









Vocabulary

| | | |
|-----------------|---|---|
| Iron |  | A strong, hard, magnetic, silvery-grey metal. |
| Technology |  | Products that are developed to solve the common problems of life. |
| Hillfort |  | A hill-top settlement, built in the Iron Age, made of many circular earth banks and ditches. |
| Tribe |  | A group of people that share the same language, social customs, and ancestors. |
| Chariot |  | A vehicle with two wheels, used in ancient times. A chariot was pulled by horses and driven from a standing position. |
| Votive offering |  | A gift (e.g. jewellery or weapons) made to specific Gods to say thank you or ask for help. |
| Celtic |  | Iron Age people are often called Celts. The Celts were made up of different tribes - not just one large group. |
| Conflict |  | A fight, battle or war. |



Reading challenge: What facts can you find in our linked texts, at home or the library?



Sticky Knowledge

- Stratigraphy is the analysis of the order and position of layers of archaeological remains and it used by archaeologists.
- I know what a hillfort is a settlement that they built during the Iron Age and the types of houses they lived in during the Iron Age.
- I can explain how Iron is better than Bronze because it is stronger.
- Artefacts teach us about the past and I can use them to discuss the types of conflicts that happened in the Iron Age.

Key Questions:
 1. What is a hillfort?
 2. Why is the Iron Age named so?
 3. How do we know about the Iron Age?
 4. What is stratigraphy?

Key People and Places

| | |
|---|--|
|  Maiden Castle | One of the largest and most complex hillforts in England. In use for over 400 years. |
|  Danbury Hill | Surrounded by smaller farming villages, this hillfort was used as a central location for trade. It could house 200-350 people. |
|  Rivers and Lakes | Celtic people believed that natural places like lakes and woods were special. They made votive offerings of weapons, jewellery and other objects to the spirits and gods they believed in. |

| | | | | | | | |
|--|-------------------------------------|--|---|---|--------------------------------|---|---|
| 800 B.C. | 700 B.C. | 400-300 B.C. | 450 B.C. | 200 B.C. | 100 B.C. | 54 B.C. | 43 A.D. |
| Use of iron spreads across central Europe, the first hill forts appear in Britain. | Iron is widely used across Britain. | Rotary quern widely used across Britain. | Maiden Castle expanded with complex defences added. | Many detailed bronze and gold objects are made. | First coins minted in Britain. | Julius Caesar lands in England, the Romans record Iron Age life in writing. | Romans invade England, bringing the Iron Age to an end. |

| Key vocabulary | |
|----------------|---|
| Advance mode | A mode of 2calculate in which the cells have references and can include formulae. |
| Bar graph | A chart that uses bars to show quantities or numbers, so they can be easily compared. |
| Equals | This symbol shows that number or number sentences either side are equal in value. |
| Data | A collection of information, especially facts or numbers, obtained by observation, questions or measurements to be analysed and used to help decision-making. |
| Cell address | Every cell has an address. This can be found by reading the column letter then row number. |
| Rows | Boxes running horizontally in a spreadsheet. |
| Columns | Boxes running vertically in a spreadsheet. |
| Spreadsheet | A computer program that represents information in a grid of rows and columns. Any cell in the grid may contain either data or a formula that describes the value to be inserted based on the values in other cells. |
| Spin tool | Clicking on this in a cell will increase or decrease the value in the cell to the right by 1. |

Reading challenge:
What facts can you find in our linked texts, at home or the library?



Sticky knowledge

- A bar graph is a graph that shows the categorical information using bars.
- Pie charts use circular shapes to show the percentages of a group.
- I know how to make these within a spreadsheet.
- I understand the information that can be shown in a pie chart and bar graph.
- I know and can recognise the more than and less than symbols. (< >)
- I know what the advance mode in 2calculate is and how it works.
- A spreadsheet is an electronic document in which data is arranged in rows and columns.
- Spreadsheets can be used in calculations.

Key Learning

- To use the symbols more than, less than and equal to, to compare values.
- To use 2calculate to collect data and produce a variety of graphs.
- To use the advanced mode of 2calculate to learn about cell references.

