

Hero or Villain?



Year Group: 3/4

Cycle B
Autumn Term 1

Half Term Learning Focuses

History Richard III Elizabeth I	Science Light (Climate/Environmental link: Solar Power)	Art Portraits	RE What makes a leader worth following? Islam - Muhammad	Writing Genres Biography (Elizabeth I or Richard III) Letter Persuasive
Music Violins (Yr4) Recorders (Yr3)	MFL Discovering Language (Sounds and Signs) Introduction to German	PSHE Y4 SCARF: Healthy Lifestyles Y4 SCARF: Keeping Safe	Computing E Safety	Key Texts Who was Queen Elizabeth? (June Eding) Richard III: Shakespeare Stories (Andrew Matthews)

Hidden Curriculum:

Firs Primary School

History

National Curriculum: Pupils should be taught about:

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Key Lines of Enquiry: Was Richard III a hero or a villain? Was Elizabeth I a hero or a villain?

Curriculum Intentions (Key Knowledge and Skills to be learned):

- That British monarchs belonged to different 'houses' or families.
- When key houses or families were in power.
- That Richard III was the last monarch from the House of York and Elizabeth I was the last Tudor monarch.
- Both monarchs were seen as heroes by some and as villains by others, examining some of the reasons and events behind this including; Battle of Bosworth, War of the Roses, defeat of the Spanish Armada and execution of Mary Queen of Scots.
- That historical evidence can be interpreted in different ways and that some types of evidence are more reliable than others.

Age Related Subject Skills (Progression Guidance):

- *Develop increasingly secure chronological knowledge and understanding of history (British).*
- *Put events, people, places and artefacts on a time- line.*
- *Use correct terminology to describe events in the past.*
- *Develop use of appropriate subject terminology, such as: empire, civilisation, monarch.*
- *Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance.*
- *Suggest where we might find answers to questions considering a range of sources.*
- *Understand that knowledge about the past is constructed from a variety of sources.*
- *Construct and organise responses by selecting relevant historical data.*
- *Be aware that different versions of the past may exist and begin to suggest reasons for this.*
- *Describe and begin to make links between main events, situations and changes within and across different periods and societies.*
- *Identify and give reasons for historical events, situations and changes.*
- *Identify some of the results of historical events, situations and changes.*
- *Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual.*
- *Identify and begin to describe historically significant people and events in situations.*

Prior Learning

Forever Firs children working at ARE should already be able to:

- Recall when the Great Fire of London took place, and which monarch (Charles II) was on the throne at the time.
- Use dates and place some key events in a broad chronological framework.
- Use the term centuries to describe how long ago an event occurred.
- Ask and begin to answer questions about events e.g. When? What happened? What was it like.? Why?
- Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites
- Choose and use parts of stories and other sources to show understanding of events
- Communicate understanding of the past in a variety of ways
- Identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays

Key Vocabulary

Tier 1		Tier 2		Tier 3	
King	Battle	Monarch	Advisor	Archeological	Armada
Queen	Win	Centuries	Descendent		
Prince	Lose	Evidence	Ruler		
Hero	Good	Execution	Defeat		
Villain	Bad	Crowned	Descendent		
Long time ago	Years				

Science

National Curriculum (Knowledge): Pupils should be taught to:

- recognise that they need light in order to see things and that the dark is the absence of light
- notice that light is reflected from surfaces
- recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- recognise that shadows are formed when the light from a light source is blocked by a solid object
- find patterns in the way that the size of shadows changes

National Curriculum (Skills): Pupils should be taught to:

- ask relevant questions and use different types of scientific enquiries to answer them
- set up simple practical enquiries, comparative and fair tests
- make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- gather, record, classify and present data in a variety of ways to help in answering questions
- identify differences, similarities or changes related to simple scientific ideas and processes
- report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- use straightforward scientific evidence to answer questions or to support their findings
- use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

Climate/Environment Link:

Pupils will also learn:

