

# Bledington Primary School - Humanities and Science Rolling Programme

*This is a 2-year rolling programme. We are doing cycle B in 2021-22.*

Cycle & Subject	Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Humanities A	FS Y1	<b>Terrific Toys</b> (The History of Toys)	<b>Rainforest v Tundra</b> Antarctic Explorer – Scott/Amundsen	<b>Houses and Homes</b>		<b>At the Seaside</b> (Comparison of Seaside/Our local area) (Now and then Seaside)	<b>On the Sea - Pirates</b> (Map Making Continents, Oceans & Seas)
Science A		Everyday Materials	Animals including humans	Everyday materials (Waterproof, opaque, transparent)	Plants	Seasonal Changes (Human & animal adaptation)	Scientific Introductions (forces & electricity)
Humanities B		<b>Super Heroes</b>	<b>Our Amazing Country</b> (Local Study - Comparison of Rural/Urban)	<b>Get Moving</b> (History of Transport)		<b>On Safari in Africa</b> (locations & comparison)	<b>Castles (Medieval)</b>
Science B		Animals including humans	Plants & Seasonal Change (plants)	Everyday Materials	Seasonal Changes (Weather Watchers)	Animals including humans	Everyday Materials (strength)
Humanities A	Y2 Y3	<b>Stone age, Bone age</b> (Stone Age and Bronze Age)	<b>Cut-throat Celts</b> (Iron Age)	<b>Life in the Freezer</b> (Polar Regions)	<b>Hot Habitats</b> (Desert Regions)	<b>Invaders of our ocean</b> (Saxons and Scots)	<b>Poseidon's World</b> (Greeks)
Science A		Rocks	Everyday Materials	Living things and their habitats	Plants	Animals including Humans	Light
Humanities B		<b>Water, Water Everywhere</b>	<b>Treetop Explorers</b>	<b>Respect the Romans</b>		<b>Where we live</b> (Our area and River Severn Study)	<b>Castles</b> (Inside a castle walls)
Science B		Everyday Materials	Plants	Living things and their habitats	Animals including Humans	Forces & Magnets	Rocks
Humanities A	Y4 Y5 Y6	<b>Extreme Earth</b>		<b>Crime and Punishment through the ages</b>		<b>Raiders &amp; Conquerors Vikings</b>	<b>Wish you were here</b> (The World -Tourism & its effects)
Science A		Electricity	Forces	Animals including humans		Living things and their habitats	
Humanities B		<b>Ancient Builders including Mayan Civilization and Ancient Egypt</b> World Maps		<b>Great Britain</b>	<b>WW1</b>	<b>WW2</b>	<b>Castles to Stately Homes</b>
Science B		Properties and changes of materials (Yr 5/6) States of Matter (Yr 4)		Earth and Space (Yr 5/6) Electricity (Yr 4)	Light (Year 5/6) Sound (Year 4)	Evolution and Inheritance (Yr 5/6) Living things and their habitats/Animals including humans (Yr 4)	

