

BLACK HORSE HILL JUNIOR SCHOOL – Art and DT LESSON SEQUENCES

Picasso Painting and Collage Autumn 1



Enquiry/ Learning Intention	What the children will know/ Essential knowledge
<p>Can I investigate work of Pablo Picasso and some fellow Cubists?</p>	<ul style="list-style-type: none"> ● Children will learn about Picasso and his contemporaries and will be encouraged to record their thoughts, facts and observations. ● Picasso was born in Spain in 1881. ● He was bored with the traditional artistic conventions and wanted to create something new. ● His work can be divided into different phases with different subject matter and techniques: The Blue Period, The Rose Period, Cubism and The Monster/Surrealist Period. ● Cubism was invented by Pablo Picasso (Spanish, 1881–1973) and Georges Braque (French, 1882–1963) in Paris between 1907 and 1914. ● In Cubism, the subject is portrayed from different angles/perspectives simultaneously. ● Cubism was one of the most influential visual art styles of the early twentieth century. ● Picasso and Braque were the first artists to use collage in their paintings, incorporating materials like coloured paper, newspaper and wallpaper into their work. ● Other artists began experimenting with cubism, including female artists: Marevna and Marie Laurencin.
<p>Can I investigate the colour wheel and understand the characteristics of different colours?</p>	<ul style="list-style-type: none"> ● Children will conduct various colour experiments/exercises and create their own colour wheel. ● The primary colours are red, yellow and blue. ● Secondary colours are created by mixing two primary colours. (red + yellow = orange; red + blue = purple; yellow + blue = green)

	<ul style="list-style-type: none"> ● Tertiary colours are created by mixing a primary colour with a secondary one. (Eg Blue + green = blue-green/turquoise) ● Colours next to each other on the colour wheel harmonise with each other when placed together. ● Complementary colours are opposite each other on the colour wheel and appear brighter/ more vivid when placed next to each other, creating a high visual impact. ● Colours can affect a viewer's emotions. (Warm colours – such as red, yellow and orange – can spark a variety of emotions ranging from comfort and warmth to hostility and anger. Cool colours – such as green, blue and purple – often spark feelings of calmness as well as sadness.)
<p>Can I explore facial features from different perspectives?</p>	<ul style="list-style-type: none"> ● Children will practise drawing eyes, noses and a mouth from both the front and the side, exploring how the perspectives differ. ● They will then create a sketch incorporating the front and profile views simultaneously.
<p>Can I create a cubist style artwork incorporating both painting and collage?</p>	<ul style="list-style-type: none"> ● Children will use templates and different coloured paper/card to create the shape of a head. ● They will be encouraged to select complementary colours for maximum visual effect. ● They will experiment with collage by selecting photos of eyes, a mouth and a nose to complete their portrait. (These photos will show different perspectives.) ● Next using oil pastels, they will divide the background into different areas before using acrylic paint create blocks of contrasting colours. ● Finally, they will use oil pastels to add patterns to the colour blocks in addition to adding outlines and details (eg eyebrows) to the portrait.

Can I evaluate my painting/collage?

- Children reflect on what new skills they have learnt and on what they have found challenging and enjoyable.

Ancient Greek Inspired Pots and Costumes -Autumn 2

Enquiry/ Learning Intention	What the children will know/ Essential knowledge
<p>Can I collect information and develop ideas from the paintings on Ancient Greek vases? (Art)</p>	<p>Children will investigate Ancient Greek vases and frescoes and focussing on the type of clothing worn by the Ancient Greeks (chitons) as well as the types of decoration they used (simple stylised and geometric patterns used as borders around subject matter which usually featured the silhouettes of mythological creatures and people.)</p>
<p>Can I use a range of media to practise repeat patterns using different media?</p>	<p>Children will practise some of the Greek patterns using pencil, felt tip and then paint.</p>
<p>Can I select the appropriate tools and techniques to create a ceramic pot? (DT)</p>	<p>Children will use appropriate tools and the pinch-pot and coiling techniques to create a clay pot inspired by ancient Greek examples .</p>
<p>Can I decorate my pot using repeat patterns? (Art)</p>	<p>Children will decorate their pot with repeat-patterns using acrylic paint. Their pots should feature at least two different Greek-style patterns, based on the ones they have practised.</p>
<p>Can I evaluate my Greek pot?</p>	<p>Once fired, children will evaluate their pot, focusing both on its aesthetics and its functionality.</p>
<p>Can I collect information about clothing and develop ideas from the paintings on Ancient Greek statues, vases and frescoes? (To generate ideas considering the purpose of a design. DT)</p>	<p>Children will again investigate Ancient Greek vases and frescoes , focussing on the type of clothing worn by the Ancient Greeks (chitons) before creating their own fabric costume (chiton) for a class production of The Trojan Horse.</p>
<p>Can I create and execute a block-print to decorate my costume? (chiton) (Art)</p>	<p>They will learn how to create a simple design on a polystyrene block in order to replicate their design to form a border along the hemline of their costume.</p>

	Their design should link to the character they will play in the class production but also reflect some of the principles of Ancient Greek decoration.
Can I evaluate my costume design?	Once complete each child should evaluate their costume design focussing on how authentic it is in terms of Ancient Greek clothing and also how effectively it works as a costume for their character.

