

# Curriculum Overview

## Curriculum Intent

By the end of Year 6, we aim for children to leave Priors Hall being:

1. Respectful and caring learners who can take responsibility for themselves and their part in local area and wider world.
2. Confident communicators who are articulate and able to engage in conversations with others.
3. Critical thinkers who find solutions and problem solve using their own initiative and prior knowledge.
4. Curious and questioning learners who are able to challenge, investigate and research effectively.
5. Understanding learners who are aware of how life has changed for people both within and outside of living memory.
6. Expressive and creative learners who are able to choose from varied mediums to express themselves.
7. Collaborative learners who work and interact well with others.
8. Ready for the challenges of secondary school and able to embrace opportunities that become available to them.

## Year 1

|                               | <b>Autumn 1</b><br><i>Dinosaur Planet</i>  | <b>Autumn 2</b><br><i>Bright Lights, Big City</i>  | <b>Spring 1</b><br><i>Moon Zoom</i>  | <b>Spring 2</b><br><i>Superheroes</i>   | <b>Summer 1</b><br><i>Paws, Claws and Whiskers</i>   | <b>Summer 2</b><br><i>Enchanted Woodlands</i>  |
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|                               | <i>History &amp; Science</i>   | <i>Geography</i>   | <i>History &amp; Science</i>   | <i>Science</i>  | <i>Art &amp; Science</i>   | <i>Science</i>   |
| National Curriculum statement | <p><b>History:</b><br/>Learn about events beyond living memory that are significant nationally or globally</p> <p>Learn about the lives of significant individuals in the past</p> | <p>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p>Use world maps, atlases and globes to</p> | <p><b>History:</b><br/>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation</p> | <p><b>Science:</b><br/>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p><b>History link:</b></p> | <p><b>Science:</b><br/>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Describe and compare the</p> | <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Identify and describe the basic structure of</p> |

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|  | <p>who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p><b>Science:</b><br/>identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p><b>Geography link:</b><br/>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p>Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</p> | <p>identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small</p> | <p>and how Britain has influenced and been influenced by the wider world.</p> <p>Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p><i>Optional to be covered:</i><br/>Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p><b>Science:</b><br/>Distinguish between an object and the material from which it is made</p> <p>Compare and group together a variety of</p> | <p>Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p><b>Art link:</b><br/>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> | <p>structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p><b>Art (<i>Funny Faces and Fabulous Features</i>):</b><br/>Use a range of materials creatively to design and make products.</p> <p>Evaluate and analyse creative works using the language of art, craft and design.</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Use drawing, painting and sculpture to develop and share</p> | <p>a variety of common flowering plants, including trees</p> <p>Observe changes across the four seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> <p><b>Geography link:</b><br/>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Art link<br/>Use a range of materials creatively to design and make products.</p> <p>Develop a wide range of art and design techniques in using colour, pattern,</p> |
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|  | <p><b>Art link:</b><br/>Use a range of materials creatively to design and make products.</p> | <p>area of the UK, and of a small area in a contrasting non-European country.<br/>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.<br/>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Develop contextual knowledge of the</p> | <p>everyday materials on the basis of their simple physical properties.</p> <p>Describe the simple physical properties of a variety of everyday materials</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p><b>Geography link:</b><br/>Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.<br/>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil,</p> |  | <p>their ideas, experiences and imagination.</p> <p>Learn about the work of a range of artists, craft makers and designers, describing the differences between difference practices and disciplines, and making links to their own work.</p> <p><b>Geography link:</b><br/>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p>Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Use aerial photographs and plan perspectives to</p> | <p>texture, line, shape, form and space.</p> |
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|  |  | <p>location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.</p> <p>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Pole</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p><b>History Link:</b></p> | <p>valley, vegetation, season and weather.</p> |  | <p>recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> |  |
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|                  |  | <p>Learn about events beyond living memory that are significant nationally or globally.</p> <p><b>Science:</b><br/>observe changes across the four seasons</p> <p>observe and describe weather associated with the seasons and how day length varies.</p> <p><b>Art link:</b><br/>Use a range of materials creatively to design and make products.</p> |  |  |  |   |
| Cultural Capital | Understand what life was like before humans and things lived on Earth. | Know what the countries are in the United Kingdom and where they are.  | Have an awareness of key individuals who have had an impact on the modern world. | Have an awareness of key individuals who have had an impact on the modern world. | Understand difference in types of animals and what they eat. | Understand how flowers are different to animals and humans and how they are important to the local environment. |
| Enrichment       | Dinosaur museum  | Virtual tour of London   | Space Centre visit<br>Planetarium to school                                      | Dress up day<br>Atomic Tom visit   | Zoo visit  | Trip to the woods   |
| Vocabulary       | Dinosaur, excavate, extinct, fossil,                                   | Adventure, aerial picture, art gallery,  | Alien, astronaut, constellation, gravity,  | Actions, appearance, characteristics,  | Camouflage, claw, climate, domestic                          | Bark, bird, cold-blooded, conker,   |

