

### **As historians we will, through studying the Mayans:**

- Continue to use, understand and apply appropriate historical terms and concepts..
- Identify clear narratives within and across the periods studied, understanding the diversity of societies and relationships between different groups.
- Relate historical understanding, to pupils own identity and the challenges of their time.
- Continue developing a chronologically secure knowledge and understanding of British, local and world history.
- Identify examples of conflicts past and present in own society and others.
- Understand the need for rules in wider society and how people can take part in making and changing them.
- Analyse sources of information in terms of relevance, reliability and richness
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.

### **As ICT specialists we will:**

- Design, write and debug programs that solve problems by decomposing them into smaller parts and that accomplish specific goals including controlling or simulating physical systems.
- Use sequence, selection and repetition in programs and work with variables and various forms of input and output.
- Use search technologies effectively and appreciate how search results are selected and ranked.
- Use logical reasoning to detect and correct errors in algorithms.
- Understand computer networks including the internet and how they can provide services and opportunities for communication and collaboration.
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour and identify a range of ways to report concerns about content.

### **As artists we will:**

- Develop techniques including their use of control and materials with creativity, experimentations and an increasing awareness of different kinds of art, crafts and design
- Know about great artists, architects and designers in their historical context
- Think critically about work created and others' using the language of art, craft and design.

### **As global citizens we will:**

- Understand some causes and effects of poverty and inequality at local, national and global levels.
- Understand the contributions of different cultures to our lives and begin to understand the concept of prejudice.
- Empathise with people in local and more distant context.
- Demonstrate positivity about the ways in which one is both similar to others and uniquely different.

### **As mathematicians we will:**

- Interpret, construct and compare line and bar graphs and use these to solve problems involving climate data.
- Recognise time zones around the world and solve problems involving time .

### **As readers and writers we will:**

- Use all VIPERS to explore a range of texts, including the books, Rain Player, based on Mayan folklore.
- Create a brochure comprising a variety of non-fiction text types.

### **As designers we will:**

- Generate, develop, model and communicate ideas through cross-sectional and exploded diagrams and prototypes.
- Understand how key events and individuals in design and technology have helped shape the world.
- Apply understanding of how to strengthen, stiffen and reinforce more complex structures.
- Understand and use mechanical systems in their products.

### **As geographers we will:**

- Locate the world's countries, using maps to focus on Europe, North and South America concentrating on their 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).
- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and North America.
- Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts.

### **As scientists we will:**

- Record data and results of increasing complexity using scientific diagrams and labels, classification keys and tables.
- Identify scientific evidence that has been used to support or refute ideas or arguments.
- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.
- Give reasons for classifying plants and animals based on specific characteristics.
- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

### **As linguists we will:**

- Listen to and engage in conversations and write about the world in French.

# The Lovely Planet