



Year 1

Curriculum Overview – Spring 2



Reading

This term, children will consolidate the Phase 5 phonemes and tricky words. Daily phonics sessions will reinforce blending and segmenting skills, alongside spelling practice, to build confidence and fluency in both reading and writing.

Children will revisit and secure the following Phase 5 graphemes and alternative pronunciations:

ee	e	w
y (funny)	ea (head)	wh (wheel)
ey (key)	igh	j
oa	y (fly)	g (giant)
oe (toe)	l	s
ou (shoulder)	le (apple)	c (ice)
ow (snow)	al (metal)	se (mouse)
f	u	ce (fence)
ph (phone)	o-e (some)	z
v	o (mother)	se (cheese)
ve (give)	ou (young)	

Children will also practise reading and spelling the following tricky words:

their, people, oh, your, Mr, Mrs, Ms, ask, could, would, should, our, house, mouse, water, water, want.



Writing

During Spring 2, pupils will continue to develop confidence and accuracy in writing through a focus on narrative texts. Children will explore contemporary fiction linked to their own experiences, using *The Go-Away Bird* as a stimulus. They will plan and write simple stories, joining two clauses, using expanded noun phrases and adding detail through prepositional phrases. Pupils will also practise writing in the past tense with support and use sentences that explain feelings or reasons.

In instructional writing, pupils will learn how to write clear, ordered sets of instructions. They will focus on using consistent verb forms, simple question structures and precise language. Children will apply accurate punctuation, including question marks and exclamation marks, use capital letters for proper nouns, check sentence demarcation, and form plural nouns correctly.

Alongside composition and grammar, pupils will continue to develop fluent, legible handwriting through the Letterjoin programme. Regular practice will support correct letter formation, spacing and presentation, helping children take pride in their written work across the curriculum.



Maths

During Spring 2, Year 1 pupils focus on place value within 20. Children will count forwards and backwards, read and write numbers, and compare and order numbers using mathematical language such as greater than, less than and equal to. A key focus is understanding teen numbers and how they are composed of one ten and some ones.

Pupils will also develop addition and subtraction within 20. They will use number bonds, counting strategies and known facts, supported by concrete resources such as tens frames, counters and cubes. Pictorial representations and number lines will help pupils visualise calculations and understand how numbers can be partitioned and recombined.

Throughout the unit, pupils will solve simple one-step word problems and explain their thinking. Reasoning activities will encourage children to represent problems in different ways, spot patterns and check their answers, building confidence and independence in early mathematical learning.



Science

This term in Year 1 Science, pupils will learn how to care for the Earth. They will explore how the planet can be damaged and understand natural and manufactured resources, including renewable and non-renewable types. Pupils will consider the impact of logging and pollution and learn how recycling helps protect the environment. At the end of the unit, they will explain ways we can look after the Earth.



History

Pupils will learn about significant events linked to the British monarchy. They will explore what a monarch is and learn about King Charles III. Pupils will discover how royal power has changed over time, including King John and the Magna Carta, the development of Parliament, and the English Civil War, beginning to understand how law, power, and religion have shaped British history.



Music

Pupils will explore rhythm and texture through Mars, the Bringer of War by Gustav Holst. They will find the beat, recognise a rhythmic ostinato, and explore dynamics such as crescendo. Pupils will create a space-themed composition using voices and percussion. They will also learn and perform Stand by Me, before performing and evaluating their final pieces.



RE

Pupils will learn about Palm Sunday and why Jesus was welcomed by crowds in Jerusalem. They will explore what it means to treat someone like a king or celebrity and consider why Christians believe Jesus was special. Children will reflect on how Christians remember this event during Holy Week.



Art

This term in Year 1 Art, pupils will explore style, learning that it describes how art looks. They will study techniques such as pointillism by Georges Seurat and expressive brushstrokes by Vincent van Gogh. Pupils will practise mixing tints and applying paint in different ways. They will also explore narrative art before creating their own imaginative piece.



PE

In Year 1, pupils develop fundamental movement skills through athletics and yoga. In athletics, children practise running, jumping and throwing, focusing on coordination, balance and control. Yoga sessions support flexibility, strength and body awareness, while encouraging calmness, focus and simple breathing techniques.



PSHE

Pupils will learn how to keep themselves healthy through good hygiene, safe choices, and healthy lifestyle habits. They will explore medicine safety, road safety, and how to stay safe with household items. Children will also consider how being healthy links to feeling happy.



Computing

Grouping Data: Pupils will learn how to group and label objects based on their properties. They will count and compare groups, describe objects in different ways, and answer simple questions about data. This unit introduces early data handling skills and logical thinking.



KEY VOCABULARY

throne

a **special chair** for a king or queen, or another very important person

sceptre

an ornamented (decorated) **rod carried by rulers on special occasions**

Majesty

a **royal person**

reign

the time/**period that a person is in charge and rules** over the country

baron

an **important person who owns land**

the Magna Carta

a **written promise** (charter) that was sealed by King John

civil war

a **war between people who live in the same country**

coronation

when a king or queen is **given the crown**

royalty

people who are **kings or queens**, or in the **same family as the king/queen**



King Charles III



King John

sealed the Magna Carta in 1216



Henry III

was captured by Simon de Montfort who setup a parliament



Charles I

was executed in 1649



Oliver Cromwell

was the Lord Protector



Charles II

returned from hiding in France to be King of England in 1660



KEY
VOCABULARY

natural resources

materials we can use that are **from nature**, e.g., we can use wood from trees to make furniture

manufactured resources

materials we can use **that people make**, e.g., plastic

renewable resource

a resource that **doesn't run out**, e.g., wind energy

non-renewable resource

a resource that **will run out if we use it all**, e.g., coal

pollution

a substance that is **harmful to the environment**, e.g., spilling oil into the sea

environment

the **natural world** around us

conserve

to **protect something** from harm or destruction



recycle: to use something again, sometimes for a different purpose

non-renewable



coal is a hard, black rock which can be burned, it is found deep under ground (it takes millions of years for coal to be made by the Earth)

non-renewable



oil is a thick, black liquid that is found deep under ground and can be used to make petrol (it takes millions of years to make oil)

renewable



wind is air blowing from a particular direction, it can be used to turn turbines to make electricity

renewable



water is a liquid we all use to survive (sea water is salty, fresh water falls from the sky as rain)



KEY VOCABULARY

beat/pulse

the **steady heartbeat** of the music

composer

a **person who writes music**

march

a piece of music used for **soldiers to march to**

rhythm

a **repeated pattern** of sound

ostinato

a **short phrase** which is **repeated throughout** a piece of music

rhythmic ostinato

a **short rhythm** which is **repeated throughout** a piece of music

texture

when music has **parts layered on top of each other**

unison

where **two or more instruments** play the **same notes**

dynamics

how **loud** or **quiet** a piece of music is

crescendo

when music gets **gradually louder and louder**



A violin and the bow used to play it (stringed instrument)



An orchestra – a large group of people playing different instruments together



Gustav Holst

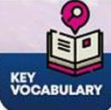
A British composer, who wrote *The Planets*



Ben E. King

An American singer, who wrote and performed *Stand By Me*

Image: amulio (CC BY-SA 2.0)



style

how a piece of art **looks**

technique

the way in which an artist creates their work

pointillism

art created **using lots of dots**

brushstroke

the mark made by a paintbrush

narrative

a piece of art that tells **a story with colour and lines**, instead of words

character

a person or animal in a piece of narrative art

setting

the place where a story takes place

Van Gogh



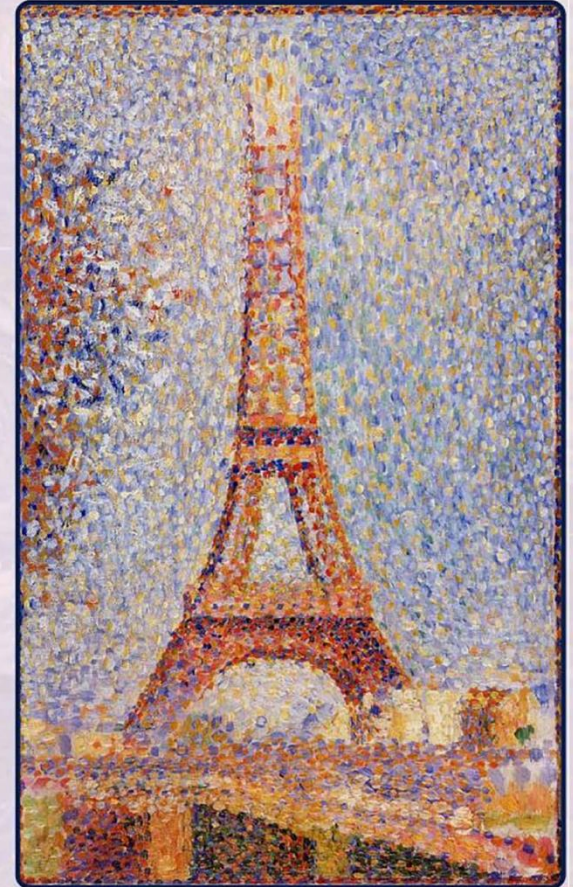
The Starry Night (1889)

Paolo Uccello



St George and the Dragon (1470)

Georges Seurat



The Eiffel Tower (1889)



Year 2

Curriculum Overview – Spring 2



Reading

In Year 2, pupils develop their reading comprehension skills through the use of Cracking Comprehension alongside explicit teaching of the Key Stage 1 Reading Domains. Learning is structured around shared, guided and independent reading opportunities, ensuring pupils develop confidence in retrieving information, making inferences and explaining ideas from texts.