Key questions:

1. Explain how you would collect data to find out children's favourite school subjects. What sort of graph would you create?
2. How can you make a 3 times table machine using the spin tool? Could you use the equals tool to check your answer?
3. Explain how you would locate a cell in the advanced mode?

Key Images

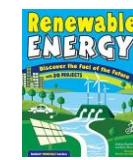
Key Resources

Key Vocabulary

| | | |
|-------------------------|--|--|
| Sustainable | Causing little or no damage to the environment and therefore able to continue for a long time. |  |
| Carbon dioxide | A gas produced when burning fossil fuels like coal and oil. |  |
| Carbon footprint | Measurement of carbon dioxide released into the by your activities . |  |
| Global warming | Rise in the earth's temperature caused by high levels of gases in the atmosphere. |  |
| Natural resource | Materials or substances which occur in nature, either growing or underground. |  |
| Fossil fuels | Fuel such as coal or oil that is burned for energy use. |  |
| Renewable energy | Energy produced by resources that will never run out. |  |
| Fair trade | Buying goods from developing countries at a fair price. |  |
| Climate | The general weather conditions of a place. | |



Reading challenge: What facts can you find in our linked texts, at home or the library?



Sticky knowledge

- Sustainability and sustainable living consists of fulfilling the needs of current generations without compromising the needs of the future generation.
- I know what food miles are and the importing of food.
- Renewable energy is energy from a source that is not depleted when used e.g. wind or solar power.
- Non- renewable energy comes from sources that will run out or not be replenished in our lifetime.
- I understand that water isn't readily available everywhere and the impact that this can have.
- Carbon footprint is the amount of CO2 that is released into the air. Everyone has their own carbon footprint.
- I understand why it is important to live sustainably.

Findhorn, Scotland

- An eco-village which uses natural resources such as environmentally-friendly foods, which are grown in their vegetable garden.
- They also have a waste water treatment facility so that water can be reused safely.
- The damage that these people cause the environment is half as much as the UK's national average.

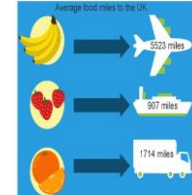


What is a carbon footprint?

A carbon footprint is the amount of CO2 released into the atmosphere because of one's own energy needs.



- Key Questions:
1. What is carbon footprint?
 2. What are the different types of energy?
 3. What impact do humans have on the planet?



Food Miles

Food miles are the distance food is transported from the time of its making until it reaches the consumer.

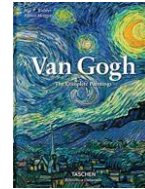
Vocabulary

| | |
|--------------------|--|
| Post impressionist | A style of painting that challenged naturalism of Impressionism to focus on the emotional response of the artist. It led onto Expressionism. |
| Subdued | Colours that lack vibrancy or intensity. They can express sadness. |
| Vibrant | Colours that are bright and strong and full of life. |
| Impasto | The technique of laying paint onto the canvas so thickly that it stands out from the surface. |
| Emotional | Van Gogh's use of colour allowed you to see how he was feeling. |

Visual Elements

| | |
|--------|---|
| Form | Van Gogh would use the direction of his brush strokes to emphasise the form of the object - swirling in <i>Starry Night</i> and along the contours of the shoes in <i>A Pair of Leather Clogs</i> . |
| Colour | To understand that an artist's choice of colours can show the emotion they are feeling as they paint the subject. In the <i>Old Man In Sorrow</i> painting, the blues show his sadness as his life is ending, while the vibrant colours in the fireplace may show the agony of the pain he is experiencing. |

Reading challenge: What facts can you find in our linked texts, at home or the library?



