

Ramshaw Primary School

KS1/KS2 History Long Term Plan

Year Group / Cycle/Theme	Autumn	Spring	Summer
KS1 Cycle A			
Year R/1/2 Cycle A Information Technology	<p>NC Ref: Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Focus: Be able to log onto a computer Be able to navigate around the screen with a mouse or touchpad Know how to type text using space bar for separate words to create something meaningful</p> <p>Suggestions: Learn to log in to a computer – practice writing names in a basic word processor eg Textease Studio, Powerpoint (used as a word processor), Pages, Using J2E Write – https://www.j2e.com/jit5 Keyboard Skills http://primarygamesarena.com/Play/Keyboard-2030</p>	<p>NC Ref: use technology purposefully to create and organise content.</p> <p>Focus: Know how to type text using space bar for separate words to create something meaningful</p> <p>Suggestions: Create a simple poster/invitation/ leaflet JIT5/ Microsoft Word Keyboard Skills http://primarygamesarena.com/Play/Keyboard-2030</p>	<p>NC Ref: use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school</p> <p>Focus: Be able to independently find and use an app on a tablet for instance to take and view a video or photograph</p> <p>Suggestions: Video a message tell everyone about yourself, your favourite story</p> <p>Take photos of the local area – go on a photo walk of the area</p>
Year R/1/2 Cycle A Programming	<p>NC Ref: understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>Focus: Know which button on a device represents which action Know how to program a robot to follow simple sequence of instructions (1- 2 turns)</p> <p>Suggestions: BeeBot Jit5</p>	<p>NC Ref: Know which button on a device represents which action</p> <p>Focus: Know how to program a robot to follow simple sequence of instructions (1- 2 turns)</p> <p>Suggestions: BeeBots</p>	<p>NC Ref: understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>Focus: Make a simple sequence of instructions / algorithm</p> <p>Suggestions: Scratch Jr/ Dasiy the Dino/ Alex</p>
Year R/1/2 Cycle A Digital Literacy	<p>NC Ref: use technology safely and respectfully, keeping personal information private</p> <p>Focus: Know that they should always ask a responsible adult if they want to use a device and ask for help if they see anything that worries them.</p> <p>Suggestions: Smartie the Penguin http://www.childnet.com/resources/smartie-the-penguin</p>	<p>Digital Literacy</p> <p>NC Ref: Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>Focus: Know that they should always ask a responsible adult if they want to use a device and ask for help if they see anything that worries them.</p> <p>Suggestions: Jessie and Friends – Episode 2 (ThinkUKnow) Lee and Kim (CEOP)</p>	<p>Digital Literacy</p> <p>NC Ref: identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>Focus: Know that they should always ask a responsible adult if they want to use a device and ask for help if they see anything that worries them.</p> <p>Suggestions: Jessie and Friends – Episode 3 (ThinkUKnow)</p>

KS1 Cycle B			
Year R/1/2 Cycle B Information Technology	<p>NC Ref: use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Focus: Be able to save, retrieve and print work Be able to confidently use pointing device.</p> <p>Suggestions: Logging in to their personal domain. Saving documents. Jit5/ Microsoft Word Mouse, Touchpad Laptop/ iPad.</p>	<p>NC Ref: use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school</p> <p>Focus: Be able to combine simple text and graphics</p> <p>Suggestions: Recreate an artist's work digitally (Paint/Tux Paint)</p>	<p>NC Ref: use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Focus: Know how to type and format text including basic punctuation and capital letters Be able to add and create simple images</p> <p>Suggestions: Microsoft Word/Jit5 Basic typing. Poster 'All About Me' etc.</p>
Year R/1/2 Cycle B Programming	<p>NC Ref: use logical reasoning to predict the behaviour of simple programs</p> <p>Focus: Know how to program a robot to achieve set goal (sequence of 6-7 instructions: maze, point collecting)</p> <p>Suggestions: BeeBots/Jit5 /Daisy the Dino</p>	<p>NC Ref: understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>Focus: Begin to use block programming e.g. to complete a simple program.</p> <p>Suggestions: Scratch Junior (Alex, Daisy Dino)</p>	<p>NC Ref: create and debug simple programs</p> <p>Focus: Be able to debug more complex problems</p> <p>Suggestions: Scratch Jr/ Daisy the Dino/ MicroBits (MA)</p>
Year R/1/2 Cycle B Digital Literacy	<p>NC Ref: use technology safely and respectfully.</p> <p>Focus: Know devices that enable direct communication between people through images and text.</p> <p>Suggestions: Going Places Safely – Common Sense Media https://www.commonsensemedia.org/educators/lesson/going-places-safely-k-2 Jessie and Friends Think U Know – Episode 3 Playing Games https://www.thinkuknow.co.uk/professionals/resources/jessie-and-friends/</p>	<p>NC Ref: keeping personal information private.</p> <p>Focus: Know what personal information is and that they should never share this with anyone they don't know.</p> <p>Suggestions: CEOP - Hector's World https://www.thinkuknow.co.uk/Teachers/Resources/ Common Sense Media https://www.commonsense.org/education/lesson/keep-it-private-k-2</p>	<p>NC Ref: identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>Focus: 1) Know that they should tell a trusted adult if they are upset or worried about anything on a device 2) With support be able to use a safe search engine e.g. Swiggle</p> <p>Suggestions: 1) Digi Duck - http://www.kidsmart.org.uk/teachers/ks1/sourcesduck/projet/digiduck-ebook.pdf 2) Common Sense Media – ABC Searching https://www.commonsense.org/education/lesson/abc-searching-k-2</p>

