



ELMS FARM PRIMARY SCHOOL WIDER CURRICULUM POLICY

THIS DOCUMENT IS a statement of the aims, principles and procedures for the wider curriculum at Elms Farm Primary School.

IT WAS DEVELOPED in 2020/21 through a process of consultation with Subject Leaders, staff and governors.

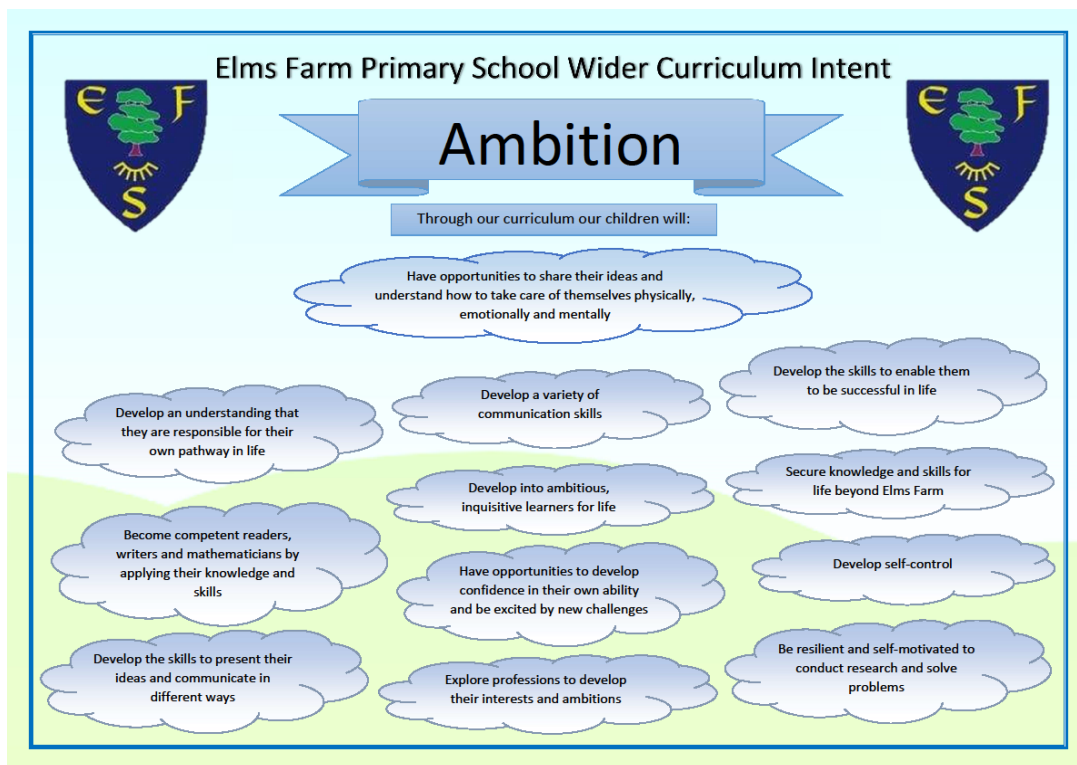
IT WAS APPROVED by the governing body in February 2021.

REVIEW: Annually in consultation with the Local Authority format.

1. Curriculum Intent

Our school’s key values of: **Ambition, Community & Equality**, are threaded through our curriculum:

Ambition: we want our children to be ambitious, to develop their strengths and interests and hold high aspirations.