The core text for the year is Peter Pan, which provides rich opportunities to explore character, setting and plot. Pupils will practise retrieving key details from the text and begin to infer characters' feelings and motivations using evidence. There is a strong focus on vocabulary, with pupils learning to clarify the meaning of unfamiliar words and phrases in context.

As the year progresses, pupils will develop their ability to predict events, discuss themes and explain preferences. They will be supported to answer questions orally and in writing, using full sentences. Reading lessons also promote discussion, listening and confidence, helping pupils to engage thoughtfully with texts and build strong foundations for Key Stage 2 reading.



Writing

During Spring 2, pupils will develop their narrative writing through stories based on a shared theme. Children will write a story about friendship, using The Bear and the Piano as inspiration, adapting characters, settings and events. They will extend sentences using coordinating and subordinating conjunctions, expanded noun phrases, adverbs and prepositional phrases, while maintaining consistent past tense and accurate subject-verb agreement.

Pupils will also write a recount in the form of a letter, reflecting on their visit to Holdenby House. They will organise events chronologically and select precise verbs to describe experiences clearly. Children will practise using progressive tense forms, commas in lists and apostrophes for possession and contractions.

Across both units, there will be a strong focus on punctuation and editing. Pupils will use full stops, question marks and exclamation marks consistently, apply capital letters for proper nouns and the pronoun 'I', and identify punctuation errors when reading their work aloud. This will support pupils in producing clear, accurate writing.



Maths

In Spring 2, Year 2 pupils begin formal learning in multiplication and division. They will explore equal groups, repeated addition and sharing, using practical equipment and arrays to support understanding. Pupils will learn how multiplication and division are linked and use known facts to solve calculations.

Pupils will also study fractions, focusing on recognising, finding and naming halves, quarters and thirds. They will find fractions of shapes and quantities and use visual models to understand fractions as equal parts of a whole. Number lines will support pupils in seeing fractions as numbers.

Problem-solving and reasoning tasks are central to learning. Pupils will apply known facts, choose appropriate strategies and explain their thinking clearly. They will begin to solve problems involving more than one step, developing resilience, accuracy and confidence in applying mathematical knowledge to different contexts.



Science

Pupils will learn about plants and how they grow. They will explore different plants and trees in their local environment and learn about seeds and bulbs and how they develop into plants. Pupils will investigate the conditions plants need to grow, carrying out a comparative test. They will also discover how crops are grown and harvested for food. At the end of the unit, pupils will explain how seeds and bulbs grow and what plants need to survive.



Music

This term in Year 2 Music, pupils will explore Indonesian gamelan music. They will learn to play *Lancaran Cobowo*, focusing on the balungan melody and layered texture. Pupils will compare music from Java and Bali, noticing differences in tempo and dynamics. They will learn how gamelan is used in ceremonies, before performing and evaluating their final piece.



PE

Year 2 pupils build on basic movement skills through athletics, developing speed, agility and stamina. Children take part in simple competitive activities and begin to improve technique. Yoga continues to support balance, flexibility and strength, with increased emphasis on holding poses and improving concentration.



RE

Pupils will explore the events of Good Friday and Easter Sunday, focusing on the resurrection of Jesus. They will learn why Christians believe Jesus coming back to life is central to their faith and how this gives Christians hope. Pupils will consider why Easter is the most important Christian festival.



PSHE

Pupils will explore motivation and making healthier choices, including healthy eating and nutrition. They will learn about relaxation techniques and how these can support wellbeing. Discussions will include sharing food safely and choosing healthier snacks.



History

This term in Year 2 History, pupils will study the Tudors, exploring monarchy, power, and religion. They will compare the lives of rich and poor people in Tudor England using historical sources and evidence. Pupils will learn about Henry VIII and his family, including his six wives. They will discover how religion changed during the reigns of Edward VI and Mary I, before studying Elizabeth I and why her rule is often described as a 'Golden Age'.



Art

Pupils will explore landscape painting through the work of J. M. W. Turner and John Constable, creating stormy seascapes using bold brushstrokes. They will study urban landscapes inspired by Uzo Egonu. The unit concludes with exploring symmetry in art, including work by Leonardo da Vinci and Andy Goldsworthy, before creating their own symmetrical sculptures.



Computing

Pictograms: Pupils will learn how tally charts and pictograms help us count and compare information. They will create pictograms, sort objects by attributes, and use computers to present information clearly.



KEY VOCABULARY

Protestant

a division of Christianity: Protestantism has simpler churches without much decoration, and **the Pope is not in charge**

Catholic

another division of Christianity: in Catholicism, the bible is in Latin, **the Pope is head of the church**, and churches are beautifully decorated with lots of gold and paintings

The English Reformation

when **England became a Protestant country** and King Henry VIII became head of the Church of England

Dissolution of the Monasteries

King Henry VIII closed the monasteries and abbeys (religious places) of England and took their land and wealth

heir

the person who **has a right to be king/queen** after the king or queen dies

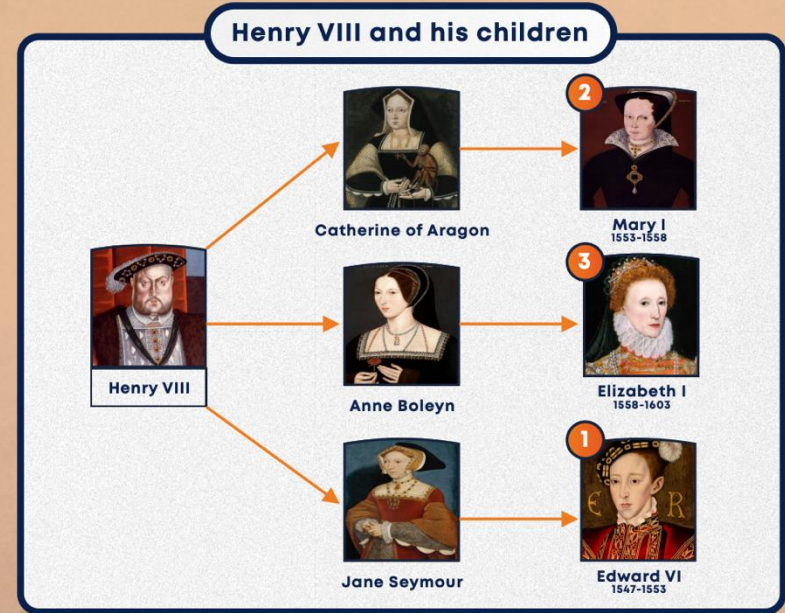
execute

to **kill**

peasant

a **poor person**

Henry VIII and his children



the wives of Henry VIII



Catherine of Aragon

married:1509-1533
divorced



Anne Boleyn

married:1533-1536
beheaded



Jane Seymour

married:1536-1537
died



Anne of Cleves

married:1540-1540
divorced



Catherine Howard

married:1540-1542
beheaded



Catherine Par

married:1543-1547
survived



Henry VII
(1485-1509)



Henry VIII
(1509-1547)



Edward VI
(1547-1553)



Mary I
(1553-1558)



Elizabeth I
(1558-1603)

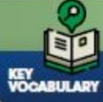
first Tudor Monarch

had 6 wives

king at 9 years old

known as Bloody Mary

last Tudor Monarch



plant

a living thing that grows in one place such as an oak tree, a sunflower or a tomato plant

root

the part of a plant that acts as an anchor, fixing the plant into the ground and absorbing water to help the plant to grow

stem

the part of the plant that grows above the ground that leaves and flowers grow from (the stem is also used to transport water around the plant)

leaves

a plant's leaves absorb sunlight and turn it into energy that the plant uses to grow

seed

the small part of a flowering plant that can grow into a new plant

seedling

a young plant, after a seed has germinated

bulb

a store of a plant that lives underground

germinate

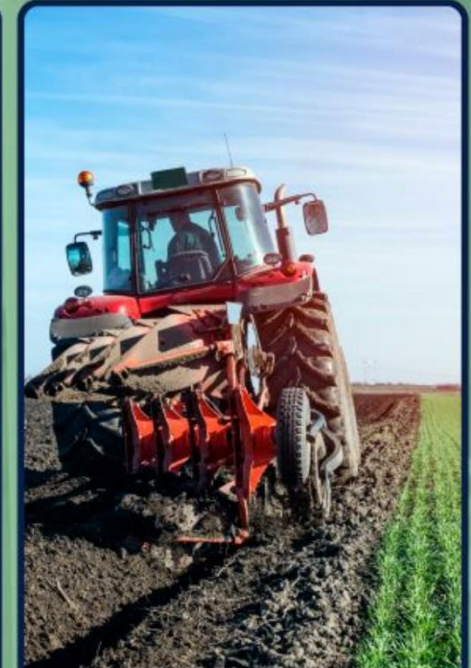
when a seed begins to grow into a seedling

crops

plants grown by farmers to sell to people who will eat them



this seedling is a young plant, it will grow larger and will create its own seeds to reproduce



some plants are grown for humans and animals to eat; this farmer is harvesting crops

bulb



seeds



oak tree



oak leaf



acorn





KEY VOCABULARY

percussion

Gamelan

pitch

melody

balungan

pentatonic

texture

musical instruments that are **hit** or **shaken** to make a sound

a **traditional Indonesian percussion orchestra**

how **high** or **low** a sound is

the **combination of pitch and rhythm** to create a **tune**

a **melody** upon which Gamelan music is based. The balungan uses either a **5-note scale (slendro)** or a **7-note scale (pelog)**

a **scale** which uses only **5 notes** from the 7 available notes in the normal scale

when music has **parts layered on top of each other**



Image: Addicted04, (CC BY-SA 3.0)

