

Middle School - Curriculum Map 2020-2021

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main theme	Romans		Into the Woods		Abstract Artists	
English	<p><u>Instructions</u> – how to be a roman soldier</p> <p><u>Descriptive writing</u> – write a description of Boudica</p> <p><u>Diary writing</u> – diary in the life of a roman gladiator</p> <p><u>Non- Chronological report</u>- The romans</p> <p><u>Narrative</u>- Writing a roman story</p>		<p><u>Extended story based on this picture</u>–</p>  <p><u>Explanation text</u> – Forest fires</p> <p><u>Descriptive writing</u>- the woods/local area</p> <p><u>Play script</u>- A midsummer nights dream</p>		<p><u>Non-chronological reports</u>- famous artists</p> <p><u>Narrative</u>- based on a painting</p> <p><u>Poetry</u>- poetry study, different types of poetry, rhyming</p> <p><u>Newspaper report</u>- Banksy's new painting</p>	
Class Texts	<p>The Fatal Fire</p> <p>Awful Auntie</p> <p>Boudica Fact file</p> <p>Example character descriptions</p> <p>Example instructions</p> <p>Roman Fact Files</p>		<p>The Literacy shed</p> <p>Forest fire fact files</p> <p>Examples of descriptive writing</p> <p>A midsummer nights dream</p>		<p>Poetry examples</p> <p>Paintings</p> <p>Story writing examples</p> <p>Famous artist fact files</p> <p>Example newspaper reports</p>	
Science (Skills)	<p>To work scientifically –</p> <p>ask simple questions ♣ perform simple tests ♣ identify and classify ♣ use observations and ideas to suggest answers to questions ♣ gather and record data to help in answering questions ♣ ask relevant questions and use different types of scientific enquiries to answer them ♣ set up simple practical enquiries, comparative and fair tests ♣ make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers ♣ gather, record, classify and present data in a variety of ways to help in answering questions ♣ record findings use simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables ♣ report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions ♣ use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions ♣ identify differences, similarities or changes related to simple scientific ideas and processes ♣ use straightforward scientific evidence to answer questions or to support their findings.</p>					

Science (Knowledge)	<p>Animals including humans</p> <ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults find out about describe the basic needs of animals, including humans, for survival (water, food and air) construct and interpret a variety of food chains, identifying producers, predators and prey. identify that humans and some other animals have skeletons and muscles for support, protection and movement. 	<p>Living things and their habitats</p> <ul style="list-style-type: none"> explore and compare the differences between things that are living, dead, and things that have never been alive identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other identify and name a variety of plants and animals in their habitats, including microhabitats 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>Sound</p> <ul style="list-style-type: none"> 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 increases.
History	<p>The Roman Empire and its impact on Britain</p> <ul style="list-style-type: none"> Understand some of the ways in which we find out about the past and identify different ways in which it is represented/ Children should understand how our knowledge of the past is constructed from a range of sources. ask and answer questions, using other sources to show that they know and understand key features of events/ regularly address and sometimes devise historically valid questions about change, cause, 		<p>Local History Study</p> <ul style="list-style-type: none"> Pupils should identify similarities and differences between ways of life in different periods. Children should choose and use parts of stories and other sources to show that they know and understand key features of events. Children should note connections, contrasts and trends over time.

	<p>similarity and difference, and significance.</p> <ul style="list-style-type: none"> develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework/ continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Pupils should use a wide vocabulary of everyday historical terms. 		
Geography	<p>Places –</p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and 	<p>Physical and human Geography <i>Comparing UK to Non- European country</i></p> <ul style="list-style-type: none"> Ask and answer geographical questions such as what is this place like? What or who will I see in this place? What do people do in this place? Identify the key human and physical features of a location in order to say if it is a city, town, village, coastal or rural area use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key; 	<p>Map Skills</p> <ul style="list-style-type: none"> 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>routes on a map</p>	<ul style="list-style-type: none"> • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 	
Design and Technology	<p>Roman Shields</p> <ul style="list-style-type: none"> * have own ideas and plan what to do next * explain what I want to do and describe how I may do it * explain purpose of product, how it will work and how it will be suitable for the user * describe design using pictures, words, models, diagrams, begin to use ICT * design products for myself and others following design criteria * choose best tools and materials, and explain choices * use knowledge of existing products to produce ideas *explain what I am making and why it fits the purpose *make suggestions as to what I need to do next. *join materials/components together in different ways *measure, mark out, cut and shape materials and components, with support. *describe which tools I'm using and why *choose suitable materials and explain choices depending on characteristics. *use finishing techniques to make product look good *work safely and hygienically * describe what went well, thinking about design criteria * talk about existing products considering: use, materials, how they work, audience, where they might be used; express personal opinion *evaluate how good existing products are *talk about what I would do differently if I were to do it again and why 	<p>Woodland toy boxes</p> <ul style="list-style-type: none"> *use levers or slides *begin to understand how to use wheels and axles *select appropriate tools / techniques *alter product after checking, to make it better *begin to try new/different ideas *use simple lever and linkages to create movement *select most appropriate tools / techniques *explain alterations to product after checking it *grow in confidence about trying new / different ideas. *use levers and linkages to create movement *use pneumatics to create movement 	

Art	<p>Painting –</p> <ul style="list-style-type: none"> • Use thick and thin brushes • mix primary colours to make secondary colours • add white to colours to make tints and black to colours to make tones • create colour wheels <p>Roman Mosaics-</p> <ul style="list-style-type: none"> - To use a range of materials creatively to design and make products - to use drawing, painting and sculpture to develop and share ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - to create sketchbooks to record observations and use them to review and revisit ideas 	<p>Sculpture- trees</p> <ul style="list-style-type: none"> • cut, make and combine shapes to create recognisable forms; • use clay and other malleable materials and practise joining techniques; • add materials to the sculpture to create detail; • use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet. 	<p>Famous Artists</p> <ul style="list-style-type: none"> • describe the work of famous, notable artists and designers; • express an opinion on the work of famous, notable artists; • use inspiration from famous, notable artists to create their own work and compare • use key vocabulary to demonstrate knowledge and understanding in this strand: Andy Goldsworthy, LS Lowry, Paul Klee, Monet, Joan Miró, Jackson Pollock, Robert Delaunay, Wassily Kandinsky, Piet Mondrian, van Gogh, Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, Eva Rothschild. 	
Music	<i>Charang</i> Unit 1	<i>Charanga</i> Unit 2	<i>Charanga</i> Unit 3	
Computing	<p>CONNECTING To use online platforms appropriately To be safe and responsible To understand esafety laws Understand online risks and the age rules for sites.</p>	<p>COLLECTING To collect and organise data Use simple databased to record information in areas across the curriculum</p>	<p>CODING To understand and import instructions To use coding for controlling objects Add text strings, show and hide objects and change the features of an object Select sounds and control when they are heard, their duration and volume. Control when drawings appear and set the pen colour, size and shape. Specify the nature of the events (such as a single event or a loop) Create conditions for actions by waiting for a user input (such as responses to questions like: What is your name?)</p>	<p>COMMUNICATING To create messages To communicate through APPs and devices Use a range of applications and devices in order to communicate ideas, work and messages</p>
P.E.	Outdoor PE- games	Outdoor PE- gymnastics	Outdoor PE- athletics	