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|                       | habitat, invertebrate, landscape, map, marine, reptile, prehistoric, predator, museum, palaeontologist, prey, vertebrate. | autumn, bakery, Belfast, Big Ben, Buckingham Palace, capital city, cathedral, Cardiff, coastline, commemorate, country, Edinburgh, flag, fog, government, Houses of Parliament, impact, King Charles II, key, island, landmark, London, monarch, Northern Ireland, Queen Elizabeth, River Thames, Scotland, St Pauls Cathedral, The Great Fire of London, Thomas Farriner, Tower of London, Tourism, United Kingdom, Wales, Westminster Abbey. | Martian, moon, NASA, outer space, planet, robot, rocket, science fiction, signal, solar system, specimen, UFO, universe, zero gravity.<br><br><b>Science:</b><br>Wood, plastic, glass, paper, water, metal, rock, hard, soft, bendy, rough, smooth. | choice, comic strip, conflict, costume, disguise, emergency services, figurine, hero, heroine, mask, power, rescue, rules, senses, sidekick, super food, villain. | animal, enclosure, fable, feathers, fur, habitat, pet, paw, scales, whiskers, wild animal, zookeeper.<br><br><b>Science:</b><br>Fish, reptiles, mammals, birds, amphibians, herbivores, omnivores, carnivores, leg, arm, elbow, head, ear, nose, back, wings, beak. | environment, evergreen, mammal, natural, petals, tree, warm-blooded.<br><br><b>Science:</b><br>Deciduous, evergreen, trees, leaves, flowers, blossom, petals, fruit, roots, bulbs, seed, trunk, branches, stem, summer, spring, autumn, winter, Sun, day, Moon, night, light, dark. |
| Investigation links   | Whose poo?<br>Why do we have teeth?   | How does it move?<br>How big is a raindrop?<br>Does it snow in summer?<br>How wild is the wind?  | What keeps us dry?<br>How does it feel?   | What can our hands do?<br>Can you be a superhero?   | Can you leap like a frog?<br>What is camouflage for?<br>What can worms sense?   | Are all leaves the same? Do pine cones know it's raining?<br>What's in a bud?<br>How do leaves change?  |
| Links to other topics | Y1 Paws, Claws and Whiskers<br>Y3 Tribal Tales<br>Y3 Predator   | Y2 Street Detective  | Y1 Superheroes<br>Y2 Towers, Tunnels and Turrets<br>Y5 Stargazers   | Y1 Moon Zoom<br>Y2 Towers, Tunnels and Turrets  | Y1 Dinosaur Planet<br>Y2 Wriggle and Crawl<br>Y3 Predators<br>Y4 Blue Abyss<br>Y6 Darwin's Delight  | Y2 Wriggle and Crawl<br>Y5 Sow, Grow and Farm<br>Y5 Eat the Seasons   |

| Year 2                        |   |   |   |  |   |  |
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|                               | <b>Autumn 1<br/>Towers, Tunnels<br/>and Turrets</b>   | <b>Autumn 2<br/>Street Detectives</b>   | <b>Spring 1<br/>Wriggle and<br/>Crawl</b>   | <b>Spring 2<br/>Bounce!</b>  | <b>Summer 2<br/>Coastline</b>   | <b>Summer 2<br/>Land Ahoy</b>  |
|                               | <i>History and<br/>Science</i>  | <i>Geography</i>  | <i>Art and Science</i>  | <i>Science</i>   | <i>Geography</i>  | <i>Geography &amp;<br/>Science</i>   |
| National Curriculum statement | <p><b>History:</b><br/>Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p>Learn about events beyond living memory that are significant nationally or globally.</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting</p> | <p><b>Geography link:</b><br/>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Understand the processes that give rise to key physical and human geographical features of the world, how these are</p> | <p><b>Art:</b><br/>Use a range of materials creatively to design and make products.</p> <p>Produce creative work, exploring their ideas and recording their experiences.</p> <p><b>Science (combination of lessons and LTIs):</b><br/>Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic</p> | <p><b>Science:</b><br/>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Notice that animals, including humans, have offspring which grow into adults.</p> <p><b>Art link:</b><br/>Use a range of materials creatively to design and make products.</p> | <p>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this Key Stage.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.</p> | <p><b>Science:</b><br/>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p><b>Geography:</b><br/>Name and locate the world's seven continents and five oceans.</p> <p>Name, locate and identify characteristics of the</p> |

