

Star struck

What do the stars hold for you?

Key Vocabulary

astronomy
 astronomer
 astronaut
 observatory
 planetarium
 telescope
 orbit
 gravity
 axis
 satellite



<https://vimeo.com/330334587>

Possibilities

Pupils to build aspirations and appreciate the unlimited possibilities for their future lives.

Locality

Pupils to develop a pride in their heritage through an understanding how Dukinfield and our wider local area has contributed to the development of the UK and continues to do so today.

Cultural Capital

Pupils enjoy a 'full spectrum' of academic, physical, spiritual, moral, social, cultural activities which enrich their lives and give them the confidence and skills for a fulfilled and happy life.

As scientists

KPI

- Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.
- Describe the movement of the Moon relative to the Earth.
- Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

Breadth

- Describe the Sun, Earth and Moon as approximately spherical bodies.
- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.

As historians

KPI

- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

Breadth

- Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.

As geographers

KPI

- 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.

Breadth

- Collect and analyse statistics and other information in order to draw clear conclusions about locations.

As artists

KPI

- Collect information, sketches and resources and present ideas imaginatively in a sketch book.

Breadth

- Develop and imaginatively extend ideas from starting points throughout the curriculum.
- Use the qualities of materials to enhance ideas.
- Spot the potential in unexpected results as work progresses.
- Comment on artworks with a fluent grasp of visual language.

Print:

- Build up layers of colours.
- Create an accurate pattern, showing fine detail.

As musicians

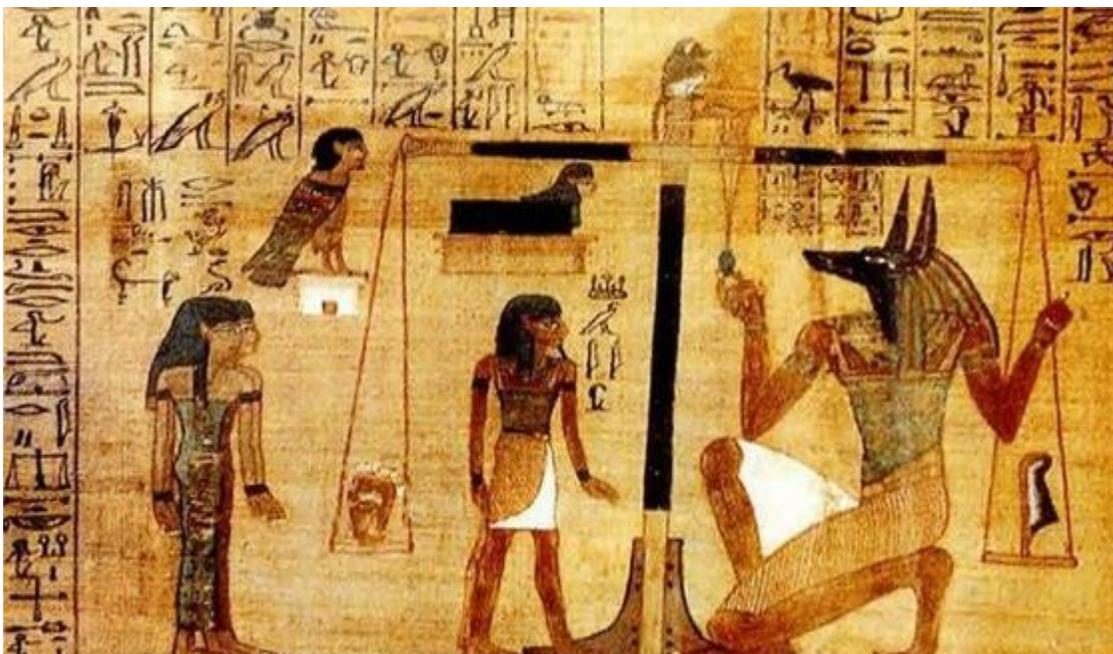
KPI

- Describe how lyrics often reflect the cultural context of music and have social meaning.
- Create songs with verses and a chorus.
- Combine a variety of musical devices, including melody, rhythm and chords.

Pharaohs' world Whose is the treasure?

