Year 1 Overview

	Aut 1	Aut 2	Spring 1	Spring 2	Summer 1	Summer 2
Online safety	**Acceptable use policy and logging on.**	**Kindness costs nothing**	**That's private**	**searching**	**Gaming, possible link to PSHE**	**People online**
Art	**Collage**	**Painting**	**Sculpture**	**Textiles**	**Printing**	**Drawing**
1	Bees 3 weeks (procedure) • Science • Geography	The train ride 3 weeks (narrative) • Geography (Trip opportunity- a train ride)	London 3 weeks (Narrative) • Geography • DT (Contrast with local area)	Wonderful weather 3 weeks (information report) • Science • Geography	Religions and rituals 1 week • RE	Bold women in Black history 3 weeks (Recount) • History
2						
3				Materials 1 or 2 weeks • Science • DT	Trees 3 weeks (information report) • Science • DT	
4	Thank you 1 week • RE	Sikhism 1 week • RE	Vehicles 3 weeks (procedure) • History • DT			
5						Healthy eating 3 weeks (explanation) • DT
6	Bonfire night 3 weeks (poetry) • History	Toys 3 weeks (report) • History • DT	How do people celebrate? 1 week (persuasion) • RE	Easter 1 week • RE	On Safari 3 weeks (Travel journal) • Science • Geography (trip opportunity - to the zoo)	
7						

How do we celebrate?

Skills

RE

- A1. Recall and name different practices for welcoming a baby
- A3. Recognise symbols and actions associated with these ceremonies
- B1. Ask and respond to questions about what communities do, and why.
- B2. Observe and recount different ways of expressing identity and belonging when a baby welcoming or wedding ceremony is held
- C1. Explore questions about belonging, and express their own ideas;

Knowledge

Topic: - To know what celebration is.
Focus Religion: Christianity

- To know what happens at a Christian baptism of a baby.

Comparison Religion: Islam

- To know how Muslims welcome a new baby

Reflection:
To say how they celebrate in their lives.

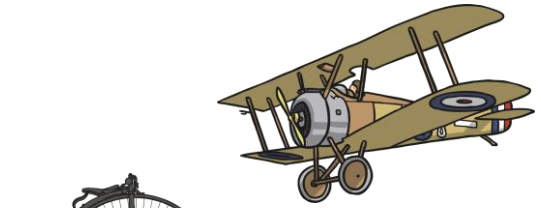
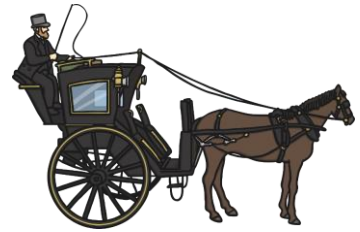
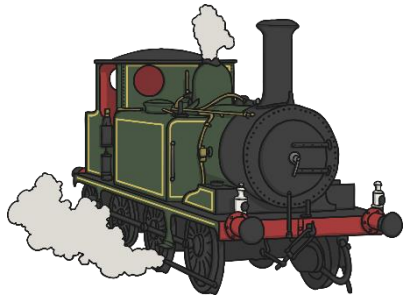
Big Ideas:
Expressing

English unit: Come to our party (persuasion)

Vocabulary

Birthday Wedding Christening Baptism Celebration Welcoming Muslim Shahadah Promise

How and why has transport changed over time?


Big Ideas

Exploration and invention – invention and innovation

Mechanical systems and mechanisms - How do I make my car roll?

English unit: How to make a car (procedure)

Skills

History – sequencing the past

- Use words and phrases like: old, new and a long time ago?
- Use the words before and after correctly?
- Identify objects from the past
- Ask and answer questions about old and new objects?

DT –

- Research similar existing products and say what is and isn't good
- Use pictures, words and templates to plan my own ideas
- Design a product by following a design criteria
- Select and use a range of tools safely
- Try to make the product look appealing
- Work in a safe and hygienic manner
- Evaluate my work, linking it to what I was asked to do
- Begin to talk about what could make my product better

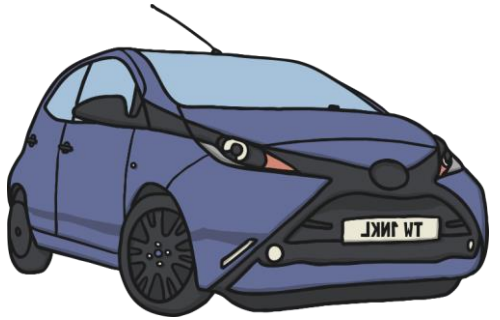
Knowledge

History

- Know that people now travel by cars, trains and buses which are powered by engines.
- Know the names of some forms of old transport like steam train, horse and carriage and penny farthing.
- Know that in the past people travelled by trains powered by steam.
- Know that in the past people travelled by horse and carriage.
- Know that before steam trains were invented, people could not travel far.
- Know that after steam trains were invented, people were able to travel further around the country and started going on holiday to places like the seaside.

DT

- Be able to point to an axle on their product and say what it does
- Explain how they have used an axle to build a moving car
- Talk about which material they chose to make their vehicle and why
- Talk about how they joined their materials and how they made it strong
- Talk about how they finished their vehicle and why



Vocabulary

wheels, pole, axle, vehicle, travel, chassis, design, Omnibus, penny farthing, Steam train, plane, horse and carriage, engine, invention , past, present, old, new, now, then

How do we say thank you for the Earth?

Skills

RE

- A1. Recall and name different beliefs and practices that show care for the earth
- A2. Retell and suggest meanings to some religious and moral stories about care for other people and the earth
- B1. Ask and respond to questions about what communities do to care for people and the earth
- B3. Notice and respond sensitively to some similarities between religious teachings about creation and giving thanks
- C1. Explore questions about how and why we care and express their own ideas using words, music, art or poetry
- C3. Find out about questions of right and wrong and begin to express their own opinions about how we can show we care for animals, people and the earth

Knowledge

Topic: - Reasons to say Thank you.

Focus Religion: Christianity

- To know about the Christian Harvest Festival celebrations
- To know that Christian teachings show that God values the whole world and every person.
- Talk about the benefits and responsibilities of friendship and the ways in which people care for others.
- To know the moral of stories from the Bible about friendship and care for others and how these show ideas of good and bad, right and wrong.
- Talk about the idea that we all have special gifts we can use to benefit others and to care for the earth.

Comparison Religion: Sikhism

- To know about the Sikhi festival of Vaisakhi, which is a spring harvest festival.
- To know the ways Sikhs honour the earth – e.g with vegetarian food, and by planting 1 million trees (EcoSikh).

Reflection:

To say how they look after the Earth.

Big Ideas:

Living

Vocabulary

Sikh, Guru, EcoSikh, Vaisakhi, Jesus, Creation, Islam, Judaism, Golden rule, Tzedkah, Zakat, Tikkun Olam

Why do we celebrate Bonfire Night?

English unit: Firework night (poetry)

Skills

History – sequencing the past

Can children:

- Retell a familiar story set in the past and explain why the think it was set in the past?
- Use the words before and after correctly?
- Tell us about an important historical event that happened in the past?
- Recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago?
- Understand that Britain has had a king or queen for many years?
- Answer questions using a range of artefacts/photographs provided?

