



Year 4 – Curriculum Map Spring Term

Learning Questions: 'What is hope?'

General guidance:

Also, see 'Guide to Planning and Teaching Using the Learning Toolbox'; suggestions here have developed from staff and pupil ideas through discussions – this is not a final document but will grow and adapt over time with experience.

This is a CSM learning project. This means that it is supported by students and artists from CSM

Working with artists / art students:

- There is great potential value in working as a teacher alongside practising artists and art students.
- You are the teacher – artists bring their artistic skills and experience but are not trained teachers.
- The project needs to follow the same steps as any other learning project i.e. initial experience, children involved in planning using the Learning Toolbox.
- In pulling the planning together, the teacher and the artists will need to collaborate and possibly compromise their ideas in order to come up with something that neither would have done alone.
- The artist brings knowledge and expertise in different media
- Although one of our main aims is to involve children in planning their own learning using the Toolbox, it is also ok for the teacher and artist to make decisions about what will work best e.g. which types of media to use or what kind of presentation to prepare.
- Teachers will need to communicate with the artist / student e.g. setting up planning time, reviewing progress, checking

How to approach the Learning Questions:

'What is hope?'

- This is quite an abstract starting point. It will be interesting to see what children think about hope at the start. What examples of hope can they talk about? What does it feel like to be hopeful?
- The main routes through the project are likely to be art, history (attitudes to change) RE and PSHE.
- Hope can be a positive attitude to the future or it could be very passive – 'hoping for the best'. It is worth exploring how, if you are hoping for something to happen, you also need to think what you can personally do to make it happen. This links in with Learning about Learning: if you hope to be a good footballer, you still need to practise!

Assessment:

- Once the main learning tools have been selected for the project, discuss with the children how they will know if they have used them well and what skills they need e.g. 'We need to interview an artist. Let's think about what makes a good interview (e.g. active listening, preparing questions, recording responses) and what skills we need to practise (e.g. note-taking).' Also, discuss how to capture examples of each tool (e.g. film interview See-saw).
- Highlight the tools selected on the IWB and make notes – save for future reference.
- During the project, ensure that there are opportunities for reflection, discussion and journal entries during learning and at the end of particular sections of learning e.g. talking to a learning partner about how well we communicated.
- Use the all Toolsets as starting points for thinking about how well the learning went, e.g. 'People found the questions I asked today interesting – this shows I am thinking well.'

Written teacher comments should be developmental (next steps) & address misconceptions.

Learning Presentations:

- Plan the purpose, type, timing and audience at the start of the project with the children. The focus is on sharing the process and products of learning.
- Presentations of learning can be during the project rather than at the end. You could

or ordering resources.

Initial experience:

Keep it very open at this stage: e.g. walk in the park; looking at the school environment; looking at cloud patterns; look at patterns in the home; looking at patterns on fabric, leaves etc. Use photos, sketching & notes to record observations, ideas & questions.

The Learning Toolbox:

- For Year 4, children should already have a basic grasp of the Learning Toolbox – we should now be looking to develop deeper understanding and awareness of more approaches within each of the six toolsets.
- Children need to articulate their own understanding of the different approaches to learning in increasing depth but still require support e.g. classroom display of the KCLT, adults using the KCLT language and modelling, practical examples of each toolset: Communication, Thinking, Creativity, Physical, Social/Emotional and Learning about Learning.
- Continue to notice and draw attention to the Toolsets during the learning
e.g. ‘Those questions showed great Thinking,’ ‘When you tried a different way to solve that maths problem, that was creative.’
- In planning the project with the children, as the children become more confident in using the Toolbox, as much responsibility as possible can be given to the children. You will still need to find ways to demonstrate and exemplify the key tools in each toolset that you might need – e.g. for Communication, ask ‘Who might we need to talk to about hope?’

Timings/timetables:

- Time can be devoted to the different subjects according to what is appropriate for the learning and realistic e.g. Geography in this project could be a week dedicated partly to a residential trip / work around the trip comparing somewhere different to London .
- What matters is whether the children achieve valuable learning outcomes in every subject, not how much time is

elicit the audience’s suggestions as to how to continue the project.