BLACK HORSE HILL JUNIOR SCHOOL - Science LESSON SEQUENCE

Autumn 1 - Animals Including Humans



Enquiry/ Learning Intention	What the children will know/ Essential knowledge
To identify each part of the digestive system	<ul style="list-style-type: none"> ● To find out and know that digestion involves the following body parts: mouth, salivary glands, oesophagus, stomach, liver, gall bladder, pancreas, small intestine (duodenum), large intestine (colon), rectum and anus are involved in the digestive system. ● To learn that digestion starts at the mouth and finishes at the anus.
What are the functions of the main organs in the digestive system?	<ul style="list-style-type: none"> ● Children will learn the functions and roles of each part of the digestive system, building upon their prior knowledge from the first lesson. They will learn that the teeth break down food in the mouth. ● The oesophagus transports food to the stomach. ● The stomach uses acids to break down food. Sometimes acid can rise out of the stomach causes pain in the oesophagus, otherwise known as indigestion! ● The liver gets rid of parts of the food that are toxic or no use to the body. ● The gall bladder stores the bile made from the liver. ● The small intestine transports partly digested food through it. Nutrients are absorbed into the blood and taken around the body. Bile is added from the liver and pancreatic juice from the pancreas. These allow the body to get the most nutrients out of the food.

	<ul style="list-style-type: none"> ● The large intestine also transports food but allows water to be absorbed into the body. Any waste products are passed downwards towards the rectum where they are passed out of the body. ● Some children will be able to discuss what happens to the digestive process when some of the organs don't function properly.
What types of teeth do we have?	<ul style="list-style-type: none"> ● Children will learn to identify the types of teeth they have (incisor, canine, molar and pre-molar). They will also compare their teeth (20 baby teeth) to adult teeth (32 teeth) and animal teeth.
What is the role of each tooth?	<ul style="list-style-type: none"> ● Incisors cut your food. ● Canines tear your food. ● Pre-molars crush food. ● Molars grind the food, ready for it to be swallowed. ● Wisdom teeth - sometimes grow around the age of 17, sometimes not at all. They will also compare and contrast human teeth with some animals' teeth and why they could be different.
What are the different parts of our teeth?	<ul style="list-style-type: none"> ● Enamel, dentine, pulp and cementum. ● Enamel is found on the outside of the tooth. ● Dentine and pulp are found inside the tooth. ● Cementum is the substance at the bottom of the tooth root which helps to anchor it to the jaw bone.
What are the consequences of not looking after our teeth? (Investigation)	<ul style="list-style-type: none"> ● Children will conduct an investigation to show the effect that different liquids have on teeth (represented as egg shells). ● They will make predictions about which liquid will have the greatest effect and then observe the results over time. ● Sugary drinks and acidic drinks have the greatest effect on our teeth. ● Egg shells and teeth are made of the same material, calcium.

	<ul style="list-style-type: none"> ● Children will record their investigation, observing the results of each liquid and will come to a conclusion about how to look after our teeth.
<p>What are the best strategies to look after our teeth and gums?</p>	<ul style="list-style-type: none"> ● Brushing our teeth carefully and thoroughly at least twice a day. ● Flossing removes bits stuck in between teeth as well as plaque. ● Mouthwash also helps to keep teeth and gums healthy. ● Regular visits to the dentist (every 6 months). ● Maintaining a balanced diet. Sugary foods can lead to tooth decay. Acidic food can attack the enamel of your tooth. Dentists suggest milk and water have a far lesser impact on your teeth.
<p>To construct and interpret food chains.</p>	<ul style="list-style-type: none"> ● To know that a food chain represents the transfer of energy from the sun through plants and animals. ● To understand that the arrow represents the transfer of energy. ● Understand the terms producer and prey. ● Understand the terms consumer and producer. ● Correctly order a food chain including producer, primary, secondary and tertiary consumer.

BLACK HORSE HILL JUNIOR SCHOOL - Science LESSON SEQUENCE

Autumn 2 - Electricity



Enquiry/ Learning Intention	What the children will know/ Essential knowledge
To identify common appliances that run on electricity	<ul style="list-style-type: none">● To know that some appliances are powered by batteries and others from mains electricity.● To know that electricity is generated in different ways.● To know how to safely handle electrical equipment.
To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers	<ul style="list-style-type: none">● Children will learn to create their own working circuit which includes wires, cells, switches, bulbs and buzzers.● Children will draw and label circuits using pictures.
To identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery	<ul style="list-style-type: none">● Children will know that a bulb needs to be connected to both ends of a battery to light.● Children will know that batteries have a positive and negative charge.● Children will know that an incomplete circuit will not result in a lighted bulb.● Children will know that more cells used will mean a brighter light.