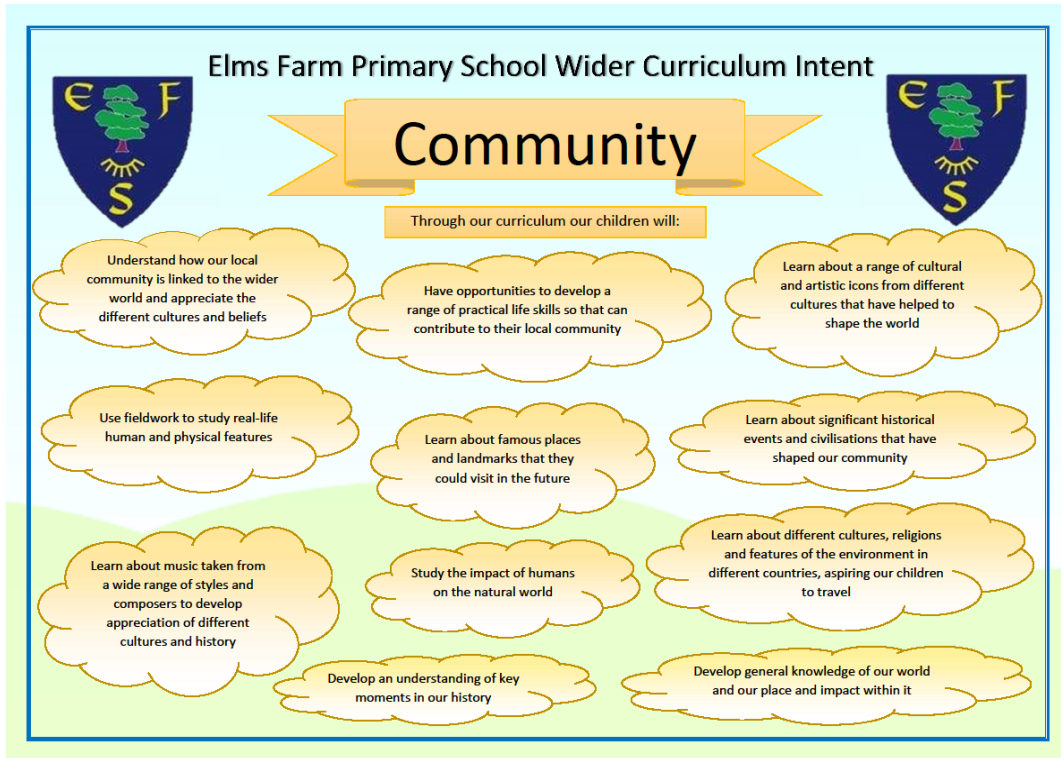


To develop ambitious, life-long learners with interests and passions which nurture their career choices.



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Community: we take pride in our local community for our children to be proud of who they are and how they can contribute to their community and the wider world.

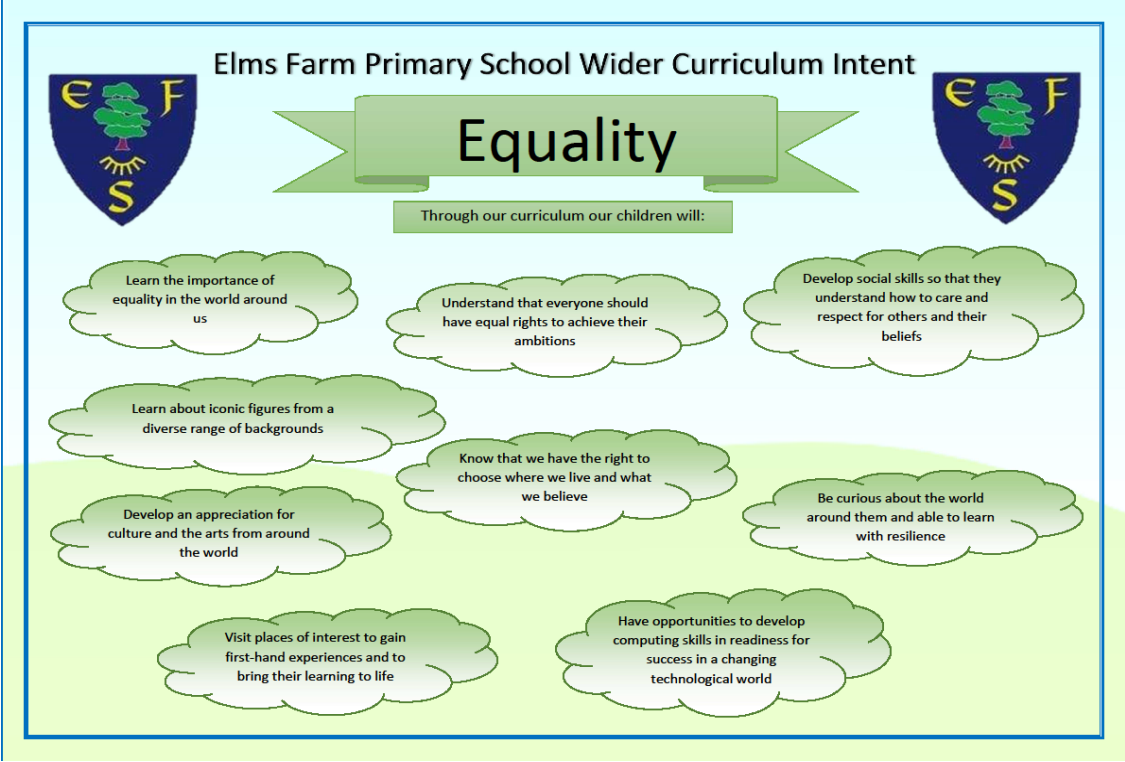


To nurture our children’s knowledge and pride of their local community and its links to the wider world.