Resources:

- **Classrooms:** involve the children in the management and maintenance of resources e.g. table leaders, monitors etc. Regularly check that resources are complete and in good condition. Create a culture in which everyone looks after the classroom and recognises that the resources are there to support everyone’s learning.
- **Central stores:** think through and check the resources needed well ahead of the lesson – if there are crucial resource gaps, see the relevant Learning Team Leader. Collect your resources before the lesson and return them as soon as you no longer need them. If resources are lost or damaged, inform the relevant Learning Team Leader.
- **Internet:** make maximum use of this resource to enrich the curriculum e.g. photos, paintings, locations, films etc. Follow the Internet Use Policy – promote safe use but children need as much access as possible.
- **Library Service:** there is a wide range of artefacts and topic-related books that can enrich a project.
- **Trips and visits:** these are to enrich children’s experience and stimulate thinking. They provide collaborative opportunities for observation, gathering information, note taking, photography, sketching, interviewing etc. If the visit is at the start of a learning project, this should be seen as a stimulus to thinking – the initial experience should still leave room for children to come up with their own ideas and questions. Trips and visits need to be planned to lead to purposeful learning activities in the classroom. Children need to learn to communicate their findings from trips through blogs, journals, assembly presentations, leaflets, displays etc. Every learning project benefits from at least one visit outside the school gates, whether it is geographical fieldwork, historical research on local buildings, making a collection of environmental colours or a visit to a specific exhibition or museum.

<p>spent. However, learning in depth requires sufficient time so judgements need to be made carefully. In order for a balanced curriculum, choices will have to be made about what the learning priority is for the children at any given time.</p> <ul style="list-style-type: none"> ▪ Maximizing project-based Mathematics and English and linking subjects where appropriate reduces time pressure. ▪ Ensure your weekly timetable has a good balance across the Toolbox. 	
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Learning Project	Guidance
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English – Communication Team

<p>Imaginary Worlds – Power of Reading ‘The Lion and the Unicorn’ – Jare Ray and ‘Varjak Paw’ - SF Said (<i>A hugely powerful story about a cat with mystical powers. He goes on a courageous journey of intense learning about the world outside his home – also going on an internal journey where he uses his learning to save his family A story of finding your true strengths by learning to trust your instincts and think for yourself.</i>)</p> <p>Explore the overall LQ through the theme of hope in the book (‘hope’ – to have a wish, to want something to happen or to be true)</p> <p>Suggested activities:</p> <ul style="list-style-type: none"> • Explore empathy and develop characterisation of the characters in the story. • Write about an event from the story as seen or experienced from different character’s points of view – get inside the character’s head and present his or her reactions. • How does the author introduce characters? • Does the author make the character’s relationships explicit or are they implicit within the story? • How successful has the author’s use of characterisation been in contributing to the vitality of the story as a whole? • How does the author: reveal characters, demonstrate their behaviour, express personal concerns relationships.... <p>Poetry:100 Best Poems for Children –chosen by children &</p>	<p>General:</p> <ul style="list-style-type: none"> ▪ You do not need an hour-long, discrete English lesson every day – you do need a balance of writing, reading and speaking & listening across the curriculum. ▪ Every day, whether discretely or part of the learning project, there should be some shared reading or writing, guided reading or writing and some independent reading or writing activities. ▪ There is a plain A4 book for all writing and writing-related activities; reading is tracked through PACT booklets and guiding reading folder ▪ Power of Reading: some texts are not linked to the learning projects directly and are separate; where possible, link Power of Reading to the learning project. ▪ Texts can be articles, e-mails, web pages, diaries, adverts, newspapers, teacher’s own writing as well as books. <p>Discrete:</p> <ul style="list-style-type: none"> ▪ Skills & knowledge can be learnt/practised separately – not as part of the learning project – but not for an hour daily. ▪ Phonics and Spelling: you will need to practise phonics and explore word families and other features of spelling and word use. It is vital that this is applied in children’s reading and writing. ▪ Reading: there need to be times when children choose their own texts to read. Classroom libraries offer the opportunity for children to take responsibility for their own reading choices both for reading in school and as part of PACT. 20 minutes sustained silent reading daily (PACT book) provides an opportunity for the adults to assess reading skills and manage PACT (track books etc.) It is essential that PACT folders are brought in every day. ▪ Writing: some extended writing opportunities come from Power of Reading some will come from non-project activities e.g. reports on events, book reviews or personal narratives of their own choice. <p>Project-based:</p> <ul style="list-style-type: none"> ▪ Phonics and spelling: Any reading and writing within the project is an opportunity to apply knowledge and skills (phonics, spelling) – children need to be reminded or supported to do this.
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edited by Roger McGough

Suggested activities:

- Use children's first hand or personal experiences to express themselves poetically about their attitudes towards 'hope'. Link to PSHE
- Explore the possibilities of using illustration as part of the creative process of the writing of poetry. How could we express our hopes in pictures? Link to ICT and Art (Power of Pictures)
- Use literary devices, for example metaphor, alliteration and personification to develop images of hope in poetry.