**\* History \*\* Geography \*\*\* Science**

## 2021 Extended Experiential Curriculum: Including music, art, PSCH

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Extended Experiential Curriculum	<p><b>WHOLE SCHOOL or Identified Year Groups</b></p> <p><b>Mini Topics will last at least 1 week. Adventure Writing will be linked to some of these topics.</b></p> <p><b>(Outdoor residential experience occurs biennially.</b></p> <p><b>PE is catered for within its subjects with inter and intra sporting events)</b></p>	<p><b>Harvest</b> including food collection (Oct)</p> <p><b>Black History (One World) Mini Topic</b> (11 - 22 Oct)</p> <p><b>Macmillan Cancer walk &amp; Fundraiser</b> (Sept)</p>	<p><b>Fire Fire- Mini Topic</b> on The Great Fire of London (1 – 5 Nov)</p> <p><b>Road Safety Week</b> (Nov)</p> <p><b>Anti-Bullying Week</b> (Nov)</p> <p><b>Children in Need</b> (Nov)</p> <p><b>Christmas</b> inc Christmas Jumper Day, Panto and Nativity (Dec)</p> <p><b>Carol Singing at Daylesford &amp; Langston Priory</b> (Dec)</p>	<p><b>Science Week - Space Camp/Mini Topic</b> (17-21 Jan)</p> <p><b>Birdwatch Mini Topic</b> (24<sup>th</sup> Jan)</p> <p><b>Chinese New Year (FS/Y1)</b> (2<sup>nd</sup> Feb)</p> <p><b>“I’m Worth It”</b> Children's Mental Health Mini Topic (7<sup>th</sup> Feb including E-safety 8<sup>th</sup> Feb)</p>	<p><b>Young Voices</b> (Y2-6) (Feb)</p> <p><b>Fair Trade (Healthy Eating) Mini Topic</b> (Feb)</p> <p><b>World Book Week (2<sup>nd</sup> March)</b></p> <p><b>Sports Relief/Red nose day</b> (March)</p> <p><b>Easter</b> (April)</p> <p><b>Bledington Flower Show</b> (April)</p> <p><b>Chiplitfest</b> (April)</p>	<p><b>Walk to School</b> (May)</p> <p><b>Maypole</b> (May)</p> <p><b>Art Mini Topic – Take One Picture</b> (16<sup>th</sup>-20<sup>th</sup> May)</p> <p><b>Kingham Lodge Sculpture Event</b> (May)</p>	<p><b>Our World Our Future (Environmental Week) (5<sup>th</sup> June)</b></p> <p><b>Sports Day</b> (June)</p> <p><b>Bledington Music Festival</b> (June)</p> <p><b>Whole School Trip</b> (July)</p>

Year	Cycle	Knowledge and Understanding (PoS) Objectives:		
		* History	** Geography	*** Science
FS/Y1	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"><li>Explore chronological framework of toys</li><li>Investigate the similarities/differences between different ways of life in different periods</li><li>Changes within living memory - where appropriate, these should reveal aspects of change in national life</li><li>Events beyond living memory - significant globally to Black History Month (Mary Seacole) Comparing and contrasting from stories and figures from the past</li></ul>	<ul style="list-style-type: none"><li>Use world maps, atlases and globes to identify where the United Kingdom is</li><li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li><li>Introduction to the bodies of water around the UK</li></ul>	<ul style="list-style-type: none"><li>Identify and name a variety of everyday materials</li><li>Compare &amp; group everyday objects by the materials they are made from</li><li>Identify and compare the uses of materials</li><li>Explore &amp; investigate how materials can be changed &amp; push and pull force</li></ul>
FS/Y1	A	Rainforest v Tundra	Fire Fire Mini Topic	Animals including Humans
		<ul style="list-style-type: none"><li>Historical events – Explore the chronological framework – The Gun Powder Plot</li><li>Explore the lives of significant others: Scott/Amundsen</li></ul>	<ul style="list-style-type: none"><li>Use world maps, atlases and globes to introduce naming and locating the world's seven continents and five oceans</li><li>Identify the North Pole, South Pole and the equator on a globe</li></ul>	<ul style="list-style-type: none"><li>Identify and name common animals including fish, amphibians, reptiles, birds and mammals</li><li>Describe, label and compare the structure of animals</li><li>Explore and learn about the terms- carnivores, herbivores, omnivores, food chains</li><li>Explore how animals adapt to the climate</li></ul>
FS/Y1	A	Houses and Homes		Everyday materials/ Plants
		<ul style="list-style-type: none"><li>Know about changes in buildings in the local area (beyond living memory)</li><li>Use phrases like old, new, a long time ago, modern</li><li>Begin to understand periods of time are linked to the king or queen (significant individuals)</li></ul>	<ul style="list-style-type: none"><li>Use simple fieldwork and observational skills to study the geography of the local area</li><li>Use basic geographical vocabulary linked to physical and human features</li><li>Introduce and use directional language</li><li>Look at local maps and introduce/use keys</li></ul>	<ul style="list-style-type: none"><li>Identify &amp; describe everyday materials</li><li>Explore suitability of materials linked to houses – waterproofing, opaque/transparent</li><li>Identify common plants &amp; tree types; include structure, deciduous and evergreen</li><li>Explore and planting vegetables &amp; fruit (linked to farming, gardens and allotments)</li></ul>
FS/Y1	A	At the Seaside		Seasonal Change
		<ul style="list-style-type: none"><li>Use phrases like past, present, now, then</li><li>Investigate 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&amp; changes beyond living memory)</li></ul>	<ul style="list-style-type: none"><li>Understand &amp; recognise geographical similarities differences of contrasting areas in the UK</li><li>Use observational skills to identify key human and physical features using basic geographical terms</li><li>Develop geographical skills linked to maps, aerial photos, plans.</li><li>Devise a simple map and construct basic symbols for a key</li></ul>	<p>Weather Watchers</p> <ul style="list-style-type: none"><li>Identify the weather linked to each season and how humans adapt to each season</li><li>Describe all 4 seasons including observations on length of days</li></ul>
FS/Y1	A	On the sea: Pirates		Awesome Scientific Introductions
		<ul style="list-style-type: none"><li>Explore the chronological framework of pirates (Queen Victoria/Queen Elizabeth I)</li><li>Explore historical stories including links to individuals/significant events (Grace Darling)</li><li>Understand ways we find out about the past and how our knowledge is constructed - Comparing &amp; contrasting from stories/figures from the past</li><li>Use every day historical language/vocabulary</li></ul>	<ul style="list-style-type: none"><li>Understand &amp; recognise geographical similarities differences through studying the human &amp; physical geography of an area of the United Kingdom, and area in a contrasting non-European country</li><li>Use world maps, globes and atlases to Identify continents, seas and oceans</li></ul>	<p>Practise specific scientific methods, processes and skills – through exploration and investigation- linked to</p> <ul style="list-style-type: none"><li>floating and sinking</li><li>electricity – identify the need for light, observe changes over time, types of electricity and creating a simple circuit with support linked to lighthouses</li></ul>