- That energy from the sun can be used as a source of sustainable energy through solar power.
- What the benefits and limitations of solar power are

(solar power experiments - <https://www.tomsofmaine.com/good-matters/thinking-sustainably/how-does-a-solar-panel-work-activities-that-teach-kids-about-solar-energy>)

Prior Learning

Forever Firs children working at ARE should already be able to:

- ask simple questions and recognise that they can be answered in different ways
- observe closely, using simple equipment
- perform simple tests
- gather and record data to help in answering questions
- identify and classify
- use their observations and ideas to suggest answers to questions

Key Vocabulary

Tier 1	Tier 2	Tier 3	
Light Dark Dangerous Fair	Shadow Sun Eyes Absence Reflection/ Reflected Solid Blocked Prediction Conclusion	Surfaces Source Opaque Translucent Transparent Observation	

Art

National Curriculum: Pupils should be taught to:

- create sketch books to record their observations and use them to review and revisit ideas
- improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)
- about great artists, architects and designers in history

Key Lines of Enquiry: How have different artists portrayed Queen Elizabeth II? What is the effect/impact of the different styles? Creation of children’s own exhibition of portraits of Elizabeth II.

Curriculum Intentions (Key Knowledge and Skills to be learned):

- That different artists have created very different portraits of Queen Elizabeth II using a variety of media and artistic styles, and that these can be used as inspiration for their own portrait (including Andy Warhol, Lucian Freud, George Condo, Justin Mortimer, Chinwe Chukwuogo-Roy)
- How to use a pencil, pastels and/or chalk to sketch a portrait, including use of detail, shadows, tone, colour
- How to use paints to create a portrait including mixing colour, lightening and darkening tones with black and white, experimenting with colour and colour intensity (watercolours)

Age Related Subject Skills (Progression Guidance):

- Develop sketch books
- Use a variety of ways to record ideas including digital cameras and iPads
- Develop artistic/visual vocabulary to discuss work
- Begin to suggest improvements to own work
- Experiment with a wider range of materials
- Present work in a variety of ways
- Drawing - Use sketchbooks to record drawings from observation
- Drawing - Experiment with different tones using graded pencils
- Drawing - Include increased detail within work
- Draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink)
- Painting - Use a variety of brushes and experiment with ways of marking with them
- Drawing - Develop shadows
- Drawing - Use of tracing
- Painting - Mix and match colours (create palettes to match images)
- Painting - Lighten and darken tones using black and white
- Painting/Drawing - Begin to experiment with colour to create more abstract colour palettes
- Painting - Experiment with watercolour, exploring intensity of colour to develop shades
- Use the work of artists to replicate ideas or inspire own work

Prior Learning

Forever Firs children working at ARE should already be able to:

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| <ul style="list-style-type: none"> • <i>Begin to control lines to create simple drawings from observations</i> • <i>Use thick felt tip pens/chalks/charcoal/wax crayon/ pastel</i> • <i>Hold a large paint brush correctly</i> • <i>Make marks using paint with a variety of tools</i> • <i>Consider consistency when applying paint</i> • <i>Colour within the line</i> • <i>Draw on smaller and larger scales</i> | <ul style="list-style-type: none"> • <i>Recognise and name primary and secondary colours</i> • <i>Mix primary colours to make secondary colours Share colour charts to compare variations of the same colour</i> • <i>Create and experiment with shades of colour and name some of these</i> • <i>Recognise warm and cold colours Create washes to form backgrounds</i> • <i>Explore the relationship between mood and colour</i> • <i>Begin to add detail to line drawings</i> |
|--|---|

Key Vocabulary

Tier 1		Tier 2		Tier 3	
Colour	Pencil	Tone	Abstract	Watercolour	Primary
Light	Paint	Shade	Intensity	Washes (of paint)	Secondary
Dark	Shadow	Lighten	Mood		Pop Art
Brush	Trace	Darken	Effect		

RE

Key Line of Enquiry: What makes a leader worth following?