LKS2 Cycle A

<p>Year 3/4 Cycle A Information Technology</p>	<p>NC Ref: select, use and combine a variety of software on a range of digital devices to design and create a range of programs. Focus: Be able to log in to computer system as themselves and can find their documents. Create a simple document i.e. brochure, poster, invitation using pictures and graphics Suggestions: Early Keyboard Skills/ Primary Games Arena (Typing Skills) Create a simple document i.e. brochure, poster, invitation using pictures and graphics Microsoft Word/Publisher</p>	<p>NC Ref: Select, use and combine a variety of software to present data and information. Focus: Add and sequence slides to make a simple presentation Suggestions: PowerPoint/iMovie/Stop Motion</p>	<p>NC Ref: Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, including collecting data and information Focus: Know how to open shared documents and pictures. Know how to use software to create a simple brochure or poster. Suggestions: Publisher/PowerPoint/Google Docs</p>
<p>Year 3 / 4 Cycle A Programming</p>	<p>NC Ref: Design, write and debug programs that accomplish specific goals. Focus: Use block programming to make a simple program. Suggestions: Scratch Jr/ Daisy the Dino/Microbit</p>	<p>NC Ref: Use sequence, selection, and repetition in programs. Focus: Use more advanced programming to input sets of instructions according to programming language and environment Suggestions: Scratch/Jr Hour of Code</p>	<p>Programming NC Ref: use sequence, selection, and repetition in programs; work with variables and various forms of input and output Focus: Begin to use conditionals (e.g. If I click here this happens) Suggestions: MicroBit</p>
<p>Year 3 / 4 Cycle A Digital Literacy</p>	<p>NC Ref: Recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Focus: Know that some people on the internet cannot be trusted. Know that concerns they see online should be reported to a trusted adult. Suggestions: Smart Crew Resources. http://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew</p>	<p>NC Ref: use technology safely, respectfully and responsibly Focus: Create and use a simple password Know that some people on the internet should not be trusted Suggestions: Password Power Up (Common Sense Media) https://www.commonsense.org/education/digital-citizenship/lesson/password-power-up Online Password Checker How secure is my password? Is seeing believing? Common Sense Media Unit https://www.commonsense.org/education/digital-citizenship/lesson/is-seeing-believing</p>	<p>Digital Literacy NC Ref: identify a range of ways to report concerns about content and contact Focus: Know which websites are useful and begin to understand all might not be trustworthy. Know that concerns about what they see on-line should be reported to a trusted adult Suggestions: This is Me Common Sense Media_ <i>My online presence</i> https://www.commonsense.org/education/digital-citizenship/lesson/this-is-me The Power of Words Common Sense Media <i>Bullying Online</i> https://www.commonsense.org/education/digital-citizenship/lesson/the-power-of-words</p>

