

Breadth	Threshold Concept	Milestone 3 Yr 5 and Yr6	Activities (that relate to Threshold Concepts and the Milestone indicators)
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History

Vikings vs Anglo Saxons	Investigate and interpret evidence	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. 	<ul style="list-style-type: none"> - Use sources of evidence to develop opinions about the Anglo Saxon period of time. - Analyse sources to understand other people's point of view.
	Build an overview of world history	<ul style="list-style-type: none"> • Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • Compare some of the times studied with those of the other areas of interest around the world. 	<ul style="list-style-type: none"> - Understand what life was like during the Anglo Saxon period. - Understand how Anglo Saxon Britain was ruled. - Explain how Christianity was important to the Anglo Saxons and how their beliefs changed.

		<ul style="list-style-type: none"> • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	
	Understand Chronology	<ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events. 	<ul style="list-style-type: none"> - Place historical events on a timeline to understand when the Anglo Saxon period was.
	Communicate historically	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade 	<ul style="list-style-type: none"> - Present research about the Anglo Saxons using computer software. Eg: Word or PowerPoint

		<ul style="list-style-type: none"> • legacy. • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas. 	
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Geography

UK Study	Investigate places	<ul style="list-style-type: none"> • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. 	<p>Explore facts about population and life expectancy in different areas of the United Kingdom.</p> <p>What is the difference between a hill and a mountain? How are they formed? Identify major hills and mountain ranges in the UK.</p> <p>What is a county? What is a region? Locate and identify.</p> <p>What is the difference between a town and a city? Explore a city local to Grantham – Lincoln or Nottingham. Identify key human and physical features.</p> <p>Look at the coastline of United Kingdom – identify the seas that surround the UK.</p>
	Investigate patterns		
	Communicate geographically	<ul style="list-style-type: none"> • Describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. 	<p>What is a river? Introduce key vocabulary such a source, mouth and features such as tributaries.</p> <p>Geographical vocabulary to describe features of coastlines, hills and mountains, rivers.</p>

		<ul style="list-style-type: none"> • human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). 	Use a range of maps to explore the United Kingdom.
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Art & Design

Artist study – painting techniques	Develop ideas	<ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language. 	<p>Develop a colour palette in sketchbooks.</p> <p>Build on understanding of Monet’s work to develop own painting.</p> <p>Recognise where to make improvements to own work and others.</p>
	Master Techniques	<p>Painting</p> <ul style="list-style-type: none"> • Create a colour palette based upon colours observed in the natural or built world.. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists. 	<p>Investigate colour palettes, mixing colours to create colours similar to those used in Monet’s paintings.</p> <p>Use terminology such as tone and texture.</p> <p>Paint images in the style of Claude Monet.</p>
	Take inspiration from the greats	<ul style="list-style-type: none"> • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. 	<p>Research Claude Monet and understand the term ‘Impressionism’.</p> <p>Re-create a Claude Monet image using his style of painting.</p> <p>Create a painting of our local area in Claude Monet style.</p>

- Create original pieces that show a range of influences and styles.

Design & Technology

<p>Programming adventures (Twinkl unit)</p> <p>Food + Nutrition</p>	<p>Master practical skills</p>	<p>Materials</p> <ul style="list-style-type: none"> • Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). • Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper). <p>Computing</p> <ul style="list-style-type: none"> • Write code to control and monitor models or products. <p>Construction</p> <ul style="list-style-type: none"> • Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding). 	<p>Investigate a range of materials to use to create obstacles for a floor robot to move around. Evaluate which would be best for different uses.</p> <p>Create a floor map using a range of materials. Explain why materials have been used.</p> <p>Identify ways to make joins for the different materials.</p> <p>Create a route for a floor robot, using a code to guide it accurately.</p>
	<p>Design, make, evaluate and improve</p>	<ul style="list-style-type: none"> • Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). • Make products through stages of prototypes, making continual refinements. • Ensure products have a high quality finish, using art skills where appropriate. • Use prototypes, cross-sectional diagrams and computer aided designs to represent designs. 	<p>Create a prototype of the map that will be their final product.</p> <p>Create a final product of a map using different materials to develop obstacles for the floor robot. Explain why materials have been used.</p> <p>Work as a group to complete the final product, using art skills to give high quality finish.</p> <p>Evaluate final product.</p>

Science

	Work scientifically	<ul style="list-style-type: none"> • Plan enquiries, including recognising and controlling variables where necessary. • Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work. • Take measurements, using a range of scientific equipment, with increasing accuracy and precision. • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models. • Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. • Present findings in written form, displays and other presentations. • Use test results to make predictions to set up further comparative and fair tests. • Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments. 	<ol style="list-style-type: none"> 1- Asking questions- exploring asking scientific investigations. Look at comparative questions. 2- Planning an investigation using the planning format- explore different methods of investigation. Consider fair tests- what would a plan look like for a given question. 3- Creating a table to record results- look at different investigation plans and experiment with drawing tables to record results. Discuss mean average. 4- Line graphs- given data, draw line graphs. 5- Drawing conclusions- reading line graphs and drawing conclusions. Explore referring back to question.
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Computing