Curriculum Intentions (Key Knowledge and Skills to be learned)

Children will be able to:

- Identify the qualities they admire in their heroes/ role models, explain why they admire them and how this may influence their own lives
- Use religious vocabulary to describe aspects of the life and teachings of Prophet Muhammad, giving examples of how he has influenced the lives of followers (e.g. <https://www.bbc.com/bitesize/clips/z3tfgk7>)
- Ask and respond to questions raised by the stories from the life of Muhammad (e.g. <https://www.academyofislam.com/wp-content/uploads/2017/10/Stories-Holy-Prophet-s.pdf>) and contemporary followers
- Describe events in the life of at least one modern day Muslim (e.g. Muhammad Ali - his humanitarian work and anti-war message, Amir Khan and his charity foundation, Mo Farah and his charity work for Save the Children) making links between their actions and the teachings and example of Muhammad
- Make links between attitudes and values advocated by religious leaders such as Muhammad, and those of your school and pupils themselves (FIRSY values)

Children will also learn:

- That Muslims believe that Allah is the one true God, and that Muhammad was the final prophet who revealed the faith of Islam to the world (in the year 610 CE)
- That Muslims believe that drawing or depicting Muhammad is blasphemous or sacrilegious – which is why creating images of him is highly disrespectful to followers of Islam
- That Muhammad was believed to have spoken on behalf of Allah and that his teachings were recorded in the Quran, the holy book of Islam

Prior Learning

Forever Firs children working at ARE should already be able to:

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Key Vocabulary

Tier 1		Tier 2		Tier 3	
Leader Respect/disrespect	Faith Religion	Prophet Humanitarian Values Charity/ Charitable Followers Admire	Influence Spiritual Messenger Inspirational Qualities AD/CE	Blasphemous Sacrilegious Quran	



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MFL

National Curriculum: Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language

Curriculum Intentions (Key Knowledge and Skills to be learned):

- Pupils will learn about the purpose of language and why we talk
- Pupils will learn about different types of communication (verbal and non-verbal, including sign language and how animals communicate)
- Pupils will learn about how to support new arrivals to the school and the skills required to be a 'Young Interpreter'
- Pupils will have an introduction to German including; countries where German is spoken, the names of other Germanic languages, how to greet others and reply to questions (Hello/Goodbye, How are you? What's your name?)
- Learn a simple children's song in German
- Learn how Harvest Festival is celebrated in Germany

Age Related Subject Skills (Progression Guidance):

Year 3

- Respond to simple questions with support from a spoken model or visual clue
- Greet others with confidence and reply to the questions
- Know a well-known children's song in language studied
- Sing a song from memory, with clear pronunciation
- Recognise some familiar words in written form
- Recognise and read known sounds within words
- Read some key vocabulary
- Copy accurately in writing some key words
- Copy or label using single words or short phrases
- Start to understand cultural similarities and differences and how festivals are celebrated
- Understand the differences in social conventions when people greet each other

Year 4

- Identify and pronounce accurately the names of some countries and towns
- Sing a song from memory on a related topic
- Listen with care
- Ask and answer simple questions with correct intonation
- Remember a sequence of spoken words
- Speak clearly and confidently
- Initiate a conversation when working with a partner
- Understand words displayed in the classroom
- Write familiar words and simple phrases from a model
- Identify phonemes that are the same as or different from English or other languages they know
- Identify countries where selected language is spoken
- Investigate aspects of lifestyle in selected country e.g. food or leisure activities