Non Fiction: – Persuasive texts &

Recounts Suggested activities:

- Link to Geography. **Use the direct experience** of going on a residential trip **or** experiencing local fieldwork activities in the local area around the school - to inform a persuasive piece of writing to convince parents of the value of practical fieldwork.
- **Children could plan** the trip through using ordinance survey maps and hypothesise about what kind of plants/animals they might find there.
- Evidence could be gathered during practical experiences to justify arguments.
- Points of view exemplified and developed to present to parents as part of an exhibition showing learning arising from the experiences.

Link to History – following discussion around children's hopes for the world, **real topics to be researched**, evidence to be uncovered (photos, newspapers, internet knowledge, magazines, personal accounts, diaries...) Children to choose 4-5 world events; to present findings to each other in groups. What might the people involved in these events have hoped for? Write newspaper articles to show what happened, how people might have felt at that time. What can we learn today from what happened then?

- **Reading:** shared and individual reading using project-related texts is an opportunity for exploration at text, sentence and word level. This helps children to apply the sub-skills.
- **Writing:** project-related writing should address different genres with a focus on both accessibility (spelling, grammar, handwriting, basic sense making, etc.) and impact (purpose, interest, structure etc.) All subject areas are opportunities for extended writing; keep the focus on what makes quality writing whatever the context or purpose e.g. writing about different places in geography or comparing past and present in history.

Resources:

- **Classroom books:** each class has a set of texts allocated that is recorded on the central system. Further texts can be selected from the library by the teacher to boost the class stock during the year – at least every half term.
- **Library books:** Children can also choose individual books through a periodic visit to the school library as a class but these must be processed on the system. Children must not be unsupervised in the library.
- **Reading Areas:** every class needs an attractive, well-organised reading area to promote the enjoyment of reading. Class librarians should be trained to maintain this area. It should be used e.g. during individual reading time or guided reading etc.
- **Power of Reading books:** these are stored in school and must be processed and returned - they must not go home.
- **Writing resources:** a tray with pots for pencils, pens, rulers, coloured pencils and sharpeners needs to be on every group's table and maintained by the children.

Mathematics – Thinking Team

'What is hope?'

This project does not link easily with most of Mathematics, apart from probability.

General:

- You do not need an hour-long, discrete Mathematics lesson every day – you do need a balance of skill development and practice, oral and mental maths, problem-solving, investigations and maths across the curriculum. There needs to be a balance across the seven

strands: using and applying maths, counting and understanding number, knowing and using number facts, calculating, understanding shape, measuring and statistics.

- The Curriculum provides the structure and progression in planning mathematics by allowing you to map out the content and objectives clearly. However, the Curriculum must be seen as a starting point and resource rather than a straitjacket.
- Dialogue is central to effective mathematics: paired talk, group discussion, questioning and explaining methods and reasoning are vital.
- Collaborative problem-solving and investigations – using meaningful contexts – promote mathematical thinking and the construction of shared meanings.
- Puzzles, games and challenges are motivating, can be chosen to reinforce particular skills and knowledge and allow for collaborative learning (e.g. Skemp's mathematical games).
- Look at the current unit within the Curriculum; if possible, find contexts within the learning project or at least ones that are meaningful and purposeful. Annotate the unit plan to show the sequence of teaching; you can use the learning project medium planner if you need to change the unit plan significantly.
- Written teacher comments in books should focus on developmental advice (next steps) and address any ongoing misconceptions.

Skill development/practice:

- Although Mathematics skills often needs to be taught discretely, look for opportunities to use the classroom, school or home environment as a context e.g. sorting resources, grouping children etc. or find cross-curricular opportunities to apply skills e.g. measurement and data-handling in Science and cookery.
- Mental and oral starters should be focused (5-10 minutes) and active.
- Mental and oral maths can be used to: rehearse skills; recall knowledge; refresh previous learning; refine methods and procedures; read vocabulary, symbols etc.; reason with evidence.
- Recording: there should be a range of types of recording, not just 'sums'. There needs to be self and peer assessment and notes alongside the maths.
- Skill development and practice is recorded usually in the squared books (though sometimes calculations should be carried out on plain paper so that children are required to use their understanding of place value!).

Problem-solving/enquiry:

- All mathematics can be explored through collaborative problem-solving and enquiry.
- Children need to learn how to organise collaborative activity – they need to listen to each other, to ensure that everyone contributes, to challenge each other's thinking, to ask for evidence and to explain reasoning. They also need to seek agreement as they work. These expectations need to be discussed, reinforced and modelled by the teacher.
- Recording: the process of the enquiry should be clear from the recording; children's thinking should be made explicit including questions they may have or conclusions they have drawn; there should be self and peer assessment.
- Problem solving and enquiry is recorded usually in plain books.

