



## LU Cycle A~ Key Facts to recall

### **You and Me, Me and You/Dinosaurs**

- To talk about the daily and seasonal weather patterns the season of autumn
- To identify and name many parts of the face and body
- I know which part of my body is responsible for each sense
- To name and know what a carnivore, herbivore and omnivore is.
- Talk about similarities and differences between how we live now and how our grandparents might have lived as children
- To know the name of and be able to locate and describe the four countries of the UK.
- I know the name of the four capital cities of the UK.
- To know about some similarities between capital cities in the UK.

### **After Dark**

- To know what clothes that you might need to wear in autumn and why.
- To identify and name common animals – fish, mammals, birds, reptiles and amphibians
- To describe and compare the structure of common animals (fish, amphibians, reptiles, birds and mammals, including pets.)
- To identify where the equator is on a world map and to know where is hot and where is cold on a world map
- Discuss some similarities and differences between the UK (Tibberton) and a non-EU country (Ottawa)

### **Once Upon a Time**

- To name, describe and compare a variety of common everyday materials.
- To talk about the daily and seasonal weather patterns in winter.
- To know what clothes that you might need to wear in winter and why.
- To know how to use an aerial map to spot some key human and physical features.
- To name some physical/human features in Tibberton.

### **Houses and Homes**

- To talk about the daily and seasonal weather patterns in spring
- To name objects and what they are made from
- Describe some similarities and differences between houses now and houses in the past.
- To know that homes can be identified as detached, semi-detached or terraced.

### **In the Garden**

- To know that plants need water, light and soil to grow
- To name the key parts of a plant and tree such as a trunk, stem, leaf, flower and roots
- To identify and describe common wild and garden plants.
- To know the difference between an evergreen and deciduous tree
- To know where vegetables come from and know how to care for their own selection of vegetables.
- To name and use compass directions to help find a location
- To know what clothes that you might need to wear in spring and why.
- To know some human and physical features within our school and Tibberton village

### **Journeys**

- To talk about the daily and seasonal weather patterns in summer
- To know what clothes that you might need to wear in summer and why.
- Talk about the life of George Stephenson and explain why his life was significant.
- Talk about the life of Amelia Earhart and explain why her life was significant.
- To know how some modes of transport have changed over time.
- To know the advantages that changes in transport have had on our lives.

## Sticky Knowledge ~ 'Knowing more and remembering more'

### MU Cycle A- Key Facts to recall

#### **Wild Things**

- To know the four countries and capital cities of the UK.
- To name and locate the 7 continents of the world and identify hot and cold climates on a world map
- To name and describe UK weather patterns and the characteristics of its 4 seasons
- To know the 4 points of the compass
- To know different ways of measuring the weather
- To build structures, exploring how they can be made stronger, stiffer and more stable.
- To design purposeful, functional and appealing products based on design criteria.
- To explore and evaluate ways of making a sail spin on an axle.
  
- To talk about the daily and seasonal weather patterns and the season of autumn
- To identify and name common animals – fish, mammals, birds, reptiles and amphibians
- To describe and compare the structure of common animals (fish, amphibians, reptiles, birds and mammals, including pets.)

#### **Incredible Inventions**

- To sequence events on a timeline and know where Queen Victoria's reign is on our class timeline.
- To name key Victorian inventors and their inventions
- To explain the significance of these inventions and their impact on life then and today.
- To describe aspects of Victorian childhood (school, toys) and explain how it was different/the same to their own life
- To mix a range of secondary colours, tones and shades
- To use a sketch book to experiment with and evaluate ideas for drawings
- To create their own self portrait
- To cut, join and decorate fabric using thread and other tools and materials
  
- To know what clothes that you might need to wear in autumn and why.
- To name, describe and compare a variety of common everyday materials.
- To name objects and what they are made from

#### **Oceans and Seas**

- To talk about the daily and seasonal weather patterns in winter.
- To know what clothes that you might need to wear in winter and why.
  