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Equality: Elms Farm Primary School values each and every pupil. We want our pupils to understand that everyone should be valued and treated equally.



For every child to feel valued, respected and to treat other equally.



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2. Legislation and Guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

3. Roles and Responsibilities

3.1 The governing body

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN



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3.3 Staff

The **Curriculum Leader** is responsible for ensuring that:

- The curriculum content is planned in collaboration with subject leads so that successfully builds on the knowledge and skills taught at each key stage and fulfills the requirements of The National Curriculum Programmes of Study (2014)
- The curriculum contains content that has been identified as the most useful and that this content is taught in a logical progression, systematically and explicitly enough for all pupils to acquire the intended knowledge and skills
- They report to the SLT on the impact of the curriculum plan and identify areas for improvement
- Effective and purposeful schemes of work, learning resources, curriculum policies and classroom practices are developed in conjunction with subject leaders
- Ensuring assessment practices are implemented so that it helps pupils embed knowledge and assists staff in producing clear next steps, without creating additional workload
- Subject leaders are informed of any developments in the curriculum and monitor changes as they are implemented
- Topic overviews are in place to support teachers in developing medium term plans
- The curriculum is monitored and evaluated to further its development

Subject Leaders are responsible for ensuring that:

- Long term plans reflect the EYFS statutory framework and the National Curriculum programmes of study (2014)
- Concrete and skill progression are clear throughout each subject and provide a clear line of progression
- There is continuity and progression in their subject by supporting colleagues in choosing the appropriate sequence of teaching and teaching methods and set clear learning
- Where required, support materials are in place to ensure class teachers can deliver the EFPS curriculum to a high standard
- They monitor the way in which resources are stored and managed
- They monitor and evaluate their subject so that they can provide feedback to the curriculum lead, SLT and class teachers
- They develop plans for the subject which identify clear targets, times-scales and success criteria for its development and/or maintenance in line with the school development/improvement plan
- They assess pupil's knowledge and skills to ensure that there are high standards of teaching and learning
- They provide feedback to teachers about the strengths and weaknesses of their subject and any actions that are being taken to develop a whole-school approach



