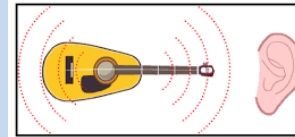




Challenge, Equality & Opportunity

HALF TERM OVERVIEW FOR KEY STAGE 2 – AUTUMN TERM 1 – 2021

Science – Sound



Through the topic the children will...

- identify how sounds are made, associating some of them with something vibrating
- identify how sounds are made, associating some of them with something vibrating
- recognise that vibrations from sounds travel through a medium to the ear
- recognise that sounds get fainter as the distance from the sound source increases
- identify how sounds are made, associating some of them with something vibrating
- recognise that vibrations from sounds travel through a medium to the ear
- recognise that vibrations from sounds travel through a medium to the ear
- recognise that sounds get fainter as the distance from the sound source increases

Through the topic the children will investigate the following key questions...

- ***Where is the noisiest and quietest place in school?***
- ***What is a sound?***
- ***How does your ear work?***
- ***What affects pitch and volume?***
- ***How do we differ from animals when hearing sounds?***
- ***How can we protect ourselves from loud noises?***

History - Benin Civilization

Through the topic the children will...

- continue to develop a chronologically
- secure knowledge and understanding of British, local and world history,
- establish clear narratives within and across the periods they study by learning

Through the topic the children will investigate the following key questions...

- ***When was the Benin Civilization?***
- ***What did the people believe in Benin Civilization?***
- ***What did the people believe in Benin Civilization?***
- ***What is the story of Eweka?***

Geography - Africa

Through the topic the children will...

- locate the world's countries, using maps
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key

Through the topic the children will investigate the following key questions...

- ***Where is Africa?***
- ***Where was the Benin Civilization?***
- ***What are the challenges facing education across the world?***

<ul style="list-style-type: none"> • learn about how the kingdom of Benin formed • note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning about the religious beliefs of the people of ancient Benin • construct informed responses that involve thoughtful selection and organisation of relevant historical information by finding out about the oral tradition of history in African communities and the different versions of the story of Eweka, Oba of the Benin Kingdom (AD 1180). regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by learning about why the art of Benin challenged the world's perceptions of African art • understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by exploring what we can learn about the Benin Kingdom from different artefacts (Benin bronzes) • regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by learning how and why the kingdom of Benin came to an end 	<ul style="list-style-type: none"> • <i>How did art from Benin change the world's perception of Africa?</i> • <i>How and why did the Benin Civilization become so successful?</i> • <i>How and why did the Benin Civilization come to an end?</i> 	<p>topographical features (including hills, mountains, coasts and rivers)</p> <ul style="list-style-type: none"> • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle • understand key aspects of human geography, including: ...economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	<ul style="list-style-type: none"> • <i>What can we do to raise awareness of the challenges facing education across the world?</i>
--	---	--	--

RE – Expressions of Identity		PE – Functional Movement/Outdoor Adventures	
Through the topic the children will learn...	Through the topic the children will investigate the following key questions...	Through the topic the children will...	
		Functional Movement	Outdoor Adventures
<ul style="list-style-type: none"> to think about the things that help us shape our sense of identity to consider the ways in which we express our identity to consider differences between the beliefs of different groups and communities to explore ways in which a sense of belonging is shaped by our relationships and environment to consider some of the responsibilities of belonging to a global community to consider the importance of sharing in our global community 	<ul style="list-style-type: none"> <i>What is my identity?</i> <i>How do I express my identity?</i> <i>How can I show tolerance and understanding?</i> <i>Where do I belong?</i> <i>What is a global community?</i> <i>Why should we share in our global community?</i> 	<ul style="list-style-type: none"> Sessions delivered by NUF 	<ul style="list-style-type: none"> develop confidence and responsibility and making the most of their abilities. develop good relationships and respecting the differences between people work on team building, listening, communication and problem solving participate in co-operative games to help build collaboration and communication, gross motor skills and fitness levels
COMPUTING- E-Safety		Art/DT - African Art – Benin Kingdom	
Through the topic the children will...		Through the topic the children will...	
<ul style="list-style-type: none"> use technology safely, respectfully and responsibly; recognise acceptable and unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of recognising cyberbullying. To know what cyberbullying is and how to address it understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration 		<ul style="list-style-type: none"> understand different types of artwork which can be created understand why different materials are used and were used during a particular era look at traditional African cloths and patterns create a piece of Paper Weaving in the Kente style look at the importance of animals in the Benin Tribe and create a clay statue of an animal choose appropriate colours and painting techniques to paint 	

- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content in the context of identifying advertisements online
- understand how websites use advertisements to promote products.
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of creating passwords and using privacy settings
- create strong passwords and understand privacy settings
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of sending and receiving emails safely
- learn how to safely send and receive emails
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of exploring the different ways we communicate online
- explore different ways children can communicate online
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration in the context of planning a party online
- use knowledge about online safety to plan a party online

- practise cutting techniques
- understand the concept of relief in artwork
- create a low relief cardboard African mask

PHSE+C – Being me in my world

Through the topic the children will...

- learn that attitudes and actions make a difference to the class team
- learn how to use a Jigsaw Journal

MUSIC – Ukulele, Pocket Trumpets and Musical Theory

Through the topic the children will learn...

- to play instruments, perform and share pieces using the ukulele and pocket trumpets taught by Newcastle Music Service
- to listen, appraise and read musical notation

- | | |
|--|--|
| <ul style="list-style-type: none">• understand who is their school community, the roles they play and how they, as individuals, fit in• understand how democracy works through the School Council• understand that actions affect themselves and others and to care about other people's feelings and try to empathise with them• understand how groups come together to make decisions• understand how democracy and having a voice benefits the school community | |
|--|--|