	Connect	<ul style="list-style-type: none"> • Collaborate with others online on sites approved and moderated by teachers. • Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. • Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder. • Understand the effect of online comments and show responsibility and sensitivity when online. • Understand how simple networks are set up and used. 	<p><u>Google Be Internet Legends</u></p> <ol style="list-style-type: none"> 1) Pupils invent an imaginary character and come up with made-up ‘personal’ information to start thinking about zones of privacy. 2) Pupils explore how different types of people – parents, employers, friends, police – would see the character from their previous activity. 3) We’re going to review three scenarios and talk about how each one might have a different privacy solution. 4) Pupils identify what a bystander should do if they witness bullying or nastiness towards someone they know. 5) A 3-step activity to learn how to reframe negative comments into more positive ones. 6) Pupils interpret the emotions behind text messages to practise thinking critically and avoiding misinterpretation and conflict in online exchanges.
Music			
	Perform	<ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. 	<p>Charanga unit – Happy (Y6) Livin’ on a Prayer (Y5)</p> <p>Ukelele</p>

		<ul style="list-style-type: none"> • Perform with controlled breathing (voice) and skillful playing (instrument). 	
	Compose	<ul style="list-style-type: none"> • Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect. • Use drones and melodic ostinati (based on the pentatonic scale). • Convey the relationship between the lyrics and the melody. • Use digital technologies to compose, edit and refine pieces of music. 	
	Transcribe	<ul style="list-style-type: none"> • Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Read and create notes on the musical stave. • Understand the purpose of the treble and bass clefs and use them in transcribing compositions. • Understand and use the # (sharp) and ♭ (flat) symbols. • Use and understand simple time signatures. 	
	Describe music	<ul style="list-style-type: none"> • Choose from a wide range of musical vocabulary to accurately describe and appraise music including: 	

- pitch
 - dynamics
 - tempo
 - timbre
 - texture
 - lyrics and melody
 - sense of occasion
 - expressive
 - solo
 - rounds
 - harmonies
 - accompaniments
 - drones
 - cyclic patterns
 - combination of musical elements
 - cultural context.
- Describe how lyrics often reflect the cultural context of music and have social meaning.

	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle</p>	<p>Games</p> <ul style="list-style-type: none"> • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Work alone, or with team mates in order to gain points or possession. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team. <p>Swimming</p> <ul style="list-style-type: none"> • Swim between 25 and 50 metres unaided. • Use more than one stroke and coordinate breathing as appropriate for the stroke being used. • Coordinate leg and arm movements. • Swim at the surface and below the water. 	<p>Netball and Basketball</p> <p>Developing ball skills – chest pass, bounce pass. How to mark an opponent.</p> <p>Working as a team, developing tactics, playing a game of netball.</p> <p>Following key rules and laws of netball.</p> <p>Swimming</p> <p>Children to swim weekly aiming to achieve 25 metres.</p>
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R.E

Hinduism/ Islam	<p>Understand beliefs and teachings</p>	<ul style="list-style-type: none"> • Explain how some teachings and beliefs are shared between religions. • Explain how religious beliefs shape the lives of individuals and communities. 	<p>How are the Hindu beliefs/ ceremonies similar to / different from Christian and other religions studied?</p>
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	Understand practices and lifestyles	<ul style="list-style-type: none"> • Explain the practices and lifestyles involved in belonging to a faith community. • Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. • Show an understanding of the role of a spiritual leader. 	<p>Explore Samskaras- reasons for these and importance to Hindus.</p> <p>What are samskaras? What are they for? Who is involved in the ceremonies? What happens?</p> <p>How do ceremonies/ beliefs differ across the Hindu community/ around the world? How have ideas and customs changed over time?</p> <p>Focus on key samskaras- Namkara, Karnavedha, Mundan, Upananyana</p>
	Understand how beliefs are conveyed	<ul style="list-style-type: none"> • Explain some of the different ways that individuals show their beliefs. 	See above- relate samskaras and ceremonies to beliefs.

RSE & PSED

Health and wellbeing	Healthy Lifestyles	<ul style="list-style-type: none"> • Explain how healthy eating, physical activity, rest and relaxation can support all aspects of wellbeing; • Analyse the positive and negative influences on choices related to health; • Describe the influence of media advertising/ celebrity culture; 	<p>Y5 - What positively and negatively affects health and wellbeing; making informed choices; benefits of a influences on food; skills to make choices balanced diet; different</p> <p>Y6 - Images in the media and reality; how this can affect how people feel; risks and effects of drugs</p>
	Growing and Changing	<ul style="list-style-type: none"> • Describe achievements in their own and other's lives; • Describe how setting high aspirations can help motivate people to achieve; • Identify their personal goals and describe future aspirations. 	<p>Y5 - Recognising what they are good at; setting goals; aspirations. Intensity of feelings; managing complex feelings. Coping with change and transition; bereavement and grief</p> <p>Y6 - Recognising what they are good at; setting goals; aspirations.</p>
	Keeping Safe	<ul style="list-style-type: none"> • Explain how increased freedom as they get older means potentially having more risks to negotiate; 	Y5 - Strategies for managing personal safety in the local environment; online safety; including sharing images; mobile phone safety

		<ul style="list-style-type: none">• Explain the difference between a risk, a danger and a hazard in different situations;• Recognise when someone might need to seek further help or advice.	Y6 - Independence; increased responsibility; keeping safe; influences on behaviour; resisting pressure; who is responsible for their health and safety
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