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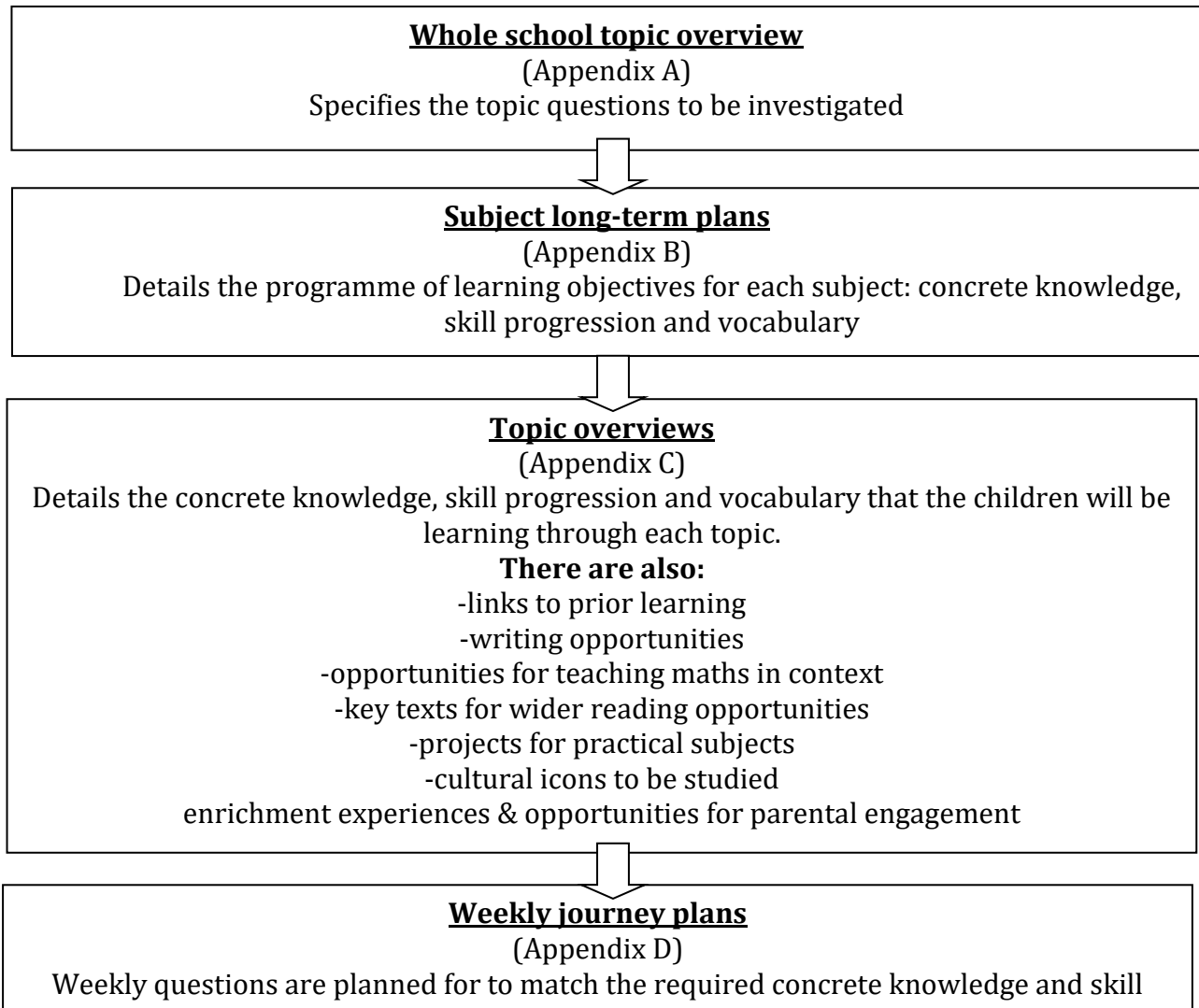
The **class teachers** are responsible for ensuring that they:

- Plan a progressive journey through each topic so that children can build on prior learning and apply their knowledge and skills that they have gained
- Teach the skill progression and concrete knowledge detailed in the topic unit overviews
- Assess pupil's knowledge and understanding so that they can revisit topics when required
- Ensure that there are resources in place to teach the curriculum and consult with the subject leader if resources are required
- Respond to feedback from subject leaders that have carried out monitoring or assessment in their class



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4. Organisation and planning



*see the appendices for examples of these documents



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5. Wider Curriculum Approach

Our curriculum has a topic-based approach that encompasses the school values: 'Ambition, Community and Equality'.

Each topic has been carefully planned so that our pupils learn about our community links to the wider world. Progression is clearly planned through individual subject long term plans with a focus on both

- **skill progression:** to equip our pupils with subject skills ready for the next phase in education and the wider world.
- the acquisition of '**concrete knowledge**': the fundamental knowledge which enables pupils to progressively learn about the world around us, our place in the world, and its history.

These are outlined in subject progression documents which detail the knowledge and skills that pupils should acquire by the end of Year 6.

In line with our English policy, key vocabulary and purposeful writing opportunities are integrated into unit planning. This enables our pupils to progress in vocabulary acquisition and understanding, in addition to providing purposeful writing opportunities whereby they consider audience and text types.

The application of 'Maths in Context' have been planned for to ensure that our pupils have numerous opportunities to apply their knowledge and skills in real life contexts.

5.1 Structure

Each topic has been framed around an overarching question. These questions provide contextual meaning for pupils and strengthen topic links to everyday community life. Learning is planned to enable pupils to answer overarching questions as part of wider curriculum assessment.

Weekly learning is structured through sub questions. Pupils produce, where appropriate, 'double page spreads' which reflect their learning towards the posed sub-question. This develops our pupils' skills in responding, making links, and presenting for an audience; all of which are important skills for employment.



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5.2 Preparing for the future

Our curriculum is tailored to deliver the key skills recommended by research produced by The Sutton Trust (2017) to enable pupils in similar contexts as Elms Farm to be successful citizens of the future. These are:

Self-control and self-discipline	Adaptability & Resilience	Taking responsibility	Self-reflection
Our place in the world	Ambition	Care and respect	Appreciation
Livelihood	Communication	Cultural diversity and equality	Technological advancements

5.3 Influential People, Equality & British Values

The teaching of influential people/ cultural icons is planned throughout our curriculum in all subjects. This enables our pupils to learn about iconic people from diverse backgrounds who have contributed to the local community, the wider world and our history.

