Hero or Villain?

Year Group: 3/4

Cycle B

History	Computing
• Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: Changing perceptions of the monarchy; Richard III and Elizabeth I	• E Safety

Art and Design	Science
• Drawing – Portraits of Elizabeth II (charcoal)	• Light
	Climate/Environment • Solar power Investigations

History

National Curriculum (Knowledge and Skills): Pupils should be taught about:
- Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Curriculum Intent (Key knowledge to be learned):
- That British monarchs belonged to different 'houses' or families and the order in which 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, local, British and world
- 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 con- structed 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:
- Develop, then demonstrate an awareness of the past, using common words/phrases relating to the passing of time
- Show where places, people and events fit into a broad chronological framework
- Begin to use dates
- Develop, the use a wide vocabulary of historical terms, such as: a long time ago, recently, when my… were younger, years, decades, centuries
- Ask and begin to answer questions about events e.g. When? What happened? What was it like.? Why? Who was involved?
- 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
- Discuss change and continuity in an aspect of life e.g. holidays
- Recognise why people did things, why some events happened and what happened as a result of people's actions or events
- Identify similarities and differences between ways of life in different periods, including their own lives
- Recognise and make simple observations about who was important in an historical event/account e.g. talk about important places and who was important and why

Key Vocabulary

Tier 1	Tier 2		Tier 3
King Queen War	Monarch Centuries Evidence Execution Crowned	Advisor Descendent Ruler Defeat	Archeological Armada

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History Assessment			
Children working below ARE	**Children working towards ARE**	**Children working at ARE**	**Children working above ARE**

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Art and Design

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)

Pupils should be taught:
- about great artists, architects and designers in history

Curriculum Intentions (Key Knowledge and Skills to be learned):
- Drawing – Portraits of Queen Elizabeth II
- Developing Ideas - Sketchbooks

Age Related Subject Skills (Progression Guidance):

Year 3	Year 4
Developing Ideas (Sketchbooks)	**Developing Ideas (Sketchbooks)**
• Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.	• Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.
• Identify interesting aspects of objects as a starting point for work.	• Express likes and dislikes through annotations
• Use a sketch book to express feelings about a subject	• Use a sketch book to adapt and improve original ideas
• Make notes in a sketch book about techniques used by artists.	• Keep notes to indicate their intentions/purpose of a piece of work
• Annotate ideas for improving their work through keeping notes in a sketch book	**Drawing**
Drawing	• Develop intricate patterns using different grades of pencil and other implements to create lines and marks.
• Develop intricate patterns/ marks with a variety of media.	• Draw for a sustained period of time at an appropriate level.
• Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.	• Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media. Have opportunities to develop further drawings featuring the third dimension and perspective.
• Begin to indicate facial expressions in drawings Begin to show consideration in the choice of pencil grade they use.	• Further develop drawing a range of tones, lines using a pencil.
	• Include in their drawing a range of technique and begin to understand why they best suit. Begin to show awareness of representing texture through the choice of marks and lines made
	• Attempt to show reflections in a drawing
	• Begin to use media and techniques (line, tone, colour) to show representation of movement in figures and forms.

Prior Learning

Forever Firs children in Year 3 working at ARE should already be able to:	Forever Firs children in Year 4 working at ARE should already be able to:
Developing Ideas (Sketchbooks)	
• Use a sketchbook to plan and develop simple ideas.	• See Progression guidance for year 3 above
• Use a sketchbook to plan and develop simple ideas	
• Build information on colour mixing, the colour wheel and colour spectrums.	

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- Collect textures and patterns to inform other work

Drawing
- Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.
- Draw lines/marks from observations.
- Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.
- Understand tone through the use of different grades of pencils (HB, 2B, 4B).

Key Vocabulary	
Drawing	**Developing Ideas**
pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk hatching, scribbling, stippling, and blending light/dark lines, light/dark shapes, light/dark patterns tone, grades, HB, 2B, 4B etc observation Intricate patterns/marks Media, grade, tone, line, colour Facial expression Third dimension, perspective Technique, texture Reflection, movement	Record, sketch book, plan, develop Colour mixing, colour wheel, colour spectrum Texture, pattern Media exploration, experimentation, source material, starting point, express, feelings, notes, annotate, techniques, Like, dislike, improve, adapt Intention, purpose

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Art and Design 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 and Skills): Pupils should be taught to:

Light
- 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

Working Scientifically
- ask relevant questions and use different types of scientific enquiries to answer them
- 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

Investigation Focus:
Reflective materials
https://www.tes.com/teaching-resource/reflections-and-mirrors-6163976

Climate/Environment Focus:
Children will learn:
- That energy from the sun can be used as a source of sustainable energy through solar power.
- About the benefits and limitations of solar power
- 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:
Working Scientifically

- 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	Reflected	Fair	Opaque
Dark	Reflect	Test	Transparent
	Reflection	Systematic	Light source
	Surface	Observation	Sun light
	Protection	Findings	
	Shadow	Table	
	Absence	Record	
	Solid	Data	
	Shiny	Differences	
	Matt	Similarities	
	Dull	Evidence	
	Enquiry	Findings	
	Practical	Predictions	
	Comparative	Width	
		Measurement	

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Science Assessment			
Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE

Year 3/4 – Hero or Villain? – Cycle B

Computing

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	
- 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.	- 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	
- 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).	- 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	
- 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.	- 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 Owners	
- 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.	- 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

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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			
Children working below ARE	**Children working towards ARE**	**Children working at ARE**	**Children working above ARE**