- To name the 5 oceans of the world and the 4 seas surrounding the UK and locate them on a map
- To identify and name some coastal features using an aerial photograph
- To define human and physical and give examples of each
- To know how to create line, shade and texture using charcoal and soft pencils
- To place the sinking of the Titanic on a timeline
- To know some features of the Titanic and why it was considered a special ship of its time
- To sequence the events of the Titanic's voyage
- To know some of the reasons why the Titanic sank and why so many people died.
- To know what changes were made as a result of the tragedy of the Titanic
- To compare geographical features (weather, landscape, food, lifestyle etc) of a local area and an area of a non-European country
- To know who Chris Jeanguenat is and describe the style of her paintings

#### **Changes**

- To know who Greta Thunberg is and why she is a significant person in modern history
- To know how to make a simple lever and a simple slider
- To plan, make and evaluate a moving picture

## Sticky Knowledge ~ 'Knowing more and remembering more'

- To know the causes and effects of climate change
- To know some ways to help combat climate change
- To explore the work and style of LS Lowry
- To use different media to create a range of city scapes, focusing on line and shape.
  
- To talk about the daily and seasonal weather patterns in spring
- To know what clothes that you might need to wear in spring and why.
- To know that plants need water, light and soil to grow
- To name the key parts of a plant and tree such as a trunk, stem, leaf, flower and roots

### **Healthy Humans**

- To know the main features of a map (symbols, key, title) and their purpose
- To identify and locate some geographical features of our local area
- To know how to make a simple map of our local area, including a key
- To identify some features of our school and our local area which tell us about its past
- To give some examples of how our local area is different today from how it was c80 years ago
- To know which part of the body is responsible for each sense
- To name and know what a carnivore, herbivore and omnivore is.
- To identify and describe common wild and garden plants.
- To know the difference between an evergreen and deciduous tree
- To talk about the daily and seasonal weather patterns in summer

### **India**

- To locate India and its key cities on a world map
- To name some landmarks (e.g. Taj Mahal) and geographical features of India
- To identify the Indian flag and name some national symbols of India
- To compare the life of a child in rural India with the life of a child in urban India and compare both with their own life in the UK
- To name and describe some native fauna and flora of India
- To create some designs based on Indian patterns and motifs suitable for printing on textiles
- To experiment with different types of print stamps
- To make a range of different print stamps
- To design and create a print stamp
- To know what clothes that you might need to wear in summer and why.

## Sticky Knowledge ~ 'Knowing more and remembering more'

### UU Cycle A- Key Facts to recall

#### **Fabulous Forests**

- To know what a rainforest is.
- To know the location of some of the world's major rainforests on a world map.
- To know the weather and climate of rainforests around the world.
- To know the reasons for deforestation and be able to explain why rainforests are vital for the whole world.
- To know an area of rainforest, the size of 40 football pitches, is destroyed every minute
- To know that many things we have in our homes come from rainforests including: chocolate, sugar, rubber, bamboo and many medicines.
- To know the rainforest is home to many indigenous tribes and people and a diverse range of creatures. One of them is the Yanomami tribe.
- To know the rainforest is home to a diverse range of creatures.

#### **Aztecs**

- To know that the Aztecs were a fierce tribe of warriors who settled in the Valley of Mexico in 13th Century.
- To know that The Spanish arrived in 1519.
- To know that warfare was important to Aztec society and that hunting and fishing were important activities.
- To know that their capital city was called Tenochtitlan where Mexico City now stands.
- To know that the Aztecs mainly worshipped the sun god.
- To know that religion was an important part of Aztec culture – ball games were linked to the gods in which the court represented the world and the ball represented the sun and moon.
- To know that the Aztec craftsmen were skilled stoneworkers; they also liked to work with colourful feathers. To know that Aztec markets operated on a barter system (exchanging products).

