



	Autumn Term	Spring Term	Summer Term
Topic	What the Romans taught us	The Shang Dynasty of Ancient China	Local Area Study
History	<p><u>A British History Study</u> The Roman Empire and its impact on Britain-technology, culture and beliefs, including early Christianity. The legacy of Roman culture (art, architecture or literature) on later periods in British history. Life in Rome compared to Britain.</p> <p><u>Historical enquiry</u> How our knowledge of the past is constructed from a range of sources. How evidence is used rigorously to make historical claims.</p> <p>Power (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and ‘win-win’ outcomes)</p>	<p><u>A world history study</u> The achievements of the earliest civilisations – an overview of where and when the first civilizations appeared and a depth study of the Shang Dynasty.</p> <p><u>Historical enquiry</u> Understand connections between cultural, religious and social history.</p> <p>Diversity and equality (in all its forms)</p> <p>Risk (to be managed rather than simply avoided) and safety (including behaviour and strategies in different settings)</p>	<p><u>A Local History Study</u> A study over time tracing how several aspects of national history are reflected in the locality.</p> <p><u>Historical enquiry</u> Understand how our knowledge of the past is constructed from a range of sources.</p> <p><u>A study of how industry has changed in the local area</u></p> <p>Change (as something to be managed) and resilience (the skills, strategies and ‘inner resources’ we can draw on when faced with challenging change or circumstance)</p>
Geography	<p><u>Location Knowledge</u> Name and locate counties and cities of the United Kingdom, geographical regions (Spread of the Roman Empire)</p> <p><u>Human & physical</u> Describe key physical and human geographical features of Roman Britain.</p> <p><u>Geographical Skills</u> Use maps, atlases, globes.</p>	<p><u>Location Knowledge</u> Locate the world’s countries and major cities.</p> <p><u>Human and physical</u> Describe and understand key aspects of physical geography including environmental regions, key physical and human characteristics, types of settlement and land use, economic activity including trade links.</p>	<p><u>Place Knowledge</u> Study of our local area.</p> <p><u>Geographical Skills</u> Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps). Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods,</p>

Art	<p>Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these)</p>		<p><u>Geographical Skill</u> Use maps, atlases, globes</p>		<p>including sketch maps, plans and graphs, and digital technologies.</p>	
		<p>Roman Mosaics Understand the historical and cultural development of art forms.</p> <p>(Diversity Display) Diversity and equality (in all its forms)</p>		<p>Use sketch books. To gain an increasing awareness of different kinds of art, craft and design. Shang Dynasty. To paint on silk Shang Dynasty.</p> <p>Textiles: Printing Sketches</p>	<p>Landscapes of local area. Look at local artists (Wolverhampton) and the work of John Constable.</p> <p>Career (including enterprise and economic understanding).</p> <p>Still life – detailed observational drawing</p>	
	<p>Roman Chariots Use research and design to construct a chariot. Rights, responsibilities (including fairness and justice) and consent (in different contexts)</p> <p>Mechanisms.</p>		<p>Food technology Shang Dynasty Know where and how a variety of ingredients are grown, caught and processed. Prepare and cook a variety of savoury dishes.</p> <p>Food</p>			<p>Living things and their habitats To create a 3D habitat using at least 2 cam movements and 2 pneumatic movements moving parts in a habitat design</p> <p>Mechanisms.</p>
RE	<p>Keeping the 5 Pillars of Islam</p>	<p>When, how and why do Christians pray?</p>	<p>Hindu, Jewish and Islamic prayer: what difference does it make?</p>		<p>What can we learn from religion about temptation?</p>	

<p>Music</p> <p>Science</p> <p>BLP</p> <p>Computing</p>	<p>Peritpatetic lessons from Wolverhampton Music Services for selected pupils</p> <p>Group guitar and brass</p> <p>Cross-curricular class based (Roman Entertainment – Music)</p>	<p>Group guitar and brass</p> <p>Cross-curricular class based</p>	<p>Group guitar and brass</p> <p>Cross-curricular class based</p> <p>Shang Dynasty Music</p>	<p>Group guitar and brass</p> <p>Cross-curricular class based</p>	<p>Group guitar and brass</p> <p>Cross-curricular class based</p> <p>Local music</p>	<p>Group guitar and brass</p> <p>Cross-curricular class based</p>
	<p>Earth and Space</p>	<p>Forces</p>	<p>Properties and changes of material</p> <p>Change (as something to be managed)</p>	<p>Properties and changes of material</p>	<p>Animals, including Humans</p> <p>Relationships (including different types and in different settings)</p>	<p>Living things and their habitat</p> <p>resilience (the skills, strategies and ‘inner resources’ we can draw on when faced with challenging change or circumstance)</p>
	<p>Resilience: managing distractions, perseverance, absorbed, attentive noticing</p>	<p>Resilience: managing distractions, perseverance, absorbed, attentive noticing</p>	<p>Questioning</p>	<p>Questioning</p>	<p>Collaboration</p>	<p>Revising</p>
	<p>Digital Broadcaster</p>	<p>Digital Artist</p>	<p>Digital Researcher and Digital Presenter</p>	<p>Digital Publisher</p>	<p>Digital Programmer</p>	<p>Digital Designer</p>