<p>To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p>	<ul style="list-style-type: none">● Children will know that when a switch is closed a bulb will light (providing a complete circuit is made) and when a switch is open, a bulb will not light.
<p>To recognise some common conductors and insulators, and associate metals with being good conductors</p>	<ul style="list-style-type: none">● Children will know and understand the term conductor and insulator.● Children will create a circuit and use an array of items to test whether they are insulators and conductors.● Children will know that metals make for the best conductors.● Children will know that plastic, wood, fabric and paper are insulators.

BLACK HORSE HILL JUNIOR SCHOOL - Computing LESSON SEQUENCE

Autumn 1 - The Internet



Enquiry/ Learning Intention	What the children will know/ Essential knowledge
Connecting Networks	Children will explore how a network can share messages with another network to form the internet. They will learn about some network devices involved in this, such as routers and will also discuss what should be kept in and out of a network to keep safe.
What is the internet made of?	Children will describe the parts of a network and how they connect each other to form the internet. They will explain how the internet lets us view the World Wide Web (WWW) and recognise that the WWW is part of the internet containing websites and web pages.
Sharing Information	Children will explore what can be shared on the WWW and where websites are stored. They will also identify devices that can give access to the WWW.
What is a website?	In this unit, children will analyse a website and identify the key parts. They will find out what information can be added to websites and the factors they should consider before adding content to a website. Finally,

	they will use a website which enables them to create their own content online.
Who owns the web?	Children will explore who owns the content on the WWW. They will explore a variety of websites and will investigate what they can and cannot do with content on them. They will relate this to the principles of ownership and sharing in the real world.
Can I believe what I read?	Learners will gain an appreciation of the fact that not everything they see on the internet is true, honest or accurate. They will review images to decide if they are real or fake and learn how web searches can present ambiguous and misleading results. To complete the unit, they will complete a practical activity, demonstrating how quickly information can spread beyond their control.
Progression	(This unit progresses students' understanding of networks from Year 3. In Year 5, they will continue to develop their knowledge and understanding of computing systems and online collaborative work).

BLACK HORSE HILL JUNIOR SCHOOL - Computing LESSON SEQUENCE

Autumn 2 - Creating Media (Audio Production)



Enquiry/ Learning Intention	What the children will know/ Essential knowledge
To identify a sound that is being recorded	<ul style="list-style-type: none"> ● To identify the input and output devices used to record and play sound. ● To use a computer to record audio. ● How to explain that the person who records the sound can say who is allowed to use it.
To explain that audio recordings can be edited	<ul style="list-style-type: none"> ● Children will know how to re-record their voice to improve their recordings. ● Children will know how to inspect soundwaves, learning where to trim recordings. ● Children will know what sounds can be added to a podcast.
To plan a podcast	<ul style="list-style-type: none"> ● Children will know how sounds can be combined to make podcasts more engaging. ● How to save a podcast so that each part remains editable. ● Children will know how to plan appropriate content for a podcast.
To create a podcast	<ul style="list-style-type: none"> ● Children will know how to record content following their plan. ● Children will know how to review the quality of their recordings. ● Children will know how to improve voice recordings.

To combine audio	<ul style="list-style-type: none">● Children can independently open their project and continue working on it.● Children will know how to arrange multiple sounds to create the effects they want.● Children will know the difference between saving a project and exporting an audio file.
To evaluate a podcast	<ul style="list-style-type: none">● Children can choose appropriate edits to improve the podcast.

