

Bledington Primary School – Humanities, Science & Art/DT Rolling Programme

This is a 2-year rolling programme. We are doing cycle A in 2022-23.

Cycle & Subject	Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Humanities A	FS Y1 Y2	The History of Toys	Rainforest v Tundra Antarctic Explorer – Scott/Amundsen	Houses and Homes		At the Seaside Comparison of Seaside/Rural/Urban Now and then Seaside	On the Sea - Pirates Continents, Oceans & Seas Map Making
Science A		Everyday Materials	Animals including humans	Everyday materials (Waterproof, opaque, transparent)	Plants	Seasonal Changes (Human & animal adaptation)	Scientific Introductions (forces & electricity)
Art & DT A		Art: Shape & Form Illustrator :Mick Inkpen DT: Materials & Construction Moveable puppets Teddy Bears Year 2: Observational drawings (toys) Designer Margaret Steiff.	Art: Abstract Geometric Artists Kandinski & Mondriacin Continue DT Year 2: Sketching and watercolours Botanical art Margaret Mee	Art: Sketching/Drawing House silhouettes Architect/Artist Friedrich Hundertwasser DT: Food tech Gingerbread men/Witches cottage Design packaging Year 2: Art / DT - Drawing / Designing Architect Antoni Gaudi. Design a Gaudi inspired home.	Art: Drawing/sketching DT: Construction and Mechanics Design and make a house with opening doors. Year 2: DT - continued – Junk Modelling Gaudi inspired designs.	Art: Painting Seascapes- Artist JM Turner DT: Materials, construction & mechanics Create 3D lighthouse- explore pulleys, discuss designs Year 2: Art – Collage. Tear art inspired by Artist - Katsushika Hokusai	Art: Pastels & Oils Artist Hokusai Continue DT Year 2: Art: Painting. Artist: Henri- Edmond Cross. (Dots) Food Tech: Seaside Snacks
Humanities B		Super Heroes Significant Historical Figures	Our Amazing Country Map Making and Reading Countries of UK & capitals	Get Moving Transport History		On Safari Comparison Continents, Oceans & Seas	Castles & Dragons (Medieval) Map Making
Science B		Animals including humans	Plants & Seasonal Change (plants)	Everyday Materials	Seasonal Changes (Weather Watchers)	Animals including humans	Everyday Materials (strength)
Art & DT B		Art: Pop Art- Artists Andy Warhol & Roy Lichtenstein Year 2: Art – Sketching DT: make superhero masks.	Art/Design: Forest school Designer Andy Goldsworthy-Sticks & Leaves Year 2: DT: Sculpture/Collage Andy Goldsworthy-Sticks & Leaves	Art/Design: Drawing & creating collages Illustrator Nick Butterworth – Year 2: DT Materials & Construction Design and make a futuristic car	DT Inventors: Robert Louis Stevenson & The Wright brothers Year 2: Continue DT	Art: Exploring animal patterns DT: African Patterns- Printing Year 2: Art: Pastels – African sunsets	Art& Design: Maps and symbols Art: Painting landscapes Year 2: Art/DT: Pattern and symbolism Dragons and- emblems