Knowledge

- Know that we celebrate Bonfire Night on 5th November of every year.
- Know that we have bonfires and fireworks to commemorate the event.
- Know that we celebrate it because in 1605 a man called Guy Fawkes decided to try and blow up the English parliament and the King.
- Know that Guy Fawkes was not successful and he was caught before he could blow up parliament.
- He was executed (killed)
- Know that parliament is where the people who are in power run the country from, including the King, in the capital city London.
- Know the rhyme 'remember, remember the fifth of November'

Vocabulary

Guy Fawkes
Conspirators
Gunpowder
Bonfire
Fireworks
Houses of parliament
Guard
King James I

Big Idea

Hierarchy and power – monarchy and parliament

What is the weather like here?

Skills

Science

- Ask simple questions.
- Make a simple prediction.
- Watch and record what happens by drawing pictures.
- Say what happened and think back to my original prediction.
- Draw diagrams
- Find information using given sources.

Geography

1k – Know about weather in the locality, what happens in different seasons and how weather changes on a daily basis.

Vocabulary

Seasons

Temperature

Thermometer

Weather

Forecast

Symbols

Climate

Observations

United Kingdom

Knowledge

Science

- Children can name the four seasons.
- Children can name different types of weather.
- Children can make simple observations about the weather and can make simple predictions about this.
- Children can describe the weather associated which each season.
- Children can make simple observations about changes across the seasons.
- Children know that day lengths vary based on the season.

Geography

1. What is our weather like? Talk about we live in the UK and children to name different types of weather i.e. sun, rain, snow, wind etc we experience here
2. Is our weather always the same? – Look at how the weather changes from day to day. Children could create a weather diary to measure rainfall/temperature (using a thermometer) and how they can represent this linked to the different symbols used by weather presenters etc.
3. Why do we get different weathers? – Talk about the four different seasons and the weather typically associated with each season. In spring, it is often rainy and the temperature begins to get warmer. In summer, the sun is much stronger. The temperature is warmer than in any other season. In the autumn, the weather turns chillier, windier and there is often rain. In the winter, it is often cold and frosty. It has to be freezing cold to snow.

*Potential misconceptions – children may think that if the sun is shining, it will be warm.

English unit: Seasons (information report)

Big Idea

Physical and Human Geography
Physics – Earth and space

Knowledge

Topic: -

- To say what caring and sharing is and what it looks like .
- To know that a Guru is a Hindu spiritual teacher.

Story 1

- To know the moral of the story of Guru Hargobind - Story of the Cloak
- To know why Har Gobind created a cloak.
- To know the importance of care for others in Sikhism.
- To know that this story reminds Sikhs to care for others.

Story 2 –

- To know the moral of the story of Dunni Chand
- To know how important it is in Sikhism to share what you have.
- To know that the story reminds Sikhs to share.

Reflection:

- Name the values explored; caring and sharing. Say a time they have been caring. Say a time they have shared.

Big Idea

Understanding

Vocabulary

Sikhi Guru Guru Har Gobind Guru Nanak Diwali Equality Caring Sharing

What is it like to be a Sikh?

Skills

RE

- A2. Retell and suggest meanings to three Sikh religious and moral stories, A3. Recognise wisdom and symbols that connect to the stories
- B2. Observe and recount different ways of expressing identity and belonging, through the values of caring, sharing and devotion to God
- C1. Explore questions about belonging, meaning and values from Sikh story, for themselves
- C2. Respond to examples of cooperation from stories of the Gurus C3. Find out about questions of right and wrong and begin to express their own opinions

Skills

Scientific enquiry

- Make a simple prediction.
- Recognise when a test is unfair.
- Make simple comparisons.
- Watch and record what happens by drawing pictures.
- Find information using given sources.

DT

•Research similar existing products and say what is and isn't good

•Use pictures, words and templates to plan my own ideas

•Design a product by following a design criteria

•Select and use a range of tools safely

•Try to make the product look appealing

•Work in a safe and hygienic manner

•Evaluate my work, linking it to what I was asked to do

•Begin to talk about what could make my product better

Knowledge

Science

- Children are able identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
- Children can describe the simple physical properties of a variety of everyday materials. E.g. when asked the child are able to say that wood is a hard material.
- Children are able to compare and group together a variety of everyday materials on the basis of their simple physical properties through exploration and investigation.
- Children are able to know the difference between an object and the material which it is made from.

DT

•Describe ways that they could join fabrics e.g. stitching, staples, glue

•Describe differences in properties of materials

•Explain which materials they chose and how they joined them.

Vocabulary

Material
Hard
Soft
Stretchy
Shiny
Dull
Rough
Smooth
Bendy
Non bendy
Waterproof
Absorbent
Transparent
opaque

Big Ideas

Chemistry – materials (properties and change)
Textiles

What is the best material for an umbrella?

Big Ideas

Exploration and invention – invention and innovation

Textiles - What's the best way to join fabrics?

Vocabulary

Wooden
Plastic
Fabric
Electronic
Manual
Old
New
Past
Present
Before
Now

Knowledge

History –

- Know what toys today are like – what materials are they (plastic) what colours are they (often bright colours) and how they operate (they are often electronic, battery powered)
- Know that children of different ages play with different toys, often as they grow older. A baby might play with a rattle, a toddler with lego/bricks and a 5 or 6 year old might play with a scooter.
- Know the difference between our toys, our parents' toys and our grandparents' toys.
- Know what old toys are like – what materials are they (wooden, wool/fabric) what colours are they (dull colours, painted not printed) and how they operate (manual, not electronic)
- Know that some children in the past may have played with different types of toys if they were wealthy or poor.

DT –

- Describe ways that they could join fabrics e.g. stitching, staples, glue
- Explain which materials they chose and how they joined them.
- Name simple stiches e.g. running stich
- Think of interesting ways to decorate their product.
- Talk about how they worked safely e.g. Needles and scissors are sharp and must be used carefully.

Disciplinary concepts - Skills

History- Continuity and change

Can children:

- Put up to three objects in chronological order (recent history)?
- Use words and phrases like: old, new and a long time ago?
- Know that some objects belonged to the past?
- Begin to identify the main differences between old and new objects?
- Identify objects from the past?
- Ask and answer questions about old and new objects?
- Spot old and new things in a picture?
- Answer questions using a artefact/ photograph provided?

DT –

•Research similar existing products and say what is and isn't good
•Use pictures, words and templates to plan my own ideas
•Design a product by following a design criteria
•Select and use a range of tools safely
•Try to make the product look appealing
•Work in a safe and hygienic manner
•Evaluate my work, linking it to what I was asked to do
•Begin to talk about what could make my product better

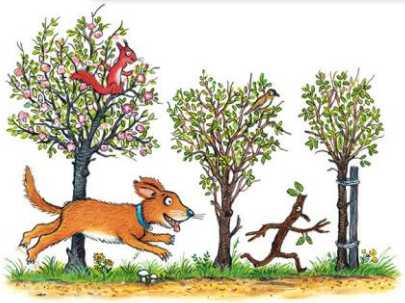
How have toys changed over time?

Online Safety

English unit: Toys from the past (information report)

What type of trees do we find in the wood?

English unit: Trees (information report)



Knowledge

Science

- Children are able to identify and name a variety of deciduous and evergreen trees when questioned and given pictures.
- Talk about why we plant trees and how they help us.
- Children are able to identify and describe the basic structure of a variety of common flowering plants, including trees.
- Children are able to compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.
- Children know and can talk about soils being made from rocks and organic matter.
- Children are able to identify and name a variety of common animals including fish and mammals that live in the ocean.
- Children are able to group animals according to what they eat.
- Children can identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- Children are able to talk about and group a variety of animals using a given criteria.

