

Curriculum Overview

Year 1 Curriculum Intent

By the end of Year 1, we aim for children to be:

1. Respectful learners who are positive members of the school community.
2. Able to communicate their thoughts and ideas with others in the class.
3. Problem solvers who ask for help when needed.
4. Curious learners who enjoy learning new things.
5. Understanding learners who are aware of how life has changed from the past.
6. Creative learners who are willing to try new things.
7. Collaborative learners who share their skills with others.
8. Able to take responsibility for their own actions.

Year 1

	Autumn 1 <i>(Transition: Dinosaurs)</i> Moon Zoom <i>History and science</i>	Autumn 2 Bright Lights, Big City <i>Geography</i>	Spring 1 African safari <i>Geography and science</i>	Spring 2 Enchanted Woodlands <i>Science</i>	Summer 1 School Days <i>History</i>	Summer 2 Paws, Claws and Whiskers <i>Science</i>
National Curriculum statement	History: 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 and how Britain has	Geography: 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	Geography: Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a	Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of	History: Learn about the lives of significant individuals in the past who have contributed to national and international achievements.	Science: identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Describe and compare the structure of a variety

	<p>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>Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Science: Distinguish between an object and the material from which it is made</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</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 area of the UK, and of a small area in a</p>	<p>contrasting non-European country</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</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>Science: identify and name a variety of common animals that are carnivores, herbivores and omnivores</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>Geography link: 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>Learn about significant historical events, people and places in their own locality.</p> <p>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 and how Britain has influenced and been influenced by the wider world.</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contracts, analyse trends, frame historically valid questions and cause their own structured accounts, including written narratives and analyses.</p>	<p>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>
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	<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>contrasting non-European country. 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. 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 location of globally significant places – both terrestrial and marine – including</p>			<p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Science: 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>	
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		<p>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>History Link: Learn about events beyond living memory that are significant nationally or globally.</p>				
Cultural Capital	Have an awareness of key individuals who	Know what the countries are in the	Know ways in which our lives and our locality differ from	Understand how flowers are different to animals and	Understand what life was like in Victorian England and changes	Understand difference in types of

	have had an impact on the modern world.	United Kingdom and where they are.	those in other parts of the world (Africa as topic focus).	humans and how they are important to the local environment.	which have impacted on modern England.	animals and what they eat.
Enrichment	Planetarium visit	Virtual tour of London	Video Calls / Pen Pal / Email correspondence opportunities with <i>Light Rays Centre</i> (School in Kenya)	Trip to the woods.	Victorian day	Zoo visit
Tier 3 vocabulary	<p>History: Alien, astronaut, constellation, gravity, Martian, Moon, NASA, outer space, planet, robot, rocket, science fiction, signal, solar system, specimen, UFO, universe, zero gravity.</p> <p>Science: Wood, plastic, glass, paper, water, metal, rock, hard, soft, bendy, rough, smooth.</p>	Adventure, aerial picture, art gallery, 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.	<p>Geography: Continent, Africa, 54 countries, Kenya, mountains, equator, landmarks, desert, plains, safari, big five, elephant, buffalo, rhinoceros, lion, leopard, wildebeest, giraffe, cheetah, zebra, hippopotamus, endangered, Maasai Mara, tribe, mud huts.</p> <p>Science: Habitat, landscape, adapt, environment, map, predator, prey, carnivore, herbivore, omnivore, food chain.</p>	<p>Bark, bird, cold-blooded, conker, environment, evergreen, mammal, natural, petals, tree, warm-blooded.</p> <p>Science: Deciduous, tree, leaves, flowers, blossom, petals, fruit, roots, bulbs, seed, trunk, branches, stem, summer, spring, autumn, winter, Sun, day, Moon, night, light, dark.</p>	<p>arithmetic, blackboard, cane, centenary, classroom, dunce's hat, education, era, future, Industrial Revolution, leisure, lesson, misbehave, needlework, past, playground, present, punishment, reading, Victorian, woodwork, writing.</p>	<p>Camouflage, claw, climate, domestic animal, enclosure, fable, feathers, fur, habitat, pet, paw, scales, whiskers, wild animal, zookeeper.</p> <p>Science: Fish, reptiles, mammals, birds, amphibians, herbivores, omnivores, carnivores, leg, arm, elbow, head, ear, nose, back, wings, beak.</p>