Humanities A	Y3 Y4	Scavengers and Settlers (changes from Stone Age to Iron Age)		Life in the Freezer	Hot Homes	Invaders including Saxons and Scots	Groovy Greeks
Science A		Sound	States of Matter (exc. Water cycle)	Animals including Humans	Living things and their habitats	Electricity	Light
Art & DT A		Art: Prehistoric Lascaux cave paintings	Art: Shading & Drawing Quentin Blake Georgia O'Keeffe DT: Celtic knots	DT: 3D sculpture/constructions Andy Goldsworthy Barbara Hepworth	Art: Colour incl wax resist & repetitive prints Andy Warhol Piet Mondrian	DT: Textiles /Tie dye and Batik	DT: Constructions Ancient Greek architecture
Humanities B		Water, Water Everywhere	Protect our Planet	Respect the Romans		Where we live (local history and geography study)	Inside a castle's walls
Science B		The water cycle (states of matter)	Plants	Living things and their habitats	Animals including Humans	Forces & Magnets	Rocks
Art & DT B		Art: Self portraits & colour Artists Pablo Picasso Wassily Kandinsky	Art: Painting, drawing, pastels Artist Claude Monet	Art: Sketching, chalks, charcoal Artist Henri Rousseau	DT: Textiles-sewing/weaving Designer Sheila Hicks	DT: Food technology	DT: Constructions Castle Architecture
Humanities A	Y5 Y6	Extreme Earth		Crime and Punishment through the ages		Raiders & Conquerors (Vikings)	Wish you were here Tourism & its effects
Science A		Forces	Electricity	Earth and Space	Animals including Humans	Living things and their habitats	
Art & DT A		DT: Textiles/sewing (tropical birds/animals)	Art: Watercolours Artists: Global Environmental Artists	Art: Landscapes Artist: Gaugin	DT: Places Sculptor: Antony Gormley	DT: Jewellery/Shields	Architecture: Designer Georges Pompidou Eifel Tower
Humanities B		Exploring Egypt	Mayan Civilization	Great Britain World Maps	The world at war (WW1)	Battle for Britain (WW2)	Castles to Stately Homes
Science B		Properties and changes of material	Evolution and Inheritance	Animals including Humans	Earth and Space	Light	Living things and their habitats
Art & DT B		DT: Papyrus Art: Hieroglyphics DT Clay	Art/DT: Sketching masks Designing masks Food Technology: chocolate/ Mexican food	British War Art Artists Clare Atwood Anna Airy Charles Ernest Butler Percy Wyndham Lewis	DT: Trenches	Art: Propaganda posters DT Food tech- Wartime recipes	Art/DT: Arts and Crafts movement Designer/Artist William Morris

* History ** Geography *** Science **** Art/DT

2022-23 Extended Experiential Curriculum: Including music, art/DT, PSHE, PE

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Extended Experiential Curriculum	<p>WHOLE SCHOOL or Identified Year Groups</p> <p>Mini Topics will last between 1 day to 1 week.</p> <p>Adventure Writing X3 whole school (8th Nov/21st March/June TBC)</p> <p>Science Days X3 20th Sep/14th Dec/31st Jan/16th May</p> <p>STEM Day: 17th July</p> <p>Outdoor residential experience occurs biennially.</p> <p>PE is catered for within its subjects with inter and intra sporting events</p> <p>Forest School – Supports learning in Science, Art, Design, PE & Humanities.</p>	<p>I rock assembly (music- Sept)</p> <p>Macmillan Cancer walk & Fundraiser (Sept)</p> <p>European day of languages (MFL - 30 Sept)</p> <p>Harvest including food collection (Oct)</p> <p>Black History (One World) Mini Topic (17 -21 Oct) (Rec/Y1/Y2 – Rosa Park)</p>	<p>Fire Fire- Mini Topic The Gun Powder Plot (31 Oct - 4 Nov)</p> <p>Anti-Bullying Week (14th Nov)</p> <p>Road Safety Week (21st Nov)</p> <p>Children in Need (Nov)</p> <p>Christmas inc Carol Singing at Daylesford & Langston Priory, Christmas Jumper Day, Panto (Dec)</p> <p>Nativity (Rec/Y1 & Y2 Dec)</p>	<p>Science Week - Space Camp/Mini Topic (16-20 Jan)</p> <p>Chinese New Year (FS/Y1-22nd Jan)</p> <p>Birdwatch Mini Topic 26-31st Jan</p> <p>National Storytelling week (30 Jan)</p> <p>Young Voices (Y3-6) (end Jan)</p> <p>“I’m Worth It” Children’s Mental Health Mini Topic (13-17th Feb - E-safety 14th Feb)</p>	<p>Fair Trade (Healthy Eating) Mini Topic (27 Feb- 6 March)</p> <p>World Book Week (2nd March)</p> <p>Comic Relief (18th March)</p> <p>Easter (End of March)</p> <p>Kingham Lodge Sculpture Event (20 -29 May exhibition- workshops to be held March/April)</p>	<p>Bledington Flower Show (April)</p> <p>SATS 8th-12th May</p> <p>Art Mini Topic – Take One Picture (16th-20th May)</p> <p>Walk to School (24 May)</p> <p>Maypole (26 May)</p>	<p>Our World Our Future (Environmental Week – 5th June)</p> <p>Bledington Music Festival (5- 9 June)</p> <p>School and Village fete (10 June)</p> <p>Sports Day (23 June with 30 as reserve)</p> <p>Whole School Trip (TBC: June)</p> <p>Play (Y3-Y6 July)</p>

