

Hero or Villain?



Year Group: 3/4

Cycle B

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:

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				

History Assessment

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE
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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	Shadow	Absence	Surfaces		
Dark	Sun	Reflection/	Source		
Dangerous	Eyes	Reflected	Opaque		
Fair		Solid	Translucent		
		Blocked	Transparent		
		Prediction	Observation		
		Conclusion			

History Assessment

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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		

Art Assessment

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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	

R.E Assessment

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

		Inform Express Influence	Aesthetics Sociable		
Key Vocabulary (German)					



MFL Assessment

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Computing

National Curriculum:

- Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact

Key Lines of Enquiry:

- E-Safety

Age Related Subject Skills (Progression Guidance - DDAT):

- Pupils learn that the Internet is a great place to develop rewarding online relationships and learn to recognise websites that are good for them to visit; but they also learn to be cautious and to check with a trusted adult before sharing private information
- Pupils learn to make good passwords for their accounts, learn about spam and how to deal with it. They begin to understand the implications for the information that they share online and how some websites might use that information without their knowledge
- Pupils are introduced to their roles as digital citizens in an online community, where they reflect on how they are responsible not only for themselves but for others, in order to create a safe and comfortable environment
- Pupils learn that the Internet is a public space and then develop the skills to protect their privacy and respect the privacy of others

Lower Key Stage 2

Managing Online Information	<ul style="list-style-type: none"> I can demonstrate how to use key phrases in search engines to gather accurate information online. I can explain what autocomplete is and how to choose the best suggestion. I can explain how the internet can be used to sell and buy things. I can explain the difference between a 'belief', an 'opinion' and a 'fact' and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc. I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed). I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened. 	<ul style="list-style-type: none"> I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others. I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites). I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online. I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true. I can explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be. I can explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.
Health well-being and lifestyle	<ul style="list-style-type: none"> I can explain why spending too much time using technology can sometimes have a negative impact on anyone, e.g. mood, sleep, body, relationships; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged (e.g. doing homework, games, films, videos). I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites). 	<ul style="list-style-type: none"> I can explain how using technology can be a distraction from other things, in both a positive and negative way. I can identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time.
Privacy and Security	<ul style="list-style-type: none"> I can describe simple strategies for creating and keeping passwords private. I can give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult. I can describe how connected devices can collect and share anyone's information with others. 	<ul style="list-style-type: none"> I can describe strategies for keeping personal information private, depending on context. I can explain that internet use is never fully private and is monitored, e.g. adult supervision. I can describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure. I know what the digital age of consent is and the impact this has on online services asking for consent.
Copyright and Creative Commons	<ul style="list-style-type: none"> I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause. 	<ul style="list-style-type: none"> When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it. I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.

Prior Learning

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

- Pupils learn that the Internet is a great place to develop rewarding online relationships and learn to recognise websites that are good for them to visit; but they also learn to be cautious and to check with a trusted adult before sharing private information
- Pupils are introduced to the concept that real people send messages to one another on the Internet and learn how messages are sent and received. They recognise that it may be difficult to distinguish between someone who is real and someone who is not
- Pupils are introduced to the basics of online searching
- Pupils learn to explore websites and to say whether they like them or not and why

Key Vocabulary

Tier 1		Tier 2		Tier 3	
owner store opinions beliefs frightened	adult negative positive uncomfortable worried	content supervision impact respected	personal distraction limit	permission context restrictions analyse	strategies consent pressured judgement accuracy



Computing Assessment

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