

OUR LEAD STATE OF BEING IS:
HISTORIAN



This Term's Enquiry Question is: How can we find out about people in the past?

Term 2

We are Historians

In this enquiry, learners are immersed in how to be a historian without focusing on in-depth knowledge of a time or place. It is an excellent opportunity to look at primary sources for the first time and build some information for a wider local history study. The question to be asked is: how do we know? Proof is required. We will visit the site of Clarendon Palace, investigate the village of Pitton, including the school and learn from real archaeologists from Wessex Archaeology and The Friends of Clarendon Palace.

OUR SUPPORTING STATES OF BEING ARE: ENGINEER, GEOGRAPHER, ARTIST AND MUSICIAN



We are Geographers: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

We are Engineers: understand how key events and individuals in design and technology have helped shape the world.

We are Artists: improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]; - learn about great artists, architects and designers in history.

*We are Musicians-*develop an understanding of the history of music



Core Subjects Coverage:

WE ARE AUTHORS



WE ARE MATHEMATICIANS

Addition and Subtraction: Checking answers and problem solving.

Multiplication and Division: Securing recall for the 2, 3, 4, 5, 8 and 10x tables. (Y4-some pupils will secure all x facts to 12x12)

Multiplying 2 and 3-digit numbers by a 1-digit number using a written method. (Y3). Multiplying 4-digit numbers by a 1 digit number using a written method. Dividing 2-digit numbers by 1-digit numbers (Y3) and 2 and 3-digit numbers (Y4) using informal jottings.

Focused Texts: 'My Strong Mind' and 'Stone Age Boy' Writing: Non-fiction and Narrative Grammar and punctuation: fronted adverbials, commas, using a range of adverbs, securing the use of the apostrophe for possession and contraction. Question, explanation marks and hyphens. Inverted commas for dialogue. Varying sentence starts and sentence structures across all writing. Spelling: Adding prefixes and suffixes to root words. Homophones and synonyms. Using phonics to support spelling. Reading: Focus on word choice and meaning and inference in narrative and non-fiction.

The Write Stuff



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chronology
archive
photograph
architecture
archaeology
source
primary
secondary
newspaper
research

KEY VOCABULARY

Milestone 1

Learners address historically valid questions and begin to understand how our knowledge of the past is constructed from a range of sources.

Milestone 2

Learners understand that the past is represented in different ways and they can name some great artists and designers in history.

Milestone 3

Learners can use maps (incl. digital) and note historical connections. Learners improve their mastery of painting.

Milestone 4

Learners know how key individuals in design and technology have helped shape the world. They have developed chronological knowledge.

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