

BLACK HORSE HILL JUNIOR SCHOOL - **COMPUTING** LESSON SEQUENCE

Spring 1 – Creating Media (Photo Editing)



Enquiry/ Learning Intention	What the children will know/ Essential knowledge
To explain that the composition of digital images can be changed	<ul style="list-style-type: none">• Images can be edited in a variety of ways.• Editing images is completed using editing software.• Two simple ways of editing images are rotating and cropping.• Images are cropped to bring focus and emphasis to a particular part of the image.
To explain that colours can be changed in digital images	<ul style="list-style-type: none">• Other ways to edit images involve changing the colours and filters.• Photo editors choose particular effects to fit a scenario. Children will be able to pick a colour and/or filter, use it to edit an image and explain their choices.
To explain how cloning can be used in photo editing	<ul style="list-style-type: none">• Parts of a photo can be removed and edited by cloning.• Children will learn how to clone/duplicate an image, making the changes as unnoticeable as possible.
To explain that images can be combined	<ul style="list-style-type: none">• Part of an image can be selected.• Images can be combined.• Children will explore and discuss when it is appropriate to combine an image and discuss some of the ethics around retouching photos.
To combine images for a purpose	<ul style="list-style-type: none">• Children will review previous skills learned.• Children will be able to discuss whether they think an image is real or made up.• Children will plan their own image.

	<ul style="list-style-type: none"> • Children can select, open and edit images from a selection.
To evaluate how changes can improve an image	<ul style="list-style-type: none"> • Children can review an image they have edited. • They can make changes to their image based on their own review. • Children will add text to their image to make it a publication.

BLACK HORSE HILL JUNIOR SCHOOL - Science LESSON SEQUENCE

Autumn 2 - Sound



Enquiry/ Learning Intention	What the children will know/ Essential knowledge
To identify how sounds are made, associating some of them with something vibrating	<ul style="list-style-type: none">● To identify different things that make sounds.● To know that sound is made by vibrations.● Children will know that sound is measured in decibels.
To recognise that vibrations from sounds travel through a medium to the ear	<ul style="list-style-type: none">● Children will know that sound can travel through gas, liquid and solids● Children will know that sound travels in waves to the inner ear where hairs turn the vibrations into chemical signals the brain can understand.
To find patterns between the pitch of a sound and features of the object that produced it	<ul style="list-style-type: none">● Children will be able to differentiate between pitch and volume.● Children will be able to make a variety of instruments make a different pitch and detail how they did it.● Children will know that a shorter object makes a higher pitch and a longer object makes a lower pitch.● Children will know that a longer item has more particles for sound to travel through, which slows it, decreasing the pitch.

To find patterns between the volume of a sound and the strength of the vibrations that produced it	<ul style="list-style-type: none"> ● Children will know that a louder sound creates a bigger vibration and a quieter sound creates a smaller vibration. ● Children will know this is called amplitude.
To recognise that sounds get fainter as the distance from the sound source increases	<ul style="list-style-type: none"> ● Children will conduct an experiment where they move further away from a sound source. They will record how the volume of sound changes. ● Children will learn that the further they are from a sound source, the fainter the sound.

BLACK HORSE HILL JUNIOR SCHOOL
LESSON SEQUENCE **Art/DT** Spring Term



Enquiry/ Learning Intention	What the children will know/ Essential knowledge
Can I investigate artefacts, replicas and photos of Roman oil lamps and identify their key features? (Art/DT)	<ul style="list-style-type: none"> Oil lamps have been found all over the Roman empire and vary greatly in form and decoration. They were made from moulds, by hand or even on a potter's wheel. They are all an enclosed shape and have at least 2 holes: one for the wick and the other for oil. Some are unusual shapes and others are decorated by patterns or pictures e.g. gladiators. <p>(Children make notes and create a labelled sketch of one of the lamps.)</p>
Can I create a design which is both useful and attractive? (Art/DT)	<ul style="list-style-type: none"> Children analyse the work of other potters rating them in terms of aesthetics and functionality. <p>Children then sketch their own oil lamp attempting to create something that is both useful AND attractive.</p>
Can I translate my 2D design into a 3D clay oil lamp using a variety of tools and techniques? (DT)	<ul style="list-style-type: none"> Use the enclosed pinch-pot technique and use slip and cross-hatching to add on different pieces of clay. <p>Use various wooden tools to help to add texture etc</p>
Can I paint my oil lamp using underglaze? (Art)	<ul style="list-style-type: none"> Understand the benefit of adding colour to a form to enhance its aesthetic value. Use underglaze and watercolour brushes to paint leather-hard clay. Experiment with the application of paint and the mixing of colours.
Can I information and develop ideas from the work of Claude Monet? (Art)	<ul style="list-style-type: none"> Monet was born in 1840 in Paris, France He was a French Impressionist and was fascinated by trying to paint light and the way it alters a subject. He painted outdoors in natural light

	He used fast loose brushstrokes to try to capture a landscape/subject
Can I explore some of Monet's painting techniques? (Art)	<p>Children will experiment with flat paint brushes to apply quick, flat brush strokes using poster paint.</p> <p>They will go on to create their own painting of a bridge over a lily pond inspired by Monet's famous paintings.</p>
Can I create a mixed media artwork involving painting and collage? (Art)	<p>Children will explore how light changes a subject by taking a photograph of the same landscape or building at different times of the day.</p> <p>They will then use part of one of the photographs and paint the other part using "Impressionist" techniques.</p>