Fourteen Flowers In A Vase
He used sunny hues to express the lifespan of the flowers, and the brightness of the Provencal sun

| Period | Artists | Example |
|---|---|-------------------------------|
| Romanticism 1780 - 1850 Defined by a new interest in expression of personal feeling and interest in the natural world. | John Constable J M W Turner William Blake | <i>Fighting Temeraire</i> |
| Impressionism 1865 - 1885 Painting outdoors and 'on the spot' rather than in a studio from sketches. Main subjects were landscapes and scenes of everyday life. | Berthe Morisot Claude Monet Camille Pissaro Auguste Renoir | <i>Water Lillies</i> |
| Expressionism 1900 - 1935 The image of reality is distorted to make it more expressive of the artist's inner feelings or ideas. | Edvard Munch Wassily Kandinsky Paul Klee | <i>The Scream</i> |

Sticky knowledge

- Warm colours include red, orange and yellow.
- Cool colours include green and blue.
- Van Gogh is one of the world's most famous painters. He was an artist and painter of the Post-impressionist art movement. Van Gogh was Dutch.
- Van Gogh is known for his brushstroke of thickly laid on paint. This technique is called Impasto.

Key questions:

1. Who was Van Gogh?
2. What type of artist was he?
3. What type of brushstrokes did he use?

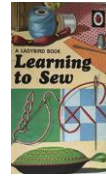
Warm & Cool Colours

| | |
|---|--|
| <ul style="list-style-type: none"> • Warm colors include red, orange, and yellow, and variations of those three colors. • They appear vibrant. • Warm colors <u>appear closer</u> to the observer. | <ul style="list-style-type: none"> • Cool colours include green, blue, and purple. • Blue is the only primary colour within the cool spectrum. • They are often more subdued than warm colours and <u>appear further</u> from the observer. |
|---|--|

Key Vocabulary

- Textiles
- Sew/ Stitch
- Thread
- Needle
- Appliqué
- Seam
- Aesthetics
- Running Stitch
- Back Stitch
- Over Sew Stitch
- Blanket Stitch

Reading challenge:
What facts can you find in our linked texts, at home or the library?



Sticky knowledge

- A money holder is used to store money or cards.
- Running, back, over sew and blanket stitches are all different types of stitches.
- Stitches can be used for a specific purpose.
- Evaluating is the process of deciding if you've done something the best way and looking and what can be improved. I can apply this to my own work and that of others.
- Market research involves seeing what products already exist.

Key questions:

1. What are the different types of stitches?
2. What is a design brief?

Example textiles



Phone Cases
Can be made with cotton/ floss thread/ leather
Decorated using running back stitch

Phone Cases are designed to protect the phone inside them - phones are often very expensive! Therefore they need to be soft and durable.
-Rubber and leather are good materials for phone cases, because they are tough. However, cotton/ woolen fabrics are sometimes used as they offer a soft cushion for the phone.



Purses and Wallets
Made with many different materials

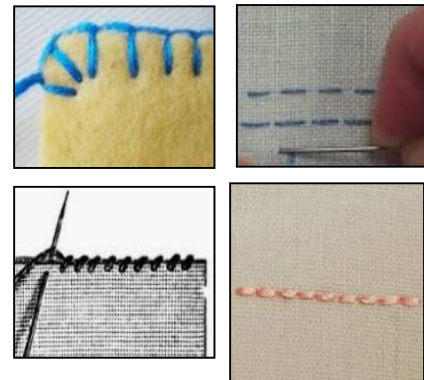
Wallets and purses can be made using a wide variety of materials. They are designed to be durable, to keep contents safe, and yet also to be aesthetically-pleasing (nice to look at).
-This purse has been joined using the blanket stitch technique. Whilst this can be quite time-consuming, it creates an attractive seam and a secure join.

Running Stitch - This is the simplest stitch. It creates a dotted line effect. Remember to leave a space from the previous stitch.

Back Stitch - Similar to the running stitch, except that the thread doubles back so that there is no visible spacing between stitches. It is a very strong and secure stitch.

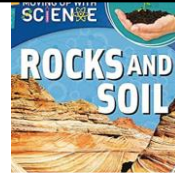
Over Sew Stitch - The over sew stitch is a good way to neaten the raw edge of fabrics. It involves sewing over the edge of the fabrics.