Year	Cycle	Knowledge and Understanding (PoS) Objectives:		* History	** Geography	*** Science
FS/Y1/Y2	A	Humanities and Mini Topic			Science Focus	
		The History of Toys		One World – Black History Mini Topic		Everyday Materials
		<ul style="list-style-type: none">Explore chronological framework of toysInvestigate the similarities/differences between different ways of life in different periods (sources include books, videos, artefacts, grandparents)Use words – before, after, now, then, past, presentChanges within living memory - where appropriate, these should reveal aspects of change in national lifeEvents beyond living memory - significant globally to Black History Month (Mary Seacole) Comparing and contrasting from stories and figures from the past	<ul style="list-style-type: none">Use world maps, atlases and globes to identify where the United Kingdom isKnow addressName, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seasIntroduction to the bodies of water around the UKIntroduce compass directions North, South, East and West	<ul style="list-style-type: none">Identify and name a variety of everyday materialsCompare & group everyday objects by the materials they are made from (wood, plastic, glass, metal, water and rock) (brick, paper and cardboard)Identify and compare the uses of materialsExplore & investigate how materials can be changed (squashing, bending, twisting and stretching) & push and pull force		
FS/Y1/Y2	A	Rainforest v Tundra	Fire Fire Mini Topic		Animals including Humans	
		<ul style="list-style-type: none">Historical events – Explore the chronological framework – The Gun Powder PlotExplore the lives of significant historical person: Scott/Amundsen	<ul style="list-style-type: none">Use world maps, atlases and globes to introduce naming and locating the world's seven continents and five oceansIdentify the North Pole, South Pole and the equator on a globeDescribe a place outside of Europe using geographical wordsKnow and Use key features of a place from a pictureKnow jobs are different in different locations	<ul style="list-style-type: none">Identify and name common animals including fish, amphibians, reptiles, birds and mammalsDescribe, label and compare the structure of animalsExplore and learn about the terms- carnivores, herbivores, omnivores, food chainsName sources of food for animalsExplore, name and identify habitats linked to animalsExplore how animals adapt to the climate		
FS/Y1Y2	A	Houses and Homes			Everyday materials/ Plants	
		<ul style="list-style-type: none">Know about changes in buildings in the local area (beyond living memory)Use phrases like old, new, a long time ago, modernBegin to understand periods of time are linked to the king or queen (significant individuals)	<ul style="list-style-type: none">Use simple fieldwork and observational skills to study the geography of the local areaUse basic geographical vocabulary linked to physical and human featuresIntroduce and use directional languageLook at local maps and introduce/use keysKnow the facilities are different in a village, town and city	<ul style="list-style-type: none">Identify & describe everyday materialsExplore suitability of materials linked to houses – waterproofing, opaque/transparentIdentify common plants & tree types; include structure, deciduous and evergreenExplore and planting vegetables & fruit (linked to farming, gardens and allotments)Know the needs of plants to survive		
FS/Y1	A	At the Seaside			Seasonal Change	
		<ul style="list-style-type: none">Use phrases like past, present, now, thenInvestigate the similarities and differences between different ways of life in different periods - Comparison of Seaside resorts in the past and present (observations from various sources& changes beyond living memory)	<ul style="list-style-type: none">Understand & recognise geographical similarities differences of contrasting areas in the UKUse observational skills to identify key human and physical features using basic geographical termsDevelop geographical skills linked to maps, aerial photos, plans.Devise a simple map & construct basic symbols/keyUse directional language to explain where a location is	<p>Weather Watchers</p> <ul style="list-style-type: none">Identify the weather linked to each season and how humans adapt to each seasonDescribe all 4 seasons including observations on weather and the length of days		
FS/Y1/Y2	A	On the sea: Pirates			Awesome Scientific Introductions	
		<ul style="list-style-type: none">Explore the chronological framework of pirates (Queen Victoria/Queen Elizabeth I)Explore historical stories including links to individuals/significant events (Grace Darling)Understand ways we find out about the past and how our knowledge is constructed - Comparing & contrasting from stories/figures from the pastUse every day historical language/vocabulary	<ul style="list-style-type: none">Understand & recognise geographical similarities differences through studying the human & physical geography of an area of the United Kingdom, and area in a contrasting non-European countryRecap - use world maps, globes and atlases to Identify continents, seas and oceans	<p>Practise specific scientific methods, processes and skills – through exploration and investigation- linked to</p> <ul style="list-style-type: none">floating and sinkingelectricity – identify the need for light, observe changes over time, types of electricity and creating a simple circuit with support linked to lighthousesScientific questioning		