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|  | <p>arguments and interpretations of the past have been constructed.</p> <p><b>Science:</b><br/>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p><b>Geography link:</b><br/>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> | <p>interdependent and how they bring about spatial variation and change over time.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p><b>Art link:</b><br/>Use a range of materials creatively to design and make products.</p> <p>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p><b>History Link:</b><br/>Learn about changes within living memory.</p> | <p>needs of different kinds of animals and plants, and how they depend on each other</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Notice that animals, including humans, have offspring which grow into adults</p> |  | <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data</p> | <p>four countries and capital cities of the UK and its surrounding seas. Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this Key Stage.</p> <p>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.</p> <p>Use aerial photographs and</p> |
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|  | <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.</p> <p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> | <p>Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Learn about significant historical events, people and places in their own locality.</p> <p><b>Science:</b> observe and describe how seeds and bulbs grow into mature plants</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> | <p><b>Geography link:</b> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.</p> |  | <p>gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways including through maps, numerical and quantitative skills and writing at length.</p> <p>Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding</p> | <p>plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.</p> |
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|                  |  |   |  |  | <p>the actions of processes.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.</p> <p><b>Art link:</b> Use a range of materials creatively to design and make products.</p> | <p><b>Art link:</b><br/>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> |
| Cultural Capital | Understand why castles and forts were built in the past and how each differs depending on when it was first built. | Know how to read and produce a basic map. | Know how to care for other living things and understand what needs other living things have. | Understand a basic life cycles and what happens at each stage. | Know the seas and oceans around the world.<br>Take social responsibility for   | Know the seas and oceans around the world.<br>Take social responsibility for  |

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|                     |   |   |  |   | keeping our world's environments safe.  | keeping our world's environments safe.   |
| Enrichment          | Castle Visit<br>Rockingham/Warwick<br><br>Dress up day  | Walk around local areas   | Bugtopia visit<br><br>Ugly bug ball  | Trampoline/football session/ visit to park  | Trip to seaside   | Summer show<br><br>Dress up day  |
| Vocabulary          | Arch, archer, arrow, bailey, battlements, burrow, castle, drawbridge, fortress, keep, Lord, medieval, moat, motte, passage, portcullis, rampart, Saxon, towel, tunnel, turret, viaduct. | Community, construction, council, detective, estate agent, habitat, interview, investigate, man-made, Mayor, natural, pictogram, questionnaire, retailer, route, survey, symbol, thatch.<br><br><b>Science:</b><br>Seeds, bulbs, water, light, temperature, growth. | Apparatus, athlete, axle, ball, bounce, chassis, competition, event, exercise, gymnast, heart rate, hydrate, installation, match, paraolympian, physical, propel, pulse, score, sport, team, train, venue.<br><br><b>Science:</b><br>Living, dead, habitat, energy, food, chain, predator, prey, woodland, pond, desert. | Abdomen, antenna, camouflage, chrysalis, classification, colony, entomology, food chain, habitat, hive, honey, larva, life cycle, metamorphosis, microscope, minibeast, nectar, pollen, pooter, predator, prey, pupa, species, specimen, thorax.<br><br><b>Science:</b><br>Survival, air, food, adult, baby, offspring, kitten, calf, puppy, exercise, hygiene. | Anchor, Atlantic Ocean, atlas, bay, beach, capsize, Captain James Cook, captain, cave, cliff, coast, coastal town, coastguard, compass, crew, current, damage, danger, East, English Channel, erosion, explorer, globe, Grace Darling, harbour, Irish Sea, lighthouse, natural, North Sea, ocean, North, South, West, pier, port, sea defence, shore, windsock. | Age of sail, cargo, dock, keel, lighthouse, main deck, marina, maritime, mast, mechanism, navigate, ocean, pirate code, poop deck, port, quarterdeck, quarter gully, RNLI station, rudder, sail, sea shanty, shipwreck, smuggler, symbol.<br><br><b>Science:</b><br>Stretchy, stiff, shiny, dull, smooth, waterproof, absorbent, opaque, transparent, brick, paper, fabric, squashing, bending, twisting, stretching, elastic, foil. |
| Investigation links | Can you make a paper bridge? Where do worms like to live?   | How do plants grow in winter?   | Do insects have a favourite colour?<br>Do snails have noses?<br>What is the lifecycle of the ladybird?<br>Where do snails live?  | Do all balls bounce?<br>Why should I exercise?<br>How do germs spread?  | How many arms does an octopus have?<br>Why do boats float?<br>Will it degrade?  | Why do boats float?<br>Can you find the treasure?  |

