

	<b>Ancient Greeks</b>	<b>Romans</b>	<b>Health and leisure club owners</b>
<b>Thematic Hook</b>	<p>The remains of a young hoplite from Ancient Greece are found in a cave. It appears from the evidence that the soldier was trapped in the cave when the roof fell in. Along with the remains of his body, archaeologists discover his weapons, armour and a bag of personal possessions.</p> <p>Class 5/6 are a group of designers of museum exhibitions. They have been commissioned by the British Museum to develop a visually striking and informative exhibition with the remains and artefacts at it's centre.</p> <p>Commissions: · To carefully record the location of every object in the tomb. · To remove every object in the tomb, pack and safely transport, protect from damage, theft &amp; accident · To transport objects to the exhibition centre · Return all the objects &amp; replace in exactly the same positions · To exhibit objects on different floors of the museum and explain their purpose. · Create a family guide to the exhibition that we have organised. · Return all the objects &amp; replace in exactly the same positions.</p>	<p>A member of the Roman legion stationed at Hadrian's Wall finds solace in carving a small elephant statue in the quiet of his hill fort barracks. His thoughts drift to his loved ones back home, and he dreams of one day starting a family of his own. This soldier is part of a larger team commissioned by the Emperor of Rome to protect the northern border of the empire in Britain. Their presence affects not just their fellow soldiers, but also the indigenous people living on both sides of the wall. To better understand the Roman soldier's experience, students will study their role through a teacher in role (TIR), listen to narratives describing their actions, create personal items like those found in the barracks, and even explore the design and layout of the barracks itself. Through drama, they will delve deeper into the legion's training and way of life.</p>	<p>In this commission, the team have been asked to develop a health centre.</p> <p>When conducting research on a spa's location, it is important to take into account its history, geography, and climate. In addition, exploring the artist behind the spa's design, such as Brian Clarke, can provide valuable insight into the reasoning behind certain design choices. Analyzing the spa's architecture and design, including its unique stained-glass ceilings, ceramic tiled walls, and pool area, can also provide a better understanding of the spa's overall aesthetic and atmosphere. It is also important to learn about the spa's treatments and services, including their benefits and potential risks, to ensure that customers are well-informed. Examining customer reviews and ratings can provide valuable feedback on the customer experience. Additionally, analyzing the spa's impact on the environment and its sustainability practices, as well as its contribution to the local economy and community, are important factors to consider. Finally, evaluating the overall ethical implications of the spa's</p>

			creation and operation can provide a comprehensive understanding of the spa's value and impact.
<b>Computing component</b>	<p>In collating material for the museum exhibition children will learn to use technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. They will use technology in order to make recommendations on how best to preserve artifacts and display them effectively while using research and criteria to inform the design of innovative, functional, appealing materials and digital products aimed at visitors to the museum. Design will link to ancient games, specifically javelin design, Greek clothing and footwear, where children will use their technical and scientific knowledge use a range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</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. The Romans are famous for their intricately decorated floors. In considering a moziac, children will utilise a digital approach and a grid of pixels. We use numbers for pixels in a digital image. The Romans used tiles. Each tile placed in the mosaic is a single colour. Putting lots of tiles together the team will construct images of the gods to decorate the floors of the barracks.</p>	<p>The team in charge of building the health spa will be utilizing computer-aided design software to create a comprehensive map of the location and interior of the facility. This will enable them to create a detailed and accurate representation of the spa before construction even begins. Moreover, the team will use digital techniques to simulate the interior design of the spa, allowing them to experiment with different layouts and aesthetics before making any final decisions.</p> <p>To ensure that the spa is a relaxing and rejuvenating environment for its guests, the managers will use control software to regulate various aspects such as color schemes, heating, lighting, and sound. This will enable them to provide guests with a tailored experience that caters to their specific needs and preferences.</p> <p>The team managers will also rely on databases and spreadsheets to calculate construction costs throughout the planning and building process. This will help them to stay within budget and ensure that the project is</p>

			<p>financially feasible. Additionally, they will use animation and creative software to develop the spa's corporate identity, creating a brand that aligns with the spa's values and mission.</p> <p>Overall, the team will leverage technology and software at every stage of the planning and building process to create a health spa that is not only aesthetically pleasing but also functional and cost-effective.</p>
<b>Expectations</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts;</li> <li>• use sequence, selection, and repetition in programs; work with variables and various forms of input and output;</li> <li>• use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs;</li> <li>• 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;</li> <li>• use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content;</li> <li>• 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;</li> <li>• use technology safely, respectfully and responsibly;</li> <li>• recognise acceptable/unacceptable use</li> </ul>		
<b>Text and Images</b>	<p>As children engage with new software, they learn valuable skills such as creating 3D models, orbiting, zooming, and editing. Their proficiency in formatting text, inserting links, and images increases, allowing them to create visually appealing content. This process cultivates confidence and encourages creativity, contributing to their overall personal development..</p>		
<b>Key skills</b>	<p>use the skills already developed to create content using unfamiliar technology; select, use and combine the appropriate technology tools to create effect;</p>		