Resources:

- Classroom resources for mental work: number fans, flip-flops, counting stick, place value cards, number lines, whiteboards, are all essential interactive resources for oral and mental work. They should be used regularly, varying approaches. Children should become used to using these resources efficiently and thoughtfully.
 - Other resources need to be accessible, labelled (words and pictures) and well-organised: multilink, unifix, various sorting objects, set loops, compare bears, calculators, small and large dice, 2D and 3D shapes, money, rulers etc.
- Central resources: Dienes, Cuisenaire, weighing scales and weights, timers, measuring cylinders etc.

Science – Physical Team

Sound

Pupils should be taught to:

- identify how sounds are made, associating some of them with something vibrating
- find patterns between the pitch of a sound and features of the object that produced it
- find patterns between the volume of a sound and the strength of the vibrations that produced it.

States of Matter

- Solids, liquids and gases
- Water cycle
- How materials change when they are heated.

Growing at King's Cross Academy: children need to understand...

- Sc2 ...the effect of light, air, water and temperature on plant growth
- the role of the leaf in producing new material for growth;
- the role of the roots (food and anchorage)
- food chains – how they start and how they show feeding relationships in a habitat.

Suggested activities:

- Investigate how plants grow in different conditions;
- Observe plants in the local environment.
- Speculation based on observations: what do the different parts of a plant do?

General:

- Children need to explore and challenge their current understanding of scientific concepts and develop the appropriate language based upon understanding.
- Dialogue is fundamental in helping children to explore, develop and clarify their ideas.
- **Science teaching needs to develop key skills:**
 1. PLANNING: asking questions, using first-hand experience and information to answer questions, make predictions, identify fair and unfair tests;
 2. COLLECTING AND USING EVIDENCE: following instructions for safety, exploring using the senses, measuring, recording, communicating findings;
 3. EVALUATING EVIDENCE: comparing and interpreting data, identifying patterns, comparing to predictions and explaining outcomes, evaluating and presenting learning

Skill and knowledge development:

- Science skills and knowledge can sometimes be taught discretely but look for opportunities to use the classroom, school or home environment as a context e.g. materials in the school, growing etc. or find cross-curricular opportunities to apply skills e.g. knowledge of light in growing.
- Shorter sessions can introduce children to specific scientific skills e.g. observing using a magnifier. The need for careful recording of observations (drawings, photos, diagrams, measurements, notes and descriptions etc) can be emphasised as well as careful and accurate use of scientific vocabulary.
- Key knowledge can be introduced in shorter sessions through practical demonstrations and direct experience.
- Recording: focus on children's scientific thinking rather than just factual information. Science should be recorded in the Project Book.

Scientific enquiry:

- Science needs to be mainly taught through investigation and enquiry (Sc1).
- The investigative cycle: children need to have some initial experience, generate possible investigation questions, decide which question/s to pursue, make hypotheses, design appropriate tests, make predictions, collect results, draw and communicate conclusions.
- Children should have the opportunity to go through the entire cycle at least once a term.
- Parts of the cycle can be developed separately e.g. drawing conclusions from data provided by the teacher; generating possible questions; planning possible fair tests etc.

Communication and Creativity

Use a range of skills to design and develop a document or PowerPoint etc., encompassing the key skills and success criteria below:

Communicating with Text & Multimedia

can practice proper keyboard techniques and touch typing skills

- I can amend and improve text by using the find and replace, spell check, thesaurus and other language tools appropriately.
 - I can combine text, sound and graphics, use font sizes, effects and design features such as text boxes, columns, borders, WordArt appropriately to communicate meaning for a given audience.
 - I can evaluate a range of electronic multimedia, recognise key features of layout and design and discuss what makes good design.
- I can use presentation software to communicate ideas to a specific audience.

Digital Photography & Video

- I can identify opportunities where digital photography or video can be used to support work.
- I can capture still images and video on my own.
- I can perform basic editing on video.
- I can discuss and evaluate the quality of my own and others'

Audio

- I can use ICT to combine, edit and layer sounds and music.
- I can use music software to create a piece for a specific purpose (e.g. music for a film or play).

Graphics

Graphic packages or photo-manipulation software to change and manipulate images appropriate to an audience or task.

Every Term

Online Communication & Collaboration

- Children use a range of online communication tools to

Computing as a cross-curricular tool

- Learners at King's Cross Academy should apply computing capability to support and enhance their learning across the curriculum.
- Through continuous access to well-organised computing, learners at King's Cross Academy can choose to use computing to assist their learning at any time, just as they might switch on a light when needed.
- Teachers must plan opportunities for learners to make informed decisions on the best IT for a particular learning task.
- Learners must have opportunities for learning collaboratively using IT. The IWB, a classroom computer, digital cameras and other technology should be used as tools to support collaborative learning in almost every lesson.