DT

•Research similar existing products and say what is and isn't good
• Use pictures, words and templates to plan my own ideas
•Design a product by following a design criteria
•Select and use a range of tools safely
•Try to make the product look appealing
•Work in a safe and hygienic manner
•Evaluate my work, linking it to what I was asked to do
•Begin to talk about what could make my product better

Vocabulary

Woodland
Nature
Woods
Forest
Glade
Clearing
Trees
Oak tree
Ash tree
Elder tree
Sweet chestnut tree
Horse chestnut tree
Beech tree
Silver birch tree
Willow tree
Yew tree
Leaf
Leaves
Branch
Twig
Tree trunk
Tree stump
Log
Bark
Acorn
Pine cone
Flowers
Pine needles
Conker

Skills

Scientific enquiry

- Ask simple questions
- Make simple comparisons
- Find information using given sources.
- Draw diagrams e.g. parts of plants

DT

•Know that levers and sliders can be found in existing products such as pop up books.

•Be able to talk about which part of their storybook moves and how they did it.

•Start to use the words levers or sliders in their explanation. E.g. A slider allows for movements from side to side or up and down. You can use a slot in paper to do this.

•Talk about which material they chose to make their book and why

•Talk about how they joined their materials and how they made it stronger

•Talk about how they finished their book and why

Big Ideas

Biology - Living things in their environment

How does the view from the train window change?

English unit: The train ride (narrative)

Skills

Geography

1m- With support, use geographical vocabulary to refer to the physical and human features of places studied.
Physical: beach, coast, forest, hill, mountain, sea, river seasons and weather.
Human: city, town, village, factory, farm, house, office and shop

Fieldwork

1v – Name and draw simple features they observe in their local environment and make links to human and physical features
1w – Use age appropriate mathematical vocabulary to count objects when carrying out fieldwork

Vocabulary

Countryside
Town
City
Rural
Village
Fields
Hedgerow
Hill
Human
Physical
Hills
Moors
Houses
UK
Traffic
Pollution
Population
Farms

Big Ideas

Physical and Human Geography

Knowledge

1. Compare their local area to a rural area which the children can get to via train.
a) Look at the features of their local area e.g. What human (man-made) and physical (natural) features can we see? What can we see from maps/photographs etc? Do we live in a rural (countryside) or urban (town/city) area?

b) Look at the features of the contrasting area e.g. What human (man-made) and physical (natural) features can we see? What can we see from maps/photographs etc? Is it a rural (countryside) or urban (town/city) area?

c) What is similar? What is different? How can we tell what it is really like? – Go on our own train journey

2. What are we going to see from the train? Children to record what they see whilst on their train journey – Ask them how they would record their findings – counting/drawing/how can we show there is a difference between the two areas?

Skills

RE

- A2. Retell and suggest meanings to some religious and moral stories from the Gospels
- A3. Recognise symbols and actions associated with prayer
- B1. Ask and respond to questions about what Christian communities do to put Jesus' teaching into action – e.g. pray, run food banks, celebrate Easter
- B2. Observe and recount different ways of praying in Christianity
- C1. Explore questions about belonging, meaning and truth and express their own ideas using words, music, art or poetry;

English unit: The Easter story (narrative)

What does the Easter story tell us about Jesus?

Big Idea:

Inspirations

Vocabulary

Religion
Christian
Church
Bible
Symbol
Thankful
Faith
Belief
Easter
God
Prayer
The Lord's Prayer
Community

Knowledge

Topic: - To know who Jesus is and how he is represented today.

Focus Story – The Easter Story

- To know the Easter story and know that it matters to Christians because of who they believe Jesus was:
- Know that there are different ways of praying in Christianity.
- Identify and talk about the values which different characters in the stories showed, and recognise Christianity as the religion from which the stories come;
- To know that Bible stories talk about thankfulness as a result of miracles.
- Ask and answer 'who', 'where', 'how', 'what' 'why' questions about religious stories.
- To say why Christians feel sad on 'Good Friday.
- To know happened after Jesus died, a Easter.

Comparison Story -

- To know another Christian story.
- Say about what Christians today learn from the stories;
- To recognise a Christian story.
- Ask and answer 'who', 'where', 'how', 'what' 'why' questions about religious stories;

Reflection:

To make links between times/days they feel sad to Good Friday.
To say a time that they were thankful .

Skills

RE

- A1. Recall and name different religions and rituals.
- A2. Retell and suggest meanings to some stories rituals
- B1. Ask and respond to questions about what different religions do to remember things.
- B2. Observe and recount the rituals and remembrance.
- C1. Explore questions about what Easter means and express their own ideas using words, music, art or poetry;

Big Idea

Expressing

Vocabulary

Ritual
Salat
Mosque
Mecca
Gesture
Punja
Shrine
Murtis
Holy Communion

Knowledge

Topic: - To say what a ritual is.

Focus Religion: Christianity

- To know that Christians believe that Jesus died on a cross . They believe that he knew he was going to die.
- To know the story of the Last Supper:
- To say what the bread and wine represented.
- To know that Christians may perform a ritual known as the Holy Communion.
- To know why Christians eat a small piece of bread and take a sip of wine or grape juice at a Holy Communion.
- To know prayers are read out during Holy Communion to help Christians remember Jesus, the importance of the Last Supper and his sacrifice.

Comparison Religion: Islam -

- To know that the Prayer (salat) is an important ritual in the Islamic faith.
- To know that the ritual needs to be performed 5 times a day.
- To know the moves of the salat.

Reflection:
To make links to any rituals they perform in their lives.

What is a ritual?

How does our local area help bees?

Knowledge

Science

- Children are able to identify and name a variety of common wild and garden plants when given images. E.g. dandelion, daisy, buttercup, fuchsia, pansy, sunflower.
- Children are able to identify and describe the basic structure of a variety of common flowering plants, including trees. E.g. roots, leaves, flowers, stem and fruit.
- Children know and can talk about soils being made from rocks and organic matter.

Geography

1. Children to explore their local area. What can they see? What is good about our local area? How does it help the bees? What could be improved? (Lead children onto to the importance of green areas)

Vocabulary

Plant
Leaf
Root
Leaves
Petals
Pollen
Soil
Water
Bud
Flowers
Blossom
Petals
Bulb
Seed
Wild plants
Garden plants
Maps
Symbols
Aerial photograph
Compass
Directions
School
Home
Address
Environment

Big Ideas

Place Knowledge

Biology - Living things in their environment

Skills

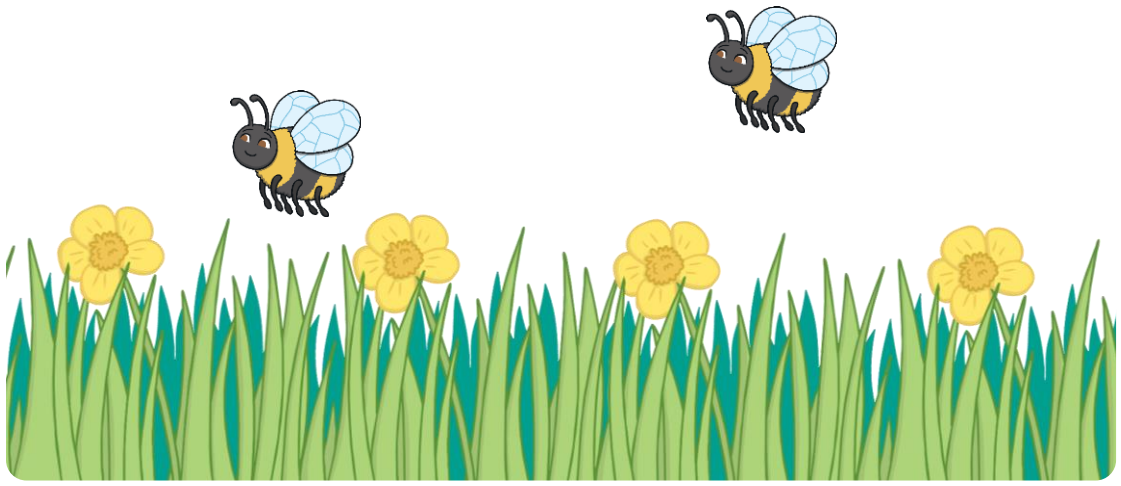
Science

- Ask simple questions.
- Find information using given sources.
- Draw diagrams e.g. parts of plants

Geography

1g – Recognise some similarities and differences of geographical features in my own immediate environment

English unit: How to grow plants (procedure)



What makes a capital city?