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| Links to other topics | Y1 Superheroes<br>Y1 Moon Zoom<br>Y3 Tribal Tales<br>Y4 Traders and Raiders<br>Y4 I am Warrior | Y1 Bright Lights Big City | Y3 Predator<br>Y4 Burps, Bottoms and Bile<br>Y5 Pharaohs<br>Y5 Eat the Seasons | Y1 Paws, Claws and Whiskers<br>Y1 Enchanted Woodlands<br>Y3 Predators<br>Y5 Pharaohs<br>Y6 Darwin's Delight | Y2 Land Ahoy<br>Y4 Misty Mountain and Winding River<br>Y6 Frozen Kingdom | Y2 Coastline |
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| Year 3                        |   |   |   |   |   |  |
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|                               | <b>Autumn 1</b><br><i>Gods and Mortals</i>  | <b>Autumn 2</b><br><i>Rocks, Relics and Rumbles</i>   | <b>Spring 1</b><br><i>Ammonite</i>  | <b>Spring 2</b><br><i>Mighty Metals</i>   | <b>Summer 1</b><br><i>Tribal Tales</i>  | <b>Summer 2</b><br><i>Predators</i>  |
|                               | <i>History and Science</i>  | <i>Geography</i>  | <i>Art and Science</i>  | <i>Science</i>  | <i>History and Science</i>  | <i>Science</i>   |
| National Curriculum statement | <p><b>History:</b><br/>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p><b>Science:</b><br/>Recognise that they need light in order to see things and that dark is the absence of light.</p> <p>Notice that light is reflected from surfaces.</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>Recognise that shadows are formed</p> | <p>Understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> | <p><b>Art:</b><br/>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Create sketch books to record their observations and use them to review and revisit ideas.</p> <p><b>Science:</b><br/>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> | <p>Compare how things move on different surfaces.</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</p> <p>Describe magnets as having two poles.</p> | <p><b>History:</b><br/>Changes in Britain from the Stone Age to the Iron Age.</p> <p><b>Science:</b><br/>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</p> <p>Investigate the way in which water is transported within plants.</p> | <p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p><b>Geography link:</b><br/>Understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and</p> |

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|  | <p>when the light from a light source is blocked by an opaque object.</p> <p>Find patterns in the way that the size of shadows change.</p> <p><b>Geography link:</b><br/>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> | <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Understand the geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country and a region within North or South America.</p> <p>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</p> | <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>Recognise that soils are made from rocks and organic matter.</p> | <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> | <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p><b>Geography link:</b><br/>Understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> | <p>earthquakes, and the water cycle.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> |
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|                  |   | <p>the UK and the wider world.</p> <p>Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> |   |  |  |   |
| Cultural Capital | Have an awareness of ancient Greek beliefs and cavillation and how this has impacted on the modern world. | Have an awareness of different geographical regions in the world and how they differ from our local environment.   | Have an awareness of using different artistic techniques and mediums to achieve different outcomes. | Have an awareness of the properties of different materials and why inventors use specific materials in their products. | Have an awareness of what life was like for early settlers and how this has evolved and adapted over time. | Have an awareness of different animal's from around the world ,and their needs, understanding how they are similar and differ to our own. |
| Enrichment       | Greek day   | Atomic Tom visit   | Visit from an artist  | Build a robot day  | Trip to Stanwick Lakes   | Trip to a zoo / ZooLab  |
| Vocabulary       | <b>History:</b><br>Amphora, artefact, cavalry, city-state, conquer, council,                              | Active, aftershock, anchorage, ash cloud, cardinal point, cinder, compact,   | <b>Art:</b><br>Carving, coiling, hatching, cross-hatching, shading,                                 | Magnetic, force, contact, attract, repel, friction, poles, push, pull, alloy,  | <b>History:</b><br>Anthropologist, archaeologist, awl, burrow, civilisation,                               | Movement, muscles, bones, skull, nutrition, skeletons, camouflage, cannibal,  |