FS/Y1	B	Superheroes One World – Black History Mini Topic		Animals including Human
		<ul style="list-style-type: none"> Changes within living memory - where appropriate, these should reveal aspects of change in national life (real life hero's) Comment on familiar situations in our past. Events beyond living memory that are significant nationally or globally (real life historical hero's – Rosa Parks/Florence Nightingale) Linked to Black History Week 	<ul style="list-style-type: none"> Place knowledge -Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Use world maps, atlases and globes start to locate (or reinforce) the world's seven continents and five oceans 	<ul style="list-style-type: none"> Identify, name, draw & label basic parts of the human body Identify the 5 sense and say which body parts is associated with each sense. Understand the importance of exercise, healthy eating & hygiene Understand and describe the human life cycle Know what humans need to survive.
FS/Y1/Y2	B	Our Amazing Country	Fire, Fire! Mini Topic	Plants/Seasonal Changes
		<ul style="list-style-type: none"> Explore the chronological framework - linked to historical events – Great Fire of London Investigate the similarities/differences between different ways of life in different periods Explore historical stories including links to individuals/significant events Know why there is a monument in our village (linked to event/person – WW) 	<ul style="list-style-type: none"> Draw information from a map, aerial pictures Familiarise and use basic geographical terms Using compass directions to describe the locations of features/routes on a map Introduce the purpose of a key with symbols Devise own maps and use a key where appropriate Identify key geographical features our local area Make comparison of a village, town and city environment 	<ul style="list-style-type: none"> Identify wild and garden plants in the local area Identify and describe the structure of common flowering plants Planting and growing flowering plants & what they need to survive
FS/Y1/Y2	B	Get Moving		Everyday Materials
		<ul style="list-style-type: none"> Explore the chronological framework - linked to historical events - the history of transport Explore significant historical figures linked to specific transport Linked to transport understand ways we find out about the past & how our knowledge is constructed Linked to transport use and understand a wide vocabulary of everyday historical language 	<ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom and other locations which impact on where animals live. 	<ul style="list-style-type: none"> Distinguish and name materials that an object (vehicle) is made from Describe the properties of the materials and investigate the suitability to their purpose (used for a specific job) Compare and contrast materials using scientific terminology
FS/Y1	B	On Safari (in Africa)		Animals, including humans
		<ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally (real life Hero's – Nelson Mandela) Comparing and contrasting from stories and figures from the past 	<ul style="list-style-type: none"> Explore and identify Africa and the UK on a map. Know both are made up of different countries Name key physical and human features Explore, identify (recognise) & understand geographical similarities/differences through studying the human & physical geography of a small area of the United Kingdom, & of a small area in a contrasting non-European country Know jobs are different in other locations (Kenya) Understand facilities are different/same with reasons Devise a map and use a key 	<ul style="list-style-type: none"> Identify, describe and label African animals including fish, amphibians, reptiles, birds and mammals Use terms - carnivores, herbivores, omnivores, (including food chains – identifying different sources of food for animals) Make simple comparisons of UK and African animals Know specific habitats provide the basic needs of living things there & match animals to these habitats
FS/Y1/Y2	B	Castles (Medieval)		Everyday Materials
		<ul style="list-style-type: none"> Explore the chronological framework - linked to historical buildings - castles Investigate the similarities and differences between castles using historical vocabulary and terms Explore historical stories including links to individuals/significant events 	<ul style="list-style-type: none"> Explore and identify (recognise) similarities/difference the key human and physical features of its surrounding environment of medieval castles Extract information from a plan/map and aerial pictures Use compass directions & directional vocab. 	<ul style="list-style-type: none"> Use and explore different scientific methods Compare & group everyday materials by their properties linked to uses Identify and compare the uses of materials Explore & investigate how materials can be changed using scientific terminology