Health and Safety

- It is the responsibility of staff and children at King's Cross Academy to know and follow the rules for computer and Internet use.

Moving towards the future – the KCA Hub

Staff must promote a positive, forward-looking attitude to computing. Every learner including staff to have a personal web space as part of the MLE. The MLE aids communication & helps make connections across the learning community.

Resources: Class resources: I Pads, Chromebooks; visualizers
Suite: PCs, IWB, e-microscopes, scanner; data loggers

<p>exchange information and collaborate with others within and beyond their school e.g. Seesaw, email, instant messaging, social networking, online gaming, and mobile phones.</p> <ul style="list-style-type: none"> ▪Children recognise the need to keep some information private in order to protect themselves when communicating online. ▪Children begin to recognise how electronic communications may be used for manipulation or persuasion. <p>PHSE – E-Safety</p> <ul style="list-style-type: none"> ▪that their actions affect themselves and others, to care about other people’s feelings and to try to see things from their points of view; <p>Online Publishing</p> <ul style="list-style-type: none"> ▪Children publish their work to a chosen audience using appropriate online tools such as SeeSaw, podcasting, blogging 	
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Physical Education – Physical Team

<p>PE does not link well to the Learning Project. 1st half:</p> <ul style="list-style-type: none"> • Swimming 1 hour a week • Gym- changing shapes and receiving body weights <p>2nd half:</p> <ul style="list-style-type: none"> • Swimming 1 hour a week • Dance- create and perform dances using a range of movement patterns, including those from different times <p>Slot in games (invasion games) when not scheduled for swimming</p> <p>Refer to Val Sabin for games and dance ideas</p>	<p>In P.E., children develop their knowledge, understanding and skills through activities that involve them in planning, performing and evaluating their work. These processes are reflected in the following six aspects of P.E.: planning and performing, linking actions,</p> <ul style="list-style-type: none"> improving performance, relationships, making judgements and health related exercise ▪ Make links where possible, into other curriculum areas (e.g. link two art forms dance and poetry – creating a poem about colour and use as a stimulus for dance) ▪ Design learning experiences for the needs of all children, differentiating where necessary. All children must participate in PE. ▪ Ensure children wear an appropriate P.E. kit for all lessons (white t-shirt, shorts, appropriate footwear and no jewellery). Staff should at least wear suitable footwear (if possible, change into a PE kit). ▪ Promote positive attitudes of sensitivity, co-operation, competition and tolerance. ▪ Encourage the drinking of water during all physical activities and promote the eating of nutritional and healthy snacks after physical activity in accordance with King’s Cross Academy’s Food Policy (no chocolate, crisps or fizzy drinks). ▪ Provide for lots of activity and maximum involvement – do not play full-sided games (e.g. 11-a-side football) where the weaker players will have little contact with the ball. Use skill practice e.g. grids and small groups. <p>Resources:</p> <ul style="list-style-type: none"> ▪ Central resources: a range of equipment is available in the PE store. Children are not allowed in the PE store unsupervised. <p>Teaching Assistants are responsible for maintaining lunchtime and playtime resources (each class has a box of wet play equipment to be maintained by class monitors).</p>
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Art – Creative Team

Sketchbook focus: How do we use a sketchbook to collect visual and other information to help develop our ideas about change and places?

Suggested activities:

- Revise the ground rules for effective use of sketchbooks (add or amend using children's ideas). Evaluate how far use of sketchbooks last term met these rules.

'What is hope?'

Suggested sketchbook activities:

- Find images in magazines, newspapers that show hope in some way. Stick them in and make notes.
- Collect and sketch symbols and images of hope.
- Experiment with your own images and symbols of hope.
- Explore how colour can convey hope; is it different for different people?

Photography focus:

Suggested activities:

- Use photography at residential trip leading to exhibition.
- How have artists conveyed emotions through photographs? What emotions do different photographs convey?
- How can I convey a sense of hope through photography?
- How can I record ideas for making a print using photography? How can I make a simple print? (link to ICT repeated images).