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|                       | <p>deity, divine, hoplite, hydria, invasion, jury, kantharos, legend, mortal, pelast, phalanx, psiloi, temple, warrior.</p> <p><b>Science:</b><br/>Light, shadows, mirror, reflective, dark, reflection</p> | <p>composition, continent, convergent, crater, crystallisation, debris, destruction, divergent, dormant, effusive, epicentre, erosion, eruption, excavation, extrusive, geologist, igneous, impermeable, inner core, lava, magma, magnitude, mantle, metaphoric, pyroclastic flow, sedimentary, seismic wave, tectonic plate, tremor, tsunami, vent.</p> | <p>stippling, smudging, rolling, scoring, sketching, form, medium, motif, parallel, pattern, texture, tone.</p> <p><b>Science:</b><br/>Fossils, soils, sandstone, granite, marble, pumice, crystals, absorbent.</p> | <p>gravity, malleable, mineral, molten, motion, newton, oxidise, properties, rust, bronze, iron.</p>                 | <p>druid, earthwork, flint, harpoon, hunter-gatherer, prehistoric, preserved, settlement, tribe.</p> <p><b>Science:</b><br/>Air, nutrients, soil, reproduction, transportation, dispersal, pollination, flower</p> | <p>consumer, apex predator, decomposer, endoskeleton, exoskeleton, food chain, parasite, scavenger, species, terrestrial, vasculature, venomous, xylem.</p> |
| Investigation links   |   | <p>How do fossils form?<br/>What is sand?<br/>What is soil?</p>  |   | <p>Can you block magnetism?<br/>How mighty are magnets? Why do magnets attract and repel? What does friction do?</p> | <p>Do plants have legs?<br/>What are flowers for?</p>  | <p>What are our joints for?<br/>Why are tree tall?<br/>What do owls eat?<br/>How do worms move?</p>   |
| Links to other topics | <p>Y5 Pharaohs<br/>Y4 I am Warrior<br/>Y6 Hola Mexico</p>   | <p>Y4 Misty Mountain, Windy River<br/>Y5 Sow, Grow and Farm<br/>Y6 Frozen Kingdom</p>  | <p>Y4 Vista<br/>Y6 Inuit</p>  | <p>Y5 Scream Machines</p>  | <p>Y1 Dinosaur Planet<br/>Y2 Towers, Tunnels and Turrets<br/>Y4 I am Warrior<br/>Y4 Traders and Raiders</p>  | <p>Y1 Paws, Claws and Whiskers<br/>Y2 Bounce<br/>Y2 Wriggle and Crawl<br/>Y4 Blue Abyss<br/>Y6 Darwin's Delight</p>   |



| Year 4                        |  |   |   |   |  |  |
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|                               | <b>Autumn 1</b><br><i>I am warrior</i><br><br><i>History and Science</i>   | <b>Autumn 2</b><br><i>Misty Mountain, Winding River</i><br><br><i>Geography</i>   | <b>Spring 1</b><br><i>Vista</i><br><br><i>Art and Science</i>   | <b>Spring 2</b><br><i>Burps, Bottoms and Bile</i><br><br><i>Science</i>   | <b>Summer 1</b><br><i>Traders and Raiders</i><br><br><i>History and Science</i>  | <b>Summer 2</b><br><i>Blue Abyss</i><br><br><i>Science/ Geography</i>  |
| National Curriculum statement | <p><b>History:</b><br/>The Roman Empire and its impact on Britain.</p> <p><b>Science:</b><br/>Identify how sounds are made, associating some of them with something vibrating.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Find patterns between the pitch of a sound and features of the object that produced it.</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> | <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Understand the geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country and a region within North or South America.</p> <p>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</p> | <p><b>Art:</b><br/>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Learn about great artists, architects and designers in history.</p> <p>Evaluate and analyse creative works using the language of art, craft and design.</p> <p><b>Science:</b><br/>Identify common appliances that run on electricity.</p> <p>Construct a simple series electrical circuit, identifying and naming its basic</p> | <p>Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>Identify the different types of teeth in humans and their simple functions.</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> | <p><b>History:</b><br/>Britain's settlement by Anglo-Saxons and Scots.<br/>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p><b>Science:</b><br/>Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).</p> | <p><b>Science:</b><br/>Recognise that living things can be grouped in a variety of ways.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p><b>Geography:</b><br/>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere,</p> |

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|  | <p>Recognise that sounds get fainter as the distance from the sound source increases.</p> <p><b>Geography link:</b><br/>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> | <p>the UK and the wider world.</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activities including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Describe and understand key aspects of physical geography, including:</p> | <p>parts, including cells, wires, bulbs, switches and buzzers.</p> <p>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> |  | <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> | <p>Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> |
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|                  |  | <p>climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> |   |   |   |  |
| Cultural Capital | Understand what legacy the Romans have left for us and how this has impacted on our lives. | Understand and appreciate natural geography and how it is important to life on Earth.   | Appreciate natural vistas and key artists who has created art using this as a stimulus. | Know how digestion works and how to stay healthy. | Understand what legacy the Vikings have left for us and how this has impacted on our lives. | <p>Understand the importance of seas and oceans as an ecosystem.</p> <p>Take responsibility for protecting seas and oceans by understanding how humans has impacted on the</p> |