Key Vocabulary
hieroglyph
cartouche
canopic jar
embalmer
priest
sarcophagus
papyrus

Key Places
Valley of the Kings
River Nile
Giza



<https://www.theschoolrun.com/homework-help/egyptian-life-and-culture>

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As scientists

- KPI**
- Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces.
- Breadth**
- Describe, in terms of drag forces, why moving objects that are not driven tend to slow down.
 - Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs.
 - Understand that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect.

As historians

- KPI**
- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
 - Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).
 - Understand that no single source of evidence gives the full answer to questions about the past.
 - Select suitable sources of evidence, giving reasons for choices
- Breadth**
- Use sources of evidence to deduce information about the past.
 - Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.
 - Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.
 - Use original ways to present information and ideas.

As geographers

- KPI**
- 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.
- Breadth**
- Begin to establish use of eight points grid references.
 - Understand some of the reasons for geographical similarities and differences between countries.

As artists

- KPI**
- Collect information, sketches and resources and present ideas imaginatively in a sketch book.
- Breadth**
- Spot the potential in unexpected results as work progresses.
- Drawing:
- Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).
 - Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).
 - Use lines to represent movement.

As designers

- KPI**
- Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.

Shakespeare's words Who was the Bard?

Key Vocabulary
 Absolute Monarchy
 Divine Right
 Papal authority
 Reformation
 Church of England
 Dissolution of the monasteries

Key Dates
 Tudor period: 1485-1603
 Shakespeare: 1564-1616
 Spanish Armada 1588



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<https://theculturetrip.com/europe/united-kingdom/articles/top-10-artworks-inspired-by-shakespeares-plays/>

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As geographers Breadth

- Begin to establish use of eight points grid references.

As artists KPI

- Give details (including own sketches) about the style of some notable artists, artisans and designers.
- Breadth**
- Show how the work of those studied was influential in both society and to other artists.
 - Create original pieces that show a range of influences and styles
- Painting:**
- Sketch (lightly) before painting to combine line and colour.
 - Create a colour palette based upon colours observed in the natural or built world.
 - Use the qualities of watercolour and acrylic paints to create visually interesting pieces.
 - Use brush techniques and the qualities of paint to create texture.

As designers KPI

- Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.
- Evaluate the design of products so as to suggest improvements to the user experience.

Beauty in the Beasts

Why does the world need minibeasts?

Key Vocabulary

food chain
 producer
 consumer
 classification
 crustacean
 gastropod
 arachnid
 specimen
 metamorphosis
 pesticide



<https://www.designswan.com/archives/beautiful-macro-photography-shots-insect.html/3>

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As scientists

KPI

- Describe the changes as humans develop to old age.
- Describe the life process of reproduction in some plants and animals.

Breadth

- *Relate knowledge of plants to studies of evolution and inheritance.*
- *Relate knowledge of plants to studies of all living things.*
- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.

As geographers

KPI

- Describe how locations around the world are changing and explain some of the reasons for change.

- 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.

Breadth

- Understand some of the reasons for geographical similarities and differences between countries.

As artists

KPI

- Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations

Breadth

- Combine visual and tactile qualities.
- Use frameworks (such as wire or moulds) to provide stability and form

As designers

KPI

Textiles:

- Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to add decoration).

Dragon's Den

Who will be our budding entrepreneurs?

Key Vocabulary
 entrepreneur
 research
 market
 consumer
 costs
 consumables
 product
 quality assurance
 roles
 collaboration
 profit
 investment
 book-keeping



<https://ui-ex.com/editor.html?id=61962>

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As scientists

KPI

- Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal), and response to magnets.
- Understand how some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.
- Demonstrate that dissolving, mixing and changes of state are reversible changes.
- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning, oxidation and the action of acid on bicarbonate of soda.

Breadth

- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.
- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.

As geographers

Breadth

- Collect and analyse statistics and other information in order to draw clear conclusions about locations.

As artists

Breadth

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

As designers

KPI

- Evaluate the design of products so as to suggest improvements to the user experience.

Food:

- Create and refine recipes

Breadth

- Demonstrate a range of baking and cooking techniques.
- Materials
- 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).