Investigation links	What keeps us dry? How does it feel?	How does it move? How big is a raindrop? Does it snow in summer? How wild is the wind?	How are animals suited to their habitat? How can we find out what an animal eats? How does our school differ from one in Africa?	Are all leaves the same? Do pinecones know it's raining? What's in a bud? How do leaves change?		Can you leap like a frog? What is camouflage for? What can worms sense?
Links to other topics	Y1 School Days Y5 Moon Zoom	Y2 Street Detective	Y1 Paws, Claws & Whiskers Y2 Land Ahoy Y3 Predators Y6 Darwin's Delight	Y2 Wiggle and Crawl Y5 Sow, Grow and Farm		Y1 Dinosaur Planet Y2 Wriggle and Crawl Y3 Predators Y4 Blue Abyss Y6 Darwin's Delight

Year 2 Curriculum Intent

By the end of Year 2, we aim for children to be:

1. Respectful and caring learners who are positive members of the school community.
2. Good communicators who are able to contribute to whole class conversations.
3. Problem solvers who are confident to ask for help when needed.
4. Curious learners who want to find out more about what they are learning.
5. Understanding learners who are aware of how life has changed for people in different times from the past.
6. Creative learners who can express themselves in different ways.
7. Collaborative learners who are able to work with others on a specific task.
8. Able to take on responsibilities within the class.

Year 2

	Autumn 1 Magnificent monarchs	Autumn 2 Coastline	Spring 1 Land Ahoy	Spring 2 The Secret Garden	Summer 1 Movers and shakers	Summer 2 Wriggle and Crawl
	<i>History and science</i>	<i>Geography</i>	<i>Geography and science</i>	<i>Science</i>	<i>History and science</i>	<i>Science</i>
National Curriculum statement	History: 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	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	Geography: Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the	Science: Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature	History: 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	Science: Explore and compare the differences between things that are living, dead, and things that have never been alive Identify that most living things live in habitats to which they are suited and