#### **Watery World**

- To know the name of major UK and World rivers.
- To be able to locate some of the world's major rivers on a world map
- To know and be able to describe the journey of a river.
- To know features and stages of a river such as mouth and estuary etc.
- To know how the water cycle works
- To know that the use of local rivers and canals have changed over time - Comparing trade and industry to tourism and recreation.
- To know and be able to about the impact of floods and droughts around the world.
- To know some of the ways in which we use water.
- To know the different risks and how to keep safe in and around water.
- To know the different states of water.
- To know that aerial photographs and satellite imagery can prove valuable at times of flooding – link to River Severn

#### **Life on the Canal**

- To know the dangers of water, how to stay safe and how this relates to us around Droitwich canals and the River Severn
- To know how rivers and canals were used in the past, paying particular attention to Birmingham, Droitwich and Worcester / trade.
- To know that the Victorians built the canals
- To know what life was like to live and or work on the canals
- To know the impact canal systems had on industry and leisure.
- To know how a lock works.
- To know some of the ways in which we use canals.
- To know the different risks and how to keep safe in and around water.
- To know that canals are manmade.
- To know that canals were built to transport goods such as coal, iron and heavy goods
- To know they were built by navvies and that it was a dangerous, hard job.
- To know that our canals are looked after by British Waterways.

## Sticky Knowledge ~ 'Knowing more and remembering more'

- To know the safety message SAFE: Stay Away From Edge.
- To know the Birmingham to Worcester canal was designed by James Brindley 1768.

### **Savage Stone Age**

- To know that the Stone Age lasted from 15000 BC to 2500 BC.
- To know what BC and AD means.
- To know that the stone age was divided up into three periods. These were: Palaeolithic – Old Stone Age. Mesolithic- middle Stone Age. Neolithic- new Stone Age.
- To know that in the early Stone Age humans lived in caves and used animal skin for shelter.
- To know that in the early Stone Age humans had an early communicating system~ cave art.
- To know that humans learnt to farm during the Stone Age. They hunted animals and gathered fruit and nuts. By the end of the Stone Age, they learnt how to farm and grew wheat, maize, and barley.
- To know that Stone Age people discovered fire and made their own tools that were mostly made from stone. These included tools like stone clubs, bow and arrow, stone axe, stone knife and bone needles.
- To know that Skara Brae is a stone-built Neolithic settlement, located off the north of Scotland
- To know what Stonehenge is why it is called Stonehenge and where it is.

### **Bronze Age to the Iron Age**

- To know that people used bronze and Iron during these periods.
- To know the Bronze age was 3000 -700 BC and the Iron age was 700-43AD
- To know that people built and lived in hill forts to protect themselves.
- To know that people during this time settled and farmed the land, making tools and weapons from bronze and Iron.
- To know that tribes started to form across Britain.
- To know it is called the Bronze Age because the use of stone was replaced by bronze and that is started in 3300BC and ended in 1200BC
- To know that people in the bronze age were known as the 'beaker people'
- To know it is called the Iron Age because iron became the preferred choice of metal for making tools and that is started in 1200BC and ended in 550BC
- To know that people from this age were called the Celts
- To know that bronze is made by smelting copper and tin.
- To know that hill forts were built in the Iron Age.
- to know that these hill forts were important because it made it easier to defend their tribes against attacks from other tribes.
- To know that the Bronze age lasted over 1500 years.

## Sticky Knowledge ~ 'Knowing more and remembering more'

### LU Cycle B- Key Facts to recall

#### **Me and My Family/Pirates**

- To identify and name many parts of the face and body
- To know which part of their body is responsible for each sense
- Talk about similarities and differences between how we live now and how our grandparents might have lived as children
- To name, locate and describe the four countries of the UK
- To name the four capital cities of the UK

#### **Heroes**

- To know and be able to talk about the daily and seasonal weather patterns the season of autumn.
- To know what clothes that you might need to wear in autumn and why.
- To talk about the lives of Florence Nightingale and Mary Seacole and explain why her life was significant.
- To know differences and similarities between the lives of Florence Nightingale and Mary Seacole.
- To know and be able to discuss how hospitals have changed over time.