Blanket Stitch- Another way to reinforce the edges of thick materials. This stitch is popular as it is thought to be aesthetically-pleasing.



| Vocabulary | |
|-------------------------|--|
| <i>Rock</i> | A hard, solid material that is made of minerals and is found in nature. |
| <i>Soil</i> | The top layer of the ground, in which plants grow; dirt. |
| <i>Mineral</i> | A solid, natural material that does not come from a living thing. |
| <i>Metamorphic Rock</i> | Rock formed when any type of rock goes through changes caused by extreme heat and pressure (e.g. marble, slate). |
| <i>Igneous Rock</i> | Rock formed by the cooling and hardening of hot magma or lava. Formed by volcanoes! (e.g. basalt, granite). |
| <i>Sedimentary Rock</i> | Rock formed when sediment is pressed together over time. Formed over a long period of time (e.g. shale, limestone, sandstone). |

| Sticky knowledge |
|---|
| <ul style="list-style-type: none"> • There are 3 types of rocks (sedimentary, igneous, metamorphic). • Each type of rock is formed differently. Rocks can be formed by physical changes- such as melting, cooling, eroding, compacting or deforming. • Fossils are types of physical evidence of former life from a period of time prior to recorded human history. • Mary Anning was a palaeontologist (someone who studies fossils). • The rock cycle shows how rocks can go from one type to another. • Permeable is to let water pass through and I can use this to identify what soil is permeable. |

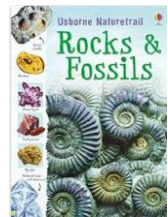


Did you know?
Caves are formed when water permeates through the bedrock and erodes some of the rock away. Over thousands of years these caves can become very large.

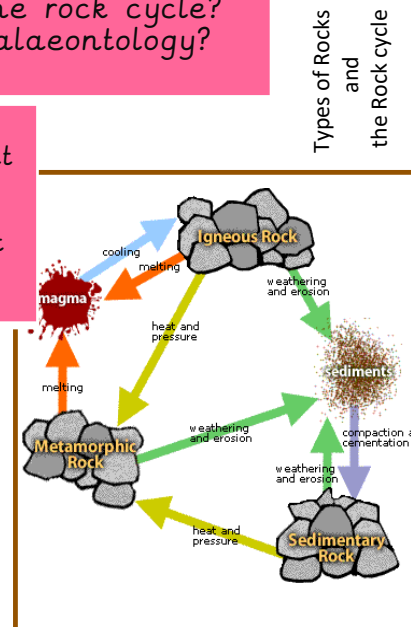
Key Questions:

1. How are fossils formed?
2. What is the rock cycle?
3. What is palaeontology?



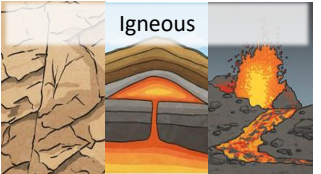





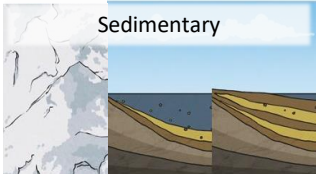
Reading challenge: What facts can you find in our linked texts, at home or the library?



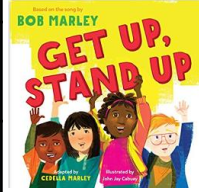
| Vocabulary | |
|--------------------|---|
| <i>Fossil</i> | The remains of a plant or animal that turned to stone over a long period of time. Mostly found in sedimentary rock. |
| <i>Weathering</i> | The process of wearing away or otherwise changing Earth's surface, caused by natural forces. |
| <i>Erosion</i> | The process of transporting and wearing away rocks or soil as loose articles that are moved by water, wind, ice or gravity. |
| <i>Bedrock</i> | The solid rock underneath soil or loose rocks; the lowest of three main layers of soil. |
| <i>Permeable</i> | Allows liquids to pass through it. |
| <i>Impermeable</i> | Does not allow liquids to pass through it. |



