

**Class texts- whole class reading, extracts, thematic books**

* ***After the Fall – Dan Sanat***
* ***Covid around the world***
* ***Through my window***
* ***You are my hero***

**Killer Questions- those asked to measure understanding of pupils at key milestone points during the term**

* ***What important events in History can you list?***
* ***How can we prevent germs from spreading?***
* ***How did the world react?***
* ***Why are symbols important and who uses them?***

**Hooks or memorable experiences**

***Welcome back***

***Well being***

***Mindfulness***

***Daily/weekly journaling***

***Multiple opportunities for outdoor activities***

***Lower KS2 Learning Challenge***

***Year 3 and 4***

**Public Product *– what will the outcome look like to demonstrate learning?***

***Creative project- Art***

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**Cognitive skills / meta-learning – specific teaching examples to use in learning**

* ***CAF- initial idea/ prior knowledge***
* ***PMI- Evaluate subjects/ experiences***
* ***APC-***
* ***Collaboration/ planning- learning challenge***
* ***Listening***
* ***Absorption-***
* ***Questioning***
* ***Imitation-***

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| **Year Group** | | **LKS2** | **Term** | **Autumn** | **Challenge pack** | **History in the Making** | |
| **SUBJECT** | Children will learn about/ will know WHAT? **(Declarative knowledge)** | | | | Children will know HOW To…? **(Procedural knowledge)** | Prior learning **(Schemata)** | Vocabulary |
| **History** | **The Role of the school**  **How have schools reacted in past pandemics?**  **Historical Pandemics**  **Timeline of the pandemic world**  **Timeline of pandemic UK – personal**  **Add Spanish Flu**  **What caused the pandemic and what was the impact on society?**  **What is the ongoing impact of the pandemic?**  **When was the NHS formed? Who founded the NHS? What is the advantages of having the NHS especially during this pandemic?**  **BLM**  **How do we embrace people of different race, religion, culture, gender and age?**  **What is BLM? Why did it become more prominent recently? How has the world responded? Which communities has it effected and why?**  **How has past HISTORY influenced how they are treated now? (slavery)**  **What is slavery? And how has it impacted on people of the world?**  **SEN: Words of feelings such as ill, matching pictures to the appropriate word. Discussion about what good hygiene looks like.**    **SEN: Pictures which relate to lockdown routine and a routine for school.** | | | | **H2.3c Make connections and contrasts over different periods of time**  **H2.2c Identify and give reasons for historical changes and events**  **H2.2a Question why some significant features of historical societies still exist today**  **H2.1d Use understanding of specific time periods to create an identified timeline**  **H2.2b Use different sources of information to build up specific pictures of the past**  **PSHE:** **I can identify what makes me unique**  **PSHE: I can recognise that all people are equal, countless of gender, race and life choices**  **PSHE: I can consider the different pathways that people might take in life**  **SL: I can label a picture appropriately using symbols and words.**    **SL: I can sequence 2 given events from a story using pictures** | **H1.3c Identify how significant events or individuals have had impact nationally or globally**  **H1.2c Start to ask how and why things might have happened in the past**  **H1.2a Ask questions about what has happened in my own lifetime**  **H1.1d Sequence key events within a specific time period.**  **H1.2b Ask questions about what has happened in a time period beyond our lifetime** | **Source**  **Flu**  **Virus**  **Pandemic**  **Epidemic**  **Mental Health**  **Racism**  **Timeline** |
| **Art/R.E.** | **What signs and symbols give us hope?**  **Discuss religious symbols, doves, others?**  **How did the world react through art?**  **Explore the reaction of the world through street art.**  **SEN: Can I match pictures of two different countries in to the correct group recognising similar shapes in the pictures?** | | | | **A2.1a Record and explore ideas from first hand observation or from experience and imagination**  **Collage A2.4c Combine and explore texture to create an effect**  **Drawing A2.2a Know that different media and tools make different marks and use these creatively in their work- Pencil, charcoal, pastel, pen**  **Printing A2.3d Know that images can be repeat printed using a variety of block and mono printing techniques to make patterns and pictures**  **Painting A2.3c Know which brushes and tools to choose to work at different scales**  **PSHE: I can recognise that different people have different beliefs, choices or preferences and that this makes us all individually great**  **SL: I can match the same pictures together.** | **A1.1a Themes, observation, artefacts, the world around them**  **A1.2a Mark making using different drawing materials.** | **Shading**  **gradient**  **Mixed media**  **Collage** |
| **Technology** | **How did technology help during the pandemic?**  **The enhanced usage of information technology – calls, videos, face time.**  **How was information shared and was it always reliable? News headlines, news papers.**  **What is Zoom? Can we arrange a zoom?** | | | | **C2.1a Understand the opportunities computer networks offer for communication**  **C2.4c Identify a range of ways to report concerns about online content**  **PSHE: I can recognise the dangers of speaking to people online when we don’t know who they definitely are** | **C1.1a Recognise common uses of information technology beyond school** | **Browser**  **Search engine**  **URL**  **Cross check**  **Verify** |