	<p>life in different periods.</p> <p>Learn about events beyond living memory that are significant nationally or globally.</p> <p>Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Gain and deploy a historically grounded understanding of abstract terms such as “empire”, “civilisation”, “parliament” and “peasantry”.</p>	<p>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>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>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 plan perspectives to recognise landmarks and basic human and physical features;</p>	<p>to grow and stay healthy.</p> <p>Use the local environment throughout the year to observe how different plants grow.</p> <p>Introduced to the requirements of plants for germination, growth and survival, as well as to the processes of reproduction and growth in plants.</p>	<p>life in different periods.</p> <p>Learn about events beyond living memory that are significant nationally or globally.</p> <p>Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Understand the methods of historical enquiry, including</p>	<p>describe how different habitats provide for the basic 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>Geography link: Use aerial photographs and</p>
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	<p>Science: 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>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 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>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> <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> <p>Science: Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock,</p>		<p>how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Gain and deploy a historically grounded understanding of abstract terms such as “empire”, “civilisation”, “parliament” and “peasantry”.</p> <p>Science: 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>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>
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		<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> <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>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>			
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Cultural Capital	Know about key monarchs and their legacy to Britain.	Know the seas and oceans around the world. Take social responsibility for keeping our world's environments safe.	Know the seas and oceans around the world. Take social responsibility for keeping our world's environments safe.	Know how plants grow and how this impacts on the natural world. Understand the value of plants and flowers in the modern world.	Understand the impact inspirational people have had in shaping the modern world.	Know how to care for other living things and understand what needs other living things have.
Enrichment	Castle Visit	Trip to seaside	Dress up day	Visit to Deene Park	Dress up day Talk from an inspirational person	Bugtopia visit Ugly bug ball
Tier 3 vocabulary	AD (anno Domini), Alfred the Great, Anglo-Saxon, Bayeux Tapestry, Elizabeth I, Elizabeth II, Hanoverian, Henry VIII, House of Lancaster, House of Saxe-Coburg and Gotha, House of Windsor, House of York, Norman, Plantagenet, Queen Victoria, Restoration, Stuart, Tudor, William the Conqueror, absolute monarch, castle, century, chronology, constitutional monarchy, decade, divorce, empire, feudal system, future, heir, hierarchy, invasion,	Anchor, Atlantic Ocean, atlas, bay, beach, capsized, 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. Science: Stretchy, stiff, shiny, dull, smooth, waterproof, absorbent, opaque, transparent, brick, paper, fabric, squashing, bending, twisting, stretching, elastic, foil.	Adaptation, attract, bark, berry, bluebell, bud, bulb, cactus, colour, compost, cooking, daffodil, digest, environment, flower, germinate, grow, harmful, health, herb, insect, leaf, liana, life cycle, medicine, nectar, nutrient, oxygen, perfume, petal, pitcher plant, poppy, root, rose, scent, seed, shoot, soil, space, spice, stem, sunlight, support, temperature, vine, water, weed.	Activist, artist, campaign, chronological order, Dawson's model, discover, explorer, fossil, infection, invent, monarch, monument, protest, rights, role model, scientist, sculpture, significant, stamp, statue, travel, vote	Apparatus, athlete, axle, ball, bounce, chassis, competition, event, exercise, gymnast, heart rate, hydrate, installation, match, paraolympian, physical, propel, pulse, score, sport, team, train, venue. Science: Living, dead, habitat, energy, food, chain, predator, prey, woodland, pond, desert.

	kingdom, knight, law, marriage, monarch, monarchy, monastery, palace, parliament, past, period, portrait, power, present, prince, princess, reign, religion, residence, royal, rule, ruler, serf, sovereign, stately home, timeline, year.					
Investigation links		How many arms does an octopus have? Why do boats float? Will it degrade?	Why do boats float? Can you find the treasure?	How does grass grow? Can seeds grow anywhere? What's on your wellies?		Do insects have a favourite colour? Do snails have noses? What is the lifecycle of the ladybird? Where do snails live?
Links to other topics		Y2 Land Ahoy Y4 Misty Mountain and Winding River Y6 Frozen Kingdom	Y2 Coastline	Y1 Enchanted Woods Y3 Through the ages		Y3 Predator Y4 Burps, Bottoms and Bile Y5 Pharaohs Y5 Eat the Seasons

Year 3 Curriculum Intent

By the end of Year 3, we aim for children to be:

1. Respectful and caring learners who are positive members of the school community, understanding their role in the wider community.
2. Clear communicators who are able to engage whole class conversations.
3. Problem solvers who know where to access support to resolve a problem.
4. Curious learners who can investigate in order to develop their learning.
5. Understanding learners who are aware of how life has changed for people around the world and locally in the past.
6. Creative learners who are starting to choose how to express themselves in different ways.
7. Collaborative learners who can work positively with others in a group.
8. Able to take on responsibilities both within the class.