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|            |  |  |   |   |   | ecosystem in recent years.   |
| Enrichment | Roman day  | Visit from an explorer   | Trip to an art gallery  | Make poo / visit from a dentist   | Viking day/ History off the page  | Trip to Sealife museum   |
| Vocabulary | <p><b>History:</b><br/>Amphitheatre, barbarian, Britannia, Caledonia, Celts, centurion, chariot, emperor, forum, gladiator, Hibernia, Invictus, legion, mosaic, scutum, servus, standard, taxes, via.</p> <p><b>Science:</b><br/>Volume, vibration, wave, pitch, tone, speaker</p> | <p>Air pollution, altitude, anticline, atmosphere, avalanche, base, bog, bushfire, cardinal point, channel, climate, condensation, contour line, crust, deforestation, delta, downstream, dredging, drought, elevation, erosion, estuary, fold mountain, freshwater, glacier, gorge, gulley, high tide, irrigation, course, meadow, meander, mouth, outer bank, oxbow lake, peak, plate boundary, plateau, plunge pool, precipitation, rapids, ridge, rill, riverbank, riverbed, saltwater, source, spring, summit, syncline, tree line, tundra.</p> | <p><b>Art:</b><br/>Landscape, colour wheel, warm colours, cool colours, genre, scene, stippling, technique, tone, wash, watercolour, background, middle ground, foreground.</p> <p><b>Science:</b><br/>cells, wires, bulbs, switches, buzzers, battery, circuit, series, conductors, insulators</p> | <p>Mouth, tongue, teeth, oesophagus, stomach, small intestine, large intestine, canine, incisor, molar, abdomen, absorb, acid, amylase, bile, blood vessel, bolus, bowel, calcium carbonate, canine, colon, decay, dentine, enamel, enzyme, faeces, lipase, mandible, maxilla, rectum, saliva, uvula.</p> | <p><b>History:</b><br/>Afterlife, Anglo-Saxon, battle-axe, chieftain, conquer, custom, Dark Ages, Germanic, indigenous, Jute, longhouse, runestone, Saxon shore fort, seax, skald, territory.</p> <p><b>Science:</b><br/>Solid, liquid, gas, evaporation, condensation, particles, temperature, freezing, heating</p> | <p>Snails, slugs, worms, spiders, Insects, environment, habitats, abyss, adaptation, aquatic, arthropod, bioluminescent, consumer, coral, crustacean, diversity, marine, mollusc, oceanography, polyp, reef, sea anemone, sonar.</p> |

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| Investigation links   | Did the Romans use toilet roll?  | What do squirrels eat?<br>Where does water go?<br>Why does it flood?<br>Can worms sense danger? |                         | How does toothpaste protect teeth?<br>What is spit for? | How did Vikings dye their clothes?                                   | Are all sea creatures the same?<br>How does pollution affect habitats? |
| Links to other topics | Y2 Towers, Tunnels and Turrets<br>Y3 Tribal Tales<br>Y4 Traders and Raiders<br>Y5 Pharaohs<br>Y6 Hola Mexico | Y3 Rocks, relics and rumbles<br>Y5 Sow, Grow and Farm<br>Y6 Frozen Kingdoms                     | Y3 Ammonite<br>Y6 Inuit | Y2 Bounce<br>Y3 Predators<br>Y6 Blood Heart             | Y2 Towers, Tunnels and Turrets<br>Y3 Tribal Tales<br>Y4 I am Warrior | Y1 Paws, Claws and Whiskers<br>Y3 Predator<br>Y6 Darwin's Delights     |

| Year 5                        |  |  |   |  |   |  |
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|                               | <b>Autumn 1</b><br><i>Pharaohs</i><br>History and Science  | <b>Autumn 2</b><br><i>Sow, Grow and Farm</i><br>Geography  | <b>Spring 1</b><br><i>Eat the Seasons</i><br>DT and Science   | <b>Spring 2</b><br><i>Stargazers</i><br>Science  | <b>Summer 1</b><br><i>Fallen Fields</i><br>History and Science  | <b>Summer 2</b><br><i>Scream Machine</i><br>Science and DT   |
| National Curriculum statement | <p><b>History:</b><br/>An overview of the earliest civilizations – an overview of where and when the first civilizations appeared and a in depth study of Ancient Egypt.</p> <p><b>Science:</b><br/>Describe the changes as humans develop to old age.</p> <p><b>Geography link:</b><br/>Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> | <p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activities including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including</p> | <p><b>DT:</b><br/>Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p><b>Science:</b><br/>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> | <p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>Describe the movement of the Moon relative to the Earth.</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>Use the ideas of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky.</p> | <p><b>History:</b><br/>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</p> <p>A significant turning point in British history (Women’s Rights, war, social change).</p> <p><b>Science:</b><br/>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</p> | <p><b>Science:</b><br/>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p><b>DT:</b><br/>Use research and develop design criteria to inform the design of innovative, functional, appealing</p> |