English unit: The Queen's hat (narrative)

Skills

Geography

1a- Name and locate the 4 countries of the UK and talk about the characteristics of one of them
1b- Understand the UK is an island and is surrounded by sea
1c – Understand the UK is part of the continent Europe

Map Work

1r- With support, recognise maps are about a place and use maps, atlases and globes to learn names of some places within/around the UK and some European countries
1s – Follow directions (Up, down, left/right, forwards/backwards) and be introduced to the four compass points: North, South, East and West.
1t – Draw simple maps and plans, and be exposed to symbols used on maps

DT –

- Research similar existing products and say what is and isn't good
- Use pictures, words and templates to plan my own ideas
- Design a product by following a design criteria
- Select and use a range of tools safely
- Try to make the product look appealing
- Work in a safe and hygienic manner
- Evaluate my work, linking it to what I was asked to do
- Begin to talk about what could make my product better

The Big Ideas

Locational Knowledge & Map Work

Structures - How do I make my building strong?

Knowledge

1. Where is London? Start off with where we are and then look at where London is in relation to us. Talk about near/far in relation to us. Talk about London being a part of the UK and more specifically the capital city of England. Children to look at the UK and explore how it is an island as it is surrounded by sea. They then need to look at the four parts of the UK (England, Wales, Scotland and Northern Ireland). We are also part of Europe (Start local and work out)
2. What is London like? - Children can use aerial photographs/map/google earth to look at London. Can they spot any of the key landmarks? What can we tell about London from these? – lots of buildings-human features but there are some physical features too (Hydes Park, Regents Park etc)
3. Children to look at a map of London. Can they locate some of the key landmarks? How might we map these on our map – make links to symbols.
4. Can children then follow directions/use four compass points to describe a journey of The Queen's hat through London?

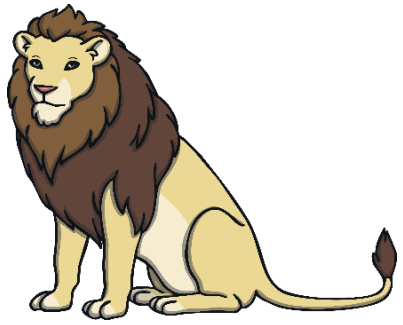
DT –

- Describe ways that they could join materials to make a structure
- Know that some materials are better than others when making a structure.
- Suggest ways to make the structure stronger, stiffer and more stable
- Talk about how they finished the structure to make it look appealing

Vocabulary

City, London, tube station, landmarks, buses, Houses of Parliament, Royal family, Big Ben, Houses of Parliament, UK, Buckingham Palace, tourists, capital city, England,

What might we see on a safari?



English unit: On safari (recount)

Skills

Science

- Ask simple questions
- Make simple comparisons
- Find information using given sources.
- Draw diagrams

Geography

1h – With support, compare their local area with a contrasting local area in a non-European country

1r – With support, recognise maps are about a place and use maps, atlases and globes to learn names of some places within/around the UK ~~and some European countries~~

Big Idea

Biology - Living things in their environment

Place Knowledge

Knowledge

Science

- Children are able to identify and name a variety of common animals that can be found on safari.
- Children are able to group animals according to what they eat.
- Children can identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- Children are able to talk about and group a variety of animals using a given criteria.

Geography

1. Where are we? Use maps to help the children locate where we are. This can then be plotted on your world map too. What is our local area like? Talk about key human and physical features in the local area – are there lots of buildings? Lots of green spaces? etc

2. Where is The Maasai Mara National Reserve? What is it like here? Use maps to find out where this is. Look at photographs of the savannah, grasslands etc e.g. use of aerial photographs so children can see what features are there.

3. How is this different to our local area? Make comparisons between the two areas. What is similar? What is different?

Vocabulary

Carnivore
Omnivore
Herbivore
Amphibian
Bird
Fish
Mammals
Reptiles
Safari
Desert
Antarctic
Aqua-marine

Which key people have changed the nursing profession?

Knowledge

- Know that nurses work in healthcare industry
- Know some of the key roles and jobs nurses perform
- Know the names of key nurses from the past such as Mary Seacole, Florence Nightingale and Sister Dora.
- Know that Mary Seacole was born in Jamaica and learnt her nursing skills from her mother who was also a nurse.
- Know that Florence Nightingale was called 'The Lady with the Lamp' and Mary Seacole was called 'Mother Mary'
- Know that both Mary Seacole and Florence Nightingale are remembered for the work they did during the Crimean War.
- Know that Sister Dora lived in Walsall and is an important local figure.

Skills

History – historical significance

Can children:

- Use words and phrases like: old, new and a long time ago?
- Put up to three events in order?
- Appreciate that some famous people have helped our lives be better today?
- Find out more about a famous person from the past and carry out some research on him or her?
- Answer questions using a range of artefacts/photographs provided?
- Research the life of someone who used to live in their area using the Internet and other sources to find out about them?

Vocabulary

Nurses
Hospital
Mary Seacole
Florence Nightingale
Sister Dora
Crimea/Crimean War
Walsall

Big Idea

Conflict and disaster – war

English unit: Mary Seacole (recount)

Online Safety

Can a salad become a work of art?

Skills

DT –

- Research similar existing products and say what is and isn't good
- Use pictures, words and templates to plan my own ideas
- Design a product by following a design criteria
- Select and use a range of tools safely
- Try to make the product look appealing
- Work in a safe and hygienic manner
- Evaluate my work, linking it to what I was asked to do
- Begin to talk about what could make my product better

Science –

Children are able to identify the parts of the human body.

Children are able to name the parts of the human body.

Children are able to draw and label the basic parts of the human body.

Children are able to say which part of the body is associated with each sense.

Vocabulary

Fruit
Vegetable
Grown
Carrots
Potatoes
Protein
Dairy
Fat
Energy
Portion
Healthy
Nutritious
Protein
Carbohydrate
Nutrition

Knowledge

DT

- Be able to describe different textures in fruits and vegetables
- Know that they must wash hands & clean surfaces before they start
- Think of interesting ways to decorate food
- Be able to say where some foods come from
- Be able to describe simple differences between some food groups (i.e. sweet, vegetable etc.
- Know that fruit and vegetables are healthy
- Know what tools they might use to cut, peel and grate safely

Science

- Find information using given sources.
- Concrete context - Draw diagrams e.g. parts of plants/ the body.

Big Idea

Biology – Living things and their environment.