General:

- Children need to develop artistic skills and techniques but also apply these creatively.
- **The key elements of Art are:** pattern, texture, colour, line, tone, shape, form, and space.
- Each artistic medium used (painting, drawing, textiles, clay sculpture etc.) needs to be explored and played with in order that children can use it creatively. Some exploratory sessions e.g. mark-making, getting used to the texture and 'feel' of clay, experimenting with different weaving techniques etc. will help to develop confidence and a sense of the options available in different media.
- Most artistic work starts with some sort of stimulus and observation. There can be plenty of observational work before moving on to a creative piece e.g. observing the leaves of different plants (colour, pattern, texture etc.) could lead to a creative piece drawing on one element and transforming it e.g. the pattern of a leaf transformed into an abstract design.
- Art stimuli could be something seen, felt, heard or touched; something to stimulate the memory or imagination.
- **Colour:** children can explore primary (red, blue, yellow) and secondary colours (orange, green, violet) that can be made by mixing two primary colours. Limit the range of colours available to encourage exploration. The double primary system limits colours to: warm – brilliant yellow, crimson, brilliant blue; cold – lemon yellow, vermilion, turquoise plus white and Prussian blue (instead of black).
- **Textiles:** children should explore the qualities of different materials e.g. rough, smooth, shiny, stretchy etc. Textile practices include fabric construction (e.g. card weaving), dyeing, surface decoration, printing, 3D work.
- **Sketchbooks:** these are a key part of art teaching – children should be developing their sketching skills and learning how to use a sketch book to record observations, ideas, colours, patterns etc. Sketchbooks should include notes, comments, and questions from peers and adults.
- **Key purposes of sketchbooks:** to explore objects in detail; to capture observations of people, animals and places; to develop ideas for an artwork; to develop ideas for a structure or sculpture; to explore techniques e.g. mark-making, shading, showing light, dark and shadow; to explore the elements of art including colours e.g. recording all the different shades of green leaves.
- **Sketchbook Ground rules:** it is essential that children know, discuss and refer back to the ground rules for using sketchbooks:
 1. Be clear about the purpose of what you are doing in the sketchbook.
 2. When collecting observations from the environment or objects, always look closely and carefully.
 3. Use different media to collect observations: pencil, crayon, photos etc.
 4. Stick things in that might help e.g. leaves, fabric, papers etc.
 5. Be creative – make your sketchbook interesting to look at.
 6. Make notes and collect other people's comments and suggestions.

Resources:

- Classroom resources: we need to develop effective art resource areas in every classroom – paints, a range of paintbrushes, palettes, water pots, pastels or chalks, black pens, drawing

	<p>pencils, charcoal, crayons, a range of papers, paste, glue and glue sticks, etc.</p> <ul style="list-style-type: none"> ▪ Central resources: clay and tools, artefacts, sculptural materials, visual resources, art books, printing and rollers, sponge brushes, inks, watercolour paints, lino-cutting equipment, collage materials, modelling materials, textile materials and equipment e.g. needles, plasticine, photography equipment etc. ▪ Environmental resources: the school building, the local environment, museums, galleries, places of interest.
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Design Technology – Physical Team

<p>Learning question: ‘How are circuits used in everyday objects?’</p> <p>Suggested activities:</p> <ul style="list-style-type: none"> • Think about how lighting works in school – what happens when a light switches on (what causes the classroom light to turn on?). • How does a battery torch work? Explore torches to see where the battery contacts are situated. • Design and make a burglar alarm using an electric circuit. How will it be set off? E.g. when you tread on it (e.g. aluminum foil contact pads on a folded piece of card). • Evaluate your design. 	<p>General: The three types of D&T activity are:</p> <ol style="list-style-type: none"> 1. Investigating and Evaluating Products; 2. Focused Practical Tasks; 3. Design and Making Activities. <p>The classic design journey: 1 – problem identified; 2 – early ideas generated; 3 – develop and research ideas; 4 – choose the idea to be made; 5 – making; 6 – testing and evaluating; 7 – modifying and improving.</p> <p>Materials: children need experience in working with different materials – wood, metal, plastic, paper, fabric etc. – exploring the way different materials can be joined, shaped and finished.</p> <p>Children need to explore these aspects of materials:</p> <ul style="list-style-type: none"> • the different physical and aesthetic qualities of materials. • how different properties of different materials lead to different uses. • how different properties of materials require different tools and techniques (e.g. joining, linking, strengthening). <p>Key concepts/techniques of D&T:</p> <p>Energy sources: batteries, elastic bands (twisted or stretched), human energy (pushes and pulls), water power (water wheel), pneumatic or hydraulic (syringe pumping air or water), gravity (a counter-weight to lift something).</p> <p>Dynamic structures: mechanisms with moving parts such as See-saw, levers, pulleys and gears.</p> <p>Static structures: buildings, towers, sculptures and models.</p> <p>Control: mechanical and electrical devices to control movement e.g. switches, levers, sensors etc.</p> <p>FOOD TECHNOLOGY: We need to develop children’s skills, knowledge and understanding of cooking in a systematic way that allows them to build progressively as they move through the school. We are working towards at least 12 hours per year of cookery experiences for every child.</p> <p>The 5 key aspects of food technology: Food Hygiene; Nutrition; Properties of Food (how food changes, how to prepare different foods – measuring, mixing, cooking, preserving etc.); Tasting and Testing; Production Processes.</p> <p>COOKING: 1 core recipe (minimum) Carrot and coriander soup</p>
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Resources:

Art and Design Room: craft knives, steel rulers & mats, construction tools, wood, plastics, card, glue guns, bench hooks, saws, drills, materials for wheels & axles, wire, propellers, motors, pulleys, gears, syringes (for hydraulics & pneumatics) etc.