Indonesia (pictured in red)
which includes the islands of
Java and Bali

Image: Firooz/Flagstaffphotos (GFDL 1.2)



Traditional Indonesian
metallophones (percussion
instrument)

Image: Culturehistory (CC BY-SA 4.0)



Traditional Indonesian gongs
(percussion instrument)

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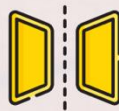


Kendhang drum – the
instrument that leads
gamelan music

Image: Gunawan Kartapranata (CC BY-SA 3.0)



Musicians playing the
Gamelan



KEY
VOCABULARY

landscape

a **painting or drawing of a large area of the natural world**, e.g., mountains or fields

seascape

a type of landscape painting which is of **the sea**

method

a **way of doing something**, e.g., the steps for painting a picture

sketch

a **rough drawing or painting**, possibly to be looked at to be able to complete a finished drawing or painting

brushstroke

the **mark made by a paintbrush**

symmetry/
symmetrical

where the parts of a picture or object **look exactly the same on both sides**, a mirror image

natural
materials

things from nature, used to make art, e.g., leaves, sticks or stones

temporary

something which **lasts for a short time**

The Last Supper
(1495-1498)

Leonardo da Vinci



Turner



Snowstorm (1842)

Constable



Salisbury Cathedral from the Meadows (1831)



Year 3

Curriculum Overview – Spring 2



Reading

In Year 3, pupils build on prior reading skills through Cracking Comprehension, with explicit teaching of the Lower Key Stage 2 Reading Domains. Lessons focus on developing fluency, understanding vocabulary, retrieving information and making increasingly sophisticated inferences from texts.

The core class text is *The Iron Man*. This text supports exploration of character development, authorial language choices and themes. Pupils will practise justifying answers using evidence from the text and begin to explain how meaning is created through word choice and structure.

Pupils are taught to summarise key ideas, predict events based on evidence and identify main themes. Vocabulary development remains a priority, with pupils learning strategies to determine meaning from context.

Reading lessons encourage discussion, explanation and careful use of evidence, supporting pupils to become confident, reflective readers as they move further into Key Stage 2.



Writing

During Spring 2, pupils will develop their narrative writing through a finding tale. Children will write a story in which something is discovered, a problem occurs and it is returned, inspired by *The Boy Who Grew Dragons*. They will use a wider range of subordinating conjunctions, expanded noun phrases and precise verb forms, while maintaining tense and clear pronoun reference across paragraphs. Adverbs, adverbial phrases and prepositions will be used to express time, place and cause.

Pupils will also write a non-chronological report about dragons, creating a new page for the fictional text *Dragonology*. They will organise information into clear sections, using subject-specific vocabulary and expanded noun phrases to add detail, and adverbial language to link ideas clearly.

Across both units, there will be a focus on punctuation and sentence control. Pupils will use inverted commas for direct speech, apostrophes for possession and contractions, commas between clauses with guidance, and commas in lists of adjectives, supporting clear and well-structured writing.



Maths

During Spring 2, Year 3 pupils focus on developing fluency in multiplication and division. They will practise times tables and related division facts regularly and use these to solve calculations and word problems efficiently.

Written methods for multiplication and division are introduced and developed, with emphasis on understanding how and why the methods work. Pupils will apply these methods to increasingly challenging problems, building confidence and accuracy.

Pupils will also study fractions, including unit and non-unit fractions. They will represent fractions on number lines, compare fractions and begin to understand their relative size. Visual models will support conceptual understanding.

Reasoning and problem-solving activities require pupils to explain strategies, justify answers and make connections between different areas of maths. Pupils will also estimate answers and check for errors, strengthening independence and mathematical thinking.



Science

Pupils will learn about forces and magnets. They will begin by understanding that a force is a push or pull, before exploring friction and how it affects movement. Pupils will then investigate magnetism as an invisible force, learning about magnetic poles and magnetic fields. They will carry out an enquiry to test whether the size of a magnet affects its strength. At the end of the unit, pupils will use their knowledge to explain key ideas about forces and magnetism.



History

Pupils will study Britain from 410–1066 CE, exploring the Anglo-Saxons and Vikings. They will learn about migration, the formation of Anglo-Saxon kingdoms, daily life, laws, religion, and the gradual spread of Christianity. Using sources such as Sutton Hoo and the Anglo-Saxon Chronicle, pupils will consider how historians interpret evidence from the past. The unit concludes with the Battle of Hastings in 1066, marking a turning point in British history.



Geography

Pupils will study the South West of England. They will identify the region as a peninsula and explore its climate and coastline, including the Jurassic Coast and Durdle Door. Pupils will learn about erosion and the work of geologists. They will examine tourism and key landmarks, consider links between climate and farming, and explore how the region has changed over time. The unit ends with pupils explaining what a geographer would say about the South West.



Music

Pupils will study *Four Sea Interludes* by Benjamin Britten*, focusing on *Storm* and *Dawn*. They will explore how orchestral families create mood and effects. Pupils will compose storm and sunrise motifs, develop them into themes, and organise their music in rondo form. They will experiment with tempo and dynamics, then perform and evaluate their composition.



RE

Pupils will examine the events of Good Friday and discuss why Christians describe the day as 'good'. They will explore ideas of sacrifice, love, and forgiveness, considering how Christians believe Jesus' death shows God's love for humanity.



Art

This term in Year 3 Art, pupils will explore Anglo-Saxon art, linking to History. They will study treasures from Sutton Hoo and the Lindisfarne Gospels, creating interlocking patterns using watercolours. Pupils will also examine the Bayeux Tapestry to understand how art tells a story, before producing a textile collage inspired by its style.



PE

In Year 3, pupils focus on fitness activities designed to improve stamina, strength and coordination. Children learn how exercise supports physical health and wellbeing. Yoga sessions develop flexibility, posture and controlled movement, encouraging pupils to manage breathing and maintain focus during longer sequences.



PSHE

Pupils will focus on exercise, fitness challenges, and understanding food labels to make healthy swaps. They will learn about attitudes towards drugs and why it is important to stay safe both online and offline. Respect, self-care, and making healthy and safe choices will be key themes.



Computing

Branching Databases: Pupils will create yes/no questions to sort objects and build a branching database. They will learn how structure helps users identify items and compare this with information presented in pictograms.



KEY VOCABULARY

Anglo-Saxon

Viking

kingdom

Scots

Picts

migration

settlement

raid

trade

invasion

Pagan

Danelaw

danegeld

a mix of people from Germany, Denmark and the Netherlands who came to live in England during the 5th Century (the three biggest tribes were the Angles, the Saxons and the Jutes)

people of Scandinavian origin who travelled by sea and raided, invaded and settled in Europe from the 8th century

a country or place ruled by a king or queen

people who lived in Scotland (previously thought to have migrated from Ireland)

early settlers in Scotland who fought with the Romans

where people move from one place to live in another place

a place where people live, and sometimes work

an unexpected attack where an enemy comes to steal and/or destroy

buying and selling goods or services

to enter a country or place by force with the intent of taking over

a word used to describe people who believe in many gods and goddesses

the area of northern and eastern England ruled by the Vikings

money, or goods, paid by the Anglo-Saxons to the Vikings to stop them invading more places



KEY PEOPLE



King Cnut (Canute)

a Viking king who ruled Denmark, England and Norway



Edward the Confessor

an English king who built the original Westminster Abbey



Alfred the Great

ruled the kingdom of Wessex and fought back against the Vikings in Britain



Kenneth MacAlpin

King of the Picts who, according to national myth, was the first king of the Scots



Bede (Bede the Venerable)

a monk who wrote about life in Anglo Saxon England



Ethelred the Unready

English king who paid the Vikings to stop them attacking

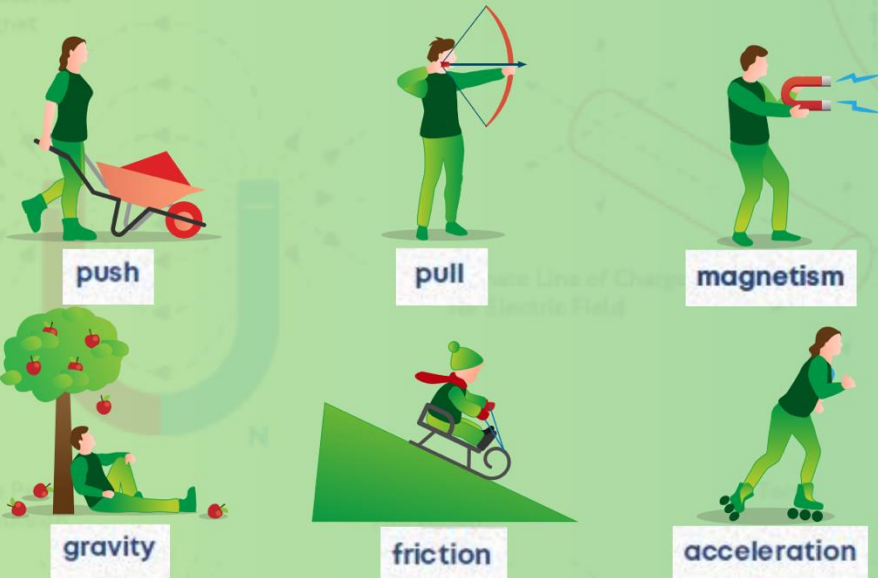


William the Conqueror

defeated Harold Godwinson at the Battle of Hastings, 1066, and became King of England