Y3/Y4	A	Scavengers and Settlers		Sound
		<ul style="list-style-type: none"> Changes in Britain from the Stone Age - Iron Age in. Skara Brea (hunter gatherers/farmers) & Stone Henge (religion, technology & travel) (significant historical places) Understand the importance stone aged paintings, artefacts and structures for our understanding of the Neolithic period (events beyond living memory) Establish narrative across the period using historical terminology Iron Age Hill forts – Celts from c800 -450 BCE – tribal kingdoms with shared beliefs, traditions & culture Understand an overview of life from ancient to medieval times (events beyond living memory) 	<ul style="list-style-type: none"> Compare maps from the past to present day using locational knowledge Use directional language to consider location of settlements Use symbols and a key on a map to identify and expanded knowledge of the UK Use maps from the past to present day using locational knowledge, whilst develop knowledge of landmarks, human and physical features. 	<ul style="list-style-type: none"> Know that sounds are made from vibrations and that sound vibrations travel through the air to the ear Know that sounds get fainter as the distance from the sound increases
				States of Matter (exl. water cycle)
Y3/Y4	A	Life in the Freezer		Animals including humans
		<ul style="list-style-type: none"> Recount the life of a famous British explorer from the past. Know how to research (significant individuals) Develop chronological knowledge of world history (Linked to exploration of polar regions) 	<ul style="list-style-type: none"> Identify the position and significance of latitude, longitude, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle Use globes and atlases to study locations around the world Describe characteristics of the geographical areas 	<ul style="list-style-type: none"> Understand the animals need the right types of nutrition and that they cannot make their own food Identify that humans and animals have skeletons and muscles for support, protection and movement
Y3/Y4	A	Hot Homes		Living things and their habitats
		<ul style="list-style-type: none"> Develop an understanding of how geographical features may have changed over time 	<ul style="list-style-type: none"> Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn Describe the characteristics of these geographical areas using geographical and field work skills Use 4 figure grid references to locate places on a map Describe and understand climate zones and biomes 	<ul style="list-style-type: none"> Recognise that living things can be grouped in a variety of ways Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Recognise that environments can change and that this can sometimes pose dangers to living things
Y3/Y4	A	Invaders		Electricity
		<ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons/Scots inc. roman withdrawal from Britain and the failure of the western Roman empire Scots invasion from Ireland to northern Britain Anglo-Saxon invasion, settlements, kingdoms, place names and village life Develop a chronologically secure knowledge & understanding of British history establishing a clear narrative 	<ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom, geographical regions Identify, name and locate oceans and seas around the world then focus on those around the UK Locate the world's countries and continents Describe and understand differing settlements, their locations and purposes around the world 	<ul style="list-style-type: none"> Identify common appliances that run on electricity Construct a simple series circuit, identifying and naming its parts Recognise that a switch affects if a lamp light Recognise common conductors and insulators
Y3/Y4	A	Groovy Greeks		Light
		<ul style="list-style-type: none"> Describe the social, ethnic, cultural or religious diversity of past society Ancient Greece – a study of Greek life and achievements and their influence on the western world The legacy of Greek culture in art, architecture and literature 	<ul style="list-style-type: none"> Know Greece is in the northern hemisphere and be able to come countries around it Know why people may choose to live in one place rather than another Develop place knowledge by comparing a European country (Greece) with the UK- identifying the geographical similarities and differences Develop knowledge of landmarks 	<ul style="list-style-type: none"> Recognise that they need light in order to see things and that dark is the absence of light Notice that light is reflected from surfaces Recognise that light from the sun can be dangerous and that there are ways to protect their eyes Recognise that shadows are formed when the light from a light source is blocked by an opaque object