Food

English unit: How to make a healthy meal (explanation)

Year 2 Overview

	Aut 1	Aut 2	Spring 1	Spring 2	Summer 1	Summer 2
Online safety	**Acceptable use and logging on**	**Reaching out**	**Time online**	**Using webpages**	**STOP online meanness**	**Digital trails**
Art	**Drawing**	**Painting**	**Collage**	**Textiles**	**Sculpture**	**Printing**
1	Habitats 3 weeks (information report) • Science (Outdoor learning opportunity)	Light and dark 3 weeks (narrative) • RE	Great Fire of London 3 weeks (diary) • History	Castles 3 weeks (narrative) History (trip opportunity to a castle – write a recount of experience)	Maps 3 weeks (narrative) • Geography	Plants 3 weeks (information text) • science
2						
3						
4	Nature and god 3 weeks (narrative) • RE	Meerkat Christmas 3 weeks (recount) • Geography • DT	Animals including humans 3 weeks (explanation) • Science	Materials 3 weeks (instructions) • Science • DT	Neil Armstrong 3 weeks (recount) • History	Singapore 3 weeks (non-chron report) • Geography • DT
5						
6			Questions that Puzzle us 1 week (poetry) • RE	Easter 1 week • RE		Islam 1 week • RE (Trip to a Mosque)
7						

English unit: If I were in charge of the World (Poetry)

What questions puzzle us?

Vocabulary
Mystery, Puzzle, clue trail,

Big Idea
Inspiration

Knowledge

Topic – What are questions?
Children to know the word 'mystery': a puzzle that is important, but we can't be sure of the answer.

Talk about what makes a 'big question' giving some examples to sort out: which of these is the biggest question: What type of animal is this? / Why are there different sorts of animals on this earth? Do you like to eat sweets? / Why are sweets so tasty? What colour is the chair? / What is the chair made of? / What is the story of this chair?

- Know that there are questions we can't answer

Focus Religion
Know the key points of the story of Moses

Know that Christians believe God is the maker, so God knows the answers to mysteries and puzzles.

Comparative Religion - Islam

Know there are similarities in the Quran and Bible regarding the story of Moses

Reflection
To know the difference between a big question and small question

Skills

RE

- A2. Retell and suggest meanings to some religious and moral stories
- B1. Ask and respond to big questions about life
- B3. Notice and respond sensitively to some similarities between religions as they suggest answers to big questions
- C1. Explore questions about belonging, meaning and truth and express their own ideas using words, music, art or poetry;
- C2. Respond to examples of cooperation between religions

What does religion teach us about looking after nature?

Skills

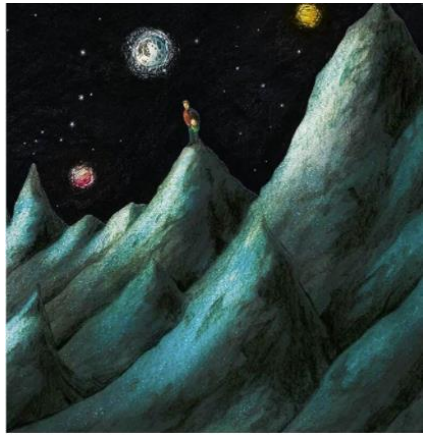
- A1. Recall and name different beliefs and practices that show care for the earth.
- A2. Retell and suggest meaning to some religious and moral stories about care for other people and the earth.
- B1. Ask and respond to questions about what communities do to care for people and the earth.
- B3: Notice and respond sensitively to some similarities between religious teachings about creation and giving thanks.
- C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry;
- C3: Find out about questions of right and wrong and being to express their own opinions about how we can show we care for animals, people and the Earth.

Big Idea:

Living

Vocabulary

Creation, God, Harvest, Christians, Buddha, Nature, Respect



Knowledge

Topic:

- **To know that** nature means anything which is of the natural world. This includes animals, plants, trees and the landscape.

Focus Religion: Christianity –

- To know the creation story and that Christians believe that God created the world and everything in it in seven days. On the seventh day God rested.
- To know that harvesting is the process of gathering in crops. To explain why harvest can be important to some Christians.

Comparison Religion: Buddhism –

- To know the key points of the story of 'Prince Siddhartha and the Swan' and how this can teach people to care for animals.

Reflection:

- To say how they respect and look after the world.

English unit: Stardust (Narrative)

What do light and dark represent?

English unit: The owl who was afraid of the dark (narrative)

Big ideas

Expressing

Food

Vocabulary

Diwali (Bandi Chhor Divas)/Eid ul Adha
Incarnation Guru Hargobind

Design, samosa, peel, grate, hygiene

Skills

RE

- A1. Recall and name different festivals
- A2. Retell and suggest meanings to some stories told at festive times in 3 religions
- B1. Ask and respond to questions about what communities do to celebrate, and why
- B3. Notice and respond sensitively to some similarities between festivals in different religions
- C1. Explore questions about belonging and festivals, expressing their own ideas using words, music, art or poetry;

DT

•Use knowledge of existing products to generate own ideas

•Design products for myself and others following design criteria

•Explain the purpose of the product, how it will work and how it will be suitable for the user

•Design using pictures, words and templates

•Choose tools and materials and explain choices

•Use tools and be able to measure materials in a more confident way.

•Use finishing techniques to make product look good

•Work safely and hygienically.

•Describe what went well, thinking back to the design criteria.

•Talk about what I would do differently if I were to do it again

Knowledge

Topic: What does light mean to you? What about dark?

Focus Religion : Sikhism - Diwali (Sikh).

- To know Diwali is largely known as a Hindu festival but Sikhs, who are also from India, celebrate a Sikh version too.
- - To know who celebrates the festival and key features of the festival.
- - Know the meaning of the festival in relation to light and dark (Diwali is a time to celebrate good's triumph over evil for Sikhs)

Comparison Religion: Islam - Eid ul Adha:

- To know who celebrates the festival and key features of the festival.
- Know the meaning of the festival in relation to light and dark (Eid ul Adha reminds Muslims of Abraham's willing ness to give everything to God)

Reflection: To say how light is represented in their life. do you use light in your life? (fireworks/Christmas lights/fairy lights)

DT

•Be able to explain how they worked in a hygienic way

•Describe properties of ingredients and the importance of a varied diet

•Say where their food comes from (animal, underground etc.)

•Describe how food is farmed, home-grown, caught

•Describe what "five a day" means

•Describe what they used to cut, peel and grate

Where is God?

Big Idea

Understanding

Vocabulary

Qur'an Prophet Muhammad God/Allah Tawhid (oneness of God) Shahadah Call to prayer, Prayer mat Prayer beads

Knowledge

Topic - What forms does God take? Where do you think God is?

Focus religion Islam –

To know about calligraphy and Nasheeds that express ideas about God and the Prophet Muhammad e.g. calligraphy showing some of the 99 names of Allah; I am a Muslim by Zain Bhikha; share the words of the Shahadah, listen to the Call to Prayer.

Know the beliefs that Muslims hold about God e.g. tawhid, the oneness of God. (note how this links to the idea that Muslims never try to draw Allah)

Know key points of the Muslim story of the revelation of the Holy Qur'an – how the Angel Jibril revealed it to Prophet Muhammad on Mount Hira; how Muslims learn Arabic to be able to read and remember it; some teachings from the Holy Qur'an

Comparison Religion Christianity –

Know how and why Christians pray

Know that Christians have pictorial representations of God

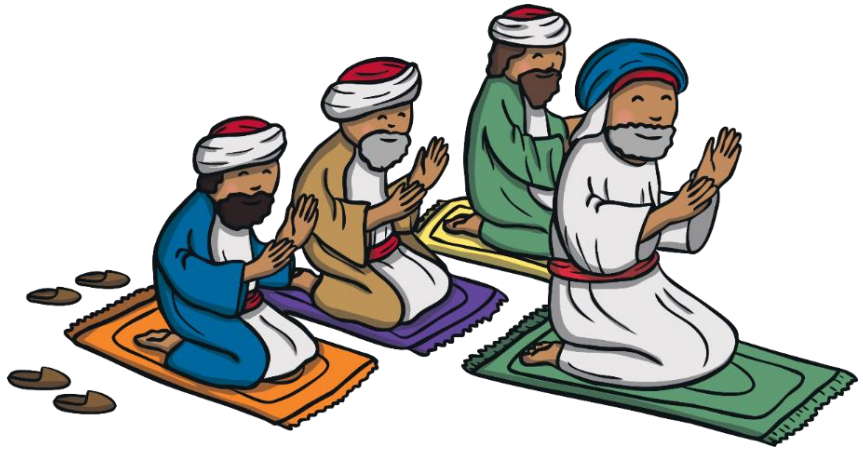
Reflection

Comment on the idea of God for themselves, in the light of their learning. Are their ideas similar or different to what they have been learning?