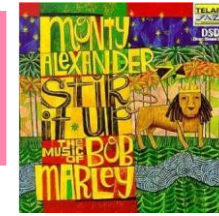
Types of Rocks and the Rock cycle

| | | |
|---|---|---|
|  Basalt |  Granite |  Igneous |
| Igneous rock is formed by molten lava cooling. | | |
|  Marble |  Slate |  Metamorphic |
| Metamorphic rock is formed through heat and pressure. | | |
|  Sandstone |  Chalk |  Sedimentary |
| Sedimentary rock is formed by compressing sediments. | | |

| Key vocabulary | |
|----------------|--|
| Structure | The order that different parts of the song are performed. |
| Chorus | Repeated section of a song, usually after the verse. |
| Verse | Part of a song that provides the 'story' element. |
| Unison | 2 or more parts performing at the same rhythm and pitch or in intervals. |
| Compose | To create and record a piece of music. |
| Hook | A catchy part of the song to grab the listeners attention. |
| Riff | Repeated chord progression in music. |
| Reggae | Music genre that originated in Jamaica in the late 1960's. |
| Improvise | Making music on the spot without any writing or recording. |



Reading challenge:
What facts can you find in our linked texts, at home or the library?



| Sticky knowledge |
|---|
| <ul style="list-style-type: none"> • I can listen to and appraise a reggae piece of music and learn to sing it. • I can learn how to play a reggae song on the glockenspiel. • I can improvise on the glockenspiel with a reggae song. • I can learn how to play a reggae song on the recorder. • I can compose a melody with a reggae backing track. • I can perform an improvisation of composition to an audience. |

| Listen and Appraise | |
|---------------------|--|
| Melody | Who is singing/playing the main tune? |
| Rhythm | What pattern are the notes played in? |
| Pitch | Are the notes high, low or both? |
| Instruments | What instruments are used in the music? |
| Tempo | What is the speed of the song? Does it change? |
| Texture | Are there many layers to the music? |
| Structure | How is the song put together? |
| Dynamics | Is the music loud, quiet, in between or changes? |

Key questions:

- Do you like the song 'Three Little Birds'? Why?
- What can you hear in the song 'Three Little Birds'?
- What is the style of this music? What are the style indicators?
- What is the structure of the song? How is it put together?



Key vocabulary

| | |
|--------------|--|
| Perseverance | Continued effort to achieve something. |
| Challenges | Something that requires a lot of mental or physical strength to be successful. |
| Success | To achieve a goal or desired outcome. |
| Obstacles | A thing that blocks the way or slows down progress. |
| Ambitions | A strong desire to do or achieve something. |
| Aspirations | A hope or ambition of achieving something. |
| Future | A period of time following the present. |
| Motivation | A person's drive or desire to achieve something. |
| Enthusiastic | Having or showing intense and eager enjoyment to something. |
| Solution | Solving on problem or dealing with a difficult situation. |



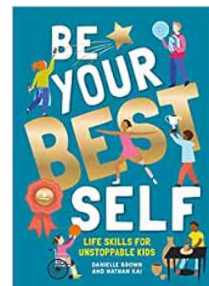
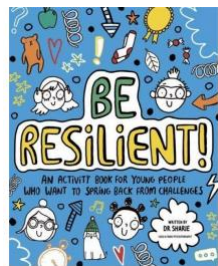
Sticky knowledge

- I can talk about a person who has faced difficult challenges and achieved success.
- I can identify a dream/ambition that is important to me.
- I can learn to enjoy facing new challenges and working out the best ways for me to achieve them.
- I can be motivated and enthusiastic about achieving our new challenge.
- I can recognise challenges which might hinder achievement and take steps to overcome them.
- I can evaluate my own learning, process and identify how it can be better next time.

