

Newark and the Civil War

History: The English Civil War

- Consider why Parliament decided to kill Charles I.
Explore different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books.
Compare accounts of events from different sources.
- Explore the history of Newark Castle and its changing role in Newark.
Describe the changes and continuity between different periods of history.
Identify the reasons for changes and continuity.
Understand that changes do not impact everyone in the same way and the same time.
- Understand events leading up to the death of King John in 1216.
Identify reasons for historical events, situations and changes.
Understand that members of society standing up for their rights can be the cause of change.
Understand that events have immediate and long-term effects.

Key questions for this area of learning:

- Should Charles I have been executed?
- How has the role of Newark Castle changed over time??

- Why do we have day and night?
- How similar is Earth to other planets in our solar system?

Science:

Space

- Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.
- Describe the movement of the Moon relative to the Earth.
- Describe the Sun, Earth and Moon as approximately spherical bodies.
- Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.
Ask relevant questions and use different types of scientific enquiry to answer them.
Make systematic careful observations and, where appropriate take accurate measurements.
Gather, record, classify and present data in various ways to help answer questions.
Use results to draw simple conclusions, hypothesise for new values, suggest improvements and raise further questions.
Use straightforward scientific evidence to answer questions or support their findings.
Begin to plan different types of scientific enquiries to answer questions.
Begin to record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs.
Begin to identify scientific evidence that has been used to support or refute ideas or arguments.



Art: SPACE

- Utilise sketchbooks as a space to experiment and plan.
- Be able to express an opinion about different works of art, craft and design and think critically
- Develop skills using tonal values by looking at light and dark (tint and shade) elements when drawing.
- Compare and contrast how different artists produce a range of painting effects in their work.
- Experiment with surfaces and collage – mixed media.
- Develop sketchbook use by having independent access to experiment with media and collect images.
- Compare and contrast the work of artists and designers using relevant vocabulary confidently.
- Apply paint with intention, using knowledge of brushes, media, 3 dimensionality and style.
- Mix and match colours to create atmosphere and light effects.
- Manage colour application using acquired knowledge about colour mixing.
- Begin to understand the process of perspective in paintings and drawings by other artists and in the real world.

Computing – Data Logging

- Explain that data gathered over time can be used to answer questions
- Use a digital device to collect data automatically.
- Explain that a data logger collects 'data points' from sensors over time.
- Recognise how a computer can help us analyse data.
- Identify the data needed to answer questions.
- Identify the data needed to answer questions and use data from sensors to answer questions.



PE:

Basketball

- Pass and send a ball in different ways and speeds.
- Move with the ball keeping it under control whilst changing direction.
- Shoot and score with some success.
- Find and use space well to keep possession.
- Work well as part of a team.
- Participate in games recognising good performances.
- Confidently pass the ball with accuracy.
- Move with the ball at speed.
- Mark, track, and cover when defending.
- Keep possession of the ball when faced with opponents.
- Work together as a team, showing good awareness of others.
- Apply some basic principles for attacking and defending in game situations.

Football

- Stop the ball with my feet.
- Dribble the ball using my feet, both if possible.
- Tackle safely and effectively
- Pass the ball in different ways with increased accuracy.
- Shoot a football with success.
- Use tactics in games.
- Confidently pass accurately.
- Choose when to dribble, when to pass, and when to shoot.
- Defend in a team.
- Compete in small-sided games.
- Mark a player to stop them from getting the ball.
- Decide on ways to defend in games

PSHE:

Self-esteem Mental Health Workshop – Wednesday 26th February
Equality, Prejudice & Hate Crime

- Appreciate the range of national, regional, religious and ethnic identities in the UK
- Investigate the importance and influence of immigration
- Understand the nature and consequences of discrimination, teasing, bullying, and prejudiced based language
- Recognise that the media shapes and influences our ideas and that sometimes the information presented is biased
- Recognise and challenge stereotypes and understand why they are harmful

Forced Marriage & Honour Based Abuse

- Know that some marriages are arranged by family members in some cultures/faiths

French:

- Repeat and recognise the vocabulary for weather in French.
- Ask and say what the weather is like today.
- Create a French weather map.
- Describe the weather in different regions of France using a weather map with symbols.

Religious Education:

Belief and the individual

- Understand why we have Pancake Day.
 - Consider what Easter is.
 - Understand about the events in Holy Week.
 - Understand and explain the Easter story.
 - Discuss what event matters most to Christians in their religion.
 - Understand about Jesus dying on the cross and the resurrection.
- Pupils will use and develop skills of expressing understanding and handling varied perspectives
- Listening, discussion and self-expression skills including musical appreciation
- Pupils will use information to address questions in discussion and writing, developing and using their ability to make sense of key concepts