Y3/Y4	B	Water, Water Everywhere		States of matter (water cycle)
		<ul style="list-style-type: none"> Note connections, contrasts and changes over time Understand how our knowledge of the past is constructed from a range of sources 	<ul style="list-style-type: none"> Describe key aspects of physical geography including rivers and the water cycle Use maps to identify and name bodies of water and rivers Name and locate the counties of Europe & identify main characteristics, physical & human Understand the importance of water ways on settlement of places and trade. 	<ul style="list-style-type: none"> Observe that some materials change state when they are heated or cooled Identify the part played by evaporation and condensation in the water cycle
Y3/Y4	B	Protect our Planet		Plants
		<ul style="list-style-type: none"> Recount the lives of significant people on a national/global achievement linked to the discovery and exploration of rainforests E.g. Darwin, Columbus, Percy Fawcett and protecting our habitats e.g. David Attenborough 	<ul style="list-style-type: none"> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn Describe the characteristics of these geographical areas including biomes and vegetation belts Identify similarities and differences using place knowledge, physical/human geography. 	<ul style="list-style-type: none"> Identify & describe the functions of the parts of a flowering plant Explore the part these parts play in the life cycle of a plant Explore the requirements a plant has for growth and how water is transported
Y3/Y4	B	Respect the Romans		Living things and their habitats
		<ul style="list-style-type: none"> The Roman empire and its impact on Britain A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. Develop and show an understanding of an overview of life from ancient to medieval times 	<ul style="list-style-type: none"> Name and locate the counties of Europe linked to the Roman Empire. Discuss changes/differences to our current maps. Use fieldwork and observational skills to note the effect of the Romans linked to our local area (landmarks, names, roads, etc...) 	<ul style="list-style-type: none"> Recognise that living things can be grouped in a variety of ways Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Recognise that environments can change and that this can sometimes pose dangers to living things
Y3/Y4	B	Where we live		Forces and Magnets
		<ul style="list-style-type: none"> Establish narrative of local area timeline noting connections, contrasts and trends, using historical terms. Select and organise relevant historical information. 	<ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom, 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 Make sketches of features and create maps/plans 	<ul style="list-style-type: none"> Notice that some forces need contact between objects, but some can act at distance Observe how magnets attract and repel each other Describe magnets as having two poles
Y3/Y4	B	Inside the castle walls		Rocks & Fossils
		<ul style="list-style-type: none"> Establish narratives on a British level -describe what life would be like in a castle, what people ate and where their food came from Understand the chronology of castles and where the specific focus is placed on this timeline Select, construct & organise relevant historical information. 	<ul style="list-style-type: none"> Linked to human geography explore and understand why people were attracted to live in or near castles (settlement, land use, trade links) Linked to human geography explore and understand the key topographical features and natural resources Use fieldwork and geographical skills to make observations, measure and record the human and physical features. 	<ul style="list-style-type: none"> Describe in simple terms how a fossil is formed Recognise that soils are formed from rocks and other organic matter

Y5/Y6	A	Extreme Earth		Forces
		<ul style="list-style-type: none">Know how events in the past have shaped today – Pompeii, KrakatoaExplain order of events and what happened – earthquakes, volcanoes, tsunamis etc...	<ul style="list-style-type: none">Locate the world's countries, using maps to focus on beyond Europe,Study the key geography of North & South America, concentrating on environmental regions, key physical and human characteristics, countries, and major citiesUnderstand the physical and human geography linked to mountains, volcanoes, earthquakes etc including features and areas where appropriateUse field work skills to observe, measure and record of different areas using a range of methods such as plans, graphs and digital technologies.Use 6 figure grid references to pin point locations on a range of mapsDescribe and understand key aspects of economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	<ul style="list-style-type: none">Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling objectIdentify the effects of air resistance, water resistance and frictionRecognize that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect
				Electricity
				<ul style="list-style-type: none">Associate the brightness of a lamp or the volume of a buzzer with the number /voltage of cellsCompare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers & the on/off position of switches
Y5/Y6	A	Crime and Punishment through the ages		Earth and Space
		<ul style="list-style-type: none">Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066; including the changes in aspects of social history (crime and punishment) from Anglos Saxons to the present dateUnderstand there are significant turning points in British social history using a range of sources and showing constructed informed responses linking informationExplain how Britain has had a major influence on the world	<ul style="list-style-type: none">Use digital/computer mapping to locate countries and describe locations studied e.g. Oxford Castle	<ul style="list-style-type: none">Describe the movement of the Earth/Moon and other planets relative to the sun in the solar systemDescribe the sun, Earth and moon as approximately spherical bodies
				Animals Including Humans
				<ul style="list-style-type: none">Describe changes as humans develop to old ageIdentify and name the main parts of the human circulatory system & describe the functions of the heart, blood vessels and bloodRecognize the impact of diet, exercise, drugs and lifestyle on the way their bodies functionDescribe the ways in which nutrients and water are transported within animals, including humans
Y5/Y6	A	Raiders and Conquerors (Vikings)		Living things and their habitats
		<ul style="list-style-type: none">A depth study linked to British areas of study - Understand how the knowledge of our past is constructed from a range of sourcesStudy the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor including Viking raids and invasion, resistance by Alfred the Great and Athelstan, first king of England, further Viking invasions and Danegeld, Anglo-Saxon laws and justice and Edward the Confessor and his death in 1066	<ul style="list-style-type: none">Name and locate major cities of the United Kingdom and it's key geographical regionsIdentifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns and consider how these might have affected land use and settlement choice	<ul style="list-style-type: none">Have knowledge of the differences in the life cycles of a mammal, an amphibian, an insect and a birdHave knowledge of the life process of reproduction in some plants and animalsDescribe how living things are classified into broad groups according to common observable characteristics- based on similarities/differences, including micro-organisms, plants & animals