Year 3

	Autumn 1 <i>Gods and Mortals</i> <i>History and Science</i>	Autumn 2 <i>Rocks, Relics and Rumbles</i> <i>Geography</i>	Spring 1 <i>Natural disasters</i> <i>Geography and science</i>	Spring 2 <i>Mighty Metals</i> <i>Science</i>	Summer 1 <i>Through the Ages</i> <i>History and Science</i>	Summer 2 <i>Predators</i> <i>Science</i>
National Curriculum statement	<p>History: Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p>Science: Recognise that they need light in order to see things and that</p>	Understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	<p>Geography: <i>See Rocks, Relics and Rumbles (Continuation of this topic)</i></p> <p>Science: Compare and group together different kinds of rocks on the basis of their appearance and</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</p>	<p>History: Changes in Britain from the Stone Age to the Iron Age.</p> <p>Science: Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</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</p>

	<p>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 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>Geography link: 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,</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>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</p>	<p>simple physical properties.</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>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>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</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>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p>animals have skeletons and muscles for support, protection and movement.</p> <p>Geography link: Understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and 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>countries and major cities.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>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 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	Have an awareness of different geographical regions	Have an awareness of natural disasters and where in the	Have an awareness of the properties of different materials	Have an awareness of what life was like for early settlers and	Have an awareness of different animal's from around the

	civilisation and how this has impacted on the modern world.	in the world and how they differ from our local environment.	world these may occur.	and why inventors use specific materials in their products.	how this has evolved and adapted over time.	world ,and their needs, understanding how they are similar and differ to our own.
Enrichment	Greek day	Atomic Tom visit	Earthquake scenario	Build a robot day	Trip to Stanwick Lakes	Trip to a zoo / ZooLab
Tier 3 vocabulary	<p>History: Amphora, artefact, cavalry, city-state, conquer, council, deity, divine, hoplite, hydria, invasion, jury, kantharos, legend, mortal, pelast, phalanx, psiloi, temple, warrior.</p> <p>Science: Light, shadows, mirror, reflective, dark, reflection</p>	Active, aftershock, anchorage, ash cloud, cardinal point, cinder, compact, 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>Geography: <i>See Rocks, Relics and Rumbles (Continuation of this topic)</i></p> <p>Science: Fossils, soils, sandstone, granite, marble, pumice, crystals, absorbent.</p>	Magnetic, force, contact, attract, repel, friction, poles, push, pull, alloy, gravity, malleable, mineral, molten, motion, newton, oxidise, properties, rust, bronze, iron.	<p>History: Anthropologist, Amesbury Archer, arable farming, archaeologist, ard, arrowhead, axe, Battersea shield, Beaker fold. Bell Beaker pottery, Boscombe Bowmen, Briton, Bronze Age, Celt, Doggerland, druid, earthwork, flint, Grimes Graves, hammerstone, hand axe, harpoon, henge, Kirkburn sword, Lindow Man, lintel, Maiden Castle, migration, nomadic, ore, plough, quern, roundhouse, sacrifice, sarsen stone, sickle, sinew, Skara Brae, Snettisham hoard, summer solstice, wattle and daub</p> <p>Science:</p>	Movement, muscles, bones, skull, nutrition, skeletons, camouflage, cannibal, consumer, apex predator, decomposer, endoskeleton, exoskeleton, food chain, parasite, scavenger, species, terrestrial, vasculature, venomous, xylem.

					Air, nutrients, soil, reproduction, transportation, dispersal, pollination, flower	
Investigation links		How do fossils form? What is sand? What is soil?		Can you block magnetism? How mighty are magnets? Why do magnets attract and repel? What does friction do?	Do plants have legs? What are flowers for?	What are our joints for? Why are tree tall? What do owls eat? How do worms move?
Links to other topics	Y5 Pharaohs Y4 I am Warrior Y6 Hola Mexico	Y4 Misty Mountain, Windy River Y5 Sow, Grow and Farm Y6 Frozen Kingdom	Y3 Rocks, relics and rumbles Y4 Misty Mountain, Windy River Y5 Sow, Grow and Farm Y6 Frozen Kingdom	Y5 Scream Machines	Y1 Dinosaur Planet Y2 Towers, Tunnels and Turrets Y4 I am Warrior Y4 Traders and Raiders	Y1 Paws, Claws and Whiskers Y2 Bounce Y2 Wiggle and Crawl Y4 Blue Abyss Y6 Darwin's Delight