Prior Learning

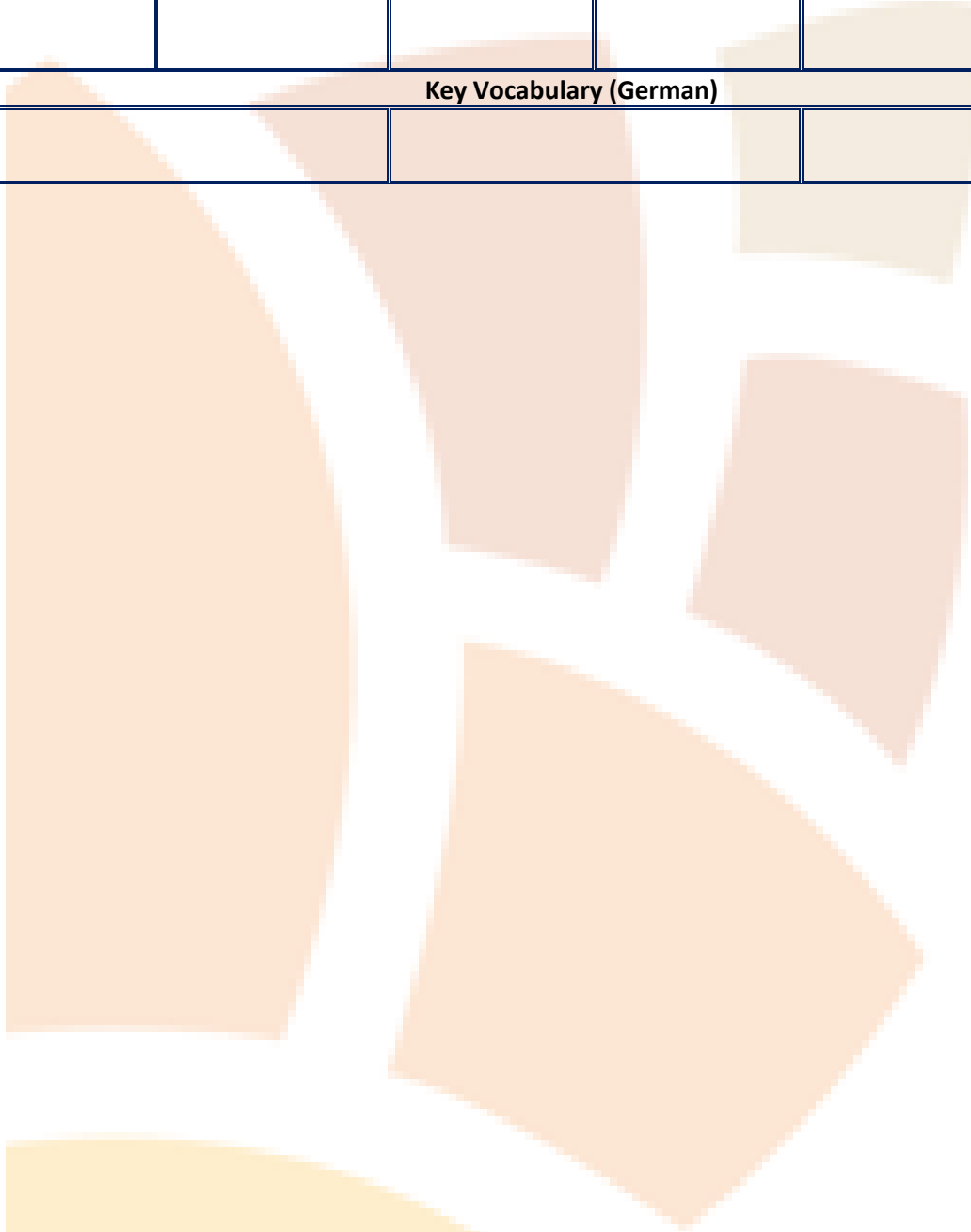
Forever Firs children working at ARE should already be able to:

- Say 'hello' in several languages
- Understand that there are lots of languages spoken in the school
- Sing some simple songs in French

Key Vocabulary (English)

Tier 1		Tier 2		Tier 3	
Language	Wave	Communication	Greeting	BSL	
Hello	Sounds	Verbal	Translator	Makaton	
Goodbye	Nod	Non-verbal	Gestures	emoji	
Point	Shake (head)	Actions	Facial		
		Mime	Expression		
		Deaf signing	Intonation		

		Inform Express Influence	Aesthetics Sociable		
Key Vocabulary (German)					




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