire Dales</p> 	
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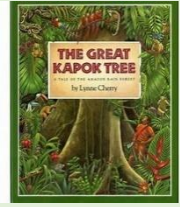
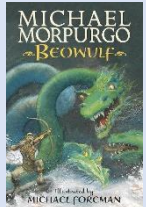
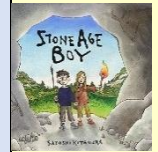
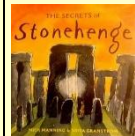
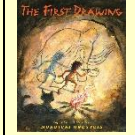
KS2 Cycle C
2026-27

KS2 Cycle C 2026-27						
	Changing homes 		Mayans and Trade 		Who did it? Crime and Punishment 	
Wow starter	Carnival Day	Local Biomes visit	Mayan Day			Ripon Museum: Crime and punishment- prison and police museum
Visitor/trip						
Key Text Cycle C	The Last Bear Hannah Gold 	Darwin's Dragons By Linsey Galvin 	Middle world- Jaguar Stones By J & P Voelkel 	Lonely Planet Kids - The Travel Book by Malcolm Croft 	The Highwayman (Charles Keeping version) 	Treason Berlie Doherty 
Reading into writing process	Narrative Formal letter Pledge Poetry	Narrative Diary Non chronological report- animals	Newspaper reports Poetry	Blogs and Travel guide Fiction – Narrative travel adventure including dialogue	Non-fiction: Explanation of how to hijack a stagecoach Performance poetry Balanced argument – Highwayman (Dick Turpin) Hero or Villain?	Narrative Setting Openings Viewpoints

Science	<p>Living things and their habitats Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some animals. Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, and animals. Give reasons for classifying animals based on specific characteristics.</p>	<p>Evolution & Inheritance Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>Animals including humans Children can describe the changes as humans develop to old age Children can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Children can recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Children can describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>Materials changes of state 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. 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. 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 give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p>	
Geography	<p>What makes a biome a home? Focus on biomes and what they are within this unit geographical skills below are covered Locational Knowledge Locate the world's countries using maps in North and South America Identify the position of the countries of South America in the Northern and southern hemisphere and equator</p>	<p>Too hot, too cold, just right? What will the world look like in 3022? Locational Knowledge Locate the world's countries using maps in Europe and central/South America Identify the position of the countries in the northern and southern hemisphere and equator Place Knowledge Understand the geographical human and physical differences and similarities through the study of a regions and continents and</p>		<p>Where does my Food come from? _ Stand alone Geography skills unit Place knowledge Understand similarities and differences between framing in their local area and Central America Human and Physical Describe and understand key aspects of human geography including trade links, natural resources and food. Geographical Skills and Fieldwork - Where does my food come from? Children will conduct surveys to find out how their food is sourced in their local area.</p>	

	<p>Human and Physical Geography Investigate biomes, climate and vegetation belts around the world</p> <p>Geographical Skills and Fieldwork</p> <p>Children will use fieldwork to observe, measure and record and present their findings to show if they live in a biome</p>	<p>the affect that humans are having on them</p> <p>Human and Physical Geography Compare UK, Norway and Brazil with a specific focus on how landscapes and land use is changing in the face of climate change and population increases Compare Climate zones and explore the impact climate change has had on the weather patterns</p> <p>Explore the distribution of natural resources across the world</p>		<p>Children will use fieldwork to observe, measure and record and present their findings and write recommendations of how our food could be more sustainable.</p>	
History			<p>Mayan Civilisation (Non-European Civilisation)</p> <p>Order an increasing number of significant events and movements and dates on a timeline using dates accurately.</p> <p>Understand how historical periods occurred concurrently in different locations.</p> <p>Understand how to use documents and artefacts as evidence, and their inherent limitations.</p> <p>Know about the achievements of the earliest civilisations (Mayans) and their lasting impact on the world today focusing on connections, contrasts and significance.</p> <p>Know about 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>Know that Mayans civilisation discovered cacao and the impact that has had on today's food industry</p> <p>Order an increasing number of significant events and dates on a timeline using dates accurately (timeline of inventions).</p> <p>Understand how to use documents and artefacts as evidence. Know about significant</p>	<p>Crime and Punishment</p> <p>A study of an aspect of British history-changes in an aspect of social history</p>	