	<p>review and improve their own work and support others to improve their work;  save, retrieve and evaluate their work, making amendments;  insert a picture/text/graph/hyperlink from the internet or personal file;</p>		
<b>Vocabulary</b>	<p>window, layout, text, font, colour, format, heading, hyperlink, 2D shape, 3D shape, orbit, pan, zoom, eraser, dimension, measurement, guide.</p>		
<b>Sound and Motion</b>	<p>As children grow, they tend to develop an interest in multimedia broadcasting, which allows them to acquire new skills such as creating jingles, podcasts, and narrations. With time, they become more proficient in post-production tasks like editing, trimming, and refining their work, based on the plans they have made. This not only boosts their confidence but also enables them to hone their skills and express themselves creatively</p>		<p>As children grow, they tend to develop an interest in multimedia broadcasting, which allows them to acquire new skills such as creating jingles, podcasts, and narrations. With time, they become more proficient in post-production tasks like editing, trimming, and refining their work, based on the plans they have made. This not only boosts their confidence but also enables them to hone their skills and express themselves creatively</p>
<b>Key skills</b>	<p>collect audio from a variety of resources including own recordings and internet clips;  use a digital device to record sounds and present audio;  trim, arrange and edit audio levels to improve quality;  publish their animation and use a movie editing package to edit/refine and add titles;  use key vocabulary to demonstrate</p>		<p>collect audio from a variety of resources including own recordings and internet clips;  use a digital device to record sounds and present audio;  trim, arrange and edit audio levels to improve quality;  publish their animation and use a movie editing package to edit/refine and add titles;  use key vocabulary to demonstrate</p>
<b>Vocabulary</b>	<p>record, edit, play podcast, digital content, downloadable, backing track, voiceover, mute, gain, production, post-production, documentary, project,</p>		<p>record, edit, play podcast, digital content, downloadable, backing track, voiceover, mute, gain, production, post-production, documentary, project,</p>

	evaluation, screening, ceremony, upload.		evaluation, screening, ceremony, upload.
<b>Handling data</b>	In the Upper Key Stage 2 (UKS2) curriculum of Data Handling, students are taught to choose appropriate methods to represent data effectively. They also learn to work with software tools like spreadsheets to manipulate and analyze data. Furthermore, the curriculum emphasizes the importance of ensuring the accuracy of data and comparing it for specific purposes. By the end of the curriculum, students are equipped with the necessary skills to handle data in a variety of contexts.		In the Upper Key Stage 2 (UKS2) curriculum of Data Handling, students are taught to choose appropriate methods to represent data effectively. They also learn to work with software tools like spreadsheets to manipulate and analyze data. Furthermore, the curriculum emphasizes the importance of ensuring the accuracy of data and comparing it for specific purposes. By the end of the curriculum, students are equipped with the necessary skills to handle data in a variety of contexts.
<b>Key skills</b>	know how to interpret data, including spotting inaccurate data and comparing data; use keyboard shortcuts and functions to input data on spreadsheets and create formulas for spreadsheets; add data to an existing database; use key vocabulary to demonstrate knowledge and understanding in this strand: Google Docs, insert, table, spreadsheet, cell, row, column, formula/formulas, calculate, format, edit, insert, ascending, descending; construct data on an appropriate application		know how to interpret data, including spotting inaccurate data and comparing data; use keyboard shortcuts and functions to input data on spreadsheets and create formulas for spreadsheets; add data to an existing database; use key vocabulary to demonstrate knowledge and understanding in this strand: Google Docs, insert, table, spreadsheet, cell, row, column, formula/formulas, calculate, format, edit, insert, ascending, descending; construct data on an appropriate application
<b>Technology in Our Lives</b>	As children learn to use technology beyond the classroom, they begin to appreciate its positive impact on their lives. They also become more aware of the importance of online safety and how to stay safe while using technology.		
<b>Key skills</b>	search for information using appropriate websites and advanced search functions within Google;		