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|  | <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> | <p>the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world.</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> | <p>Describe the life process of reproduction in some plants and animals.</p> |  | <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> | <p>products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Apply their understanding of computing to program, monitor and control their products.</p> <p>Understand how to use mechanical systems in their products (e.g. gears, pulley, cams, levers and linkages).</p> <p>Evaluate their ideas and products against their own design criteria and consider</p> |
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|                  |  |  |   |   | Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. | the views of others to improve their work.   |
| Cultural Capital | Have an awareness of a non-European culture and how its civilisation developed over time.  | Have an awareness of where food comes from and the process food goes through before it reaches the shops.<br><br>Understand how to be responsible buyers when purchasing food. | Know how to prepare and cook healthy food.  | Have an awareness of how the universe is made up and how scientists over time have contributed to what we now know.                     | Understand the impact WWI has had on the modern world (e.g. Women's Rights)  | Understand the role science has to play in everyday life and how important scientific knowledge is.                              |
| Enrichment       | Trip to British Museum   | Forest school  | Trip to Pizza Express   | Planetarium visit   | Visit a war memorial /visit Corby Old Village  | Trip to Wicksteed  |
| Vocabulary       | <b>History:</b><br>Curse, Giza, hierarchy, hieroglyphics, pyramid, ritual, Rosetta Stone, sphinx, tomb, Valley of the Kings, vizier. | <b>Geography:</b><br>Agriculture, arable farming, biome, bud, bulb, cattle, cereal, commercial farming, compost, corm, crop, cultivate, dairy, dissection, export,             | <b>DT:</b><br>Seasonality, taste, freshness, nutrition, carbon footprint, food miles, local growers, cost, emissions, fat, saturated fat, | Axis, rotation, phases of the moon, star, spherical bodies, satellite, rotate, orbit, astronomer, geocentric model, heliocentric model. | <b>History:</b><br>Alliances, Allied Powers, armistice, artillery, assassination, Central Powers, conscription, home front, imperialism, Kaiser,   | Air resistance, resistance, friction, gravity, Newton, gear, pulley, forces, Earth's gravitational pull, weight, mass, buoyancy, |



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|                       | <p><b>Science:</b><br/>Foetus, embryo, womb, gestation, baby, toddler, teenager, elderly, growth, development, puberty</p> | <p>fair trade, food chain, germination, harvest, import, insect, livestock, manure, nectar, packaging, pesticide, plant, plough, produce, ripe, root, seasonality, shoot, sow, stem, yield.</p> | <p>carbohydrates, sugars, fibre, protein, salt.</p> <p><b>Science:</b><br/>Stamen, insect, offspring, stigma, style, pollen, petal, anther, filament, sepal, ovary, ovule, metamorphosis, pollination, sexual reproduction, asexual reproduction, fertilise, carpel.</p> |   | <p>militarism, munitions, nationalism, propaganda, rationing, trenches.</p> <p><b>Science:</b><br/>Hardness, solubility, transparency, conductivity, magnetic, filter, evaporation, dissolving, mixing, materials, melting, condensing, reacting.</p> | <p>streamlined, mechanism, lever.</p>  |
| Investigation links   | <p>Why does milk go off?</p>   | <p>Why do birds lay eggs?<br/>How do worms reproduce?</p>   | <p>How many potatoes can you grow?<br/>Do dock leaves cure a sting?</p>  | <p>How do we know the Earth is round?<br/>Can we track the Sun?<br/>How do rockets lift off?<br/>Why do planets have craters?<br/>How does the Moon move?</p> |   | <p>How do levers help us?<br/>Why are zip-wires so fast?<br/>What do pulleys do?</p> |
| Links to other topics | <p>Y2 Bounce<br/>Y3 Gods and Mortals<br/>Y4 I am Warrior<br/>Y6 Hola Mexico!</p>   | <p>Y1 Enchanted Woodland<br/>Y3 Rocks, relics and rumbles<br/>Y4 Misty Mountain, Windy River<br/>Y6 Frozen Kingdoms</p>   | <p>Y1 Enchanted Woodland<br/>Y5 Scream Machines</p>  | <p>Y1 Moon Zoom</p>   | <p>Y6 Child's War</p>   | <p>Y3 Mighty metals</p>  |