| **Geography** | **Different countries and experiences and responses**  **Do you have friends and family who live in different countries? How were their experiences similar or different that yours?**  **Explore stories from around the world with the common thread of kindness/altruism.**  **How can we plot the rise of Covid? Use maps and timeline to record the spread.**  **What examples of great leadership were displayed in countries around the world? New Zeeland, U.K, America, Italy**  **SEN: Can I match pictures of two different countries in to the correct group recognising similar shapes in the pictures?** | | | | **G2.3b 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**  **G2.4a Use maps, atlases, globes to locate countries and describe features studied**  **PSHE: I can recognise the importance of working together and what this looks like when done well**  **SL: I can match the same objects/pictures together** | **G2.1b Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns**  **G2.4b Use the eight points of a compass, four 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** | **Countries**  **Border**  **National**  **International**  **Global**  **Population**  **Poverty**  **Economy** |
| **Relationships to core subjects (Maths, English, Science)**  **PSHE /Citizenship** | **Personal experiences and consequences of 2020**  **What are the high and lows of being in lockdown?**  **How long did lockdown last, and what impact has it had on you and your family?**  **How did it make you focus on relationships, especially those you missed?**  **How did effect your feelings and emotions and physical well-being?**  **Has this experience changed you?**  **SEN: What you did in lockdown in images**  **The Positive changes**  **What new skills have you learnt or things have you tried?**  **What have we become grateful for?**  **What has changed for the better?**  **Is there anything you will keep doing differently?**  **What is the importance of health and exercise?**  **What positive effect has this experience had on you?**  **SEN: Which parts of the body are being exercised when shown a picture of an activity.**  **SEN: How you felt during lockdown.**  **People Who have helped us**  **Who are key workers and how did they help us?**   * **Clap for carers/NHS /Unsung heroes**   **SEN: Matching pictures of keyworkers to the correct name e.g. picture of nurse next to the word Nurse.**  **The role of the school**  **What did you miss about being at school?**  **How did you want to come back or not? Why?**  **SEN: Matching pictures to the days of the week- e.g. ‘M’ next to Monday.**  **SEN: Ipad selecting images then selecting writing in correct groups.** | | | | **PSHE3.3e I can discuss the importance of role models in the community**  **SMSC1.c Can talk and write about my opinions.**  **SMSC1.f Can describe some of the different beliefs and values in society and demonstrate respect and tolerance towards people who are different from myself.**  **PSHE**  **I can practice some more sustained mindfulness in a focused way**  **I can identify choices that I might make when there is change in my life**  **I can plan things that I can do to help me feel better if I am finding life hard**  **I can describe the importance of expressing emotions**  **I can explain that my mental wellbeing is as important as my physical health**  **SL: I can say/sign an appropriate word to finish a spoken sentence e.g. I woke up in the …....... Then I had my ….............**  **SL: I can form a caption using a bank of given symbols/words e.g. My legs work when I ride a bike.**  **SL: I can try to write a short phrase/caption correctly using the initial sounds/prominent sounds of the words.**  **SL: I can show you pictures/photos of familiar things.**  **SL: I am beginning to show that marks and symbols have meaning e.g. scribble writing next to a picture, a pretend shopping list.**    **SL: I can tell you the difference between letters and pictures** | **I can identify ways that I could get help if I was in need**  **I can list a normal range of emotions (happiness, sadness, anger, fear, surprise)**  **I can show or express my emotions**  **PSHE2.3e I can consider the different pathways that people might take in life** | **Emotions**  **Mindfulness**  **High/lows**  **Feelings**  **Positive**  **Negative**  **Rest**  **Benefits**  **Healthy**  **unhealthy** |
| **science** | **What is a virus (germs)? – Germ dispersal experiment.**  **Why is the covid virus dangerous?**  **How is it transmitted? The importance of washing hands – investigate the growth of mould on bread.**  **What measures can be put into place to prevent it?**  **What is a vaccine and how does work?** | | | | **S2.1a Ask relevant questions and use different types of scientific enquiries to answer them**  **S.2.1b Set up simple practical enquiries, comparative and fair tests**  **S2.1c Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers**  **I recognise how viruses, bacteria and germs can be spread amongst people and why vaccination is important**  **PSHE: I practice daily good hygiene (dental and body) and understand how germs can be spread** | **The importance of hygiene**  **S1.1a Ask simple questions and recognise that they can be answered in different ways**  **S2.1c Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers** | **Bacteria Bug Cell Disease Fungi Germ Microbe Micro-organism Microscope**  **Pathogen Probiotic**  **Viruses** |
| **Music** | **Q: What impact has colonialism had on music today?**  **A: Polyrhythmic textures and improvisation changed the way music is performed.**  **A: Traditional folk songs from the slave trade had an impact on the development of the jazz and blues era**  **A: Music was one of the only ways slaves could communicate freely and was adopted as a way of expressing oneself.** | | | | **M2.4a I listen to a wide variety of musical genres for longer periods.**  **M2.4d I listen to a wide variety of musical genres and deliberate the composer or genre of the piece.**  **M2.4e I can comment on music using the interrelated dimensions of music vocabulary** | **Listening to and appreciating a range of music by classical, jazz and film composers**  **M1.4a I can listen to a variety of music and describe it in simple terms e.g. fast, slow, loud, and soft.**  **M1.4d I can identify the pulse of a piece of music** | **Folk**  **Blues**  **Jazz**  **Swing**  **Rap**  **Pop**  **Rnb**  **Rock and Roll** |