Design Technology	<p align="center">Food</p> <p align="center">South American food</p>		<p align="center">Textiles</p> <p>Inspired by the Kuna people of Panama children will design, make and evaluate their own Mola using the skill of applique</p> <p>They will select from a wider range of tools and materials according to their functional properties and aesthetic qualities</p> <p>They will select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p>		<p align="center">Mechanisms and Electronics</p> <p>Children will design, make and evaluate a carriage inspired by the Highwayman. The carriage will move using electrical motors and gears.</p> <p>They will select from a wider range of tools and materials according to their functional properties and aesthetic qualities</p> <p>They will select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p>	
Art & Design	<p align="center">Printing -foam boards</p> <p align="center">Artist: Henri Rousseau & Haitian Pierre Maxo</p> <p>Children will create prints inspired by rainforest plants and animals – Henri Rousseau & Haitian Pierre Maxo</p>			<p align="center">3d Sculpture and Artist study</p> <p align="center">Artist: Frida Kahlo and Georgia O'Keeffe</p> <p>Children will learn about the artist Frida Kahlo and Georgia O'Keeffe</p> <p>Using this as inspiration children will create 3D wire flowers</p>		<p align="center">Painting & mixed media: Portraits</p> <p align="center">Artist: Various</p> <p>Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media.</p> <p>Create a wanted poster based on the theme of Robin Hood</p>

KS2 Cycle D 2027-28						
Theme:	<p>Go with the Flow</p> 	<p>The Amazon – a journey down the river to the rainforest</p> 	<p>Early settlers The Anglo Saxons and Vikings</p> 		<p>Where should I settle?</p>	<p>Who made what? When?</p>
Wow starter	Visit River Wharfe	Trip to the theatre – Christmas	Anglo-Saxon workshop	Trip to Murton Park, York		
Key texts	<p>A River By Marc Martin Fiction: settings and descriptive writing Once Upon a Raindrop By James Carter Poetry</p> 	<p>The Great Kapok Tree By Lynne Cherry</p> 	<p>Beowulf by Michael Morpurgo Beowulf – Usbourne version</p> 		<p>Stone Age Boy Satoshi Kitamura</p> 	<p>The secrets of Stone henge The first drawings by Mordicai Gerstein</p>  

Reading into writing process	Fiction: Settings from the text- river books Poetry (1 week)- travelling along the river Narrative: Where would your boat go?	Non-chronological reports about River Amazon Non fiction: write a persuasive speech to not cut down the tree. Mini write dialogue	Non-Fiction: Newspaper report of the attacks Non fiction: Biography of Beowulf Narrative – A legend of their own Kennings		Fiction: Narrative- own version including a time shift Fiction: two viewpoints of the meeting of modern-day character and stone age character	Fiction: Diaries Nonfiction: instructions/explanations of how to build stone henge
Science	<u>Light</u> Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.	<u>Sound</u> 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 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 increase.	<u>Electricity</u> Identify common appliances that run on 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	<u>Forces & Magnets</u> Children can compare how things move on different surfaces Children can notice that some forces need contact between two objects, but magnetic forces can act at a distance Children can observe how magnets attract or repel each other and attract some materials and not others describe magnets as having two poles Children can predict whether two magnets will attract or repel each other, depending on which poles are facing. Children can compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials	<u>Plants</u> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants.	
Geography	Go with the Flow – The Wharfe Locational knowledge Name and locate the UK's surrounding seas. Locate rivers on maps, globes and atlases.	Go with the Flow – The Amazon to the rainforest Locational Knowledge Name and locate counties and cities of a map of UK and their Identifying human and physical characteristics, key topographical features			Where do I want to settle? <u>Human & physical geography</u> Children will research and investigate settlements including use of current land in current settlements and compare it to their new knowledge of settlements in Anglo – Saxon and Viking times.	