	<p>use strategies to check the reliability of information (cross-check with another source such as books);</p> <p>talk about the way search results are selected and ranked;</p> <p>check the reliability of a website, including the photos on site;</p> <p>tell you about copyright and acknowledge the sources of information;</p>
<b>Vocabulary</b>	<p>world wide web, search, search engine, advanced search, results, Google, browser, terms of use, bias, authority, citation, plagiarism, source, website, secure, https, site, domain, website, browser, address bar.</p>
<b>Coding and Programming</b>	<p>As children progress in their programming journey, they can enhance their skills by leveraging new techniques and tools such as flowcharts. By breaking down complex problems into smaller, more manageable pieces, they can create algorithms to solve them effectively. Through this process, children can develop a deep understanding of how algorithms work and confidently explain the outcomes they produce with precision and accuracy.</p>
<b>Key Skills</b>	<p>use external triggers and infinite loops to demonstrate control;</p> <p>follow a sequence of instructions, e.g. in a flowchart and modify a flowchart using symbols;</p> <p>use conditional statements and edit variables;</p> <p>decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program;</p> <p>keep testing a program and recognise when it needs to be debugged;</p>
<b>Vocabulary</b>	<p>flowchart, algorithm, control, output, symbol, start, stop, delay, process, decision, loop, backdrop, script, block, repeat, commentary, sequence, consequence, debug, program, Kodu, world, object, tool palette, program environment, smooth, flatten, raise.</p>
<b>Online Safety</b>	<p>It is vital that children to develop an understanding of potential online risks and to be able to share their knowledge of the risks and consequences with others. This helps them to become more discerning about the information they encounter online, and to think more critically about what they see. Additionally, it is important for children to learn about the concept of fake news and false photographs, so that they can identify and avoid being misled by inaccurate information.</p>
<b>Key skills</b>	<p>protect their password and other personal information;</p> <p>be a good online citizen and friend;</p> <p>judge what sort of privacy settings might be relevant to reducing different risks;</p> <p>seek help from an adult when they see something that is unexpected or worrying;</p> <p>discuss scenarios involving online risk;</p>

<b>Vocabulary</b>	spam, link, privacy, virus, scam, phishing, inbox, junk, sender, subject, secure, safe, account, online, private, social media, adverts, cyberbullying, reporting, anonymous, victim, fraud/fraudulent, policy, private/personal.
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	<b>Kinderstransport</b>	<b>The Really Interesting History of Ancient Civilisations</b>	<b>Vikings and Anglo Saxons</b>
<b>Thematic Hook</b>	<p>This term, Year 5 and 6 students have been chosen to participate in a special mission to aid in the safe evacuation of children from Prague. The mission, commissioned by Christopher Winton, requires the students to assist in preparing the children for their travels across western Europe, as well as organizing safe havens and necessary equipment for their journey. Along with this, the students will also create a booklet to welcome the evacuees to Britain, providing them with important information about life in 1940s Britain. The team's work is deeply rooted in history as they explore the impact of the Second World War on the lives of men, women and children from various sections of society. Through a timeline, the students will sequence events before, during, and after WW2, analyzing incidents from political, social, cultural, and religious perspectives, especially in relation to anti-Semitism. They will identify and</p>	<p>Class 5/6 has been tasked with helping the BBC produce an episode for 'The Really Interesting History of Ancient Civilisations' aimed at people who find history dull and uninteresting. The team will be researching and producing work for display at the 'Ancient Civilisations Museum', which has recently refurbished the first floor with artefacts from the Aztec civilisation.</p> <p>The students will be using various information sources to record facts and categorize them into different sections, placing them on a timeline. They will also be exploring the developments that were happening in other parts of the world during the Aztec empire and how the Spanish invasion was interpreted differently by the Aztecs and the Spaniards. The team will be exploring the origins of the Aztec empire and the legend that an eagle marked the promised land of the Aztecs, which lead to the foundation of the city of</p>	<p>In the context of their studies, the students are delving into the fascinating discovery of a Viking burial tomb that was concealed inside a hill in rural England. They begin by examining the various artefacts that were unearthed along with the bodies, seeking to understand how and why these objects were chosen to accompany the deceased to the afterlife.</p> <p>The next step in their exploration involves taking on the role of scriptwriters, commissioned by the prestigious BBC, to create an outline for a new documentary that will delve into the discovery of the tomb. They will be tasked with drawing out the lessons that this discovery can teach us about the Vikings, their beliefs, and their rich cultural heritage. By exploring the intricate details of this discovery, the students will gain a deep appreciation for the history and culture</p>