There is a focus on teaching our pupils about how their actions can impact upon their community and the wider world and how they can make a positive contribution.

Our curriculum encompasses spiritual, moral, social and cultural development and teaches about the British values of: democracy, the rule of law, individual liberty, mutual respect and tolerance. These are enhanced through wider school events such as assemblies and themed celebrations.



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6. Inclusion Statement

- We strive to achieve maximum inclusion of all children at Elms Farm Primary School, whilst meeting their individual needs
- All teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum
- A special educational need might be the cause of delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and their peers
- English as an Additional Language (EAL) is **NOT** considered a Special Education Need
- We focus on individual progress as the main indicator of success
- We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning or other factors - and special educational needs
- Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to identify this quickly and ensure that appropriate interventions are put in place to help these pupils close gaps in learning
- Pupils who have special educational needs may have lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the school budget

7. Assessment

Class teachers use formative assessment strategies to adapt and refine their teaching of the wider curriculum. This includes the retrieval and review of previously taught concrete knowledge to support pupils to progressively build their knowledge in a meaningful way. Gaps in learning/ retrieval are identified for further teaching to ensure that learning is secure.

Subject Leaders use monitoring as a form of assessment to assess learning of concrete knowledge across abilities. Pupil Interviews establish the retrieval of knowledge throughout the academic year with a focus on recall of previously taught content. Feedback to teachers enables teaching to focus on any gaps in learning as a result.



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8. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Curriculum governing body meetings
- Meetings with the lead governor for curriculum and the curriculum lead

The curriculum leader and subject leaders monitor the way their subject is taught throughout the school by:

- Book scrutinies
- Discussions with children
- Discussions with staff
- Learning walks



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Appendix A: Whole school topic overview



Ambition - Community - Equality

Curriculum Unit Overview						
	Autumn	Autumn	Spring	Spring	Summer	Summer
Nursery	What makes a good friend?	Can you sing your favourite nursery rhyme?	What colours can I see around me?	Which pet will I choose?	What is your favourite food?	Can you tell me a story?
Reception	What makes me great?	When do we celebrate?	Where do I live?	What job do I want to have?	How do things grow?	How do we get there?
Year 1	Do all superheroes wear capes?	Where do big cats live?	How do we know Birmingham and London are cities?		What is a British woodland like?	How do the seasons change?
Year 2	Why should I go to Sheldon?		What is it like in Africa?	Why are there castles?	Why do we visit the seaside?	
Year 3	How do I use a map?	Stone Age to Iron Age: How did Britain change?	What did the Ancient Greeks do for us?	Why is Greece popular?	How do natural disasters affect the world?	Who has helped change our world?
Year 4	Home or abroad?	What did the Romans do for us?	Why was Britain invaded by the Saxons and Vikings?		What is a biome? Why are rainforests important to our lives?	Why should we protect our oceans?
Year 5	What is a river's journey?		What were the achievements of the Ancient Egyptians?	What did Henry VIII's reign mean for Britain?	Why does the USA have different climate zones?	What's beyond the sky?
Year 6	Mexico and the Maya: what has been their impact on Birmingham?	What survives in polar regions?	What was the impact of WWII on the West Midlands?		Why was the Industrial Revolution important to the West Midlands?	



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Appendix B: Example Topic Overview

Topic: Why Should I Go To Sheldon?
Year Group: 2 Term: Autumn 1 and 2
Ambition: To know about jobs in our local community
Community: To know the local community has changed over time (The Radleys and Elms Farm Primary School) Learn about local landmarks and visit them To know that Sheldon is a diverse community
Equality: To know that all members of our community should be treated equally

Links to Prior Learning

Y1 – human and physical features of a city	Y1 – sorting items into now and in the past	Y1 – taking pictures of Birmingham	Y1 – making pictures with moving parts
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Writing Opportunities Through Topic Lessons

Write a leaflet about the local area landmarks. Why should you visit Sheldon?	Write a report about landmarks and historically significant people in the city of Birmingham	Write a letter to invite a guest to speak about the local area	
List of landmarks in the local area (map key)	Write a report: Sheldon past and present	Lowry: How did he become an artist? (information writing)	RE: Recount story of Adam and Eve – The First Sad day
RE: Retell – recount of visit to the church for the Christmas Story	RE Ed. Visit follow up: Pic collage and pupil voice		