History – Communication Team

What is hope?'

Enquiry: Industrial revolution/Victorians

NC KS2 link –

- the changing power of monarchs using case studies such as Victoria.
- changes in an aspect of social history, such as crime and punishment, industry and technology, role of children and education.

'How did the industrial revolution change Britain and the world?' (How have your hopes changed) e.g. working conditions, life expectancy, transport, communication.

Suggested activities:

- Profile Queen Victoria
- Compare roles of different people in Victorian Society (For example: jobs of children)
- Explore how we can tell what people in the past hoped for (evidence: Victorian diaries, letters, photographs etc.)?
- Looking at portraits from the past
- How did the British Empire expand under the rule of Queen Victoria?

General:

The 5 key elements of history: chronology; historical knowledge and understanding; historical interpretation; historical enquiry; organisation and communication.

Children need to ask questions about aspects of the past & think about whether/how they can be answered. Some questions will be factual e.g. 'When was Henry VIII born?' others will be opinion e.g. 'What did people think about Henry VIII?' Factual questions can be researched on the internet. Opinion-type questions need to be investigated using evidence e.g. looking at portraits of Henry VIII.

Chronology: relating periods of history to children's own lifespan and those of their families e.g. Henry VIII became king 500 years ago which is more than 50 of my lifetimes. Explore a person's life or a series of events e.g. the key stages in Henry VIII's rule.

Knowledge and understanding: being able to talk or write about a historical figure – when and where they lived; what they achieved; their life's work; to talk or write about events or a series of events. Where there is a meaningful purpose for the historical investigation (e.g. creating a classroom museum), the knowledge and understanding comes alive rather than being inert facts.

Historical interpretation: exploring how we can say things about the past – using different sources of evidence and understanding what they tell us. Recognising that evidence can be from different perspectives, e.g. Elizabeth I's speeches give you her point of view but not what other people thought. Photographs, paintings can give a false impression. Primary sources are from the time itself or directly from people involved. Secondary sources are removed from the event or time e.g. books, letters written by those indirectly involved. Children need not to believe everything they read – whether primary or secondary source.

Historical enquiry: generate interesting questions that will lead to in-depth enquiry e.g. 'What was it like to be a child during Elizabeth I's rule?'

Organisation and communication: learning how to collect information, ideas, evidence etc. and present it clearly in writing, verbally or through pictures, diagrams, maps, tables etc.

Resources:

Artefacts, books, photos, films: sourced largely from Camden Library Services, the internet and children's homes.

Geography – Communication Team

Enquiry: ‘What is this place like?’ (possible location of residential trip)

Suggested activities:

- Use fieldwork techniques and enquiry skills, mapping, orienteering etc. to collect information, images and ideas about the place visited.
- Develop images and ideas for an exhibition in school.
- Compare rural and urban UK.

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six- figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

General:

The 4 key elements: places; patterns & processes; environmental relationships and issues; geographical enquiry and skills.

Places: Ask questions about aspects of local/global places. Begin to identify key features and make comparisons.

Patterns and processes: exploring why places are as they are, why people live where they do, how places have changed and why, why businesses and other amenities are located where they are, impact of weather and other physical conditions.

Environmental relationships and issues: exploring children’s and other people’s different views about the local environment and change; the impact of environmental change e.g. pollution, climate change, recycling and waste etc. Exploring how to manage the environment e.g. promoting bicycle use and walking to school.

Enquiry and skills: generating questions worth investigating. Make direct observations about places and the environment and use maps, atlases and other secondary sources. Use simple equipment e.g. anemometer (wind measure).

Recording: notes, ideas, questions, plans for enquiries, sketch maps, observations and journals from fieldwork, data collected e.g. questionnaires, traffic count, tables and charts (link to Handling data). Geographical conclusions and thinking can be used for some meaningful purpose and presented persuasively as a leaflet for a particular audience, a web blog, a poster, a letter to local politicians etc.

Resources:

Maps, atlases, plans, photos, films: sourced largely from Camden Library Services, the internet and children’s homes.

Environmental resources: fieldwork in the school grounds, locality, trips, local people etc. Weather instruments etc.

Music – Creative Team

‘What is hope?’

Most music is taught through ‘Colourstrings’ at the Academy. Some music learning can also be linked to the project...