	<p>describe reasons for and results of historical events, situations, and changes that occurred during WW2 to children, adults, and environments. As they conduct their research, the students will keep in mind that history is often subject to interpretation, and they will use oral history from this time as a primary source.</p>	<p>Tenochtitlan. The students will also be investigating the challenges the Aztecs faced during the construction of Tenochtitlan and how they managed to create a successful and prosperous city. This includes studying the use of aqueducts, chinampas, and canals, as well as analyzing how conquering neighboring lands helped the city become one of the biggest in the world at the time.</p> <p>In addition, the team will be studying the structure of Aztec society and how an individual's position within society affected how they were treated. The students will be exploring the significance of each position, and how it was reflected in their clothing and homes. They will also be researching the daily lives of Aztecs, including their food, clothing, homes, markets, and leisure activities.</p> <p>As part of their research, the children will be learning about the gruesome world of Aztec religion and the use of human sacrifice to appease their multiple gods. They will be exploring the different gods that were worshipped and how they were worshipped in Aztec society.</p> <p>Finally, the children will learn about the reasons behind the fall of the Aztec empire, including the invasion of Cortés and the conquistadors. The team will have the opportunity to debate over the</p>	<p>of the Vikings, while honing their own skills in critical thinking and research.</p>
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		two groups' beliefs to decide who they thought was right.	
<b>Computing component</b>	<p>The team will exercise their ability to conduct successful, safe and reliable internet searches. They will also look at rationing during the war and, using a spreadsheet, devise a set of ingredients for family meals.</p> <p>Programming and code breaking were enormously important parts of the war effort. They will learn about the Enigma code and the work of the women at Bletchley park in gathering intelligence and cracking codes. The team will also devise codes for secret communications between the organisers of the kindertransport.</p>	<p>As part of their learning, the children will be tasked with creating web pages and/or a powerpoint presentation for a quiz centered around the Aztec beliefs, particularly those related to their gods. To do this, they will delve into the features of information books and study how they are organized. They will use a variety of sources to gather information, including the internet, and engage in a rigorous research process to ensure that their content is accurate and compelling.</p> <p>Once they have completed their research, the children will move on to the creative phase of the project, where they will produce artwork that will accompany their text. Finally, they will combine their written content and graphics using a word processing program to create a non-chronological report that not only showcases their newfound knowledge of Aztec beliefs, but also demonstrates their ability to effectively communicate that knowledge through a visually appealing and engaging format.</p>	<p>As part of the preparation for the upcoming show, the children will be taught how to effectively use various technologies. They will also learn to appreciate the methods used to select and rank results, and become more discerning in evaluating digital content. During the course of the project, the children will be required to use technology to make recommendations on the best ways to utilize sound and graphics. In addition, they will be tasked with selecting artifacts and displaying them in an effective manner.</p> <p>A team of experts will be conducting research and using specific criteria to inform the design of innovative, functional, and visually appealing materials and digital products aimed at visitors to the museum. The design will be linked to ancient games, stone age clothing, and footwear. The children will be encouraged to use their technical and scientific knowledge, and utilize a range of materials and components, including construction materials, textiles, and ingredients, based on their functional properties and aesthetic qualities.</p>

			<p>This comprehensive approach will provide the children with a hands-on opportunity to apply their knowledge and skills in a real-world setting. By engaging in this project, they will gain a deeper understanding of how technology can be used to enhance the museum experience while also developing critical thinking and problem-solving abilities.</p>
<b>Expectations</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts;</li> <li>• use sequence, selection, and repetition in programs; work with variables and various forms of input and output;</li> <li>• use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs;</li> <li>• 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;</li> <li>• use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content;</li> <li>• 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;</li> <li>• use technology safely, respectfully and responsibly;</li> </ul> <p>recognise acceptable/unacceptable use</p>		
<b>Text and Images</b>	<p>As children engage with new software, they learn valuable skills such as creating 3D models, orbiting, zooming, and editing. Their proficiency in formatting text, inserting links, and images increases, allowing them to create visually appealing content. This process cultivates confidence and encourages creativity, contributing to their overall personal development.</p>		
<b>Key skills</b>	<p>use the skills already developed to create content using unfamiliar technology;</p> <p>select, use and combine the appropriate technology tools to create effect;</p> <p>review and improve their own work and support others to improve their work;</p>		