WORK in the 11th Century

FORCE AND MOTION



KEY VOCABULARY

force

a push or a pull; forces **can change the movement** of an object

contact force

some forces **need two surfaces** to touch, in order for the force to occur (friction is a contact force)

magnet

a magnet is a rock or a piece of metal that can **pull certain types of metal toward it** through magnetic force

magnetism

magnetism is a natural force that **attracts or repels** certain metals

magnetic field

the magnetic field is the **area around a magnet** in which there is magnetic force

magnetic poles

either of the **two ends of a magnet** where the field of the magnet is strongest (North and South poles)

lodestone

a **rock** that is naturally magnetic

magnetic force

OPPOSITE POLES ATTRACT



SIMILAR POLES REPEL



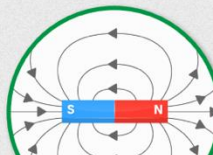
force

push and pull are opposite forces



PUSH PULL

magnetic field



magnetic poles



lodestone



magnet





KEY VOCABULARY

coastline

the **line of the coast**, where the land meets the sea

the Gulf Stream

a **current of warm water** that moves across the Atlantic Ocean before reaching the South West of England

county

England is split up into areas called counties, these areas **have their own councils** who make decisions about local issues

arable

growing crops for farming

pastoral

raising animals for farming

Area of Outstanding Natural Beauty (AONB)

a special area of **land that is protected** because of its beauty and importance

moor

a **large area of land where no crops are grown**, often covered in heather

tourism

when people **travel to an area for a holiday**

Stonehenge



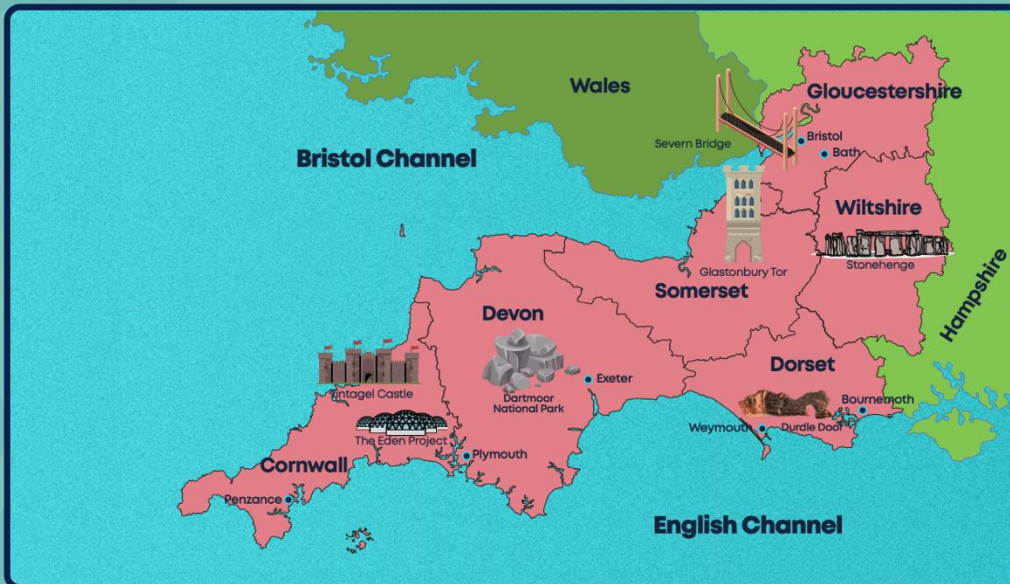
Glastonbury Tor



Tintagel Castle



The Eden Project





KEY VOCABULARY

opera

a large **dramatic piece**, like a play, in which the **story is sung** rather than said

interlude

a piece of music played **between acts** in an **opera**

graphic score

a **picture** which acts as a **guide** or **musical map** for a piece of music

unison

where **two or more instruments** play the **same notes**

trill

alternating quickly between two notes which are **next to each other** again and again

sustained

when notes are **held for a long time**, without a break between them

motif

a **short musical idea**

theme

a **recurring idea** in a piece of music which is **longer than a motif**

rondo

a **structure** where a **theme returns** again and again with **contrasting sections in between**

dynamics

how **loudly** or **quietly** a piece of music is played

tempo

how **fast** or **slow** a piece of music is played



Benjamin Britten

A British composer, who wrote *Four Sea Interludes*



An orchestra – a large group of people playing different instruments together. An orchestra has different sections: the strings, woodwind, brass and percussion.

Sections of an orchestra



strings

violin
viola
cello
double bass



woodwind

flute
clarinet
oboe
bassoon



brass

trumpet
French horn
trombone
tuba



percussion

timpani
bass drum
tubular bells
xylophone
triangle



KEY VOCABULARY

Anglo-Saxon

the name for **people who lived in England** from about 400-1066

Sutton Hoo

a **place in Suffolk** where important Anglo-Saxon treasures were found in a burial ship

shoulder clasp

a pin which **held different parts of clothing together at the shoulder**: one was found in the burial ship at Sutton Hoo

symmetrical

where parts of a pattern are a **mirror image of each other**

interlocking

where two parts of a pattern **overlap or fit together**

interlace

where two parts of a pattern are **crossed together**

Lindisfarne Gospels

books of the Bible which tell the story of Jesus (the Gospels) and which were written out and decorated by a monk at Lindisfarne

illuminate

to **decorate writing with patterns and pictures**

manuscript

a **piece of writing written by hand**, rather than being typed or printed

the Bayeux Tapestry

a **famous embroidery** showing the events of 1066 and the Battle of Hastings

tapestry

a **thick piece of cloth made by weaving threads together** which contains patterns and sometimes pictures

embroidery

sewing **patterns or pictures onto a piece of cloth**

the Battle of Hastings

the battle in 1066 which William the Conqueror (leading the Normans) won against Harold II (leading the Anglo-Saxons)

British Museum, London



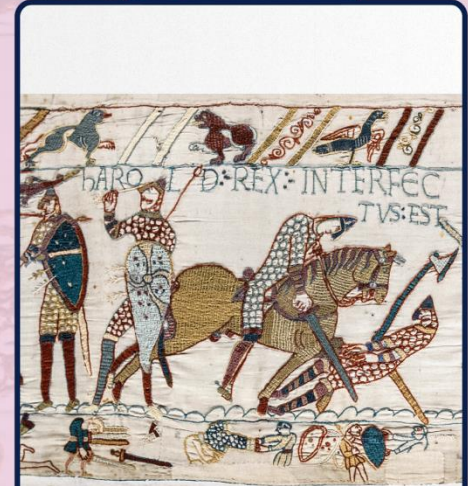
shoulder clasp found at Sutton Hoo

British Library, London



illuminated letter from The Lindisfarne Gospels

Bayeux, France



extract from The Bayeux Tapestry showing Harold being shot in the eye



Year 4

Curriculum Overview – Spring 2



Reading

In Year 4, reading is taught through Cracking Comprehension with a strong focus on the Lower Key Stage 2 Reading Domains. Pupils develop deeper comprehension skills, including inference, explanation and interpretation of language choices.

The core text for the year is Charlie and the Chocolate Factory. This text provides rich opportunities to explore characterisation, humour, themes and authorial intent. Pupils will analyse how language contributes to meaning and consider how characters change over time.

Lessons focus on retrieving precise information, explaining ideas using evidence and summarising key points across longer sections of text. Vocabulary teaching supports pupils to understand figurative language and ambitious word choices. Structured discussion and written responses help pupils to articulate their thinking clearly, preparing them for the increased demands of Upper Key Stage 2 reading.



Writing

During Spring 2, pupils will develop narrative writing through detailed setting descriptions. Children will learn how to create atmosphere and imagery by using expanded noun phrases for deliberate effect, extending sentences with adverbial phrases and varying sentence structures. They will maintain tense across multiple paragraphs, use pronouns to support cohesion and manipulate sentence length to control pace and impact.

Pupils will also focus on persuasive writing, producing a formal letter to the Principal to argue for a change or improvement within school. They will use a range of subordinating conjunctions to justify opinions, structure arguments clearly and select language appropriate for a formal audience. Emphasis will be placed on organising ideas logically across paragraphs to strengthen persuasion.

Across both units, pupils will refine punctuation and editing skills. They will punctuate direct speech accurately across multiple exchanges, use commas to demarcate subordinate clauses and separate clauses where needed, and apply apostrophes confidently for possession and contractions. Consistent paragraph demarcation and careful editing will support clarity, accuracy and coherence in their writing.



Maths

In Spring 2, Year 4 pupils consolidate and extend their understanding of multiplication and division using formal written methods. Secure recall of times table facts supports efficient calculation and problem solving across a range of contexts.

Pupils will develop their understanding of fractions, including equivalent fractions, and make clear links between fractions and decimals. They will explore tenths and hundredths, comparing, ordering and representing numbers using place value knowledge and visual models.

Reasoning activities focus on explaining methods and identifying efficient strategies. Pupils will justify their choices and explain how they know an answer is correct. Problem-solving tasks include real-life contexts, encouraging pupils to apply their learning flexibly and confidently while maintaining accuracy and fluency in preparation for upper key stage 2.



Science

Pupils will learn about sound and how it is produced. They will explore how vibrations create sound and how it travels through air as sound waves. Pupils will investigate the difference between pitch and volume and how these can be changed. They will examine how the human voice produces different sounds and learn about the parts of the ear and how they enable us to hear.



History

This term in Year 4 History, pupils will study the rise and fall of the Roman Empire. They will explore how Rome expanded its power, including the impact of the Punic Wars, and learn about significant figures such as Julius Caesar and Caesar Augustus during the Pax Romana. Pupils will also examine the growth of Christianity and consider the key reasons for the decline and fall of the Roman Empire in the 5th century.