Skills

RE

- A1. Recall and name different Muslim beliefs and practices
- A2. Retell and suggest meanings to some Muslim stories
- B2. Observe and recount different ways Muslims show they belong to their religion
- C1. Explore questions about how Muslims find meaning in stories of the Prophet, expressing their own ideas
- C3. Find out about Muslim ideas about questions of right and wrong and begin to express their own opinions e.g. on kindness to animals and to other people



What does Easter mean to Christians?

Knowledge

Topic: New life in spring.

Focus Religion: Christianity -

- Know the key points of the Easter story. (Note that pupils should understand that this story takes place about 33 years after the events of the nativity, even though pupils have only celebrated Christmas three months earlier!)
- Talk about the Christian belief that Jesus rises from death (resurrection) on the Sunday after his death, and how this shows Christians that Jesus has opened up a way for them to have a new life after they die – a life with God in heaven. This is part of the idea of 'salvation' – for Christians, Jesus offers to save them from death.
- Know why Easter is important for Christians
- Know how churches celebrate different parts of Holy Week, eg. Palm Sunday crosses; Good Friday (church services, hot cross buns, stations of the cross); Easter Sunday (joyful songs, decorating cross in church, giving and eating eggs). Connect these practices with the events in the story.
- To suggest ideas why people find it helpful to believe that there is life in heaven after death. Make a link with the idea that, for Christians, Jesus brings good news (see Unit 1.4).
- To say how the Easter story changes from sadness to happiness or from darkness to light.

Reflection:

To say how it feels when something good happens after something sad.

Vocabulary

Holy week Disciples Jesus

Resurrection Salvation

Hope Palm Sunday Good

Friday Easter Sunday

Big Idea

Expressing

Skills

RE

- A1. Recall and name different beliefs practices seen at the festival of Easter
- A2. Retell and suggest meanings to some stories of Holy Week and Easter
- B1. Ask and respond to questions about what Christians do at Easter
- B2. Observe and recount what the rituals and remembrances of Easter mean for Christians
- C1. Explore questions about what Easter means and express their own ideas using words, music, art or poetry;

How tall can sunflowers grow?

Knowledge

- Children are able to talk about when they have observed how seeds and bulbs grow into mature plants.
- Children are beginning to understand the life cycle of a plant and that some plants can regrow after they have died.
- Children can begin to talk about what happens at each stage of a flowers life cycle.
- Children can talk about how they have created a fair test to explore what a plant needs to grow.
- Children are able to say what a plant needs to grow and stay healthy. E.g. water, light and suitable temperature.

Big Idea

Biology – Living things and their environment.

English unit: Plants (information text)

Skills

Working scientifically

- Make a prediction and try to give a simple reason.
- Recognise one aspect to make my test fair.
- Use simple ways of measuring difference.
- Complete a table that my teacher has given me recording what I have seen using pictures and simple words.
- Use simple pictograms and bar charts to show what I have found.
- Describe what happened and give a simple explanation of my results.
- Select information from a range of given sources.
- Explore and create drawings and physical models.

Vocabulary

Leaf, Root, Leaves, Bud, Flower Blossom, Petal, Stem, Sprout Shoot, Seed dispersal, Temperature, Germination , Nutrients

What do humans need to survive?

Skills

Working scientifically

- Make a prediction and try to give a simple reason.
- Recognise one aspect to make my test fair.
- Use simple ways of measuring difference.
- Complete a table that my teacher has given me recording what I have seen using pictures and simple words.
- Use simple pictograms and bar charts to show what I have found.
- Describe what happened and give a simple explanation of my results.
- Select information from a range of given sources.
- Explore and create drawings and physical models.

English unit: life cycle (explanation)

Big Idea

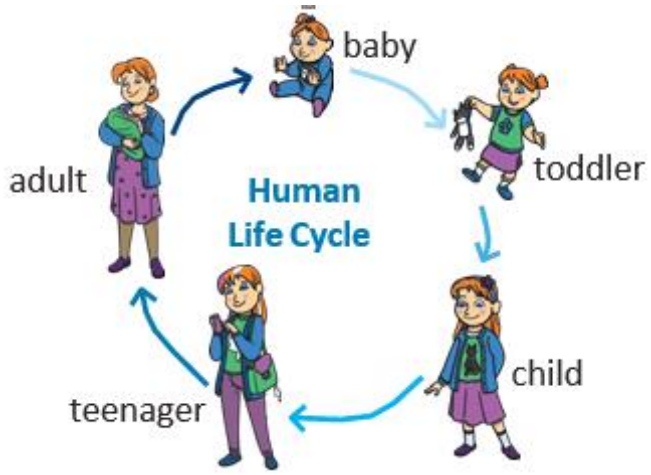
Biology – Living things and their environment

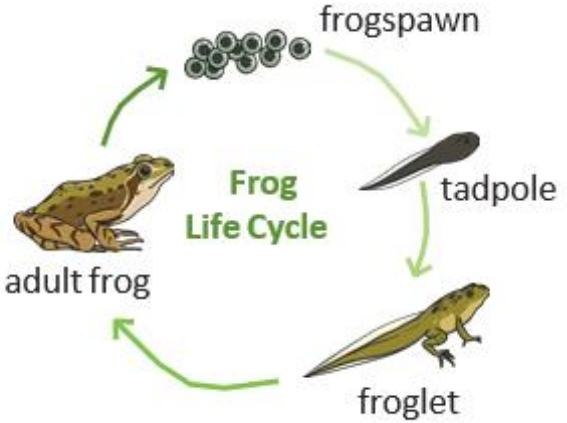
Vocabulary

Develop
Life cycle
Offspring
Young
Adult
Reproduce
Live young
Hatch
Habitat

Knowledge

- Children know that animals, including humans, have offspring which grow into adults and are able to explain simply the life cycle of them.
- Children can give examples of offspring that do and do not look like their adults. E.g. sheep do but frogs don't.
- Children are able to explain the basic needs of animals, including humans, for survival e.g. water, food and air and why these are important.
- Children know that exercise is important for humans.
- Children can test and talk about the effects of exercise on the human body.
- Children know that foods are grouped into categories and can name them.
- Children can give examples of foods from each food group.
- Children know that a balanced diet is important to be healthy.
- Children know that hygiene is an important part of looking after ourselves and can give examples of being hygienic e.g. washing hands.





Which materials are most suitable to make a bird feeder?

English unit: How to make a bird feeder (procedure)

Skills

Working scientifically

- Make a prediction and try to give a simple reason.
- Recognise one aspect to make my test fair.
- Use simple ways of measuring difference.
- Complete a table that my teacher has given me recording what I have seen using pictures and simple words.
- Use simple pictograms and bar charts to show what I have found.
- Describe what happened and give a simple explanation of my results.
- Select information from a range of given sources.