#### **Water, Winter and Ice**

- To talk about the daily and seasonal weather patterns the season of winter.
- To know what clothes that you might need to wear in winter and why.
- To name, describe and compare a variety of common everyday materials.
- To describe the conditions needed for water to turn to ice and for ice to turn to water.
- To locate the equator, North Pole and south pole on a map.
- Discuss some similarities and differences between the UK (Tibberton) and a non EU country (Ottawa)

#### **Down on the Farm**

- To talk about the daily and seasonal weather patterns the season of spring.
- To identify and name common animals – fish, mammals, birds, reptiles and amphibians
- To describe and compare the structure of common animals (fish, amphibians, reptiles, birds and mammals, including pets.)
- To know where milk, eggs and flour come from
- To describe and compare the structure of common animals (fish, amphibians, reptiles, birds and mammals, including pets.)
- To know some physical and human features in our school and Tibberton Village

#### **Our Environment**

- To know what clothes that you might need to wear in Spring and why.
- To know that plants need water, light and soil to grow
- To name the key parts of a plant and tree such as a trunk, stem, leaf, flower and roots
- To identify and describe common wild and garden plants.
- To know the difference between an evergreen and deciduous tree
- To name and use compass directions and locational language to help find a location
- To know how to use an aerial map to spot some key human and physical features.

#### **By the Sea**

- To talk about the daily and seasonal weather patterns in summer
- To know what clothes that you might need to wear in summer and why.
- To name and know what a carnivore, herbivore and omnivore is.
- To name some human and physical features found at the seaside.
- To talk about the life of Grace Darling and explain why her life was significant.
- To talk about what seaside holidays were like in the past – compare seaside holidays in the past to seaside holidays now.

## Sticky Knowledge ~ 'Knowing more and remembering more'

### MU Cycle B~ Key Facts to recall

#### **Fire!**

- To know the four countries and capital cities of the UK, including some London landmarks.
- To know the fire started on 2/9/1666 in Thomas Farriner's bakery in Pudding Lane, due to a spark from the oven.
- To know the main reasons why the fire spread so quickly were the wooden, thatched houses which were close together, the hot, dry summer and the lack of an effective fire service or fire-fighting equipment.
- To know when and how the fire was stopped.
- To know that Samuel Pepys' diary is our main source of evidence about the fire and to compare it with other reliable and unreliable sources.
- To know the consequences of the fire and what changes were put in place to prevent a similar event happening again.
- To know how to join axles and wheels to a chassis to create a moving vehicle.
- To know the three primary colours and how to combine them to create secondary colours.

#### **Ice**

- To name and locate on a map the seven continents, five oceans and the equator.
- To identify hot and cold areas of the world
- To know the main features of Antarctica and the Arctic area.
- To know the main events of Captain Scott's journey to the South Pole.
- To know and explain some reasons why people went on voyages of discovery.
- To know how to design, make and use a Styrofoam printing tile.

#### **Marvellous Me**

- To know the purpose and main features of a map, including symbols and keys.
- To know there are different types of maps and when and where these might be used.
- To know the terms 'physical' and 'human' features and be able to give some examples of both.
- To know how we might research the history of our local area.
- To know about aspects of our local area in the past and compare it with our area today.
- To know some simple techniques for using shape, space and line when sketching a portrait.
- To know and name a range of fruit and vegetables and why they are important for our diet.
- To know how to plan, make and evaluate a simple fruit salad or smoothie.

#### **Australia**

- To locate Australia on a world map and know and name some of its famous landmarks.
- To identify and describe the different climates of Australia, giving reasons for their characteristics.
- To know and describe the geographical differences and similarities between an area/town of Australia and a local UK area/town.
- To know the main characteristics of traditional Aboriginal life and belief.
- To know about the life of the Aboriginal artist Barbara Weir and how it influenced her art.
- To know how to use the Aboriginal style of painting to create a piece of art.

#### **Once More Upon a Time**

- To recap on the four countries and cities of the UK and know its four surrounding seas.
- To know, name and describe the different types of landscapes found in the UK.
- To know how to compare an aerial photo with a map and name some physical and human features on both.
- To know the features of a UK forest and why forests, and veteran trees in particular, play an important role on our planet.
- To know some of the ways UK forests and trees were used in the past.
- To know the main events leading up to and after the the Battle of Worcester.

#### **Castles**

- To know the different types of UK castles in the past and place them on a timeline.

