

	Doggerland	Roman legionnaire	Grimley Nature walks
Thematic Hook	<p>A community of people living in Doggerland who are forced to flee when the land floods.</p> <p>The community has set forth three important commissions to address. Firstly, to ensure the safety of the people of Doggerland from the floods and find a secure new home. Secondly, to establish a fitting burial ceremony for the ruler of the Iron Age settlement. Lastly, to excavate the burial mound of an Iron Age ruler and construct a visitors' centre to educate visitors about the evolution of life on the historic site from the Stone Age to the Iron Age. Many millennia ago, a family resided on a landmass known as Doggerland, situated between Britain and Europe. However, they were forced to abandon their home when the sea engulfed the area. After facing numerous hardships, they stumbled upon a settlement where they were warmly welcomed and encouraged to start a new life. Gradually, the settlement transformed into a cultural hub, where religion, metalworking, art, and agriculture flourished. Adjacent to the settlement, a piece of land was designated as a sacred site for burying</p>	<p>The Roman legion stationed on Hadrian's Wall dutifully protects the northern border of the Roman Empire in Britain. Amidst the tranquility of their barracks, a soldier carves a tiny elephant statue, his mind wandering to thoughts of his loved ones and the future. He dreams of starting a family of his own someday. The indigenous people living in the surrounding area on both sides of the wall observe the soldiers with a mix of curiosity and caution. By working together, we can analyze the Roman soldiers through the perspective of a teacher in role (TIR) and delve into their experiences to gain a deeper understanding of their lives. We can create personal items that belonged to the soldiers and sketch out their barracks to better visualize their living conditions. Lastly, we can use drama to explore the legion's training and the challenges they face in their daily duties.</p>	<p>Our team has been tasked with developing a series of walks that not only promote a healthy lifestyle, but also showcase the rich history of the area. We plan to cover the geological history of the River Severn and ice-sheets, local archaeology, early history featuring Kings Bertwulf and Offa, Grimley Monastery (linked to Holt Castle via underground tunnels), social developments of the 18th and 19th centuries, and the role of parishioners in the First World War. We'll access early to modern history through community involvement and oral histories, fully utilizing school and community links. This commission presents an excellent opportunity for children to understand the chronology of important events, evaluate the role and effect of invaders and settlers on the local environment, and identify the main periods of change in the local, human landscape.</p>

	<p>the deceased. Over time, the settlement was deserted, and its existence was forgotten. Millennia later, a team of archaeologists stumbled upon the burial site and uncovered the settlement. They constructed a visitors' center to provide insights into the lives of the people who once inhabited the area.</p>		
Computing component	<p>The team will study computer models of the development of Doggerland, simulate changes in sea level and the British coastline in response to climate change, and use aerial and digital imagery to reconstruct Doggerland. They will source and use digital content to communicate their ideas and develop a state-of-the-art visitor center.</p>	<p>The team will use coding to develop a Roman barracks and coordinate movements of soldiers to form a protective shield. They will also use a variety of internet sources to understand the life of Romans, while producing digital representations of the growth of the Roman Empire.</p>	<p>Children will use hardware to access mapping systems and how to construct QR codes. They will research, design and publish a range of digital resources while populating web pages that form part of an accessible and efficiently navigable website</p> <p>They will also use, and develop their own Geographical information systems while developing, advertising and communicating the routes that they have designed. The team will also have to learn how to identify a variety of health, historical, geographical and archaeological material to make the trails as engaging and educational as possible.</p>
Expectations	<p>Students should learn how to design and develop programs that accomplish specific objectives, including the ability to control or simulate physical systems. They should also be able to break down problems into smaller parts and find solutions for them. Students should be able to use programming concepts including sequences, selections, and repetitions in programs, and be able to work with variables and various forms of input and output.</p> <p>Logical reasoning is another important skill that students should be familiar with. They should be able to explain how simple algorithms work, and detect and correct errors in algorithms and programs.</p>		

	<p>In addition to programming, students should also understand computer networks, including the internet, and be aware of the multiple services they offer, such as the world wide web. Students should be able to appreciate how search technologies work, and be able to evaluate digital content.</p> <p>Students should have the ability to select, use and combine various software, including internet services, on a range of digital devices to design and create a variety of programs, systems and content. This includes collecting, analyzing, evaluating and presenting data and information.</p> <p>Finally, it is important for students to use technology safely, respectfully and responsibly. They should recognize acceptable and unacceptable behavior, and be able to identify different ways to report concerns about content and contact.</p>		
Text and Images	<p>Children in lower key stage two (LKS2) will further develop their formatting skills by using keyboard commands and organizing their work effectively. In addition to this, they will have more opportunities to express themselves through digital technology, art, PowerPoint, and poster-making. It is important for children to continue demonstrating control when operating tools, just as they did in key stage one (KS1).</p>		
Key skills	<p>create different effects with different technological tools, demonstrating control; use appropriate keyboard commands to amend text on a device; use applications and devices in order to communicate ideas, work, and messages; save, retrieve and evaluate work, making amendments; insert a picture/text/graph/hyperlink from the internet or a personal file;</p>		
Vocabulary	<p>draw, object, shape, line, line colour, fill colour, group, ungroup, font, size, text box, format, image, wrap text, plan, link, image, object, link, hyperlink, minimise, restore, size, move, screen, split, create, organise, file, folder, close, exit, search, print, password, screenshot, snipping tool, shift, undo, redo, menu, dictionary, highlight, cursor, toolbar, spellcheck.</p>		
Sound and Motion	<p>Children develop their editing skills further by cropping, organising and arranging film clips. They are able to share work and offer feedback and ideas for improvement with animation and film, giving their opinion on which software to use. In LKS2, children also look at the history of animation and reflect upon the changes over time.</p>		<p>Children develop their editing skills further by cropping, organising and arranging film clips. They are able to share work and offer feedback and ideas for improvement with animation and film, giving their opinion on which software to use. In LKS2, children also look at the history of animation and reflect upon the changes over time.</p>
Key skills	<p>use software to record, create and edit sounds and capture still images; change recorded sounds, volume, duration and pauses;</p>		<p>use software to record, create and edit sounds and capture still images; change recorded sounds, volume, duration and pauses;</p>