Geography

Pupils will study Northern Ireland. They will identify Belfast as the capital and locate key features such as Lough Neagh. Pupils will explore tourism, including the Titanic and the Giant's Causeway, and learn about the partition of Ireland. They will study physical features such as the Giant's Causeway and Marble Arch Caves, before explaining what a geographer would say about Northern Ireland.



Music

Pupils will explore expressive music through Claude Debussy and Ludwig van Beethoven. They will listen to *Syrinx*, *Clair de lune*, and the *Piano Sonata No. 14 'Moonlight'*, exploring pitch, harmony, dynamics, and arpeggios. Pupils will compose sustained melodies with simple accompaniments, organise them into ternary form, and perform and evaluate their final pieces.



RE

Pupils will investigate the concept of forgiveness within Christianity. They will study biblical teachings, including examples from the life of Jesus, and consider whether forgiveness is always possible. Pupils will reflect on how forgiveness can impact relationships and communities.



Art

This term in Year 4 Art, pupils will link to Roman History by studying monuments such as the Pantheon, the Colosseum and Trajan's Column. They will explore how architecture showed imperial power and key design features. Pupils will then work collaboratively to build a model of the Pantheon, developing construction and teamwork skills.



PE

Year 4 pupils develop strength, flexibility and control through gymnastics, learning to perform sequences using balances, rolls and transitions. In basketball, pupils practise throwing, catching, dribbling and teamwork, developing tactical awareness and cooperation in small-sided games.



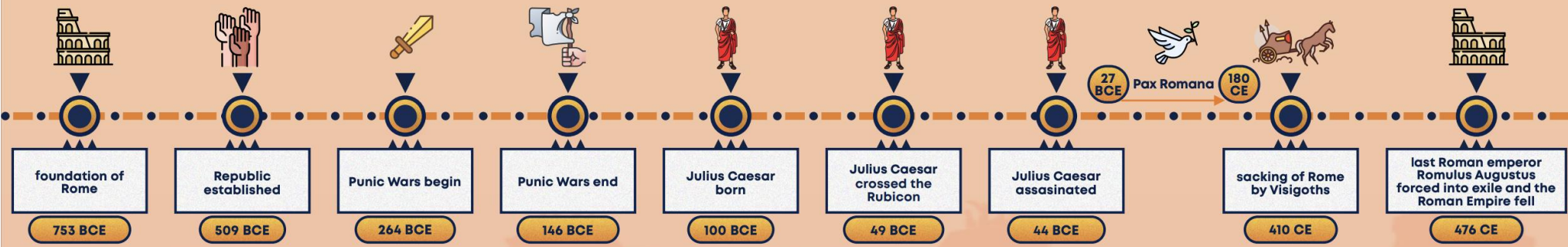
PSHE

Pupils will explore healthy friendships and group dynamics. They will discuss smoking, alcohol, and vaping, and learn strategies for assertiveness and managing peer pressure. The unit encourages pupils to recognise and celebrate their inner strength.



Computing

Data Logging: Pupils will use digital data loggers to collect information over time. They will learn how sensors gather data and use the results to answer questions and draw conclusions.



KEY VOCABULARY

Punic Wars

three wars between Rome and Carthage, which Rome won

assassinate

to kill someone for political reasons

Pax Romana

a period of two hundred years when the Roman Empire was very peaceful and rich

persecution

hurting someone, often for their religious beliefs or ethnicity

barbarian

an insulting word the Romans used for the different tribes attacking the empire in the 5th Century CE

sack

to destroy an enemy city and steal anything of value

the Roman Empire 117 CE



KEY VOCABULARY

vibration

a **back-and-forth movement**; vibrations are essential for us to hear sound

sound waves

a **wave of vibrations** that move through the air when a sound is made, carrying the sound to our ears

pitch

how **high or low** a sound is

volume

how **loud or quiet** a sound is

larynx

the larynx, or **voice box**, is in our throat; the larynx vibrates to make sound

ear drum

skin barrier between your outer and inner ear

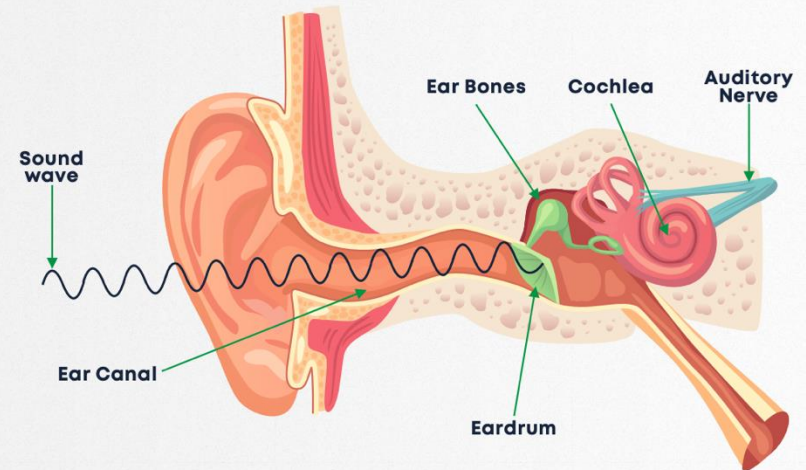
break the sound barrier

when an object **begins to travel faster than sound**

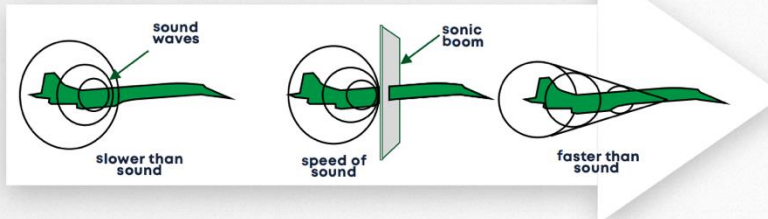
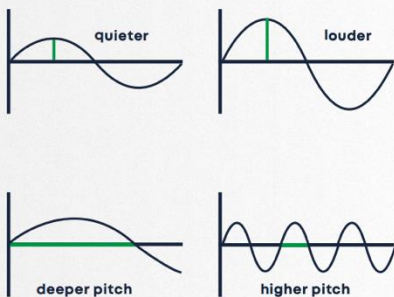
supersonic

travelling faster than sound

a cross-section of the ear



sound waves



the sound barrier; if an object travels faster than sound we would see it, then hear it afterwards

concorde



KEY VOCABULARY

Belfast

the **capital city of Northern Ireland** on the east coast

Londonderry

the **second-largest city in Northern Ireland**

republic

a state in which **supreme power is held by the people who have an elected president** rather than a monarch

partition

the dividing of a country into **separate areas of government**

Lough Neagh

a **lake in Northern Ireland** and the largest lake in the British Isles

Giant's Causeway

an **area of basalt columns**; the result of an ancient volcanic eruption

Unionists

people who are **in favour of the union** of Northern Ireland with Great Britain

Nationalists

people who **supports political independence** for a country



Finn MacCool

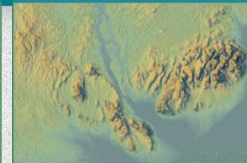
legend says that Finn MacCool made Lough Neagh as well as the Giant's Causeway



Marble Arch Caves



Ring of Gullion



Lough Neagh



Giant's Causeway





KEY VOCABULARY

pulse

the **steady heartbeat** of the music

legato

when a piece of music is **sustained**

melody

the combination of **pitch** and **rhythm** to create a **tune**

phrase

like a **musical sentence**

chord

two or more notes played at the same time

harmony

when notes are **played together** to create a **pleasing effect**

accompaniment

a **musical part** which **supports** an instrument or voice

arpeggio

when the **notes** in a **chord** are **played individually**, in **ascending** or **descending** pattern

dynamics

how **loud** or **quiet** a piece of music is

ternary form

three-part musical form with an opening section (A), a following section (B) then repetition of the first section (A)

A flute
(wind
instrument)



Image: Theo Paraskevaidis (CC BY-SA 4.0)



The pan
pipes (wind
instrument)

Image: Simon Pierre Barnette (CC BY-SA 4.0)



**Claude
Debussy**

A French
composer who
wrote *Syrinx*



**Ludwig van
Beethoven**

A German
composer who
wrote *Moonlight
Sonata*

A piano
(percussion
instrument)





Trajan's Column (113 CE)



KEY VOCABULARY

monument

a **building or place** that is important in history

ancient Rome

the **ancient civilisation** connected with Rome

amphitheatre

an **open building with a central space surrounded by seating** to watch performances of drama or sport

column

a **tall, straight part of a building** (often decorated): can hold up another part of the building or can stand alone

dome

a **rounded roof of a building** with a circle-shaped base

portico

a **roof supported by columns attached as a porch** to the front of a building

arch

a **curved part of a building that you can walk under**, sometimes an arch holds up a bridge or a roof

in relief

where **sculptures stick out from a surface**, rather than being made all the way around

in the round

where **sculptures are carved or built all around**, from front to back

frieze

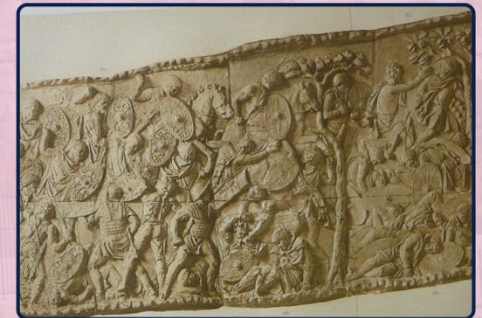
a **band of paintings or sculptures in relief**



the Pantheon (126 CE)



the Colosseum (80 CE)



relief from Trajan's Column (113 CE) showing the Roman army



Year 5

Curriculum Overview – Spring 2



Reading

In Year 5, pupils engage with increasingly challenging texts through Cracking Comprehension, aligned to the Upper Key Stage 2 Reading Domains. Teaching focuses on inference, analysis and evaluation, with pupils expected to justify answers using precise textual evidence.

