

History

What I should already know

- Where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- About the lives of significant individuals in the past who have contributed to national and international achievements.

The Journey

- To identify significant inventions that took place between 1750- today
- To understand how key individuals have helped to shape the world
- To write a diary entry from the perspective of the Wright Brothers
- To create a timeline on the history of the telephone

Key Vocabulary

Inventors	Significant	Perspective	Innovation
Inventors	Timeline	Development	Inspiration

What I will know by the end of the unit

About significant inventors and their impact on History.

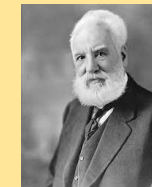
Lewis Latimer



Karl Benz



The Wright Brothers



Alexander Graham

Knowledge Organiser – Spring 1 2021, Inventors

Science

What I should already know

- To recognise that questions can be answered in different ways,
- Observed closely, using simple equipment.
- Performed simple tests.
- Used observations and ideas to suggest answers to questions.
- Recorded and reported an investigation.

The Journey

- To describe Marie Curie's research into X-rays.
- To explain how George Washington helped farmers to grow crops.
- To describe what Inge Lehmann discovered about the Earth's core.
- To investigate how images change in concave and convex mirrors.
- To explore how electromagnets attract some materials.

Key Vocabulary

Inventor	Discovery	Chemistry
Arthur James Wilson	Inge Lehmann	Physics
George Washington	Marie Curie	Prediction

What I will know by the end of the unit

To identify and explore inventors and discoveries from all over the world linked to scientific ideas.



Computing

What I should already know

- Pupils will have prior experience when using basic computer skills and have begun to know the following:
- How to select single words.
 - How to change the format of the font and insert images.
 - How to cut, copy and paste text.
 - How to use keyboards shortcuts.

The Journey

- To recognise how text and images convey information.
- To recognise that text and layout can be edited.
- To choose appropriate settings.
- To add content to a desktop publishing publication.
- To consider how different layouts suit different purposes

Key Vocabulary

Text	Image	Layout
Copy	Paste	Undo
Layout	Backspace	Click

What I will know by the end of the unit

To apply all taught features to create a magazine cover advertising their invention.



PSHE

What I should already know

- Things that make them feel happy and unhappy
- Talked about personal achievements and goals
- Discussed things they are thankful for
- Learnt activities that help keep them calm and still

Key Vocabulary

Mental health, wellbeing, mindfulness, positive attitude, feelings, emotions, attitude, strategies

The Journey

- To understand that having a positive attitude is good for your mental health
- To recognise and manage positive and negative thoughts effectively
- To understand that some changes can be difficult but that there are things we can do to cope
- To use mindfulness techniques to keep calm
- To identify uncomfortable emotions and manage them effectively
- To apply a positive attitude towards learning and take on new challenges

What I will know by the end of the unit

Understand that it is important to look after our mental health, learning strategies to increase happiness.

RE

What I should already know

- The similarities and differences in the way festivals are celebrated within and between religions.
- What is worth celebrating and remembering in religious communities as well as in our own lives.

Key Vocabulary

Religions, right, wrong, rules, law, temptation.

The Journey

- To understand the impact of the 'Golden Rule'
- How the 10 commandments teach us how to live
- To learn the story of Jesus temptation and compare it to the temptations we face.

What I will know by the end of the unit

What we can learn from religions about right from wrong

Art

What I should already know

- About the work of a range of artists, making links to their own work.
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

Key Vocabulary

Artist, sculpt, design, style, technique, Joan Miro, Barbara Hepworth

The Journey

- To explore the sculpture of artists such as Joan Miro and Barbara Hepworth

What I will know by the end of the unit

How to create a soap sculpture using Hepworth's style and techniques.



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Music

What I should already know

How to read, clap and play crotchets, quavers, rests, minims and semibreves.

Experience with writing a musical composition.

Key Vocabulary

Recorder, note, rhythm, staff, crotchet, minim, semibreve, crotchet rest

The Journey

- To know what a recorder is; how to look after and clean it and the different parts
- To experiment with making sound using the recorder
- To use my tongue to make my notes clear and consistent
- To be able to play and recognise the notes B, A and G
- To play notes in time with a given rhythm
- To begin to recognise the notes B, A and G on sheet music

What I will know by the end of the unit

To be

To play the notes B, A and G on a recorder and begin to play a simple tune.



Design Technology

What I should already know

- Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products

Key Vocabulary

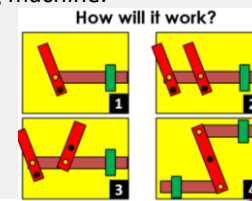
Movement, linkages, gears, levers, pivots, mechanisms, mechanical systems, pulleys, function

The Journey

- To make mechanical systems which use levers and linkages
- To make mechanical systems that use gears and pulleys
- To make a moving machine

What I will know by the end of the unit

How to use mechanical systems to make a moving machine.



MFL

Key Phrases

Où habites-tu? [Where Do You Live?], J'habite à ... [I Live In ...], Quelle est ton adresse? [What's Your Address?], avenue [avenue], boulevard [boulevard], allée [lane], rue [street/road], place [place/square], du/de l'/de la/des... [of the...]

PE

Key skills

Invasion games (Football)- Teamwork, dribbling, coordination, running with the ball, balance, control, passing, receiving.

Dance- Balancing, travelling, movement, core strength, flexibility, sequencing.