	use software to capture video for a purpose; crop and arrange clips to create a short film; plan an animation and move items within each animation for playback		use software to capture video for a purpose; crop and arrange clips to create a short film; plan an animation and move items within each animation for playback
	audio, sound, video, movie, embed, link, file format, animate, animation, still image, thaumatrope, zoetrope, zoopraxiscope, stereoscope, flip book, frame, onion skinning, loop, frame rate, record, stop, play, stop motion, stop frame.		audio, sound, video, movie, embed, link, file format, animate, animation, still image, thaumatrope, zoetrope, zoopraxiscope, stereoscope, flip book, frame, onion skinning, loop, frame rate, record, stop, play, stop motion, stop frame.
Handling data	As children start to grow, they become more confident in expressing information through tables, and they become more adept at sorting and organising data in a way that others can easily comprehend.		As children start to grow, they become more confident in expressing information through tables, and they become more adept at sorting and organising data in a way that others can easily comprehend.
Key skills	talk about the different ways data can be organised; sort and organize information to use in other ways		talk about the different ways data can be organised; sort and organize information to use in other ways
Technology in Our Lives	As children explore the use of technology beyond the classroom, they gain a deeper understanding of its benefits. They develop the ability to recognize how technology can enhance their lives, while also learning about the importance of online safety.		
Key skills	explain ways to communicate with others online; describe the world wide web as the part of the internet that contains websites; add websites to a favourites list; use search tools to find and use an appropriate website and content; use strategies to improve results when searching online;		
Vocabulary	filter, Google, search engine, image, keyboard, email, subject, address, communicate, sender, safe, secure, internet, world wide web, social media.		

Coding and Programming		As children learn programming, they develop problem-solving skills and gain proficiency in programming commands to achieve desired outcomes. They gradually progress to writing programs, analyzing algorithms, and identifying and correcting errors in their code. These skills help them to become more confident and competent programmers.
Key Skills		use logical thinking to solve an open-ended problem by breaking it up into smaller parts; write a program, putting commands into a sequence to achieve a specific outcome; give a set of instructions to follow and predict what will happen; keep testing a program and recognise when it needs to be debugged; use variables to create an effect, e.g. repetition, if, when, loop;
		decompose, decomposing, logical sequence, flowchart, sprite, block, command, algorithm, answer, correct, errors, program, algorithm, instructions, commands, forward (fd), left (lt), right (rt), move, turn, clear screen (cs), variable.
Online Safety		As children spend more time on the internet, they gradually become more aware of their digital footprint. Through reflection on their online experiences, they develop a better understanding of age-appropriate websites and advertisements, as well as the ways in which companies use ads to target them. Additionally, children are introduced to the concept of plagiarism and citation, learning to properly attribute sources and avoid copying others' work without permission. Overall, these experiences help children become more responsible digital citizens.
Key skills		reflect on their own digital footprint and behaviour online; identify what is appropriate and inappropriate behaviour on the internet, recognising the term cyberbullying; agree and follow sensible online safety rules, e.g. taking pictures, sharing information, storing passwords; seek help from an adult when they see something that is unexpected or worrying; demonstrate understanding of age-appropriate websites and adverts;
Vocabulary		safe, meet, accept, reliable, tell, online, trusted, adult, information, safety, personal, internet, world wide web, communicate, message, social media, email, password, cyberbullying/bullying, plagiarism, profiles, account, private, public.