DT

•Use knowledge of existing products to generate own ideas
•Design products for myself and others following design criteria
•Explain the purpose of the product, how it will work and how it will be suitable for the user
•Design using pictures, words and templates
•Choose tools and materials and explain choices
•Use tools and be able to measure materials in a more confident way.
•Use finishing techniques to make product look good
•Work safely and hygienically.
•Describe what went well, thinking back to the design criteria.
•Talk about what I would do differently if I were to do it again

Vocabulary

Materials
Wood
Brick
Properties
Plastic
Paper
Glass
Carboard
Stiff
Stretchy
Strong
Malleable
Waterproof
Absorbent
Flexible
Elastic
Transparent
rough

Knowledge

Science

- Children are able to select a material that is suitable for a given purpose building on their knowledge of materials in Year 1.
- Child are able to talk about the suitability of a material for a given purpose.
- Children can experiment with different materials to decide which would be used for their birdhouse.
- Children are able to experiment with objects that can be manipulated: modelling dough, pipe cleaners, tea towels, socks, drink can, elastic bands, drinking straws and sponges and can talk about how they can be changed by squashing, bending, twisting and stretching
- Children know that Charles Macintosh invented the first waterproof fabric by experimenting with materials and why this was an important invention.

DT

- Be able to talk about how they measured and joined their materials
- Describe some different characteristics of materials and explain their choices
- Explain how joining, rolling or folding can make a structure stronger
- Talk about how they made the structure appealing.

Big Ideas

Chemistry – materials (properties and change)

Structures

How can we help to protect habitats?

Skills

Working scientifically

- Complete a table that my teacher has given me recording what I have seen using pictures and simple words.
- Use simple pictograms and bar charts to show what I have found.
- Describe what happened and give a simple explanation of my results.
- Select information from a range of given sources.
- Explore and create drawings and physical models.

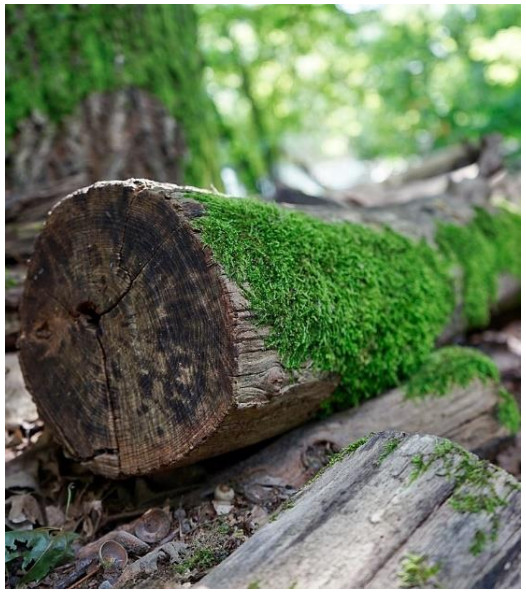
English unit: Habitats (information report)

Vocabulary

Living , Dead, Habitats, Microhabitats, Food chain Conditions

Big Idea

Biology – Living things and their environment.



Knowledge

- Children know the difference between things that are living, things that are dead and things that have never been alive and the characteristics of the three different states.
- Children can group things into the three groups: living, dead and never been alive.
- Children are able to say that most living things line in habitats that are suited to their needs.
- Children are able to describe how different habitats provide the basic needs for different kinds of animals and plants.
- Children know how plants and animals depend on each other to survive in their habitat.
- Children can identify and name a variety of plants and animals in their habitats (including micro habitats)
- Children can say how animals get their food from plants and other animals and can create simple food chains to show this.
- Children are able to identify and name different sources of food.

What happened to London in September 1666?

Skills

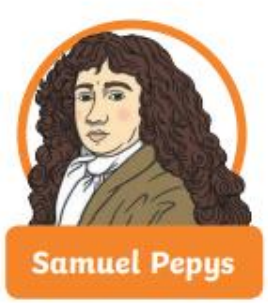
History – sequencing the past

Can children:

- Use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; accurately in their historical learning?
- Sequence a set of events in chronological order?
- Recount some interesting facts from an historical event?
- Explain why Britain has a special history by naming some famous events and some famous people?
- Recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later? (Samuel Pepys)
- Answer questions by using a specific source?
- Use at least two ways to find out about the past, for example using books and the internet?
- Explain why eye- witness accounts may vary?

Big Idea

Hierarchy and power – monarchy


Samuel Pepys


Thomas Farriner

Knowledge

- Know that London was the capital city and an important city for trade and power
- Know that Charles II was king of England.
- Know that Charles II ordered buildings to be pulled down to stop the flames from spreading.
- Know that the fire started on Sunday 2nd September 1666 in Thomas Farriner's bakery on Pudding Lane.
- Know that the fire started because the fires used for baking were not properly put out.
- Know that in 1666, the buildings in London were made of wood and straw and they were very close together, making it easy for the flames to spread.
- Know that it had also been a dry summer, so the buildings were dry. Strong winds were blowing, which helped the flames to spread.
- Know that by Thursday 6th September, the wind had died down. This meant that people were able to put out the flames.
- Know that Samuel Pepys kept a diary which is an important source of evidence when learning about what happened

Vocabulary

Bakery

Diary

Firebreak

Samuel Pepys

Leather water bucket

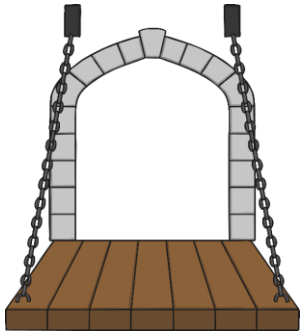
Fire hook

St Pauls Cathedral

Tower of London

Monarchy

English unit: The great fire of London (diary)



Big Idea

Community and culture – architecture

How has housing changed?

Vocabulary

Architecture, Past, Present, Before , After
Buildings, House
Flat , Bungalow
Apartment , Walsall
Infrastructure, Castle

Skills

History- continuity and change

Can children:

- Use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning?
- Explain how their local area was different in the past?
- Use at least two ways to find out about the past, for example using books and the internet?
- Answer questions by using a specific source, such as an information book?
- Give examples of things that are different in their life from that of their grandparents when they were young?

Knowledge

- Know some of the buildings people live in – houses, flats, apartments, bungalows
- Know what types of buildings people in our local community (Chuckery) live in
- Know how houses and buildings have changed in our local community in the past 50 years
- Know that further in the past, lords and nobles lived in castles, though ordinary people still lived in houses made of wood or stone
- Know types of castles, particularly a motte and bailey castle and a stone keep castle.
- Know some of the features of castles, such as a drawbridge and portcullis
- Know that motte and bailey castles were castles made of wood or stone and built on a raised mound, and that they were the earliest type of castle
- Know that stone keep castles contain a keep inside them and were better defence than a motte and bailey castle
- Know the names of some famous castles in England
- Know why housing has changed over time, comparing types of housing from the past and now

English unit: George and the dragon (narrative)

Did Neil Armstrong teach us anything from his exploration?