	<p>Human & physical geography</p> <p>Describe and understand key aspects of rivers and the water cycle.</p> <p>Describe how shape and use of the river has changed over time and how human activity affects rivers</p> <p>Explain how and why many cities of the world are situated by rivers</p> <p>Describe the journey of a river from source to mouth using key geographical terminology</p> <p>Describe the impact of pollution on the river, including farming.</p> <p>Geographical skills & fieldwork</p> <p>Sketches of our local river Investigation of life source in the river and plantation around the river</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>Place Knowledge</p> <p>Understand the similarities and differences between our local area and an area of Brazil</p> <p>Human & physical geography</p> <p>Describe and understand key aspects of: physical geography including rivers, vegetation belts and human geography land use and the distribution of natural resources</p>		<p>Geographical skills and Field work</p> <p>Use maps, atlases and digital maps to locate countries and describe features studied.</p> <p>Use symbols and keys (including the use of OS maps) to build knowledge of the UK.</p>	
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History			<p>Anglo-Saxons- What was Saxon Society Like? Does Alfred deserve to be known as “The Great”?</p> <p>Describe events and periods using words: BC, AD, decade, century and ancient</p> <p>Create a timeline and events they have learned about.</p> <p>Use a variety of sources of evidence to answer questions about the past</p> <p>Know about Anglo –Saxon invasions, settlements and kingdoms.</p> <p>Know about Christian conversion – Canterbury, Iona and Lindisfarne.</p> <p>Local link: Tor Dyke above Kettlewell. Coverdale.</p>	<p>Vikings- Were the Vikings Always Vicious?</p> <p>Vikings raids and invasion.</p> <p>Study the Vikings focusing on their colonisation of England, as well as first king of England.</p> <p>Further Viking invasions and Danegeld.</p> <p>Viking laws and justice.</p>		<p>Changes in Britain from the Stone age to the Iron Age</p>
Design Technology		<p>Mechanisms</p> <p>Design and Make a boat</p> <p>Children will design, make and evaluate a boat</p> <p>They will demonstrate how to strengthen, stiffen and reinforce more complex structures</p> <p>They will include a mechanical systems to reel in fish using a pulley system</p> <p>They will select from and use a wider range of tools and equipment to perform practical tasks [for example,</p>	<p>Structures:</p> <p>Grand Designs –design, make and evaluate an Anglo-Saxon house</p> <p>Produce a range of free-standing frame structures of different shapes and sizes.</p> <p>Design an Anglo-Saxon house that is strong, stable and aesthetically pleasing.</p> <p>Select appropriate materials and construction techniques to create a stable, free-standing frame structure.</p>		<p>Food</p> <p>Food to fork</p> <p>Seasonality</p> <p>Sustainability</p>	<p>Textiles</p> <p>Children will design, make and evaluate an outfit for a stone age person using blanket stitch</p> <p>They will demonstrate how to strengthen, stiffen and reinforce more complex structures.</p> <p>They will select from and use a wider range of materials and components, including construction materials, textiles according to their functional properties and aesthetic qualities</p> <p>They will select from and use a wider range of tools and equipment to perform practical tasks [for example,</p>

		cutting, shaping, joining and finishing], accurately They will be able to evaluate their work	Select appropriate materials and techniques to add cladding to their pavilion.			cutting, shaping, joining and finishing], accurately They will be able to evaluate their work
Art & Design	Painting – watercolours Artist: Monet Mixed Media including observational drawings of the river Wharfe Use the river as inspiration for watercolours Explore artist Monet			Sculpture -Clay Explore Viking art – patterns to produce their version of Thor’s hammer Trial construction and joining techniques, exploring the most successful and adding detail/texture using different tools.	Drawing-using natural materials to create paint. Create early drawings/paintings using materials collected in nature, inspired by the Stone Age.	