The core class text is *The Last Wild*. This novel supports exploration of complex themes, character motivations and moral choices. Pupils analyse how authors use language, structure and viewpoint to influence the reader.

Reading lessons emphasise comparing texts, identifying themes and summarising key ideas across chapters. Vocabulary work focuses on understanding nuanced language and technical terms. Pupils are encouraged to engage in thoughtful discussion, challenge ideas respectfully and explain interpretations clearly, building confidence and depth in reading comprehension.



Writing

During Spring 2, pupils will develop narrative writing through playscripts. Using *The Tempest* as inspiration, children will adapt a known story into a scripted format, focusing on character, dialogue and stage directions. They will write confidently using multi-clause and relative clauses, manipulating clause order, sentence length and verb tense shifts to create emphasis and show changes in time or perspective.

Pupils will also write a biography about William Shakespeare or another significant figure linked to history or science. They will organise information chronologically and use cohesive grammar, including pronouns, determiners and conjunctions, to link ideas across paragraphs. Modal verbs, adverbs and prepositional phrases will be used to add precision and detail.

Across both units, pupils will refine punctuation and editing skills. They will punctuate parenthesis accurately, embed relative clauses correctly and use commas to clarify meaning within complex sentences. Accurate punctuation across extended texts and independent editing will support clear, effective writing.



Maths

During Spring 2, Year 5 pupils focus on fractions, including equivalence, comparison, addition and subtraction. They will deepen their understanding of the relationship between fractions, decimals and percentages and apply this knowledge to calculations and problem solving.

Pupils will also apply multiplication and division skills to increasingly complex problems, including multi-step calculations and scaling. Formal written methods will be used accurately and efficiently, supported by reasoning about the most appropriate strategies.

Reasoning and problem-solving tasks challenge pupils to justify answers, evaluate different approaches and explain misconceptions. Pupils will use precise mathematical language and reflect on efficiency and accuracy, developing confidence, independence and readiness for the demands of Year 6 mathematics.



Science

Pupils will learn about forces and their effects. They will understand that forces are pushes or pulls that can change an object's speed, direction, or shape. Pupils will explore friction, including air and water resistance, through investigations. They will also learn how simple machines such as levers, pulleys, and gears make work easier by changing a force. At the end of the unit, pupils will draw force diagrams and explain their learning.



History

Pupils will study the Transatlantic Slave Trade, beginning with its origins and where it took place. They will explore the Atlantic Passage, using primary and secondary sources to understand conditions on slave ships. Pupils will learn about resistance, including the Haitian Revolution, and examine the factors that led to abolition. The unit concludes by studying significant abolitionists, such as Thomas Clarkson, and their role in ending the slave trade.



Geography

Pupils will study Australia, exploring its location, physical features, and human geography. They will identify deserts, rivers, Mount Kosciuszko, and the Great Barrier Reef, comparing Australia with the UK. Pupils will learn about Aboriginal communities and British colonisation, and investigate major cities, mining, population, climate, and biomes, using maps to understand how geography influences settlement and land use.



Music

This term in Year 5 Music, pupils will study Beethoven's Symphony No. 3 'Eroica', exploring 3/4 metre, rhythm, and pitch. They will perform the opening motif, revise triads and notation, and learn why the symphony was groundbreaking. Pupils will experiment with dramatic effects and compose, perform, and evaluate their own melodies inspired by the piece.



RE

Pupils will explore the belief that Jesus' death was part of God's plan. They will examine different Christian interpretations of salvation and sacrifice and consider why this belief is significant to Christians. Pupils will discuss how these beliefs shape Christian worship and daily life.



Art

This term in Year 5 Art, pupils will explore traditional Chinese art. They will study brush painting and calligraphy, creating expressive ink designs of natural subjects. Pupils will also learn about Ming Dynasty porcelain and its trade with Europe, developing their understanding of artistic style and cultural influence.



PE

In Year 5, pupils take part in indoor athletics, focusing on speed, power and endurance through structured events and challenges. Yoga supports physical and mental wellbeing, helping pupils develop flexibility, core strength and relaxation techniques to support focus and resilience.



PSHE

Pupils will deepen their understanding of smoking, vaping, and alcohol, including links to anti-social behaviour. They will learn basic emergency aid, explore body image and relationships with food, and consider how motivation influences behaviour and healthy choices.



Computing

Flat-file Databases: Pupils will explore how databases store and organise information. They will record data, sort and filter it, and use digital tools to compare and present findings.



KEY VOCABULARY

transatlantic slave trade

enslaved Africans

Atlantic passage

plantation

abolitionists

responsible for the **forced migration of millions of people from Africa to the Western Hemisphere** from the middle of the 15th century to the end of the 19th century

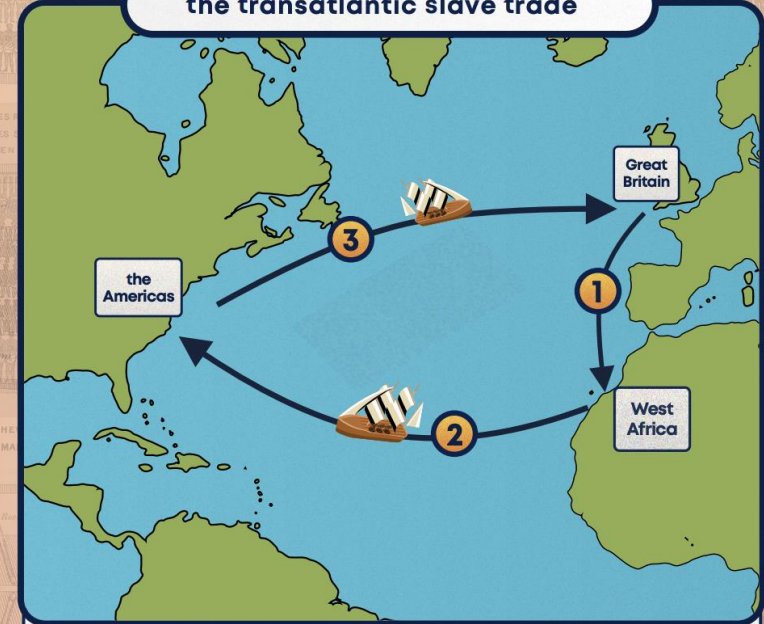
a **human being classed as property**, who is **owned by another person** and who is **forced to work for nothing** (to refer to a person who was enslaved as a 'slave' strips them of their identify - therefore, the term 'Enslaved Africans' should be used)

sometimes known as the 'Middle Passage', refers to the **part of the trade where enslaved Africans, densely packed onto ships, were transported across the Atlantic** to the West Indies

usually **a large farm or estate**, especially in a tropical or semitropical country, on which cotton, tobacco, coffee, sugarcane, or the like is grown

an abolitionist was **someone who wanted to end slavery**

the transatlantic slave trade



the transatlantic slave trade is sometimes known as the 'Triangular Trade', since it was three-sided, involving voyages: from Europe to Africa, from Africa to the Americas, from the Americas back to Europe



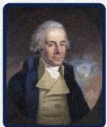
Thomas Clarkson

Thomas Clarkson was a prominent eighteenth-century anti-slavery campaigners: in 1787, he helped form the first Abolitionist Committee



Olaudah Equiano

Equiano was one of the most prominent black campaigners in the anti-slavery campaign: he was an ex-slave who, by the 1780s, lived as a free man in London, and is mostly remembered for his 1789 autobiography.



William Wilberforce

William Wilberforce was the main figurehead in British Parliament for the abolitionist campaign



the first slave ships depart from Africa to Americas

early 1500s



the Haitian Revolution begins

1791



the Abolition of the Slave Trade Act

1807



the Slavery Abolition Act

1833



KEY
VOCABULARY

force

a **push or a pull**

gravity

a force that **pulls objects towards the centre of the earth**

friction

a force caused by **two surfaces touching each other**

air resistance

a kind of friction that **slows objects down when they travel through air**

water resistance

a kind of friction that **slows objects down when they travel through water**

buoyancy

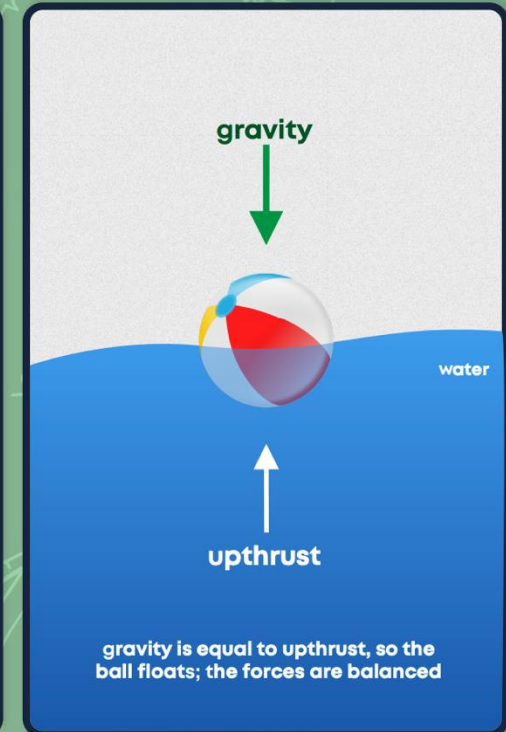
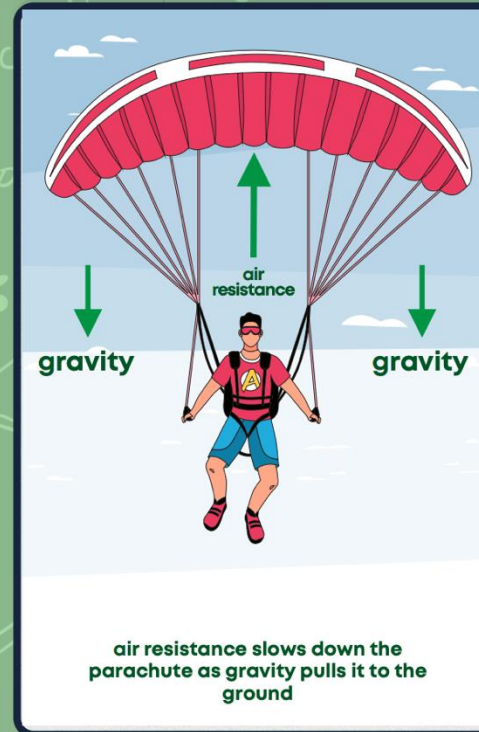
an object's **ability to float**

upthrust

a force that **pushes objects up** in water or air

streamline

to shape an object in a way that **reduces the effect of air resistance or water resistance**



pulley



lever



gear



**Sir Isaac Newton
(1643–1727)**

a scientist and mathematician who studied forces and helped us to understand how gravity works on earth

the scientific study of energy and forces is called physics; physics helps us to understand how the universe behaves