LKS2 Cycle B			
Year 3/4 Cycle B Information Technology	<p>NC Ref: select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals.</p> <p>Focus: Be able to save a document in a shared folder and retrieve this to continue working on it. Be able to organise their personal folder effectively for instance by organising work into folders for each year at school.</p> <p>Suggestions: For instance open a presentation template or document started by the teacher – based on History and add additional content and material. Publisher, Powerpoint, Word, Documents, Pages , Keynote</p> <p>By teacher demonstration and organising work into folders on the school network. Difficult to implement on tablets unless using a cloud system.</p>	<p>NC Ref: select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals.</p> <p>Focus: Know how to change font size and style; include shapes and backgrounds and to use the Spellcheck function</p> <p>Suggestions: To produce a piece of work related to other learning for instance in English or the Humanities. (leaflet/brochure/poster)</p> <p>To be able to use sequence to create an effective presentation or video Keynote, Powerpoint or iMovie.</p>	<p>NC Ref: select, use and combine a variety of software (including internet services) on a range of digital devices to design and create presentations.</p> <p>Focus: Be able to deliver a simple presentation to their peers</p> <p>Suggestions: Pupils to sequence key ideas before delivering presentation Keynote, Powerpoint Slides</p>
Year 3/4 Cycle B Programming	<p>NC Ref: design, write and debug programs that accomplish specific goals</p> <p>Focus: Be able to use a program to sequence, use conditionals and use a variety of inputs and outputs (Logo/Scratch).</p> <p>Suggestions: Scratch Smoking Car http://code-it.co.uk/scratch/smoking_car/smokingcaroverview <i>extension Music Maker</i></p> <p>Hour of Code https://studio.code.org/flappy/1</p>	<p>NC Ref: design, write and debug programs that accomplish specific goals; solve problems by decomposing them into smaller parts</p> <p>Focus: Know how to break sets of instructions into short steps to achieve goal. For instance drawing repeated squares to make a pattern.</p> <p>Suggestions: Scratch – Shapes Continuing basic work started in Y3 but to include work on procedures and nested loops. http://code-it.co.uk/goldshape/</p> <p>Logo – Using nested loops to create repeating patterns</p> <p>Pro Bot – Using loops and nested loops to create geometric patterns</p>	<p>NC Ref: use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>Focus: Be able to use a block program (Scratch Jun, Scratch, Microbit Blocks)) to make a simple programme using sequencing and timing.</p> <p>Input sets of instructions according to programming language and environment (Logo, Scratch Jnr, Microbit etc..)</p> <p>Suggestions: Scratch Junior Pathway http://code-it.co.uk/pathway ,</p> <p>Microbit – Create a program that displays a welcome message on the Microbit. Extend this so the message changes/shapes displayed etc.</p>
Year 3/4 Cycle B Digital Literacy	<p>NC Ref: use technology safely, respectfully and responsibly</p> <p>Focus: Know that pictures and text share on-line can end up with strangers</p> <p>Suggestions: Google – Be an Internet Legends Series of lessons about many aspects of being safe online. https://beinternetlegends.withgoogle.com/en_uk/toolkit</p>	<p>NC Ref: recognise acceptable/unacceptable behaviour</p> <p>Focus: Reliably know what to do if they are exposed to unpleasant materials on any device</p> <p>Suggestions: Rings of Responsibility Common Sense Media https://www.commonsense.org/education/digital-citizenship/lesson/rings-of-responsibility</p> <p>Keeping Games fun and friendly Common Sense Media https://www.commonsense.org/education/digital-citizenship/lesson/keeping-games-fun-and-friendly</p>	<p>NC Ref: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Focus: 1) Know that having a balance of online and offline activities is important. 2) Know what the key words are to enter into a Search engine to find information they want.</p> <p>Suggestions: 1) My Media Choices – Common Sense Media https://www.commonsense.org/education/digital-citizenship/lesson/my-media-choices 2) Consider using first few lessons from Google https://www.google.com/insidesearch/searcheducation/lessons.html</p>

