



WOW Moment:

Mad Science

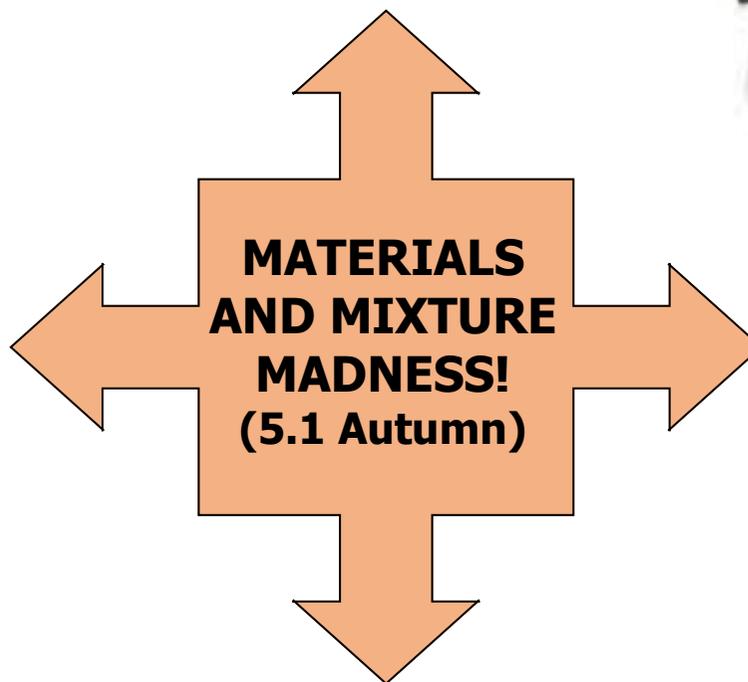
Science: (Chemistry)

- *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 and the action of acid on bicarbonate of soda.*



Science: (Chemistry)

- *Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.*
- *know that 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.*



Science: (Chemistry)

- *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*



LEIGH ST PETER'S CE PRIMARY SCHOOL

Together with God we challenge minds, recognise talents and build dreams

LOVE

RESPECT

TRUST

FRIENDSHIP

RESPONSIBILITY

PERSEVERANCE

RESILIENCE

WOW Moment:

Year group debate:

Climate change is the biggest issue in human history?

Geography

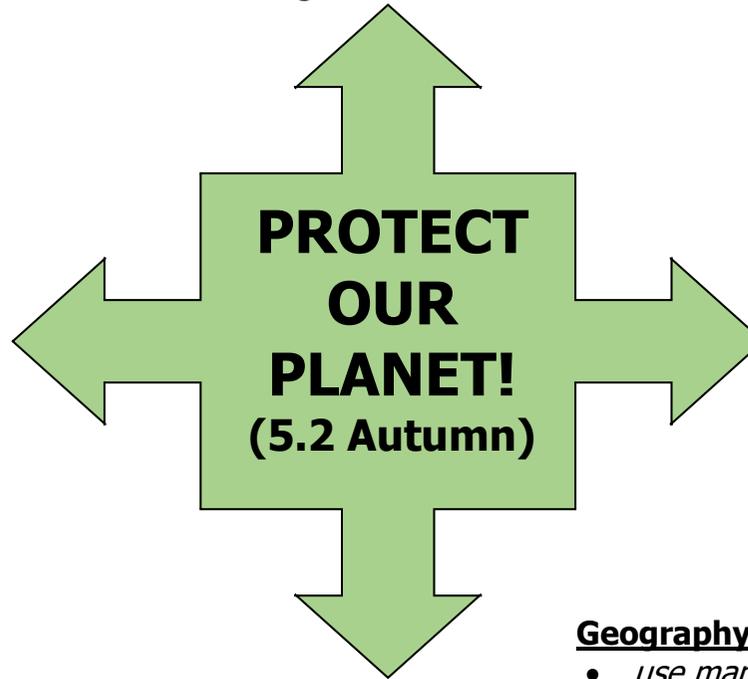
- locate the world's countries, using maps to focus on **Europe (including the location of Russia) and North and South America**, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- identify the **position and significance** of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Geography:

- describe and understand key aspects of: physical geography, including: **climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle**
- describe and understand key aspects of: human geography, including: **types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water**

Art*

- Pupils should be taught to develop their techniques, including control and their use of materials, with creativity, experiment and an increasing awareness of different kinds of art craft and design



Geography:

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied: **use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies**



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WOW Moment:

Children to discover buried artefacts– Time team digging– pots and burial jewellery

History

Pupils should:

- continue to develop a chronological secure knowledge and understanding of British local and world history
- establish clear narratives within and across the periods the study
- note connections contrasts and trends over time
- develop the appropriate use of historical terms

History *

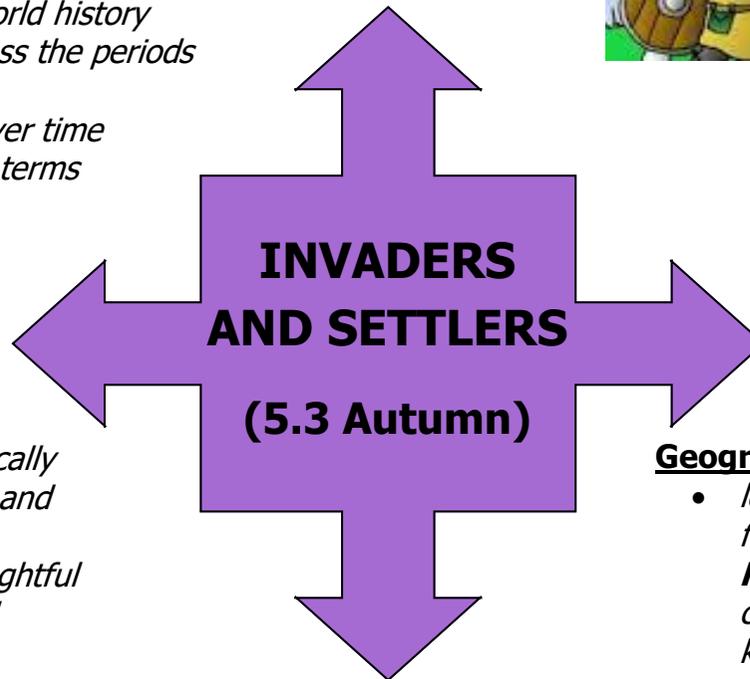
Pupils should:

- understand how our knowledge of the past is constructed from a range of sources
- regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance
- construct informed responses that involve thoughtful selection and organisation of relevant historical information

History *

Children should be taught about:

- Britain's settlement by **Anglo-Saxons and Scots**
- the **Viking and Anglo-Saxon** struggle for the Kingdom of England to the time of Edward the Confessor



Geography*

- locate the world's countries, using maps to focus on **Europe (including the location of Russia) and North and South America**, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- Name and locate counties and cities of the **United Kingdom**, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time