



# 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:

### 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

### History

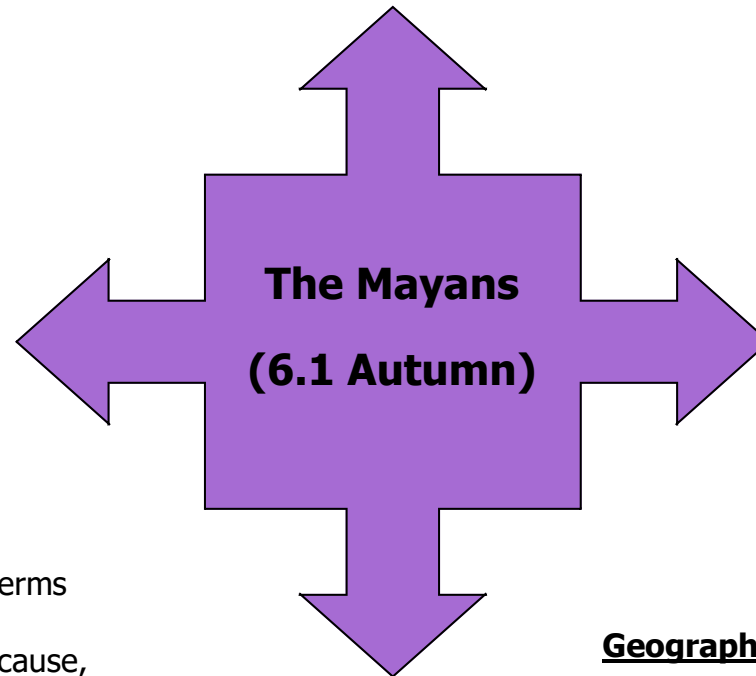
Pupils should be taught about:

- a non-European society that provides contrasts with British history — one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900' **Mayan civilization c. AD 900'** Benin West Africa c. AD 900-1300.



### 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



### History

Pupils should

- develop the appropriate use of historical terms
- 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
- understand how our knowledge of the past is

### 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

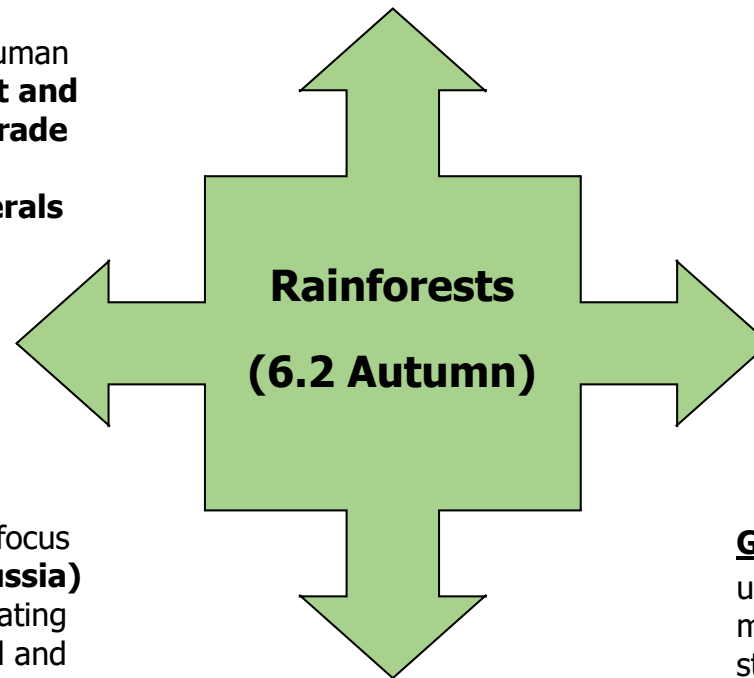
## WOW Moment:

### Geography:

understand geographical similarities and differences through the study of human and physical geography of: **a region within North or South America**

### 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**



### 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:

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**

## **WOW Moment:**

Use light and shadow to create a simple puppet show.

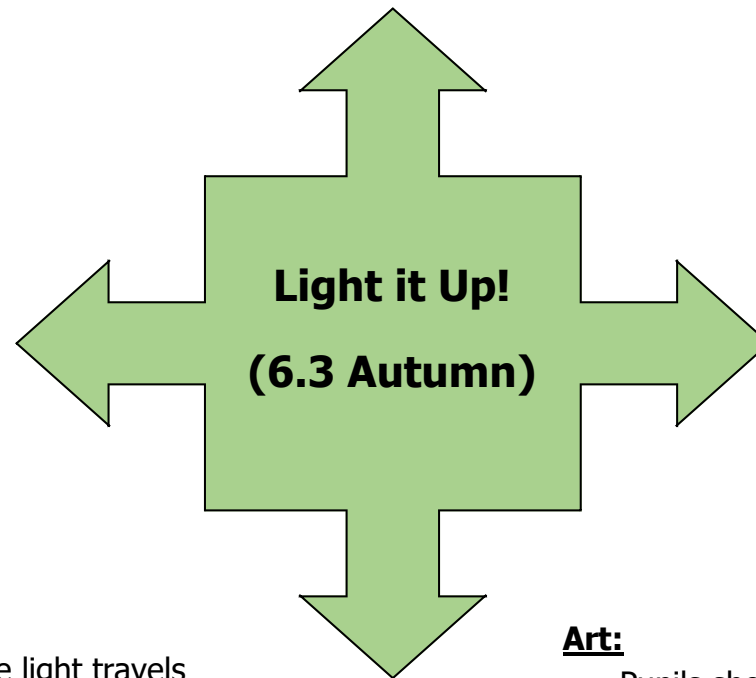
## **Science:**

- recognise that light appears to travel in straight lines
- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye



## **Science**

- using test results to make predictions to set up further comparative and fair tests
- planning different types of scientific enquiries to answer questions, including recognising and controlling variables
- where necessary recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs



## **Art:**

- improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example pencil charcoal paint clay]
- know about great artists architects and designers in history

## **Science:**

- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them

## **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
- create sketch books to record their observations and use them to review and revisit ideas