| Year 6                        |  |  |  |   |  |  |
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|                               | <b>Autumn 1</b><br><i>Hola Mexico!</i><br>History and Science  | <b>Autumn 2</b><br><i>Frozen Kingdoms</i><br>Geography   | <b>Spring 1</b><br><i>Inuit</i><br>Art   | <b>Spring 2</b><br><i>Blood Heart</i><br>Science  | <b>Summer 1</b><br><i>A child's war</i><br>History and Science   | <b>Summer 2</b><br><i>Darwin's Delights</i><br>Science   |
| National Curriculum statement | <p><b>History:</b><br/>Study a non-European society that provides contrasts with British history – Mayan civilisation c.900.</p> <p><b>Science:</b><br/>Recognise that light appears to travel in straight lines.</p> <p>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.</p> <p>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.</p> | <p>Understand the geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country and a region within North or South America.</p> <p>Use fieldwork to observe, measure, record and present human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern</p> | <p><b>Art:</b><br/>Create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Learn about great artists, architects and designers in history.</p> <p>Evaluate and analyse creative works using the language of art, craft and design.</p> | <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way bodies function.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p> | <p><b>History:</b><br/>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>A significant turning point in British history.<br/>A local history study: a depth study linked to a British area of study.</p> <p><b>Science:</b><br/>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>Compare and give reasons for variations in how components function, including the brightness of</p> | <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>Recognise that living things produce offspring of the same kinds, but normally offspring vary and are not identical to their parents.</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p>Describe how living things are classified into broad groups according to common observable</p> |

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|  | <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> <p><b>Geography link:</b><br/>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> | <p>Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activities including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> |  |  | <p>bulbs, the loudness of buzzers and the on/off position of switches.</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p> <p><b>Geography link:</b><br/>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 UK and the wider world.</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> | <p>characteristics and based on similarities and differences, including micro-organisms, plants and animals.</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p> <p><b>Geography link:</b><br/>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 UK and the wider world.</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human</p> |
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|                  |  |  |   |  | Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.   | characteristics, countries and major cities.<br><br>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. |
| Cultural Capital | Have an awareness of a non-European culture and how its civilisation developed over time.  | Know the role that key explorers have played in modern history and how their discoveries have added to our understanding of the world.<br>Understand how to take responsibility for the environment.                   | Have an awareness of a non-European culture and how its art differs or is similar to other world art.                   | Know how humans stay alive and what is needed to stay healthy.   | Understand the impact WWII has had on the local area and those people who lived through the war.  | Know how Darwin's theory has impacted on what people believe and how some religious groups disagree with this.  |
| Enrichment       | Mayan day  | Visit from an explorer   | Visit from a sculptor   | Visit from a local athlete   | Trip to Stibbington   | Trip to the Natural History Museum  |
| Vocabulary       | <b>History:</b><br>Ancestors, astronomers, colonisation, culture, diverse, drought, indigenous, observatories, obsidian, sacrifice, society, thatched, trade.<br><br><b>Science:</b> | <b>Geography:</b><br>Antarctic Circle, Arctic Circle, base camp, blizzard, blubber, boreal, crevasse, fjord, frostbite, inhospitable, Inuit, horizon, indigenous, native, nomadic, North Pole, polar day, polar night, | <b>Art/DT:</b><br>Sculpture, printing, stencil, technique, stylised, stone cut, ivory, decorative, craftsman, figurine. | Circulatory, heart, blood vessels, veins, arteries, oxygenated, deoxygenated, valve, exercise, respiration, nutrients, alcohol, drugs. | <b>History:</b><br>Air raid, Allied powers, Anderson shelter, Axis powers, billeting officer, blackout, Blitz, concentration camp, evacuate, gas mask, Morrison shelter, Nazi, propaganda, rationing, refugee, Spitfire, V-E Day. | Inheritance, variation, characteristic, evolution, natural selection, fossil, adaptive traits, inherited traits.  |

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|                       | Visible spectrum, prism, shadow, transparent, translucent, opaque, light, light source, reflection, incident ray, reflected ray, law of reflection, refraction. | South Pole, tundra. whaling.  |                         |  | <b>Science:</b><br>Circuit, symbol, cell/battery, current, amps, voltage, resistance, electrons. |   |
| Investigation links   | How can we make red?<br>What colour is a shadow?  | Can we slow cooling down?<br>How do animals stay warm?  |                         | How does blood flow?<br>What's in blood?<br>What can your heart rate tell you? | How can you send a coded message?  | How have eyes evolved?<br>How many worms are underground?<br>Where do wild plants grow best?<br>Why do birds have different beaks?<br>Why is holly prickly? |
| Links to other topics | Y3 Gods and Mortals<br>Y4 I am Warrior<br>Y5 Pharaohs   | Y2 Coastline<br>Y3 Rocks, relics and rumbles<br>Y4 Misty Mountain, Windy River<br>Y5 Sow, Grow and Farm | Y3 Ammonite<br>Y4 Vista | Y3 Predators<br>Y4 Burps, Bottoms, Bile  | Y5 Fallen Fields   | Y1 Paws, Claws and Whiskers<br>Y2 Bounce<br>Y3 Ammonite<br>Y4 Blue Abyss  |