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Key Texts

Six Dinner Sid
Inga Moore

Dogger
Shirley Hughes

My Name is Bob
James Bowen

Meerkat Mail
Emily Gravett

Lost and Found
Oliver Jefferies

Voices in the Park
Anthony Brown

The Children's History of Birmingham
Mandy Ross

Heard it in the Playground
(poetry)

The Day the Crayons Quit
Drew Daywait

George's Marvellous Medicine
Roald Dahl

George's Marvellous Experiments

Down Behind the Dustbin
Michael Rosen

Vocabulary

History
before, after, past, present, then, now, compare

Geography
human, physical, feature, airport, factory, farm, area, local, sketch map, symbol, key, landmark, plan view, vegetation, city, area

Art
modern, matchstick, tone, line: sharp, thick, thin, blurred, smudge, landscape, shadow, grades, dark, light, shape, detail, viewfinder

DT
framework, structure, weak, strong, thinner, thicker, join, sturdy, stable, design, evaluate

Projects

DT project:
Make a prototype of a playground to go in the local park

Art project:
Drawing a urbanscape in the style of Lowry

A1 Computing project:
Taking photographs of the local area/school grounds
local human and physical features
(Showcase your digital imagery)

A2 Computing project:
Routes on maps
(Create and debug a simple programme
1 Beebots and Jit 2 turtle)



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Concrete Knowledge

History Know the main differences between their school days and that of their grandparents	History Know how the local area is different to the way it used to be in the past	History Know about a significant historical event, person and place in their own locality	Geography Know: airport, factory, farm and house (fieldwork)
Geography Know that Sheldon is in Birmingham and that Birmingham is a city in England	Art Know that Lowry drew urban scenes with simple colours and matchstick people	Art Know that different grades of pencil create different tones of darkness	
DT Know how to combine components (small pieces of masking tape, rubber bands or string)	DT Know which shape will make my product sturdier	DT – Food Know what a healthy diet is	Geography Ed. Visit follow up: Make a map of the local area and identify local landmarks

Skill Progression

History I can find out something about the past by asking questions and talking to an older person	History I can answer questions by using a specific source, such as an information book	Geography I can identify local landmarks by looking at aerial photographs and plan perspectives	Geography I can locate landmarks on local area maps (airport, factory, farm, office, <i>house, town, forest, vegetation and soil</i>)
Geography I can make a simple map of the local area and use basic symbols to construct a key (after fieldwork of the local area)	Art I can use different grades of pencil to create different tones of line	Art I can use charcoal and pencil with control to create thick and thin lines	Art I can use smudging with charcoal



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Art
I can use a piece of artwork as a starting point (Lowry)

Art
I can use a viewfinder to focus on the section that I want to draw

DT
I can design a product that fits the design criteria

DT
I can explore and evaluate a range of existing products

DT
I can choose materials and explain why they are being used depending on their characteristics

DT
I can join materials and components together in different ways

DT
I can plan my design by using labelled diagrams and model mock-ups

DT
I can say how to make products stronger

DT
I can evaluate what I did well and what I would do differently and explain why

DT
I can join materials together as part of a moving product

Computing
I can take a series of photos and manipulate them (to create a display in class)

Computing
I can write a simple algorithm

Computing
I can use the forward /backward / right / left commands

Computing
I can write a simple algorithm

Computing
I can debug a very simple program

Science, Music, R.E., PSHE and P.E. units

Science
A1 Uses of everyday materials

Science
A2 Animals, Including humans

Music
A1 Musical Me

Music
A2 Orchestral Instruments

R.E.
A1 Living by rules
Being temperate, exercising self-discipline and cultivating serene contentment

R.E.
A2 Being regardful of suffering
Sharing and being generous

PSHE
A1 Me and my relationships

PSHE
A2 Valuing difference

P.E.
A1 Fundamental Skills (Agility, Balance and co-ordination)

P.E.
A2 Gymnastics (Balance/Agility)



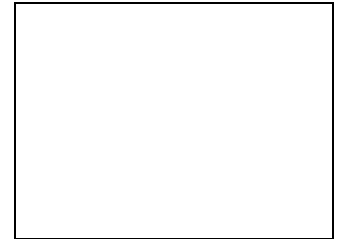
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Maths in Context