FS/Y1	B	<b>Superheroes One World – Black History Mini Topic</b>		<b>Animals including Human</b>
		<ul style="list-style-type: none"> <li>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.</li> <li>Events beyond living memory that are significant nationally or globally (real life historical hero's – Rosa Parks/Florence Nightingale) Linked to Black History Week</li> </ul>	<ul style="list-style-type: none"> <li>Place knowledge -Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>Start to use world maps, atlases and globes start to locate (or reinforce) the world's seven continents and five oceans</li> </ul>	<ul style="list-style-type: none"> <li>Identify, name, draw &amp; label basic parts of the human body</li> <li>Identify the 5 sense and say which body parts is associated with each sense.</li> <li>Understand the importance of exercise, healthy eating &amp; hygiene</li> </ul>
FS/Y1	B	<b>Our Amazing Country Fire, Fire! Mini Topic</b>		<b>Plants/Seasonal Changes</b>
		<ul style="list-style-type: none"> <li>Explore the chronological framework - linked to historical events – Great Fire of London</li> <li>Investigate the similarities/differences between different ways of life in different periods</li> <li>Explore historical stories including links to individuals/significant events</li> <li>Know why there is a monument in our village (linked to event/person)</li> </ul>	<ul style="list-style-type: none"> <li>Draw information from a map, aerial pictures</li> <li>Familiarise and use basic geographical terms</li> <li>Using compass directions to describe the locations of features/routes on a map</li> <li>Introduce the purpose of a key with symbols</li> <li>Devise own maps and use a key where appropriate</li> <li>Make comparison of a rural/urban environment</li> </ul>	<ul style="list-style-type: none"> <li>Identify wild and garden plants in the local area</li> <li>Identify and describe the structure of common flowering plants</li> <li>Planting and growing flowering plants</li> <li>Name, identify &amp; describe 4 seasons</li> <li>Identify the changes in plant life linked to the seasons</li> <li>Understand that day lengths are linked to seasons and plant life cycles</li> </ul>
FS/Y1	B	<b>Get Moving</b>		<b>Everyday Materials</b>
		<ul style="list-style-type: none"> <li>Explore the chronological framework - linked to historical events - the history of transport</li> <li>Explore significant historical figures linked to transport</li> <li>Linked to transport understand ways we find out about the past and how our knowledge is constructed</li> <li>Linked to transport use and understand a wide vocabulary of everyday historical language</li> </ul>	<ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the United Kingdom and other locations which impact on where animals live.</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish and name materials that an object (vehicle) is made from</li> <li>Describe the properties of the materials and investigate the suitability to their purpose</li> <li>Compare and contrast materials using scientific terminology</li> </ul>
FS/Y1	B	<b>On Safari (in Africa)</b>		<b>Animals, including humans</b>
		<ul style="list-style-type: none"> <li>Events beyond living memory that are significant nationally or globally (real life Hero's – Nelson Mandela)</li> <li>Comparing and contrasting from stories and figures from the past</li> </ul>	<ul style="list-style-type: none"> <li>Explore and identify Africa and the UK on a map. Understand that both are made up of different countries</li> <li>Name key physical and human features</li> <li>Explore, identify (recognise) &amp; 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 contrasting non-European country</li> <li>Devise a map and use a key</li> </ul>	<ul style="list-style-type: none"> <li>Identify, describe and label African animals including fish, amphibians, reptiles, birds and mammals</li> <li>Use terms - carnivores, herbivores, omnivores, food chains)</li> <li>Make simple comparisons of UK and African animals</li> </ul>
FS/Y1	B	<b>Castles (Medieval)</b>		<b>Everyday Materials</b>
		<ul style="list-style-type: none"> <li>Explore the chronological framework - linked to historical buildings - castles</li> <li>Investigate the similarities and differences between castles using historical vocabulary and terms</li> <li>Explore historical stories including links to individuals/significant events</li> </ul>	<ul style="list-style-type: none"> <li>Explore and identify (recognise) similarities/difference the key human and physical features of its surrounding environment of medieval castles</li> <li>Extract information from a plan/map and aerial pictures</li> </ul>	<ul style="list-style-type: none"> <li>Use and explore different scientific methods</li> <li>Compare &amp; group everyday materials by their properties linked to uses</li> <li>Identify and compare the uses of materials</li> <li>Explore &amp; investigate how materials can be changed using scientific terminology</li> </ul>

