

Our School Curriculum Drivers: wellbeing, enquiry, global citizenship

As historians:

Investigate and interpret the past

- Use sources of evidence to deduce information about the past.
- Select suitable sources of evidence, giving reasons for choices.
- Use sources of information to form testable hypotheses about the past.
- Seek out and analyse a wide range of evidence in order to justify claims about the past.
- Understand that no single source of evidence gives the full answer to questions about the past.
- Refine lines of enquiry as appropriate.

Build an overview of world history

- Identify continuity and change in the history of the locality of the school.
- Describe the social, ethnic, cultural or religious diversity of past society.
- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

Understand chronology

- Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).
- Identify periods of rapid change in history and contrast them with times of relatively little change.
- Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.
- Use dates and terms accurately in describing events.

Communicate historically

- Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.
- Use original ways to present information and ideas.



As scientists:

Electricity

- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- Use recognised symbols when representing a simple circuit in a diagram.

[https://www.teachprimary.com/learning\\_resources/view/primary-science-the-victorians](https://www.teachprimary.com/learning_resources/view/primary-science-the-victorians) - extra Victorian science challenges

Light

- recognise that light appears to travel in straight lines
- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

As designers:

Take inspiration from design throughout history

- Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.
- Create innovative designs that improve upon existing products.
- Evaluate the design of products so as to suggest improvements to the user experience.

As geographers:

Investigate places

- Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).
- Describe how locations around the world are changing and explain some of the reasons for change.
- human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.