Measuring with a ruler in DT to make a playground (longer/shorter – comparison vocabulary)

Directional language during fieldwork

Shape vocabulary when making a playground (edges, vertex, shape names)



Cultural Capital

Self-control and self-discipline

Adaptability & Resilience

Taking responsibility

Self-reflection

Our place in the world

Ambition

Care and respect

Appreciation

Livelihood

Communication

Cultural diversity and equality

Technological advancements

Cultural and Artistic Icons

Lowry

Pieter Bruegel the Elder

Duran Duran

UB40

Electric Light Orchestra

Simon Cowell

Orlando Bloom

Jemelia

Health Education, Money Management, Environmental Education

Looking after our community discussion

Jobs in our local community discussion





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Rights Respecting

Article 15: Every child has the right to meet with other children and to join groups and organisations

**Wider links
31. Leisure, play and culture**

**Wider links
29. Goals of education**

**Wider links
30. Right to practice your own culture**

Enrichment experiences and Community Involvement

Invite a visitor in so that the children can ask questions about the history of Elms Farm and The Radleys

Walk around the local area to draw local landmarks and learn about its human and physical features

Christmas play performance

Trip to St. Thomas' Church to learn about the nativity



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Supporting Texts

Illustrated Children's Atlas of Britain and Ireland, Straun Reid

Children's History of Birmingham, Mandy Ross

National Geographic: Town and Country

In the City, Sally Hobson

How to Build A City, Isabel Otter

Local Leaflets and brochures

Flat Stanley, Jeff Brown

Bug Club:

City Kids Detective Agency, Jem Packer

City Shapes and other Poems,



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Appendix C: Example long-term plan



Ambition - Community - Equality

Curriculum Overview						
Subject: Geography						
	Autumn	Autumn	Spring	Spring	Summer	Summer
Y6	Mexico and the Maya: what has been their impact on Birmingham?	What survives in polar regions?	What was the impact of WW2 on Birmingham?		Why was the Industrial Revolution important to the Midlands?	
N/C objectives	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within North America (Chichen Itza and the Isle of Skye – climate, tourism, land-use, physical and human features)</p> <p>Physical geography, including: climate zones, biomes and vegetation belts (Characteristics of the desert biome - link to vegetation and climate)</p> <p>Locate the world's most significant features (deserts) Identify the position and significance of latitude and longitude</p> <p>Locate the world's countries, using maps to focus on North America (Locate Mexico, USA, Canada and Greenland)</p> <p>Use maps, atlases, globes and digital/computer mapping to locate</p>	<p>Locate the world's countries, using maps to focus on Europe and North America (Locate countries in the Arctic Circle)</p> <p>Identify the position and significance the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Physical geography, including: climate zones, biomes and vegetation belts (characteristics of a tundra biome)</p>	<p>Name and locate counties and cities of the UK, and understand how some of these aspects have changed over time (East coast of England, use the atlas index to locate)</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia). Relate to the countries involved in battle</p> <p>Use 6-figure grid references (Focus on the West Midlands – research and locate bomb sites and plot 6-figure grid references)</p>		<p>Describe and understand keys aspects of human geography: trade links and distribution of natural resources including energy, food, minerals and water (railways/canals build in the industrial revolution for distribution and who Britain has trade links with)</p>	

