



Time Travellers - Curriculum coverage 2018 / 2019



Spring 2	Time Travellers	English
	 History	<ul style="list-style-type: none">• Develop phonic awareness to be able to read and write words• Use simple punctuation to demarcate sentences• Genres: Setting description. Diary entry, Newspaper report, Setting description Maths <ul style="list-style-type: none">• As per White Rose schedule Science <ul style="list-style-type: none">• Continued from previous topic 'Let's build' History <ul style="list-style-type: none">• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life• events beyond living memory that are significant nationally or globally <i>e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries</i>• Lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods <i>e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell and Edith Cavell</i>• Significant historical events, people and places in their own locality. Geography <ul style="list-style-type: none">• name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas• use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Art <ul style="list-style-type: none">• to use a range of materials creatively to design and make products• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space• about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. DT <ul style="list-style-type: none">• design purposeful, functional, appealing products for themselves and other users based on design criteria• generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology• select from and use a range of tools and equipment to perform practical tasks• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics• evaluate their ideas and products against design criteria• build structures, exploring how they can be made stronger, stiffer and more stable