Suggested activities:

- Create a collaborative composition to convey hope. Use a fairy story or poem (English link) as a structure.
- Listen to hopeful music e.g. Ode to Joy, the Marseillaise etc. Does everyone agree that they are hopeful? What

General:

Most music is taught through ‘Colourstrings’ at the Academy. On occasion, music learning can also be linked to the project.

Resources:

Central: a range of tuned/untuned instruments. Recordings for listening & appreciation to be developed on the network

makes them sound optimistic?	
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PSHE – Social and Emotional Team	
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PSHE links to the learning project:

- **Citizenship**
Refugees
Trade

SRE
Growing up and changing.

See Camden PSHCE scheme of work for more details.

General:

- Many of the themes of PSHE can be addressed in the day-to-day practice and organisation of the class and school e.g. hygiene through washing hands before lunch; identity by exploring languages spoken at home etc.
- **During key stage 2** pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities.
- They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it.
- They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions.
- They learn how to take part more fully in school and community activities.
- As they begin to develop into young adults, they face the changes of puberty and transferring to secondary school.
- They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.
- **Personal learning** is about developing a sense of identity & confidence. Children develop their own distinctive characters, learning to take responsibility, show commitment & leadership, acting as a role model & contributing to the community.
- **Social and emotional learning** is one of the six areas of the Learning Toolbox. We believe that ALL learning involves emotions and almost all learning is social. Children need to become aware of their emotions and learn to manage them. They need to develop the skills to work with others, to show leadership and to make decisions.
- **Health education** developing understanding & awareness of choices involved in healthy eating, drugs, sex & relationships.

Resources:
Photos, images, artefacts, stories etc: from the internet, Camden Library Service, staff, home. Guidance held centrally.

Religious Education – Social and Emotional Team	
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How is hope shown in different religions? Suggested activities:

Hinduism and Hope:

- Explore the Hindu idea of hope: in Hindu thought, God is not a single object in space, but the whole in which

General:

- We follow the Agreed Syllabus for Camden schools. This means that children learn about various aspects of the major religions and systems of thought. They explore beliefs but belief does not have to be religious—people can be very wise and live very considerate lives without belonging to an organised religion. Our message is that every single child can experience the wonder of the world and life; every child can think about moral issues and learn about other people.
- The main aim is for children to understand and respect what different people believe, drawing attention to the moral issues that all religions, systems of thought and philosophies address.

everything exists. God created space and time; everything is part of God. While we are inseparable from God, we know nothing about God. By becoming aware of God around us and that we are part of God, we remove our ignorance. Recognising God in the world is a source of hope and joy. There is hope in the world because everything is ultimately part of God.

- What do Hindus do to help them turn to God in the world? Bhaktimarga (the path of devotion – home shrines, yoga etc.), jnanamarga (the path of knowledge or philosophy), and karmamarga (the path of works and action).
- Hindu stories that show hope.
- What examples can we find of hope around us? Can we find examples of hope in difficult circumstances?

Islam and hope:

- Explore the Islamic idea of hope
- What do Muslims do to help them turn to God in the world?

What examples can we find of hope around us? Can we find examples of hope in difficult circumstances?

- Children should see the commonalities between different sets of beliefs as well as recognising the differences.
- Religious Education is not primarily about learning facts; it means reflecting on your own beliefs and attitudes and recognising that not all questions can be answered. In trying to understand the beliefs of others, we can become more tolerant. In such a diverse school as King's Cross Academy, people with different beliefs need to learn together and learn about each other.

Religious Education is not just about the world religions. It also involves reflecting on the world, on nature, on science and the universe to appreciate the incredible variety and often beauty that we can experience if we notice it. Becoming aware of the incredible complexity of many things—like the human brain—can be awe-inspiring. At the same time we can learn to appreciate simplicity and quiet. A meditative approach is not just for those who practise a religion or believe in god or gods. We can all learn to be calm and reflective.

As children move through the school, they should begin to engage with difficult moral issues such as how we might respond to the suffering of others. Areas that religious education can consider include: death and grief; loss; how we celebrate; people who help us; conflict; things that are important to us; our families.

Some of the ways that we teach RE include: discussion, drama and role-play, using puppets, reflecting quietly, watching videos or looking at photographs, creating art to show our feelings or ideas. We also visit places of worship from time to time to understand how different people practice their religion.

Assemblies explore stories from the major religions and systems of thought as well as non-religious stories about moral issues or the nature of the world.

Resources:

Artefacts, photos, books, films, puppets etc: from Camden Library Service, internet some held centrally.

Environmental resources: visits to religious places of worship, visitors (vicars, rabbis, imams, monks etc.).