Y2/Y3	A	<b>Stone Age, Bone Age One World – Black History Mini Topic</b>		<b>Rocks and Fossils</b>
		<ul style="list-style-type: none"> <li>Changes in Britain from the Stone Age - Iron Age in. Skara Brea (hunter gatherers/farmers) &amp; Stone Henge (religion, technology &amp; travel) (significant historical places)</li> <li>Understand the importance stone aged paintings, artefacts and structures for our understanding of the Neolithic period (events beyond living memory)</li> <li>Establish narrative across the period using historical terminology</li> </ul>	<ul style="list-style-type: none"> <li>Name and locate the world's 7 continents and 5 oceans</li> </ul>	<ul style="list-style-type: none"> <li>Describe in simple terms how a fossil is formed</li> <li>Recognise that soils are formed from rocks and other organic matter</li> <li>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> </ul>
Y2/Y3	A	<b>Cut-Throat Celts Fire, Fire Mini Topic</b>		<b>Everyday Materials</b>
		<ul style="list-style-type: none"> <li>Iron Age Hill forts – Celts from c800 -450 BCE – tribal kingdoms with shared beliefs, traditions &amp; culture</li> <li>Understand an overview of life from ancient to medieval times (events beyond living memory)</li> </ul>	<ul style="list-style-type: none"> <li>Compare maps from the past to present day using locational knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses</li> <li>Compare how things move on different surfaces.</li> <li>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> </ul>
Y2/Y3	A	<b>Life in the Freezer</b>		<b>Living things and their habitats</b>
		<ul style="list-style-type: none"> <li>Recount the life of a famous British explorer from the past. Know how to research (significant individuals)</li> <li>Develop chronological knowledge of world history (Linked to exploration of polar regions)</li> </ul>	<ul style="list-style-type: none"> <li>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> <li>Use compass directions and directional language</li> <li>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 contrasting non-European country</li> <li>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> </ul>	<ul style="list-style-type: none"> <li>Explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>Identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>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.</li> </ul>
Y2/Y3	A	<b>Hot Habitats</b>		<b>Plants</b>
		<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn</li> <li>Describe the characteristics of these geographical areas using geographical and field work skills</li> <li>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 contrasting non-European country</li> <li>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> </ul>	<ul style="list-style-type: none"> <li>Observe and describe how seeds and bulbs grow into mature plants</li> <li>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> <li>Identify &amp; describe the functions of the parts of a flowering plant</li> <li>Explore the part these parts play in the life cycle of a plant</li> <li>explore the requirements of plants for life and growth and how they vary from plant to plant</li> <li>Explore how water is transported</li> </ul>