	<i>countries and describe features studied</i>					
Concrete Knowledge	<p>Know key similarities and differences between the Isle of Skye and Chichen Itza including climate (rainfall and temperature), economy including tourism, land use and human/physical features</p> <p>Know the key features of a desert biome</p> <p>Know the names of at least 4 North American countries and 4 North American major cities</p>	<p>Know how climate change is affecting the polar regions</p> <p>Know the key features of a tundra biome and the related vegetation belts and climate zones</p> <p>Know the names of at least 4 countries that are north of the Arctic Circle</p>	<p>Know the names of and locate at least 8 UK counties and 8 major UK cities</p> <p>Know the names of at least 8 European countries and their capital cities</p>	<p>Know how Birmingham has changed over time (settlement and land-use)</p> <p>Know that towns and cities were linked by canals and the railways and that this is how goods were transported</p>		
Skill Progression	<p>I can use physical/landscape maps to compare the physical features of Chichen Itza and The Isle of Skye</p> <p>I can write the coordinates of a place using the lines of longitude and latitude (Chichen Itza and other Mexican cities)</p> <p>I can locate and label the places that I am studying on a map (world deserts including Chihuahuan Desert and a map of Mexico including Chichen Itza and other major cities in Mexico)</p> <p>I can use research to find out key geographical information about a place that I am studying:</p>	<p>I can find the Prime Meridian on a map.</p> <p>I can use a time zone map to calculate the times in different places</p> <p>I can draw and use a graph to show the average hours of sunlight in a place to the north of the Arctic Circle and use it to compare different months/seasons</p> <p>I can use research to find out key information about a place that I am studying: features of a tundra biome</p>	<p>I can use an index and atlas to find the location of the places that I am studying</p> <p>I can locate places in West Midlands that were bombed in the Blitz and refer to them by plotting and using 6-figure grid references</p> <p>I can use OS maps to find a new evacuee location and describe human and physical features in that area and I can describe why this would be a good location to escape during the war</p>	<p>I can use historical digital maps to research how settlements and land-use in the West Midlands has changed over time</p> <p>I can use research to find out key geographical information about a place that I am studying:</p> <ul style="list-style-type: none"> Transportation/trade of natural resources including energy, food, minerals and water Trade links with the UK 		



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	<ul style="list-style-type: none"> • climate (rainfall and temperature) • economy including tourism • land use • human/physical features • natural materials produced in Mexico (iron, lead, zinc, gold, silver, copper and other minerals) <p>I can draw graphs (rainfall and temperature) and use them to compare the climate of two places (line graphs)</p>			
Vocabulary	<p>landscape, rainfall, temperature, sunlight, cities, airports, rivers, mountain range, desert, vegetation, climate, trade, export, economic activity, distribution of natural resources, iron, lead, zinc, gold, silver, copper, minerals, Prime Meridian, time zone, East, West, longitude, latitude</p> <p>6 figure grid reference, county, river, railway, port, city, town, village, hamlet</p>	<p>tundra, climate zone, vegetation belt, biome, sunlight, Prime meridian, time zone, average, Arctic Circle, polar region, characteristics</p>	<p>6-figure grid reference, coordinate, plot, index, location, counties, region</p>	<p>transportation, natural resources, minerals, trade links, land-use</p> <p>Land-use types: industrial, retail, residential, leisure, agricultural, transportation, urban, rural, urbanisation, distribution, canals</p>



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Appendix D: Example weekly topic journey plan



Ambition - Community - Equality

Weekly Topic Journey					
Year	4	Term	Autumn 2	Topic	What did the Romans do for us?

Vocabulary

<p>History century, decade, gladiator, centurion, emperor, battle, occupation, advance, society, Celts, tribe Roman, invade, settle, conquest, legion, troops, defeat, formation, shields</p>	<p>Art influence, transfer (design), adhesive, ceramic, grout, categories (colour), grout, flout, cracks/ crevices, excess</p>	<p>Computing film, digital literacy, shot, clip, edit, effects</p>	
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Week 1: Why did the Romans invade Britain?	
Concrete knowledge/Skill progression:	Activity:
<p>History - I can add periods of British history on a timeline, understanding AD BC (ongoing through the topic) Writing opportunity - Information text: Roman life Ed. visit follow up - Information text: life as a Roman using photographs from the workshop Educational visit - Roman Life workshop: Roman settlements and impact on Britain Maths in context- Maths: Roman Numerals</p>	<ul style="list-style-type: none"> - Make a map of the Roman Empire -Romulus and Remus and how Rome got its name - Roman life in Rome (gladiators, games, writing/ numerals, artwork – clay pottery and mosaics, famous landmarks) - Begin a timeline including events from BC and AD -Write a report about what Roman life was like comparing the life of a poor and a rich person (in Rome)
Week 2: Who was Julius Caesar and what was his army like?	
Concrete knowledge/Skill progression:	Activity:
<p>History - Know about The Roman army's soldiers, formation and weaponry History - Know that the Romans were ruled by an emperor History - I can ask questions and choose materials to explain what life was like in for The Romans Writing opportunity - Report: Roman soldiers</p>	<ul style="list-style-type: none"> - Learn about soldier's uniform, weapons and battle formation - Research – Who was Julius Caesar? - Children to write questions about what they would like to learn about Roman Soldiers - Write a report about the life of a Roman Soldier - Link back to Celtic warriors (Iron age from year 3) compare to soldiers in Roman army