BLACK HORSE HILL JUNIOR SCHOOL

LESSON SEQUENCE Ancient Rome (Spring 1) History/Geography



Enquiry/ Learning Intention	What the children will know/ Essential knowledge
1. How were the Romans influenced by the Greeks? (History)	<ul style="list-style-type: none"> The Romans greatly admired Greek ideas about warfare, religion, literature, art, drama, music, architecture and philosophy. They aimed to replicate what the Greeks had achieved and then tried to improve upon it. In Rome, Greek slaves were tutors, musicians, doctors and artists. Wealthy Romans learned both Latin and Greek.
2. Why did the Romans invade Britain? (History)	<ul style="list-style-type: none"> They wanted to expand their empire to become as powerful as possible. They sought natural resources like gold, silver, copper, lead and iron. Britain had fertile farming land and they wanted to grow crops to feed their ever-expanding empire. They wanted to capture and sell slaves. <p>Children will create their own poster recording the reasons for the invasion of Britain</p>
3. What are the main events associated with the Roman Empire? (History)	<ul style="list-style-type: none"> According to legend, Rome was founded in 753 BC Rome conquered the Greek city states in 146BC. Julius Caesar failed to conquer Britain in 55BC and 54 BC. Claudius successfully invaded Britain in 43AD. Boudicca led a revolt against the Romans in 61AD. The Romans left Britain 410AD The Barbarians invaded Rome bringing an end to its empire in 476 AD. <p>Children will create their own timelines.</p>
4. Who was Boudicca and what is her significance? (History)	<ul style="list-style-type: none"> Boudicca was the wife of the leader of the Iceni, a Celtic tribe. When her husband died, the Romans confiscated their property, beat Boudicca and attacked her daughters. Boudicca led an army against the Romans burning down both Colchester and London, killing hundreds of Romans. Even though the Celts outnumbered the Romans, the Roman army was better trained and equipped and they managed to defeat them.

	<ul style="list-style-type: none"> • Boudicca apparently drank poison to avoid being captured. <p>(Children will investigate writing by Dio Cassius, a Roman historian, and artworks created by various artists over the centuries inferring what each source suggests about both Boudicca and the time in which they were created.)</p>
5. What was the impact of the Romans on the daily life of Celts and on us today? (History)	<ul style="list-style-type: none"> • Life remained unchanged for people living in rural settings and farming continued as it had before the invasion. • For others, life changed radically as the Romans brought many improvements to daily life. • They built cities, roads, public parks, libraries, heated baths and aqueducts. • They provided services like: clean water, street sweepers, firemen and police. <p>Working in groups, children will investigate and grade the significance of the various contributions.</p>
6. How and why did the Romans shape the landscape? (History/Geography)	<ul style="list-style-type: none"> • Cities and towns were built throughout Britain as centres for military control, trade, worship, entertainment etc • Roman towns still exist today (Place names ending in -chester or -caster indicate they were originally a Roman town of fort.) • The Romans built roads to link towns and cities and as a way of maintaining and expanding their empire and influence. • Many Roman roads are still used today (eg Watling Street which makes up much of the modern A5 and Akeman Street which forms parts of the A41). <p>Children will do mapwork, identifying Roman towns and roads.</p>

LESSON SEQUENCE Ancient Rome (Spring 2) Geography/History

Enquiry/Learning Intention	What the children will know/ Essential knowledge
<p>7 What happened in Pompeii and what does the site tell us about life in Roman times? (History)</p>	<ul style="list-style-type: none"> ● Mount Vesuvius erupted in 79AD, destroying the city, but preserving it under a bed of ash. ● The ruined city remained frozen in time until it was discovered by a surveying engineer in 1748. ● It had been a bustling city of 12,000 people that had a complex water system, a temple to Apollo, a forum, an amphitheatre, gymnasium, a port, many houses and about 100 streets. The narrow streets had stepping stones to keep Pompeian's feet dry from rainwater as they crossed. ● Artwork includes statues, mosaics and frescoes. ● There is even evidence of fast-food restaurants! ● Body-shaped cavities in the ash were filled with concrete which allows us to see the final moments of Pompeii's inhabitants.
<p>8 How does the map of modern-day Italy differ from the map of the Roman Empire at the height of its power? (Geography)</p>	<ul style="list-style-type: none"> ● Children will label a map of Present-day Italy. ● They will then investigate the map of the Roman Empire and use atlases to identify the present-day countries which were part of it.
<p>9 What is the physical and human geography of Campania like? (Geography)</p>	<ul style="list-style-type: none"> ● Children will use atlases, digital maps and the internet to investigate the physical geography (natural resources, weather, climate, mountains and coasts) and human geography (cities, populations, agriculture and tourism) of Campania, Italy.

<p>10 What is the physical and human geography of Lake District like? (Geography)</p>	<ul style="list-style-type: none"> • Children will use O.S. maps and O.S. symbols to study the Lake District. • They will focus on identifying and differentiating between physical and human geography.
<p>11 How does Campania compare with the Lake District? (Geography)</p>	<ul style="list-style-type: none"> • Children will identify and explain key similarities and differences in terms of physical and human geography between Campania, Italy and the Lake District, UK. (eg Both regions have economies that are reliant on tourism; both regions have mountains and coastlines, farms and towns. The Lake District has a mild, wet climate while the climate of Campania is generally hot and dry.)