			<ul style="list-style-type: none"> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li> </ul>	
Y2/Y3	A	Invaders of our Ocean		Animals, including humans
		<ul style="list-style-type: none"> <li>Britain's settlement by Anglo-Saxons/Scots inc. roman withdrawal from Britain and the failure of the western Roman empire</li> <li>Scots invasion from Ireland to northern Britain</li> <li>Anglo-Saxon invasion, settlements, kingdoms, place names and village life</li> <li>The Viking &amp; Anglo-Saxon struggle for Kingdom of England - Edward the Confessor</li> <li>Develop a chronologically secure knowledge &amp; understanding of British history establishing a clear narrative</li> </ul>	<ul style="list-style-type: none"> <li>Use maps from the past to present day using locational knowledge, whilst develop knowledge of landmarks, human and physical features.</li> <li>Name and locate the world's 7 continents and 5 oceans</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Notice that animals, including humans, have offspring which grow into adults</li> <li>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> <li>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</li> <li>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul>
Y2/Y3	A	Poseidon's World		Light
		<ul style="list-style-type: none"> <li>Describe the social, ethnic, cultural or religious diversity of past society</li> <li>Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li>The legacy of Greek culture in art, architecture and literature</li> </ul>	<ul style="list-style-type: none"> <li>Know Greece is in the northern hemisphere and be able to name countries around it</li> <li>Develop a knowledge of landmarks in key European countries</li> <li>Know why people may choose to live in one place rather than another</li> <li>Develop place knowledge by comparing a European country (Greece) with the UK- identifying the geographical similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that they need light in order to see things and that dark is the absence of light</li> <li>Notice that light is reflected from surfaces</li> <li>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>Recognise that shadows are formed when the light from a light source is blocked by a solid object</li> <li>Find patterns in the way that the size of shadows change</li> </ul>
Y2/Y3	B	Water, Water Everywhere		Everyday materials
		<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Describe key aspects of physical geography including rivers and the water cycle</li> <li>Use maps to identify and name bodies of water and rivers</li> <li>Name and locate the counties of Europe &amp; identify main characteristics, physical &amp; human</li> <li>Understand the importance of water ways on settlement of places and trade.</li> <li>Devise a simple map; and use and construct basic symbols in a key</li> </ul>	<ul style="list-style-type: none"> <li>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses</li> <li>Compare how things move on different surfaces.</li> <li>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> </ul>
Y 2	B	Treetop Explorers		Plants