Y5/Y6	A	Wish you were here		
		<ul style="list-style-type: none"> Explore the legacy of different countries linked to modern society - Understand how the knowledge of our past is constructed from a range of sources Devise connections, contrast and trends of historical information linked to archaeological attractions Devise historically valid questions and construct informed responses of thoughtful selection and organisation of information 	<ul style="list-style-type: none"> Collect and accurately measure information about potential tourist locations – locating the world's countries and major cities Understand and express why some locations are more desirable than others linked to human and physical features Analyze tourism locations around the world. Record using a variety of fieldwork and geographical skills Compare and contrast British holiday locations with Northern European locations 	
Y5/Y6	B	Exploring Egypt		Properties and changes of materials
		<ul style="list-style-type: none"> Study the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared & a depth study of Ancient Egypt Explore the architectural achievements of the empire Develop a chronologically secure knowledge & understanding of an aspect beyond British history establishing a clear narrative Explore a varied social structure to modern day 	<ul style="list-style-type: none"> Locational knowledge - use an atlas to locate world's countries and major cities then focus on the location of ancient civilizations noting any historical changes Use the index of an atlas to find places, ordnance survey symbols use six-figure grid references 	<ul style="list-style-type: none"> Know some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution 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
		Mayan Civilizations		Evolution & inheritance
		<ul style="list-style-type: none"> Study Mayan Civilisation c. AD 900 that provides contrasts with British history and shows the advancement of a great civilisation in a different location Understand how the knowledge of our past is constructed from a range of sources 	<ul style="list-style-type: none"> Understand the geographical similarities and differences of the regions/countries Describe and understand the key physical and human aspects of these areas. 	<ul style="list-style-type: none"> Recognize that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago Recognize living things produce offspring of the same kind, but normally offspring vary & are not identical to parents
Y5/Y6	B	Great Britain		Animals Including Humans
		<ul style="list-style-type: none"> Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 through a local historical study Show a chronological knowledge and understanding, establishing clear narratives within and across the period noting connections, comparisons, trends and using of appropriate historical terms 	<ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom, 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 	<ul style="list-style-type: none"> Describe changes as humans develop to old age Identify and name the main parts of the human circulatory system & describe the functions of the heart, blood vessels and blood Recognize the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including humans

Y5/Y6	B	The World At War (WW1)		Earth and Space
		<ul style="list-style-type: none"> Study Great Britain at a different point in history to modern times and consider how life would be different Explore the political and social reasons for war becoming worldwide rather than localised as wars in the past Show a chronological knowledge and understanding, establishing clear narratives within and across the period noting connections, comparisons, trends Understand how the knowledge of our past is constructed from a range of sources 	<ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in Western European country, and a region in North or South America Understand that some countries and cities have changed over time 	<ul style="list-style-type: none"> Describe the movement of the Earth/Moon and other planets relative to the sun in the solar system Describe the sun, Earth and moon as approximately spherical bodies
Y5/Y6	B	Battle for Britain (WW2)		Light
		<ul style="list-style-type: none"> Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 through a local historical study Consider the important battles, technological advances and political changes which lead to the war's outcome Study the impact key historical figures at the time had on the war such as Winston Churchill Compare and contrast the two war times 	<ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in North America 	<ul style="list-style-type: none"> Recognize that light appears to travel in straight lines 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
Y5/Y6	B	Castles to Stately Homes		Living things and their habitats
		<ul style="list-style-type: none"> Study the theme of Castles converting to Stately homes in Britain and a specific European country Exploring castle protections & its links to the local area & society Study the theme/effect of the Victorians on castles. The emergence of Architects and Stately homes. Noting the impact of contrasts, connects and trend over time. 	<ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of the United Kingdom and European countries (E.g. Germany and Austria) linked to castle building and locations Develop and use geographical skills and fieldwork techniques to build their knowledge of the UK and the wider world. 	<ul style="list-style-type: none"> Have knowledge of the differences in the life cycles of a mammal, an amphibian, an insect and a bird Have knowledge of the life process of reproduction in some plants and animals Describe how living things are classified into broad groups according to common observable characteristics- based on similarities/differences, including micro-organisms, plants & animals