Key Learning

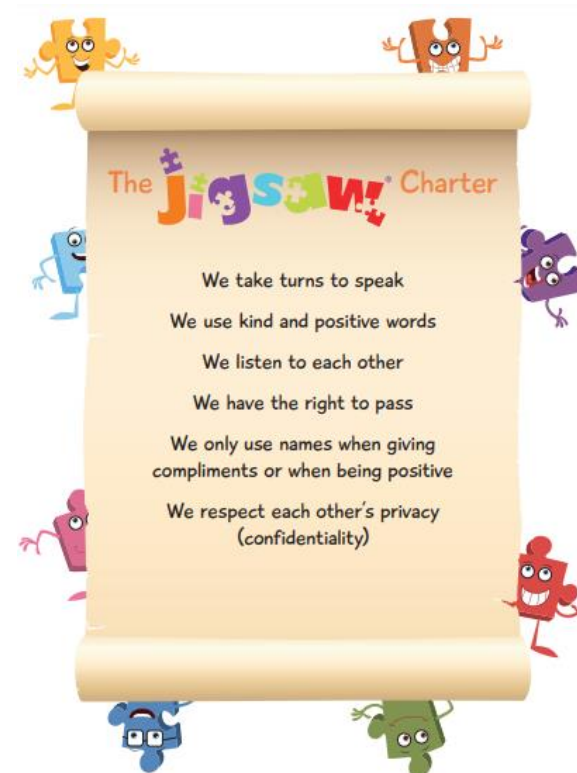
- When we have goals and ambitions, it is important to be motivated and enthusiastic to achieve those goals.
- Sometimes we will face challenges and obstacles but it is important to find solutions and persevere to reach success in the future.

Reading challenge:
What facts can you find in our linked texts, at home or the library?



Key questions:

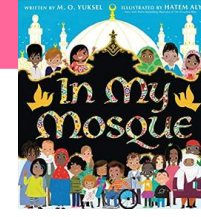
- What are your dreams/ambitions?
- What challenges and obstacles do you face?
- How could you be motivated and enthusiastic to overcome these obstacles?
- How could you make your learning better next time?



Key vocabulary

| | |
|----------|---|
| Muslim | Followers of Islam are called Muslims. |
| Fasting | Abstaining from food or drink for religious purposes. |
| Salat | The Arabic term for the ritual prayer Muslims perform five times a day. |
| Allah | The one and only God in Islam. |
| Qur'an | The Holy book of Islam. |
| Mosque | Muslim place of worship. |
| Mecca | Holiest city in Islam because prophet Muhammad was born there. |
| Muhammad | The final prophet in Islam and Allah's final messenger. |
| Ramadan | A religious festival where Muslims fast. |

Reading challenge: What facts can you find in our linked texts, at home or the library?



Sticky knowledge

- I know what daily life is like for a Muslim.
- I know what Muslims believe about Allah.
- I can explain what the five pillars of Islam are.
- I know what the Qur'an is and how Muslims use it.
- I know some words, symbols and actions used in worship and prayer.
- I can compare the similarities and differences between Christian and Islamic prayer and worship.

Key Beliefs:

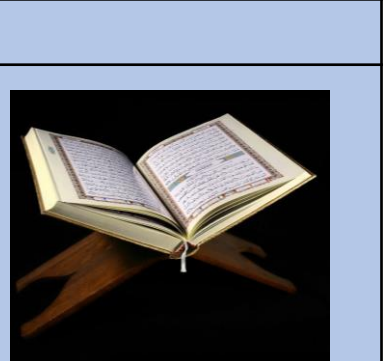
- Muslims believe there is only One God called Allah.
- The word 'Islam' means submission and obedience to Allah.
- Muhammad is so highly respected by Muslims, they will say 'peace be upon him' after his name is spoken.

Symbols

- There is no official symbol of Islam, but the star and crescent symbol is the symbol most commonly associated with Islam.

The Qur'an

- Muslims believe the Qur'an is the direct word of Allah.
- The Qur'an teaches Muslims how to worship God, how to live good lives and how to treat other people fairly.



Key questions:

How do Muslim families and communities practice their faith?
 How do Muslims worship Allah?
 What do the key words, actions and symbols used in worship represent?
 How is Islam similar and different to Christianity?

The Five Pillars of Islam
 The five most important duties for Muslims.

| | | | | |
|--|---------------------------|--|--------------------------------------|--|
| | | | | |
| The Shahada | Salah | Zakat | Sawm | Hajj |
| The belief that there is no God but Allah and that Muhammad (PBUH) is his messenger. | Praying five times a day. | Making an annual charitable donation to help the poor. | Fasting during the month of Ramadan. | Attending the pilgrimage to Mecca once in your lifetime. |