
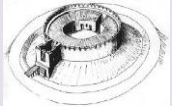








Timeline of events

100BC	Iron Age hill fort	
10th Century	Saxon ditch rampart	
11 th Century	Motte and Bailey	
12 th Century	Stone keep and curtain	
14 th Century	concentric castles	
Early 14 th Century	medieval fortified	




Key Local Links

Staindrop	Raby Castle
Middlesbrough	Transporter Bridge
Yarm	Viaduct Bridge
Helmsley	Helmsley Castle

Vocabulary Dozen

Bridge	a structure carrying a road, path, railway, etc. across a river, road, or other obstacle
Castle	A large building, usually with towers and tunnels, built to withstand an attack.
Drawbridge	A bridge, which is hinged at one end, that can be raised.
Engineer	A person who designs, builds or maintains structures.
Human features	Features of an area caused by people e.g. towns, roads etc.
Man-made	Made or caused by human beings.
material	The matter from which a thing is made.
Physical features	Features of an area that are natural e.g. hills and volcanoes.
Structure	Is something of many parts that is put together.
Tower	A tall structure.
Tunnel	An underground passage.
Turret	A small tower on top of a larger tower or at a corner of a building.

Important People

	Lord and Lady Barnard
	Isambard Kingdom Brunel
	Arthur Dorman

Important Places

Newcastle	Tyne tunnel
London	Tower bridge
Scotland	Forth Rail Bridge
China	Bund Sightseeing Tunnel
San Francisco	Golden Gate
Australia	Sydney Harbour Bridge
Middlesbrough	Transporter

Science	History	Geography	Computing	Music	Art	DT	PE	RE	PSHE
identify and compare the suitability of a variety of everyday materials	Order events in a period of history studied and begin to recall the dates of important festivals or celebrations.	Draw simple maps or plans using symbols for a key.	Identify obviously false information in a variety of contexts. Identify personal information that should be kept private.		Use modelling materials to create an imaginary or realistic form.	Choose appropriate materials and suggest ways of manipulating them to achieve a desired effect.	To use running, jumping, throwing and catching in isolation and in combination	Believing: Who is a Christian and what do they believe? What can we learn from sacred books?	Manage feelings in a positive and effective way. Learn about loss, change and the feelings involved in those situations.
find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	Begin to understand cause and effect by looking at a significant individual's actions and what happened as a result.	Use geographical vocabulary to name features of familiar and unfamiliar places.	Communicate safely, respecting and considering other people's feelings online.		Cut and tear fabrics and papers, attaching them using different joining techniques.	Describe why a design, building or designer is important.	To master basic movements including running, jumping, throwing and catching.	Talk about some simple ideas about Christian beliefs about God and Jesus.	Explain how their actions have consequences for themselves and others. Identify people who look after them. Identify who to go to if they are worried and how to attract their attention.
observe changes across the four seasons	Ask and answer questions about a range of historical sources.	Describe and compare human and physical features seen in their local environment and other places in the world.				Improve structures by making them stronger, stiffer and more stable		Ask and suggest answers to questions arising from stories Jesus told and from another religion. Talk about issues of good and bad, right and wrong arising from the stories.	Share their views and opinions on things which matter to them, providing some evidence to support, such as gathered relevant information and data.
observe and describe weather associated with the seasons and how day length varies		Explain how a place has changed over time.				Explain how closely, finished products, meet their design criteria and say what they could do better in future.		Recognise that sacred texts contain stories, which are special to many people and should be treated with respect.	