UKS2 Cycle A			
Year 5/6 Cycle A Information Technology	<p>NC Ref: Select, use and combine a variety of software.</p> <p>Focus: To be able to share their work from their personal folder to work collaboratively with others. Know how to use software to create and effective poster or leaflet.</p> <p>Suggestions: To create a poster about the beliefs of the Mayans. Publisher/ Word/ Pages (iPad) To record a short presentation of images with audio recording (PP)</p>	<p>NC Ref: Select, use and combine a variety of software to accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Focus: to create and sequence a video, add sound effects, transitions and title/subtitles</p> <p>Suggestions: Movie Makers – Create a filmed interview based on the Titanic Detective Agency. iMovie Do Ink (Green Screen)</p>	<p>NC Ref: Select, use and combine a variety of software to present data and information.</p> <p>Focus: Independently, prepare an effective presentation to show their learning to others which includes some elements of timing or sequence.</p> <p>Suggestions: Prepare a presentation on the monarchs studied in History lessons (post 1066). PowerPoint/ Key Note (iPad)</p>
Year 5/6 Cycle A Programming	<p>NC Ref: design, write and debug programs that accomplish specific goals</p> <p>Focus: Use customisation to change a working program to change its effect.</p> <p>Suggestions: Micro-bits – Harry Potter Sorting Hat</p>	<p>NC Ref: design, write and debug programs that accomplish specific goals</p> <p>Focus: Uses loops to achieve goals.</p> <p>Suggestions: Scratch Stories</p>	<p>NC Ref: design, write and debug programs that accomplish specific goals</p> <p>Focus: Uses loops to achieve goals.</p> <p>Suggestions: Micro-bit/Kodu</p>
Year 5/6 Cycle A Digital Literacy	<p>NC Ref: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour.</p> <p>Focus: Know how to compare information from different websites and know that some sites may show bias Know the risks posed to them by using Social Media</p> <p>Suggestions: Livestreaming – good and bad attention. https://www.thinkuknow.co.uk/professionals/resources/live-streaming/ Trust Me https://www.lgfl.net/online-safety/trust-me</p>	<p>NC Ref: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour;</p> <p>Focus: Know that a balance of online and offline activities is important to maintain good health. Know the risks posed to them by using Social Media, including understanding that people may not be who they say they are.</p> <p>Suggestions: My Media Balance https://www.commonsense.org/education/digital-citizenship/lesson/finding-my-media-balance Play Like Share https://www.thinkuknow.co.uk/professionals/resources/play-like-share/</p>	<p>NC Ref: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour;</p> <p>Focus: Effectively use a search engine to find multiple criteria using AND/OR to refine searches Know how to report concerns on-line.</p> <p>Suggestions: What is Cyberbullying? https://www.commonsense.org/education/digital-citizenship/lesson/whats-cyberbullying Other Creators Rights and Responsibilities. https://www.commonsense.org/education/digital-citizenship/lesson/a-creators-rights-and-responsibilities</p>
UPKS2 Cycle B			
Year 5/6 Cycle B Information Technology	<p>Information Technology</p> <p>NC Ref: Select, use and combine a variety of software to accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Focus:</p> <p>Suggestions:</p> <p>Digital Artists Be able to use layers, add filters, select areas to modify, add text or other appropriate content.</p>	<p>Information Technology</p> <p>NC Ref: Select, use and combine a variety of software to accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Focus:</p> <p>Suggestions:</p> <p>Radio Presenters- To create a podcast and jingle for a radio program. (Audacity)</p>	<p>Information Technology</p> <p>NC Ref: Select, use and combine a variety of software to accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Focus:</p> <p>Suggestions:</p> <p>Using software know how to add data into a prepared spreadsheet to answer simple questions.</p> <p>Suggestions: Spreadsheets – Excel, Numbers (iPad)</p>
Year 5/6 Cycle B Programming	<p>NC Ref: design, write and debug programs that accomplish specific goals</p> <p>Focus: Use customisation to change a working program to change its effect for instance backgrounds and sprite in scratch</p> <p>Suggestions: For instance Snowflake Fall (Microbit) Scratch</p>	<p>NC Ref:</p> <p>Focus: Use loops to achieve goals</p> <p>Suggestions: Programming As above but use mathematical expressions when constructing conditionals (Kodu)</p>	<p>NC Ref: design, write and debug programs that accomplish specific goals</p> <p>Focus: Uses variables, conditional sentences (when/then), external triggers and loops to achieve set goals</p>

			<p>Suggestions: Creating game in Scratch, an interactive slides in Powerpoint or Keynote for instance to create an interactive story, Creating a game in Kodu with a scoring system, Creating an electronic die with a Microbit.</p>
<p>Year 5/6 Cycle B Digital Literacy</p>	<p>NC Ref: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; Focus: Effectively use a search engine to find multiple criteria using AND/OR to refine searches Know how to reduce the risks posed by using Social Media by managing their friends lists and privacy settings.</p> <p>Suggestions: Google Search Lessons https://sites.google.com/site/gwebsearcheducation/lessonplans Game On https://esafety.gov.au/education-resources/classroom-resources/gameon</p>	<p>NC Ref: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; Focus: Know how to reduce the risks posed by using Social Media by managing their friend's lists and privacy settings. Know that it is illegal to post or view 'rude' images of children</p> <p>Suggestions: Digital Friendships https://www.commonsense.org/education/digital-citizenship/lesson/digital-friendships You won't believe this! https://www.commonsense.org/education/digital-citizenship/lesson/you-wont-believe-this</p>	<p>NC Ref: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; Focus:</p> <p>Suggestions: Picture Perfect – How pictures can be altered digitally.</p> <p>What can we "Trust" http://fakenews.lgfl.net https://www.lgfl.net/online-safety/trust-me</p>