	Victorian Worcester	Anglo-Saxons	Space Explorers
Thematic Hook	The team will work for one of the oldest newspapers in Britain, <i>The Berrows Journal</i> . The spread of literacy in the 19th century brought about a social	This unit on Anglo-Saxons and Scots aims to educate children about the invasions of the Scots and Anglo-Saxons in the 5th century. The unit covers the places from	Explore exciting career opportunities in the space industry and join the industry's top players. Space exploration has always been a powerful driving force for

	<p>revolution that included the rise of local newspapers. Interestingly, it was often children who were better equipped to handle print technology than their parents. At that time, newspapers were quite expensive due to taxes, making communal reading a popular activity. For instance, a worker at Royal Dalton, or a driver on the railway could earn fifteen shillings a week could earn enough to purchase a local paper or two pints of beer in just over an hour. To cater to this demand, there were reading rooms or news rooms in every city, town, and even village. Many pubs in Worcester also provided newspapers to their customers, with publicans advertising this attraction in their windows. These reading places were not only affordable and accessible but also unpoliced by middle-class reformers or evangelists, allowing for free discussion in a convivial atmosphere fueled by alcohol.</p>	<p>where the invading troops originated, and where they settled in Britain. It also delves into how life in Britain changed as a result of these invasions. The unit provides an opportunity for children to learn about the Anglo-Saxon influence on the English language, with a special emphasis on the origins of some English place names. The students will also examine and analyze artifacts from the period and draw their conclusions about what they can teach us about life in Anglo-Saxon Britain. Additionally, they will learn about life in a typical Anglo-Saxon village, the different jobs people did, and what the houses were like. The unit also aims to explore the Pagan beliefs of the early Anglo-Saxons and how they worshipped their many gods. Finally, the unit investigates how and why the Anglo-Saxons were mostly converted to Christianity by the early 7th century.</p> <p>An expert team of archaeologists commissioned by The British Museum has discovered a stone structure that needs excavation. The team has various responsibilities, including opening the portal, recording what's inside, removing and researching the objects found in it, and creating an exhibition of the artifacts for the museum. The team must consider other points of view, such as</p>	<p>human achievement and has played a crucial role in our evolution. There are a variety of job openings available in the space sector, ranging from Space Engineering and Planetary Sciences to Remote Sensing and Project Control. This field consistently attracts the brightest minds from around the globe.</p> <p>In Class 3/4, students will examine how our understanding of the Earth and Solar system has evolved over time, as well as important figures in the history of space exploration. They will also investigate the social and political climate surrounding the "Space Race" and how the Apollo missions were documented in the latter part of the 20th century.</p>
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Computing component	<p>The computing component in this theme calls for a Team to become more proficient and confident in using technology and other creative tools. Children will continue to develop their formatting skills by using keyboard commands and organizing their work effectively. They will also have ample opportunities to express themselves through digital technology, art, PowerPoint, and poster-making, showing</p>	<p>In their roles as museum curators, the TEAM will be responsible for a range of tasks aimed at creating engaging and informative displays. To achieve this, they will need to thoroughly research their topics, scouring the internet and other sources for interesting and relevant materials. Once they have gathered the necessary information, they will need to carefully organize it into a database, ensuring that it is easily</p>	<p>It is widely known that the Apollo missions were a remarkable feat of human ingenuity and determination. Despite the limited technology available at the time, these missions were successful in landing humans on the moon and bringing them back safely to Earth. Today, we have access to far more advanced technology that enables us to simulate conditions in space and predict the success of future space missions with</p>

	<p>developing control from Key Stage 1. The team will select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>accessible and user-friendly. One of the key aspects of creating successful museum displays is the use of multimedia presentations. The TEAM will need to be adept at creating these presentations, which can include a variety of media such as images, videos, and audio recordings. The aim of these presentations is to bring the displays to life and create an interactive experience for visitors. This can be particularly effective in engaging and inspiring learners of all ages, making the displays more memorable and impactful. Overall, the TEAM's work will be crucial in ensuring that the museum's displays are informative, engaging and accessible to all.</p>	<p>greater accuracy. One of the ways in which technology is helping us prepare for space exploration is through the use of computing. The team are encouraged to use computing to gather information and data that can be used to pursue lines of enquiry related to space travel. By using software and hardware that simulate the basic programming that underpins space travel, children are able to experiment with relatively simple control systems and gain a better understanding of the challenges involved in space exploration. In this way, technology is not only helping us to prepare for future space missions, but is also inspiring a new generation of scientists, engineers, and explorers who will carry forward the legacy of the Apollo missions and continue to push the boundaries of what is possible in space.</p>
<p>Expectations</p>	<p>Students should learn how to design and develop programs that accomplish specific objectives, including the ability to control or simulate physical systems. They should also be able to break down problems into smaller parts and find solutions for them. Students should be able to use programming concepts including sequences, selections, and repetitions in programs, and be able to work with variables and various forms of input and output. Logical reasoning is another important skill that students should be familiar with. They should be able to explain how simple algorithms work, and detect and correct errors in algorithms and programs. In addition to programming, students should also understand computer networks, including the internet, and be aware of the multiple services they offer, such as the world wide web. Students should be able to appreciate how search technologies work, and be able to evaluate digital content.</p>		

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Key skills	talk about the different ways data can be organised; sort and organize information to use in other ways; search a ready-made database to answer questions;		talk about the different ways data can be organised; sort and organize information to use in other ways; search a ready-made database to answer questions;
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	safe, meet, accept, reliable, tell, online, trusted, adult, information, safety, personal, internet, world wide web, communicate, message, social media, email, password, cyberbullying/bullying, plagiarism, profiles, account, private, public.