	save, retrieve and evaluate their work, making amendments; insert a picture/text/graph/hyperlink from the internet or personal file;
<b>Vocabulary</b>	window, layout, text, font, colour, format, heading, hyperlink, 2D shape, 3D shape, orbit, pan, zoom, eraser, dimension, measurement, guide.
<b>Sound and Motion</b>	In UKS2, children develop an interest in multimedia broadcasting, which allows them to acquire new skills such as creating jingles, podcasts, and narrations. With time, they become more proficient in post-production tasks like editing, trimming, and refining their work, based on the plans they have made. This not only boosts their confidence but also enables them to hone their skills and express themselves creatively
<b>Key skills</b>	collect audio from a variety of resources including own recordings and internet clips; use a digital device to record sounds and present audio; trim, arrange and edit audio levels to improve quality; publish their animation and use a movie editing package to edit/refine and add titles; use key vocabulary to demonstrate
<b>Vocabulary</b>	record, edit, play podcast, digital content, downloadable, backing track, voiceover, mute, gain, production, post-production, documentary, project, evaluation, screening, ceremony, upload.
<b>Handling data</b>	In the Upper Key Stage 2 (UKS2) curriculum of Data Handling, students are taught to choose appropriate methods to represent data effectively. They also learn to work with software tools like spreadsheets to manipulate and analyze data. Furthermore, the curriculum emphasizes the importance of ensuring the accuracy of data and comparing it for specific purposes. By the end of the curriculum, students are equipped with the necessary skills to handle data in a variety of contexts.
<b>Key skills</b>	know how to interpret data, including spotting inaccurate data and comparing data; use keyboard shortcuts and functions to input data on spreadsheets and create formulas for spreadsheets; add data to an existing database; use key vocabulary to demonstrate knowledge and understanding in this strand: Google Docs, insert, table, spreadsheet, cell, row, column, formula/formulas, calculate, format, edit, insert, ascending, descending; construct data on an appropriate application
<b>Technology in Our Lives</b>	As children learn to use technology beyond the classroom, they begin to appreciate its positive impact on their lives. They also become more aware of the importance of online safety and how to stay safe while using technology.
<b>Key skills</b>	search for information using appropriate websites and advanced search functions within Google; use strategies to check the reliability of information (cross-check with another source such as books); talk about the way search results are selected and ranked; check the reliability of a website, including the photos on site; tell you about copyright and acknowledge the sources of information;

<b>Vocabulary</b>	world wide web, search, search engine, advanced search, results, Google, browser, terms of use, bias, authority, citation, plagiarism, source, website, secure, https, site, domain, website, browser, address bar.		
<b>Coding and Programming</b>	As children progress in their programming journey, they can enhance their skills by leveraging new techniques and tools such as flowcharts. By breaking down complex problems into smaller, more manageable pieces, they can create algorithms to solve them effectively. Through this process, children can develop a deep understanding of how algorithms work and confidently explain the outcomes they produce with precision and accuracy.		As children progress in their programming journey, they can enhance their skills by leveraging new techniques and tools such as flowcharts. By breaking down complex problems into smaller, more manageable pieces, they can create algorithms to solve them effectively. Through this process, children can develop a deep understanding of how algorithms work and confidently explain the outcomes they produce with precision and accuracy.
<b>Key Skills</b>	use external triggers and infinite loops to demonstrate control; follow a sequence of instructions, e.g. in a flowchart and modify a flowchart using symbols; use conditional statements and edit variables; decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program; keep testing a program and recognise when it needs to be debugged;		use external triggers and infinite loops to demonstrate control; follow a sequence of instructions, e.g. in a flowchart and modify a flowchart using symbols; use conditional statements and edit variables; decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program; keep testing a program and recognise when it needs to be debugged;
<b>Vocabulary</b>	flowchart, algorithm, control, output, symbol, start, stop, delay, process, decision, loop, backdrop, script, block, repeat, commentary, sequence, consequence, debug, program, Kodu,		flowchart, algorithm, control, output, symbol, start, stop, delay, process, decision, loop, backdrop, script, block, repeat, commentary, sequence, consequence, debug, program, Kodu,

	world, object, tool palette, program environment, smooth, flatten, raise.		world, object, tool palette, program environment, smooth, flatten, raise.
<b>Online Safety</b>	It is vital that children to develop an understanding of potential online risks and to be able to share their knowledge of the risks and consequences with others. This helps them to become more discerning about the information they encounter online, and to think more critically about what they see. Additionally, it is important for children to learn about the concept of fake news and false photographs, so that they can identify and avoid being misled by inaccurate information.		
<b>Key skills</b>	protect their password and other personal information; be a good online citizen and friend; judge what sort of privacy settings might be relevant to reducing different risks; seek help from an adult when they see something that is unexpected or worrying; discuss scenarios involving online risk;		
<b>Vocabulary</b>	spam, link, privacy, virus, scam, phishing, inbox, junk, sender, subject, secure, safe, account, online, private, social media, adverts, cyberbullying, reporting, anonymous, victim, fraud/fraudulent, policy, private/personal.		