KEY VOCABULARY

industry

activity where **raw materials are changed into goods** that can be used and traded

Aboriginal People

people living in Australia from the earliest times, before the arrival of settlers or colonists

colony

a country, or an area, **under the control of another country** and often occupied by settlers from that country

settler

a person **who has moved, with other people, to live in a new country or area**

mining

where a **raw resource is extracted from the earth**, e.g., coal

The Commonwealth

a **group of countries that used to be part of the British Empire**, but now voluntarily work together on issues such as human rights

biome

a **community of plants and animals** that have shared characteristics due to the environment they live in

Uluru

a **massive sandstone rock in Australia's Northern Territory**: Uluru is sacred to indigenous Australians and is thought to have started forming around 550 million years ago



deciduous forest

trees drop their leaves in winter

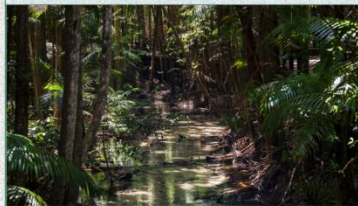
Tasmania and East Coast



tropical forest

tall trees growing close together

North coast, Queensland



savannah

tall grassland and scattered trees

further inland on East Coast, parts of New South Wales



semi desert

short grass and small, dry bushes

across Australia including large parts of Western Australia



desert

sand and stone with few plants

Western and Central Australia





KEY
VOCABULARY

metre

grouping the beat of the music e.g. into **groups of 2s, 3s or 4s**

time signature $\frac{4}{4}$

shows us what **metre** the music is in

bar lines |

a **vertical line** separating **groups of beats** (bars)

stave |||||

a **frame** which we can put dots on to show **pitch**

note ♩

a **dot** on a **stave** which shows a musician what **pitch** to play

treble clef C_1

a **symbol** which indicates what **pitch** the dots represent on the stave

sforzando ***sf***

when a note is played with a **sudden strong emphasis**

symphony

a **long piece of music** usually split into **four sections**, or **movements**

motif

a **short, musical idea**

triad

a set of **three notes or pitches** which are like **building blocks in music** – triads are used to make **patterns in pitch**



**Ludwig van
Beethoven**

A German composer
who wrote *Eroica*



**Napoleon
Bonaparte**

A military leader who
became emperor of France

treble clef

time signature

note

triad

bar line

stave



dynasty

a **line of rulers of a country from the same family**: parts of modern-day China were ruled by different dynasties for thousands of years

Ming dynasty

Chinese dynasty from 1368-1644 C.E.

calligraphy

decorative handwriting

character

Chinese **writing symbols**

rice paper

thin paper used for Chinese painting

scroll

a **roll of paper or silk** for writing or painting on: when rolled up, stored in a box

hand scroll

a **long, narrow, horizontal scroll**, viewed by being held by the viewer, maybe on a table

hanging scroll

a **scroll displayed vertically on a wall** for a short period of time

ink stick

a **solid stick of ink**

ink stone

a **stone for grinding ink on**

ceramic

fired clay

porcelain

a **white translucent ceramic**

Ming ware

Ming dynasty ceramics

early 15th century
porcelain jar with
cobalt blue dragon

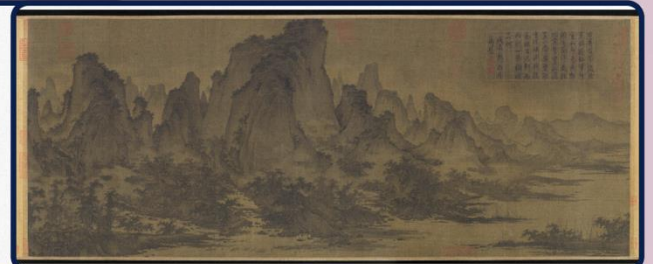


Fisherman (with poem) c.1350
hand scroll - ink on paper



Finches and Bamboo Early 12th century
hand scroll - ink and colour on silk

c.1050 hand
scroll - ink and
colour on silk





Year 6

Curriculum Overview – Spring 2



Reading

In Year 6, reading is taught through Cracking Comprehension with full coverage of the Upper Key Stage 2 Reading Domains. Pupils develop high-level comprehension skills in preparation for end-of-key-stage expectations and secondary transition.

The core text is *The Boy in the Striped Pyjamas*. This text enables pupils to explore complex themes, historical context, viewpoint and authorial intent. Pupils analyse how language and structure convey meaning and consider how perspective shapes understanding.

Lessons focus on inference, evaluation and comparison, with pupils expected to support responses using well-chosen evidence. Vocabulary instruction addresses subtle and emotive language. Pupils also develop independence in tackling unfamiliar texts, articulating interpretations clearly and reflecting on how texts impact the reader, ensuring strong preparation for future reading demands.



Writing

During Spring 2, pupils will develop narrative writing through a first-person retelling based on *The Reaping* from *The Hunger Games*. Children will retell events from the viewpoint of a different character, using grammar to control perspective and characterisation. They will combine clauses in sophisticated ways, embed relative clauses and integrate multiple subordinate clauses. Precise verb choices, the passive voice and ellipsis will be used to shape tone and effect.

Pupils will also write a discussion text, producing a balanced argument on an issue such as whether the current Year 6 SATs system should continue. They will switch between formal and informal structures appropriately, use subjunctive forms where relevant, and organise arguments clearly to present contrasting viewpoints.

Across both units, pupils will refine punctuation and editing skills. They will use colons, semi-colons and dashes accurately, maintain correct punctuation in multi-clause sentences and independently identify and correct grammatical and punctuation errors.



Maths

In Spring 2, Year 6 pupils consolidate and extend their understanding of ratio, algebra and fractions. They will solve problems involving proportional reasoning, comparing quantities and interpreting relationships using ratio language.

Pupils will develop algebraic thinking by exploring patterns, using formulae and solving equations. Fractions are revisited to secure fluency and accuracy in calculations, including in multi-step problem-solving contexts.

A strong emphasis is placed on reasoning, explanation and precision. Pupils will independently select strategies, identify errors and refine their approaches. Learning is carefully designed to support confidence, accuracy and depth of understanding, ensuring pupils are well prepared for end-of-key-stage expectations and a successful transition to secondary mathematics.



Science

Pupils will learn about light and how it behaves. They will explore how light enables us to see and that it travels in straight lines. Pupils will learn about the parts of the eye and how light travels from a source to the brain. They will investigate how shadows are formed and explore how light is split into colours using a prism. Pupils will also learn how mirrors are used in periscopes to reflect images. At the end of the unit, they will explain why understanding light is important.



History

This term in Year 6 History, pupils will study World War II, exploring its causes and key events. They will examine the Battle of Britain and the Blitz through primary sources, learn about the role of codebreakers at Bletchley Park, including Alan Turing and Mavis Batey, and understand the importance of the Home Front. The Holocaust may also be explored sensitively to deepen understanding of the war's wider impact.



Geography

Pupils will study South America, developing their understanding of its location, key physical features, and human activity. They will identify hemispheres and the equator and learn about the Inca Empire. Pupils will explore the Andes Mountains, the Atacama Desert, and the Amazon Rainforest, and examine Brazil's economy and agriculture. Throughout the unit, they will use maps and data to understand how geography influences people's lives.



Music

Pupils will explore minimalist music through the work of Steve Reich. They will listen to Clapping Music and Different Trains, exploring rhythm, repetition, texture, tempo, and dynamics. Pupils will also study soundscapes, including Vatnajökull by Chris Watson. They will create and perform their own minimalist compositions using percussion and recorded sounds.



RE

Pupils will consider whether Christianity remains a strong and influential religion today. They will explore global Christianity, including its diversity and growth, and reflect on how Christian beliefs continue to influence individuals, communities, and society over 2000 years after Jesus lived.



Art

This term in Year 6 Art, pupils will study William Morris and his nature-inspired wallpaper designs. They will learn about block printing, Gothic influences, and the Arts and Crafts Movement's response to industrialisation. Building on earlier printing skills, pupils will create their own Morris-inspired designs using the reduction printing method.



PE

Year 6 pupils develop advanced skills in basketball, including passing, shooting, movement and teamwork. Athletics focuses on refining techniques in running, jumping and throwing, while promoting personal challenge, performance and sportsmanship in preparation for transition to secondary school.