		<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn</li> <li>Describe the characteristics of these geographical areas (non-European) contrasts with UK forests. Identify similarities and differences using place knowledge, physical/human geography.</li> <li>Use basic geographical vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Observe and describe how seeds and bulbs grow into mature plants</li> <li>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> <li>Identify &amp; describe the functions of the parts of a flowering plant</li> <li>Explore the part these parts play in the life cycle of a plant</li> <li>explore the requirements of plants for life and growth and how they vary from plant to plant</li> <li>Explore how water is transported</li> </ul>
Y2/Y3	B	Respect the Romans		Living things and their habitats/animals including humans
		<ul style="list-style-type: none"> <li>The Roman empire and its impact on Britain</li> <li>A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Name and locate the counties of Europe linked to the Roman Empire.</li> <li>Discuss changes/difference to our current maps.</li> <li>Use fieldwork and observational skills to note the effect of the Romans linked to our local area (landmarks, names, roads, etc...)</li> <li>Make sketches of features and create maps/plans</li> </ul>	<ul style="list-style-type: none"> <li>Explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>Identify and name a variety of plants and animals in their habitats, including microhabitats</li> </ul> <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>
Y2/Y3	B	Where we live		Forces and magnets
		<ul style="list-style-type: none"> <li>Establish narrative of local area timeline noting connections, contrasts and trends, using historical terms.</li> <li>Explore changes within living memory of themselves and others in their local area</li> <li>Select and organise relevant historical information.</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Compare how things move on different surfaces</li> <li>Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</li> <li>Observe how magnets attract or repel each other and attract some materials and not others</li> <li>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</li> <li>Describe magnets as having 2 poles</li> <li>Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</li> </ul>
Y2/Y3	B	Inside the castle walls		Rocks & Fossils
		<ul style="list-style-type: none"> <li>Establish narratives on a British level -describe what life would be like in a castle, what people ate and where their food come from</li> <li>Understand the chronology of castles and where the specific focus is placed on this timeline</li> <li>Select, construct &amp; organise relevant historical information.</li> </ul>	<ul style="list-style-type: none"> <li>Linked to human geography explore and understand why people were attracted to live in or near castles (settlement, land use, trade links)</li> <li>Linked to human geography explore and understand the key topographical features and natural resources</li> </ul>	<ul style="list-style-type: none"> <li>Describe in simple terms how a fossil is formed</li> <li>Recognise that soils are formed from rocks and other organic matter</li> </ul>

		<ul style="list-style-type: none"> <li>Compare different periods of time within a similar location</li> </ul>	<ul style="list-style-type: none"> <li>Use fieldwork and geographical skills to make observations, measure and record the human and physical features.</li> </ul>	
Y4/Y5/Y6	A	Extreme Earth		Electricity /Forces
		<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on Europe (including the location of Russia) North &amp; South America, concentrating on environmental regions, key physical and human characteristics, countries, and major cities</li> <li>Understand the physical and human geography linked to volcanoes, earthquakes etc including features and areas where appropriate</li> <li>Use field work skills to observe, measure and record of different areas using a range of methods such as sketching, plans, graphs and digital technologies.</li> </ul>	<ul style="list-style-type: none"> <li>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>Recognize that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</li> </ul>
		Crime and Punishment through the ages		Animals including humans
Y4/Y5/Y6	A	<ul style="list-style-type: none"> <li>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 date</li> <li>Understand there are significant turning points in British social history using a range of sources and showing constructed informed responses linking information</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Describe changes as humans develop to old age</li> <li>Identify and name the main parts of the human circulatory system &amp; describe the functions of the heart, blood vessels and blood</li> <li>Recognize the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>Describe the ways in which nutrients and water are transported within animals, including humans</li> </ul>
Y4/Y5/Y6	A	Raiders and Conquerors		Living things and their habitats
		<ul style="list-style-type: none"> <li>A depth study linked to British areas of study - Understand how the knowledge of our past is constructed from a range of sources</li> <li>Study and explore Britain's settlement by Anglo-Saxons and Scots including invasions, settlements, kingdoms, place names, and village life</li> <li>Study the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor &amp; his death in 1066</li> </ul>	<ul style="list-style-type: none"> <li>Name and locate counties and cities of the United Kingdom, geographical regions</li> <li>Identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns;</li> <li>Understand how some of these aspects have changed over time</li> </ul>	<ul style="list-style-type: none"> <li>Have knowledge of the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>Have knowledge of the life process of reproduction in some plants and animals</li> <li>Describe how living things are classified into broad groups according to common observable characteristics- based on similarities/differences, including micro-organisms, plants &amp; animals</li> </ul>