Year 4 Curriculum Intent

By the end of Year 4, we aim for children to be:

1. Respectful and caring learners who are positive members of the school and wider community.
2. Articulate communicators who are starting to engage in mature conversations with others.
3. Problem solvers who can find solutions to challenges independently.
4. Curious learners who are able to investigate and hypothesise effectively.
5. Understanding learners who compare how life has changed for people in the UK and around the world through time.
6. Creative learners who are starting to choose varied mediums to express themselves in different situations.
7. Collaborative learners who work and interact well with others.
8. Able to take on responsibilities both within the class and the wider school.

Year 4

	Autumn 1 <i>I am warrior</i> <i>History and Science</i>	Autumn 2 <i>Misty Mountain, Winding River</i> <i>Geography</i>	Spring 1 <i>Road Trip to USA</i> <i>Geography and Science</i>	Spring 2 <i>Burps, Bottoms and Bile</i> <i>Science</i>	Summer 1 <i>Traders and Raiders</i> <i>History and Science</i>	Summer 2 <i>Blue Abyss</i> <i>Science/ Geography</i>
National Curriculum statement	<p>History: The Roman Empire and its impact on Britain.</p> <p>Science: Identify how sounds are made, associating some of them with something vibrating.</p> <p>Recognise that vibrations from sounds travel</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</p>	<p>Geography: 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,</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</p>	<p>History: Britain's settlement by Anglo-Saxons and Scots. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>Science: Compare and group materials together,</p>	<p>Science: 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>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>Recognise that sounds get fainter as the distance from the sound source increases.</p> <p>Geography link: 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>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 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</p>	<p>countries, and major cities.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic/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 United Kingdom, a region in a European country, and a region within North or South America.</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use,</p>	<p>producers, predators and prey.</p>	<p>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>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>Geography: 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>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>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>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>	<p>economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</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 the United Kingdom and the wider world.</p> <p>Science: Identify common appliances that run on electricity.</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells,</p>			
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			<p>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>			
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.		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 ecosystem in recent years.</p>
Enrichment	Roman day	Visit from an explorer	USA day	Make poo / visit from a dentist	Viking day/ History off the page	Trip to Sealife museum

Tier 3 vocabulary	<p>History: Amphitheatre, barbarian, Britannia, Caledonia, Celts, centurion, chariot, emperor, forum, gladiator, Hibernia, Invictus, legion, mosaic, scutum, servus, standard, taxes, via.</p> <p>Science: 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>Geography: Alaska, border, borough, capital, Central Park, civil right, colony, culture, disease, Europeans, explorer, Golden Gate Bridge, Grand Canyon, Hawaii, Hoover Dam, indigenous, inhabit, Iroquois, island state, Monument Valley, Mount Rushmore, Native American, Niagra Falls, New York, Old Faithful geyser, president, slavery, Statue of Liberty, Times Square, Washington DC.</p> <p>Science: 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>History: Afterlife, Anglo-Saxon, battle-axe, chieftain, conquer, custom, Dark Ages, Germanic, indigenous, Jute, longhouse, runestone, Saxon shore fort, seax, skald, territory.</p> <p>Science: 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>
Investigation links	Did the Romans use toilet roll?	<p>What do squirrels eat? Where does water go? Why does it flood? Can worms sense danger?</p>		<p>How does toothpaste protect teeth? What is spit for?</p>	How did Vikings dye their clothes?	<p>Are all sea creatures the same? How does pollution affect habitats?</p>

Links to other topics	Y2 Towers, Tunnels and Turrets Y3 Tribal Tales Y4 Traders and Raiders Y5 Pharaohs Y6 Hola Mexico	Y3 Rocks, relics and rumbles Y5 Sow, Grow and Farm Y6 Frozen Kingdoms		Y2 Bounce Y3 Predators Y6 Blood Heart	Y2 Towers, Tunnels and Turrets Y3 Tribal Tales Y4 I am Warrior	Y1 Paws, Claws and Whiskers Y3 Predator Y6 Darwin's Delights
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Year 5 Curriculum Intent