PSHE

Pupils will focus on taking personal responsibility for their health and wellbeing. They will learn how substances affect the body and explore risks such as exploitation, including county lines and gang culture. Emotional and mental health, including managing stress, will be key areas of discussion as pupils prepare for transition to secondary school.



Computing

Spreadsheets: Pupils will use spreadsheets to organise and analyse data. They will apply formulas to calculate results, plan events using spreadsheets, and choose effective ways to present data clearly.



KEY VOCABULARY

encryption

a practice that involves codes and systems for changing messages so they **cannot be read by other people**

the Blitz

the name given to **Hitler's bombing campaign against the United Kingdom** that lasted for eight months in 1940 and 1941 (blitz is the German word for lightning)

evacuation

in World War II many children were **required to leave their homes, or evacuate, and move to safer places**, often in the countryside

the Holocaust

the name given to the **mass killing of European Jews** during World War II

genocide

the **deliberate killing, or murder, of a large number of people**, especially from the same ethnic group or religion

Enigma Machine

a **machine used by Nazi Germany during World War II** to code messages so they could not be read by the Allies: Alan Turing and his team cracked the Enigma Machine and the messages could be intercepted

Operation Sealion

Nazi Germany's **code name** for their plan to attack and invade the United Kingdom during the Battle of Britain

propaganda

information, of a biased or misleading nature, used to promote a political cause or point of view

the war was fought between

axis powers

Germany



Adolf Hitler

Italy



Benito Mussolini

Japan



Hideki Tojo

allied powers

United Kingdom



Winston Churchill

France



Charles De Gaulle

Soviet Union



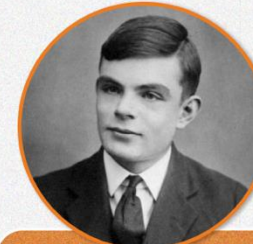
Joseph Stalin

USA



Franklin D Roosevelt

English code breakers



Alan Turing



Mavis Batey



KEY VOCABULARY

light

light is a **source of illumination, it allows us to see**; there are natural and artificial sources of light on earth (the sun is a natural source of light that supports life on earth)

speed of light

the speed of light is believed to be **the fastest speed at which anything in the universe can travel**, approximately 650 million miles per hour; scientists use the speed of light when calculating vast distances in space

mirror

a **surface which reflects a clear image**; archaeologists have found mirrors made from polished stone dating back over 6000 years (the ancient Egyptians used polished copper to create mirrors)

shade

a **dark patch where light has been blocked**; shade is darker and cooler than areas exposed to direct sunlight

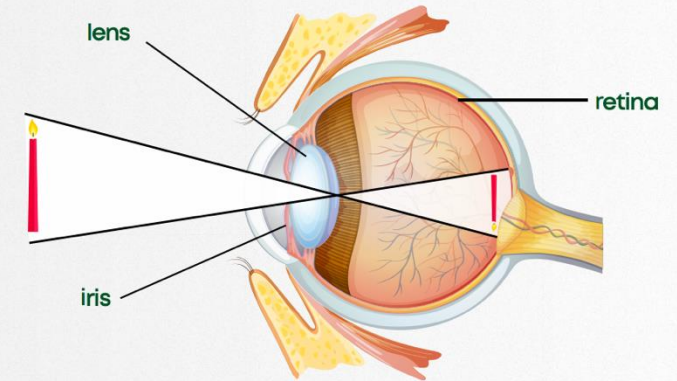
reflection

the **return of light from a surface**; some materials absorb light, but others reflect it

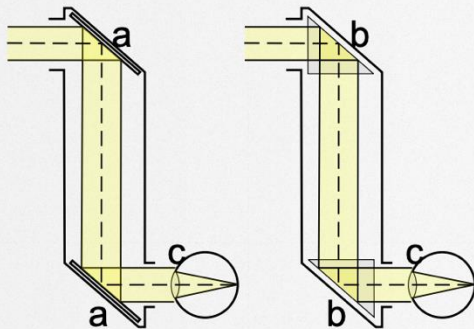
prism

a wedge shaped object which **can split white light into a rainbow spectrum of colours**; scientists call the splitting of light 'dispersion'

cross section of a human eye



light is essential for our eyes to see

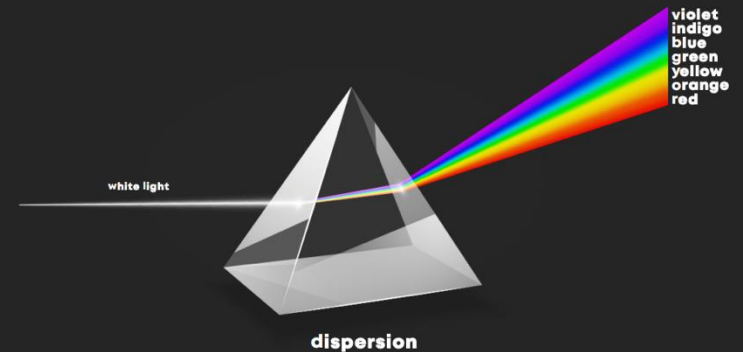


a **periscope**: a device that uses reflection of light to allow the user to see something that is out of their line of sight

at **A**, the mirrors are tilted 45°

at **B**, the light reflects from the mirrors travelling down the Periscope

at **C**, the image can be seen by the user



dispersion

a prism can split white light into rainbow colours

KEY VOCABULARY

Pangea

a **supercontinent that broke apart 175 million years ago** forming the continents we recognise today

rainforest

a **dense forest, rich in biodiversity**, that is often found in tropical areas and receives high levels of rainfall

subduction zone

an area where one **tectonic plate is being forced under another**, often creating mountain ranges

plateau

a **flat area of land** with high altitude

altitude

the **height of a location**, often relative to sea level

deforestation

the process of **removing forest**

biodiversity

the **variety of plants and animals** within a habitat



THE INCA EMPIRE

location	dates	places	language and communication
the Inca Empire spread along the Pacific coast from Ecuador to Chile	began in 1100 CE reached its height in 1530 declined in 1535	Cuzco: the Inca Capital located in Peru built in the shape of a puma Machu Picchu: high in the Andes mountains	Quechua (Ketch-wah): the single Inca language, spread across the empire, to encourage clarity of communication Quipu (Key-poo): lengths of knotted string, used to keep records and pass messages around the empire



factors leading to Amazon forest fires: dry weather with little rain, deforestation and logging, slash and burn forest removal



Atacama Desert



a desert plateau in South America located along the Pacific coast, west of the Andes Mountains

the Atacama Desert is the driest non-polar desert in the world



KEY VOCABULARY

round

where performers sing the **same melody** but **start at different intervals**

texture

where music has **parts layered on top of each other**

motif

a **short musical idea**

unison

where **two or more instruments** play the **same notes**

minimalism

a way of composing that uses **minimal musical material**, such as **repetitive patterns and motifs**

field recording

recording sounds **outside of a recording studio**

soundscape

a sound or combination of sounds that **arises out of an environment**

sampling

when portions of **recorded sound** are **played back** and used to make music

string quartet

a group of **four string instruments** (two violins, viola and cello) which play together

tempo

the **speed** of a piece of music

dynamics

how **loudly** or **quietly** a piece of music is played

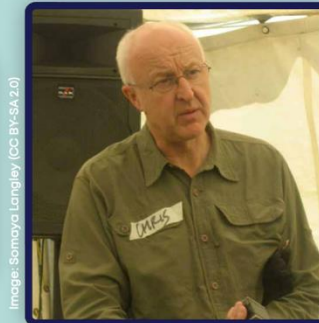
Dynamics

forte	<i>f</i>	loud
piano	<i>p</i>	quiet
mezzo forte	<i>mf</i>	moderately loud
mezzo piano	<i>mp</i>	moderately quiet
crescendo	\langle	gradually getting louder
diminuendo	\rangle	gradually getting quieter



Steve Reich

The composer who wrote *Clapping Music*, *City Life*, *Alarms* and *Different Trains*



Chris Watson

The field recordist who recorded glaciers for *Vatnajökull*

A glacier





KEY VOCABULARY

designer

a **person who plans the look of something before it is made:** can include how a room should be furnished and decorated (interior design)

decorative arts

the arts concerned with the **production of objects which are both useful and beautiful:** includes interior design but not usually architecture (designing buildings) as this is different to the "fine arts" which are usually viewed as painting, drawing, sculpture and photography

Arts and Crafts movement

a **trend in decorative and fine arts which began in Britain in about 1880:** designers, craftsmen, artists and architects placed value on how things were made, using traditional craftsmanship, in small workshops (this was a reaction against mass industrialization in factories of the Victorian period)

stylized

to **design something according to a particular style,** rather than in accordance with nature or reality

medieval

the **period in European history from about 600 C.E. to 1500 C.E.** (also known as the middle ages or dark ages): William Morris, the Pre-Raphaelites and the Arts and Crafts movement were interested in the designs and art from this time

textiles

a **cloth or fabric** produced by, e.g., weaving or knitting

woodblock printing

a print made from a **design cut in a block of wood,** and then printed onto paper or fabric

block printing

to **print from a hand-cut wooden block:** multiple separate blocks can be used to print onto the same design (this is how Morris' wallpaper designs were printed)

reduction printing

a multicoloured print where the **separate colours are printed from the same block,** which is reduced each time the block is used to print

printing press

a **machine that can print books, newspapers or magazines:** Morris started his own press company in Hammersmith, called the Kelmscott Press

"Have nothing in your houses that you do not know to be useful or believe to be beautiful"



William Morris



pink and rose wallpaper (1890)



honeysuckle furnishing fabric (1876)