Y4/Y5/Y6	A	Wish you were here		
		<ul style="list-style-type: none"> <li>Explore the legacy of different countries linked to modern society - Understand how the knowledge of our past is constructed from a range of sources</li> <li>Devise connections, contrast and trends of historical information linked to archaeological attractions</li> <li>Devise historically valid questions and construct informed responses of thoughtful selection and organisation of information</li> </ul>	<ul style="list-style-type: none"> <li>Collect and accurately measure information about potential tourist locations – locating the world's countries and major cities</li> <li>Understand and express why some locations are more desirable than others linked to human and physical features</li> <li>Analyse locations around the world. Record using a variety of fieldwork and geographical skills</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
Y4/Y5/Y6	B	Ancient Builders		Properties and changes of materials/State of Matter
		<ul style="list-style-type: none"> <li>Study the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared &amp; a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</li> <li>Study a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</li> <li>Understand how the knowledge of our past is constructed from a range of sources</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Use the index of an atlas to find places, ordnance survey symbols, six-figure grid references</li> <li>Understand the geographical similarities and differences of the regions/countries</li> <li>Describe and understand the key physical and human aspects of these areas.</li> </ul>	<ul style="list-style-type: none"> <li>compare and group materials together, according to whether they are solids, liquids or gases</li> <li>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)</li> <li>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</li> <li>Know some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>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</li> </ul>
Y4/Y5/Y6	B	Great Britain		Earth & space/Electricity
		<ul style="list-style-type: none"> <li>Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 through a local historical study</li> <li>Show a chronological knowledge and understanding, establishing clear narratives within and across the period noting connections, comparisons, trends and using of appropriate historical terms</li> </ul>	<ul style="list-style-type: none"> <li>Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>Describe and Understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>identify common appliances that run on electricity</li> <li>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>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</li> <li>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> </ul>

				<ul style="list-style-type: none"> <li>recognise some common conductors and insulators, and associate metals with being good conductors</li> </ul>
Y4/Y5/Y6		WW1 and WW2		Light/Sound
	B	<ul style="list-style-type: none"> <li>Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 through a local historical study</li> <li>Show a chronological knowledge and understanding, establishing clear narratives within and across the period noting connections, comparisons, trends</li> <li>Understand how the knowledge of our past is constructed from a range of sources</li> </ul>	<ul style="list-style-type: none"> <li>Understand 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 in North or South America</li> <li>Understand that some countries and cities have changed over time</li> </ul>	<ul style="list-style-type: none"> <li>Recognize that light appears to travel in straight lines</li> <li>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</li> <li>identify how sounds are made, associating some of them with something vibrating</li> <li>recognise that vibrations from sounds travel through a medium to the ear</li> <li>find patterns between the pitch of a sound and features of the object that produced it</li> <li>find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>recognise that sounds get fainter as the distance from the sound source increases</li> </ul>
Y4/Y5/Y6		Castles to stately homes		Evolution & inheritance/Living Things/Animals, including humans
	B	<ul style="list-style-type: none"> <li>Study of an aspect or theme in British and a specific European country history that extends pupils' chronological knowledge beyond 1066 – linked to the comparisons of castles &amp; exploring castle protections &amp; its links to the local area &amp; society</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Develop and use geographical skills and fieldwork techniques to build their knowledge of the UK and the wider world.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>Recognise living things produce offspring of the same kind, but normally offspring vary &amp; are not identical to parents</li> <li>recognise that living things can be grouped in a variety of ways</li> <li>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>recognise that environments can change and that this can sometimes pose dangers to living things</li> <li>describe the simple functions of the basic parts of the digestive system in humans</li> <li>identify the different types of teeth in humans and their simple functions</li> <li>construct and interpret a variety of food chains, identifying producers, predators and prey</li> </ul>