By the end of Year 5, we aim for children to be:

1. Respectful and caring learners who are positive members of the school and wider community, showing understanding of their role in the wider world.
2. Clear and articulate communicators who can engage in mature conversations with others.
3. Proactive thinkers who find solutions and problem solve using their own initiative and prior knowledge.
4. Curious and questioning learners who are able to investigate, hypothesise and research effectively.
5. Understanding learners who are aware of how life has changed for different people and civilisations through time.
6. Creative learners who can identify the best medium to express themselves in a range of different situations.
7. Collaborative learners who work and interact well with others.
8. Ready for the challenge of becoming the school's next role models.

Year 5

	Autumn 1 <i>Pharaohs</i> <i>History and science</i>	Autumn 2 <i>Sow, Grow and Farm</i> <i>Geography</i>	Spring 1 <i>Amazing Australia</i> <i>Geography and science</i>	Spring 2 <i>Stargazers</i> <i>Science</i>	Summer 1 <i>Fallen Fields</i> <i>History and Science</i>	Summer 2 <i>Scream Machine</i> <i>Science</i>
National Curriculum statement	<p>History: 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>Science: Describe the</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>Geography: 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,</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>History: 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>Science: 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</p>

	<p>changes as humans develop to old age.</p> <p>Geography link: 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>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 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>countries, and major cities.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Artic/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 United Kingdom, a region in a European country, and a region within North or South America.</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use,</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>Science: 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. 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.</p>	<p>between moving surfaces.</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>
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			<p>economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</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 the United Kingdom and the wider world.</p> <p>Science: Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life process of</p>		<p>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. 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.</p>	
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			reproduction in some plants and animals.			
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. Understand how to be responsible buyers when purchasing food.	Understand the impact of the British Empire and its impact on the indigenous people of Australia. Understand the geographical features of Australia.	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	Australian day	Planetarium visit	Visit a war memorial /visit Corby Old Village	Trip to Wicksteed
Tier 3 vocabulary	History: Curse, Giza, hierarchy, hieroglyphics, pyramid, ritual, Rosetta Stone, sphinx, tomb, Valley of the Kings, vizier. Science: Foetus, embryo, womb, gestation, baby, toddler, teenager, elderly, growth, development, puberty	Geography: Agriculture, arable farming, biome, bud, bulb, cattle, cereal, commercial farming, compost, corm, crop, cultivate, dairy, dissection, export, fair trade, food chain, germination, harvest, import, insect, livestock, manure, nectar, packaging, pesticide, plant, plough, produce, ripe, root, seasonality, shoot, sow, stem, yield.	Geography: Outback, aboriginal, indigenous people, arid, desert, humid, community, temperate, rainfall, vegetation, protection, rural, settlement pattern, community facilities, human characteristics, natural characteristics, Tasmania, demographic, mining towns. Science:	Axis, rotation, phases of the moon, star, spherical bodies, satellite, rotate, orbit, astronomer, geocentric model, heliocentric model.	History: Alliances, Allied Powers, armistice, artillery, assassination, Central Powers, conscription, home front, imperialism, Kaiser, militarism, munitions, nationalism, propaganda, rationing, trenches. Science: Hardness, solubility, transparency, conductivity, magnetic, filter, evaporation,	Air resistance, resistance, friction, gravity, Newton, gear, pulley, forces, Earth's gravitational pull, weight, mass, buoyancy, streamlined, mechanism, lever.