BLACK HORSE HILL JUNIOR SCHOOL

LESSON SEQUENCE Europe (Autumn 1) Geography



Enquiry/ Learning Intention	What the children will know/ Essential knowledge
Which countries make up Europe?	<ul style="list-style-type: none"> ● To use an atlas and globe to locate and label countries and some capitals of Europe (including Russia). ● To know the capitals of France, Spain, Italy, Germany, Greece, Netherlands, Norway, Denmark, Sweden, Finland and Belgium.
What is the difference between human and physical geographical features?	<ul style="list-style-type: none"> ● To be able to explain the difference between human and natural features. ● To know about and locate some of Europe’s key physical and human features. (eg Eiffel Tower, Mount Vesuvius, Leaning Tower of Pisa, Parthenon, Rhine, Giant’s Causeway etc)
How do you use a four-figure grid reference to locate and describe a place?	<ul style="list-style-type: none"> ● To use the grid references to locate OS map symbols on maps. ● To know the horizontal gridlines are called northings and the vertical ones are called eastings. ● To locate the grid references for some European capital cities. ● To apply their knowledge to complete their own Treasure Island map.
How does the UK compare with other European countries?	<ul style="list-style-type: none"> ● To use atlases, books, and iPads to research and compare the UK and to another European country (own choice). ● To record four-figure grid reference of capital cities, population size, human and physical features, main exports etc.
What are deciduous forests and where are they found in Europe?	<ul style="list-style-type: none"> ● They comprise of broad-leaf trees that lose their leaves in winter and occur in areas with warm, moist summers and cool winters ● Most of Europe was originally forest but due to human activity very little remains. Destruction began with Roman road-building and agriculture, use of wood to build castles and towns during the Middle Ages, ship-building during the Age of Exploration and continues to the present day.) ● Conservation is vital to ensure the survival of this biome. ● One of the few surviving natural forests is on the border of Poland and Belarus (The Bialowieza Forest).

<p>How is the Mediterranean Biome different to the Deciduous Forest Biome?</p>	<ul style="list-style-type: none">● To use Google Earth to locate European countries which lie on the Mediterranean.● To use various websites and video clips to research and record facts about the appearance, vegetation, Wildlife, Climate and types of settlement in the Mediterranean Biome.● To be able to identify and record at least 3 differences between the Deciduous Forest Biome and the Mediterranean Biome.
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LESSON SEQUENCE Ancient Greece (Autumn 2) Geography/History

Enquiry/Learning Intention	What the children will know/ Essential knowledge
<p>1. Where is Greece and what are the natural geographical features of the country? (Geography)</p>	<ul style="list-style-type: none"> ● Greece is in Europe and its capital city is Athens. ● It shares borders with: Albania, Turkey, North Macedonia and Bulgaria. ● Greece has the longest coastline in Europe and includes over 2000 islands, the largest of which is Crete. ● Greece has a warmer climate than the UK, is very mountainous and has no navigable rivers. ● The highest mountain is Mt Olympus.
<p>2. When did the Ancient Greek civilisation exist and what are some of its key events? (History)</p>	<ul style="list-style-type: none"> ● Children understand CE and BCE as alternative ways of denoting BC and AD. ● Children know that the Ancient Greek civilisation took place at the same time as the latter period of the Ancient Egyptians and also overlapped with Ancient Rome. ● Ancient Greece was not a country, it was a civilisation made up of 'city-states' (polis). ● City-states made their own rules and often fought each other. ● Children construct their own timeline featuring key dates in ancient Greek history.
<p>3. History: What was life like in Ancient Greece? (History)</p>	<ul style="list-style-type: none"> ● While some people lived in the cities of Ancient Greece, many others lived in the countryside or in villages and farmed the land. ● Many people were slaves in Ancient Greece, meaning they worked for and were the property of other people. ● Women were not seen as being as important as men in Ancient Greece and led very restricted lives. Many boys went to school but girls did not.
<p>4. How was Athenian democracy different from democracy in</p>	<ul style="list-style-type: none"> ● Democracy started in Ancient Athens. Other states, such as Sparta, did not vote and continued to be run by monarchs or rulers. ● Ancient Athenian male citizens over 18 debated important issues and voted afterwards.

<p>the UK today? (History)</p>	<ul style="list-style-type: none"> ● To vote in a UK Parliamentary election a person must: be registered to vote in the constituency; be of voting age – 18 years old on polling day; be either a British or qualifying Commonwealth citizen and not have been convicted of certain electoral crimes.
<p>5. What were the Olympic Games like in Ancient Greece?</p>	<ul style="list-style-type: none"> ● The Olympic Games began in 776 BC and were held at Olympia every four years as a way of honouring Zeus, king of the gods. ● Events included running, long jump, wrestling, discus, javelin and chariot racing. Athletes competed barefoot and naked. ● Only men were allowed to compete. Women were not allowed to compete or spectate. ● Children will examine primary sources of information (Ancient Greek vases) to learn about the original Olympic Games.
<p>6. Who were the most influential ancient Greeks and why are they still famous?</p>	<ul style="list-style-type: none"> ● Children will work in groups to do their own research into one of these influential Greeks: Alexander the Great, Socrates, Plato, Aristotle, Pythagoras, Archimedes and Hypatia of Alexandria. ● They will present key facts to the class in the form of a balloon debate before voting to decide on the top 3.
<p>7. What did ancient Greeks believe?</p>	<ul style="list-style-type: none"> ● The ancient Greeks believed all gods behaved just like humans and that they oversaw all aspects of life on Earth and each god was responsible for a different thing. ● People would worship them in order to try to ensure they were happy, healthy and successful. ● The 12 most important gods lived on Mount Olympus and were made up of a family headed by Zeus, the king of the gods. His brother Poseidon ruled the sea and his other brother Hades oversaw the underworld.