



The Creative Learning Journey

Discovery (Victorians focus) Autumn Term (Owls)

Teacher: Amy Marsh
School: Eastgate Academy



Wow Starter: Possible trips- Gressenhall, Great Crossingham

Final Event: Victorian Christmas day

UNDERSTANDING THE WORLD

Working scientifically UKS2

- **sc80** planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- **sc81** taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- **sc82** recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- **sc83** using test results to make predictions to set up further comparative and fair tests
- **sc84** reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- **sc85** identifying scientific evidence that has been used to support or refute ideas or arguments.

Location knowledge UKS2

- **ge51** I can identify the countries of Europe (including Russia) on a map or globe
- **ge52** I can identify North and South America on a map or globe
- **ge53** I know the major cities in the countries I can identify
- **ge59** I know how and why human and physical features in the landscape change over time (e.g. river courses or patterns of settlement)
- **ge60** I understand latitudes and can locate and name the Equator, Northern and Southern hemispheres, the Tropics of Cancer and Capricorn and the Arctic and Antarctic circles

Human and physical geography UKS2

- **ge66** I understand human geography in relation to types of settlement and land-use
- **ge67** I can talk about goods and produce: where it is sold and how it is transported and how trading nations are interdependent.
- **ge68** I can talk about natural resources including energy, food, minerals and water and their importance nationally and globally

- **ge69** I can explain why the distribution of natural resources is important both within the UK and worldwide

Geographical skills and fieldwork UKS2

- **ge70** I can use a variety of paper-based and digital resources to locate and identify places and features around the world
- **ge72** I can use four and six figure grid references

Core Skills across the Key Stage UKS2

- **hi64** I can place events, people and changes into correct periods of time (British, local and world history)
- **hi65** I can describe key features and events in the periods and societies I have studied
- **hi66** I can recognise similarities and differences between periods of time
- **hi67** I can use a range of appropriate historical vocabulary including abstract terms such as 'empire' or 'peasantry'
- **hi68** I can ask and answer questions about change and cause and effect
- **hi69** can ask and answer questions about similarities and differences and their significance
- **hi70** I can draw informed conclusions by using a range of research skills
- **hi71** I can produce structured work from an appropriate range of resources relevant to the focus of enquiry
- **hi72** can use sources of information, including ICT, to find out about events, people and changes in the past
- **hi73** I understand that the same event in the past can be interpreted or represented differently by different people
- **hi74** I can describe reasons for the different interpretations of historical events, significance of individuals or changes in the periods and societies I have studied
- **hi101** I have studied an historical theme beyond 1066 and show some understanding of the causes of change over time and the impact it had on the lives of people in Britain

MATHEMATICS AND COMPUTING

Number - number and place value UKS2

- **m163** read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

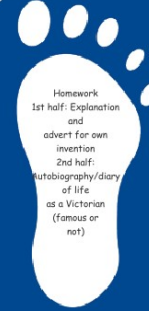
EXPRESSIVE ARTS AND DESIGN

UKS2

- **ad16** I can show in my sketch book how I have developed techniques and ideas
- **ad18** I can show examples of drawing using pencil and charcoal.
- **ad21** I can talk about some famous artists, architects and designers from the past

UKS2

- **mu23** I can sing in a group, or on my own, with expression, awareness of others and in tune
- **mu28** I can listen carefully and perform accurately from memory
- **mu34** I can talk about the music in the periods of history I have studied, what part it played in people's lives and how modern notation and instruments developed over time



LITERACY

Writing - composition UKS2

- **e233** plan their writing by:
- **e234** identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- **e235** noting and developing initial ideas, drawing on reading and research where necessary
- **e236** in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- **e237** draft and write by:
- **e238** selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- **e239** in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- **e241** using a wide range of devices to build cohesion within and across paragraphs

- **e242** using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- **e243** evaluate and edit by:
- **e244** assessing the effectiveness of their own and others' writing
- **e245** proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- **e246** ensuring the consistent and correct use of tense throughout a piece of writing
- **e247** ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- **e248** proof-read for spelling and punctuation errors
- **e249** perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

COMMUNICATION AND LANGUAGE

UKS2

- **fl1** I can understand what is being said to me and respond correctly
- **fl3** I can have a conversation including asking and answering questions
- **fl5** I can pronounce words correctly so that I can understand
- **fl6** I can communicate and be understood in different situations

- **fl10** I can write phrases from memory
- **fl12** I know that some words are governed by gender
- **fl12.2** I know the correct order of words in a sentence and that the order may differ from English