## Sticky Knowledge ~ 'Knowing more and remembering more'

- To know the purpose and features of a medieval castle and the main roles within it.
- To name some famous castles in the UK and place them on a map.
- To compare life in a medieval castle with modern life.
- To know some common heraldic symbols and what they would have meant.
- To know how to layer papier mache to produce a 3D effect on a heraldic shield
- To know how to achieve different effects with charcoal to create a sketch of a castle.

## Sticky Knowledge ~ 'Knowing more and remembering more'

### UU Cycle B~ Key Facts to recall

#### **Roman Invaders**

- To know the Roman Empire was the largest in the ancient world and spanned up to the equivalent of 50 countries today
- To know that Julius Caesar was probably the best-known Roman leader. He extended the empire by invading other lands to gain money and power.
- To know why Romans built roads and how they were made
- To know that Romans pioneered inventions such as mosaics, aqueducts, underfloor heating, newspapers and concrete.
- To know that Boudicca was a queen of the British Celtic Iceni Tribe who led an uprising against the occupying forces of the Roman Empire.
- To know The Romans invaded Britain in 43AD and ruled for around 400 years.
- To know that when the Romans came to and settled in Britain they helped us by creating roads; a written language (which was Latin); introducing coins, straight roads, laws and a legal system.

#### **Italy**

- To know where Italy is in the world and locate it on a world map
- To know that Rome is the capital of Italy
- To know that Italy has two mountain ranges Italian Alps, Dolomites and the Apennines
- To name some of the country's many famous cities and landmarks
- To know that the ancient city of Pompeii was destroyed by a volcano, Mount Vesuvius, in 79AD
- To know what the culture and climate is like in Italy, compared to the UK
- To know that Mount Etna and Mount Vesuvius are famous volcanoes in Italy, as well as how they erupt.
- To know that Michelangelo was a famous Italian Renaissance artist

#### **Scrumdiddlyumptious**

- To know where different food comes from around the world, how it is imported and why
- To know where farms are in our local area of Tibberton/Worcester and identify what they grow
- To know how land temperature climate zones are used to produce food
- To know how land in a tropical climate is used to produce food
- To know the 'journey' of a banana and how it reaches our supermarkets
- To know what foods are grown in the UK and when their growing seasons are
- To know that land in tropical biomes is being changed to produce more food and link this to deforestation
- To know that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.
- To know what a food chain is and to describe a simple food chain.

#### **Fair Trade**

- To know what Fairtrade means.
- To know that farmers need to earn enough money to ensure their basic needs are met.
- To know what makes a product Fairtrade and suggest some examples.
- To know where cocoa is grown and know what journey it takes bean to bar
- To know why chocolate was important to the Aztecs and Mayans.
- To know who the Cadbury Brothers were and where they were from.

#### **Egyptian Explorers**

- To know that the Ancient Egyptian civilisation lasted for over 30 centuries between 3100 BC – 332 BC.
- To know that the Ancient Egyptians based their farming around the annual flooding of the river Nile.
- To know that they invented a tool called a 'Shaduf' which helped people to raise and move water out of the river Nile to the land.
- To know that the Ancient Egyptians wrote in hieroglyphics, which they believe were invented by the gods.
- To know that the Pharaohs were the kings of Ancient Egypt.

## Sticky Knowledge ~ 'Knowing more and remembering more'

- To know that Tutankhamun was one of the most famous pharaohs.
- To know that the tomb of Tutankhamun was discovered by Howard Carter in 1922
- To know that The Ancient Egyptians preserved the bodies of important people through mummification.
- To know that the pyramids were built as monuments to house the tombs of the pharaohs.

### **Deserts**

- To know that a desert is characterised by extremely low rainfall. (An area of land that receives no more than 25 centimetres) of precipitation a year).
- To know the names and location of some of the world's major deserts on a world map
- To know the weather and climate of deserts around the world.
- To know that much of the desert is too hostile to be lived in by humans.
- To name some of the ways in which deserts are used by humans.
- To know some of the natural resources of the desert, such as oil.
- To know that many people live in deserts and know some of the challenges faced by desert dwellers.
- To know how plants survive in the desert.
- To know some of the animals that live in the deserts and how they are adapted.