			Stamen, insect, offspring, stigma, style, pollen, petal, anther, filament, sepal, ovary, ovule, metamorphosis, pollination, sexual reproduction, asexual reproduction, fertilise, carpel.		dissolving, mixing, materials, melting, condensing, reacting.	
Investigation links	Why does milk go off?	Why do birds lay eggs? How do worms reproduce?		How do we know the Earth is round? Can we track the Sun? How do rockets lift off? Why do planets have craters? How does the Moon move?		How do levers help us? Why are zip-wires so fast? What do pulleys do?
Links to other topics	Y2 Bounce Y3 Gods and Mortals Y4 I am Warrior Y6 Hola Mexico!	Y1 Bright Lights Big City Y2 Coastline Y3 Rocks, relics and rumbles Y4 Misty Mountain, Windy River Y5 Amazing Australia Y6 Frozen Kingdoms	Y1 Bright Lights Big City Y2 Coastline Y3 Rocks, relics and rumbles Y4 Misty Mountain, Windy River Y5 Sow, Grow and Farm Y6 Frozen Kingdoms	Y1 Moon Zoom	Y6 Child's War	Y3 Mighty metals

Curriculum Intent

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

1. Respectful and caring learners who are positive members of the school, community and wider world.
2. Confident, articulate and clear communicators who can debate, challenge and question in a mature manner.
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, hypothesise and research effectively.
5. Understanding learners who can compare and contrast a range of time periods and civilisations through time.
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 in a range of situations.
8. Ready for the challenges of secondary school and able to embrace opportunities that become available to them.

Year 6

Year 6						
	Autumn 1 <i>Hola Mexico!</i>	Autumn 2 <i>Frozen Kingdoms</i>	Spring 1 <i>Darwin's Delights</i>	Spring 2 <i>Blood Heart</i>	Summer 1 <i>A child's war</i>	Summer 2 <i>I'm a Year 6 ... Get me out of here!</i>
	<i>History and Science</i>	<i>Geography</i>	<i>Science</i>	<i>Science</i>	<i>History and Science</i>	<i>Transition</i>
National Curriculum statement	<p>History: Study a non-European society that provides contrasts with British history – Mayan civilisation c.900.</p> <p>Science: Recognise that light appears to travel in straight lines.</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>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</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>History: 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. A local history study: a depth study linked</p>	<p>Whole Year Group Performance</p> <p>PSHE (Jigsaw Scheme):</p> <p>Be aware of own self-image and how body image fits into that.</p> <p>Know how to develop own self-esteem.</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>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>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 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>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 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>Describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>to a British area of study.</p> <p>Science: 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 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>Explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally.</p> <p>Express feelings about changes that will happen during puberty.</p> <p>Ask questions about changes which happen during puberty.</p> <p>Describe how a baby develops from conception through the nine months of pregnancy and how it is born.</p> <p>Understand how physical attraction changes the nature of a relationship.</p> <p>Identify worries and things to look forward to about the transition to secondary school.</p> <p>Transition projects:</p>
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		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.				<ul style="list-style-type: none"> - MFL - Reading - PE - Maths
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. Understand how to take responsibility for the environment.	Know how Darwin's theory has impacted on what people believe and how some religious groups disagree with this.	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.	Be prepared for the demands of secondary education.
Enrichment	Mayan day	Visit from an explorer	Trip to the Natural History Museum	Visit from a local athlete	Trip to Stibbington	Transition day at secondary school
Tier 3 vocabulary	History: Ancestors, astronomers, colonisation, culture, diverse, drought, indigenous, observatories, obsidian, sacrifice,	Geography: Antarctic Circle, Arctic Circle, base camp, blizzard, blubber, boreal, crevasse, fjord, frostbite, inhospitable, Inuit, horizon, indigenous,	Inheritance, variation, characteristic, evolution, natural selection, fossil, adaptive traits, inherited traits.	Circulatory, heart, blood vessels, veins, arteries, oxygenated, deoxygenated, valve, exercise, respiration, nutrients, alcohol, drugs.	History: Air raid, Allied powers, Anderson shelter, Axis powers, billeting officer, blackout, Blitz, concentration camp, evacuate, gas mask, Morrison shelter,	

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