Vocabulary

Spacecraft
Moon
Mankind
Astronaut
NASA
Apollo 11
Mission
Launch
Buzz Aldrin
Neil Armstrong
Discovery

Big Idea

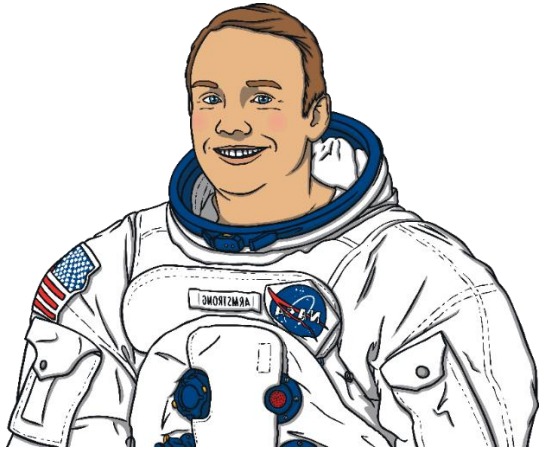
Exploration and invention – discovery

Skills

History

Can children:

- Sequence a set of events in chronological order?
- Explain why Britain has a special history by naming some famous people?
- Research the life of a famous Briton from the past using different resources to help them?
- Use at least two ways to find out about the past, for example using books and the internet?



Knowledge

- Know that on July 20, 1969 Apollo 11 became the first manned spacecraft to land on the moon. This spacecraft had a crew of three astronauts Neil Armstrong, Buzz Aldrin and Michael Collins.
- Know that the moment Neil Armstrong stepped foot onto the moon, he said "That's one small step for man and one giant leap for the mankind.
- Know that NASA runs American space programme which sends astronauts into space to learn more about space.
- Know that America was in a space race with Russia
- Know that 1969 was in the 20th century
- Know that Tim Peake (born 7 April 1972) is a British Army Air Corps officer, European Space Agency astronaut and a former International Space Station (ISS) crew member.
- Know that Tim Peake was the first British astronaut to go on board the ISS.
- Know that countries like America and China still send astronauts and space craft into space today to learn more about planets like Mars and the solar system.

English unit: Neil Armstrong (recount)

English unit: The Crow's tale (narrative)

How do we navigate a long journey?

Skills

Geography

2r – Use maps, atlases and globes to locate the UK and places within the 7 continents and 5 oceans. Children should also begin to spatially match places on different maps e.g. recognise the UK on a small scale and larger scale map.
2s - Follow and use directions (Up, down, left/right, forwards/backwards/near/far), and know and use the four compass points: North, South, East and West.
2t - Draw/create a map of a real or imaginary place adding detail and information similar to maps they have seen (including map symbols and a key). This can be a story map, journey to school, plan of classroom etc.

Fieldwork

2v - Draw what they observe when collecting information, adding detail and labels to field sketches, and making links to human and physical features.
2w - Use tally charts or pictograms to represent information gathered and say what they have found as a result of fieldwork.

Online Safety

Big Idea

Map Work

Vocabulary

Birds eye view
Aerial view
Route
Direction
Human features
Physical features
Key
Map symbol
City/town
Countryside
Centre
Compass
North
East
South
West
Building
Map
Beach
Motorway/road/path
Position
River /lake/sea

Knowledge

1. What is a map? Maps are usually drawn from an aerial view. We can look at aerial photographs to see the main physical and human features of places. What is a bird's eye view? How can we use these to help find The Crow's journey? Use maps, atlases, photographs etc to explore the journey The Crow took.
2. What are the key features of a map? (Key, compass, symbols, title etc) – Why are these important? i.e. symbols make maps clearer, Compass Rose helps us show how the map lines up with real direction. Investigate different symbols found on maps and children to experience a compass before the fieldwork.
3. Fieldwork - This could be in the school grounds/local area but preferably further afield. – Now that children have an understanding of maps/journeys, children should experience a journey themselves. Whilst they are out in the field, they need to think about how they are going to record what they observe to help make their maps accurate when they return to school. Children could also use compass to work out which direction is north – which they can then put onto their own map back at school.

4. Children to create their own journey based on their experience. They need to think about symbols they are going to use, based on symbols they have seen on real maps i.e. blue line for rivers, green area for forests etc. They can also think of scale i.e. was point A close/far from Point B – How can we show this on our map? They can add their compass rose on their maps too.

Where does Sunny visit on his travels?

English unit: Meerkat Christmas (recount)

Vocabulary

Continents, World, Oceans, Hot , Cold, Climate, Equator, Weather, Seasons , North, South, Poles, Temperature, Hemisphere

Online Safety

Skills

Geography

Locational Knowledge

2a – Name and locate the capital cities of the 4 countries of the UK and the main characteristics of each e.g. linked to human and physical features

2b- Know the UK is surrounded by sea and name some of the seas surrounding it

2c – Name and locate the 5 oceans and the 7 continents.

Physical and Human Geography

2k - Know about weather in the UK, what happens in different seasons and how weather changes on a daily basis 2l - Know that there are hot and cold areas of the world and this is linked to the equator and north and south poles. Talk about what is it like there e.g. weather, temperature, plants and animals etc

DT –

- Use knowledge of existing products to generate own ideas
- Design products for myself and others following design criteria
- Explain the purpose of the product, how it will work and how it will be suitable for the user
- Design using pictures, words and templates
- Choose tools and materials and explain choices
- Use tools and be able to measure materials in a more confident way.
- Use finishing techniques to make product look good
- Work safely and hygienically
- Describe what went well, thinking back to the design criteria
- Talk about what I would do differently if I were to do it again

The Big Ideas

- Locational Knowledge and Human and Physical Geography
- Mechanical systems and mechanisms - How can I make my card move?

Knowledge

Geography –

1. Where is Sunny from? (Kalahari desert, Southern Africa) Where is it? Start with where we are and then children to use maps/atlases to find out where Kalahari is. Can also plot on world map. Is Africa a continent or country? – Children to look into the 7 continents (Africa, Antarctica, Asia, Australasia, Europe, North America and South America) and the 5 oceans (Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean and Southern Ocean).
2. What is it like in the Kalahari desert? Why? – Talk about northern and southern hemisphere. Then, talk about the climate here and why that is in relation to the position of the equator and north/south poles. We have climate zones – warm, cold, tropical and temperate. Countries near the equator tend to have a hotter climate.

*Continue to plot his journey on the world map in your class and refer back to continents and oceans and where the locations are in relation to the equator/poles to determine its climate just as a discussion point.

3. When Sunny gets to the location with snow (Antarctic as it can't be Arctic as penguins aren't found here) ask the children where they think he is using their knowledge of poles/equator etc What can they tell you about the climate here? (Cold climate). What else do we think we would find here – plants and animals? Why aren't meerkats found here normally?

4. Where do we think Sunny is now? – lead the children to the idea of the UK. What do we know about the UK? (An island surrounded by sea (Atlantic, Irish Sea, North Sea and English Channel) split into four countries: England, Wales, Scotland and Northern Ireland, each which have their own capital city (England- London, Wales-Cardiff, Scotland – Edinburgh and Northern Ireland – Belfast)

5. How does the UK differ from other places he has visited? Why do we get snow? Do we get snow all year round? (Talk about different seasons as it has a temperate climate)

6. Would this be the same if he would have visited all parts of the UK? What would he have seen if he would have visited Scotland for instance? Or Wales? Key human (man made) and physical (natural) features of each of the four countries of the UK.

DT –

- Know that levers and sliders can be found in existing products such as pop up books.
- Be able to talk about which part of their card moves and how they did it.
- Be able to use the terms levers or sliders in their explanation. E.g. A slider allows for movements from side to side or up and down. You can use a slot in paper to do this.
- Talk about which material they chose to make their card and why
- Talk about how they joined their materials and how they made it stronger
- Talk about how they finished their book and why

How does life in Walsall differ from life in Singapore?

Knowledge

1. Where do we live? Use maps/atlases/google earth etc to plot where we are. Is it a city, town, village, coastal area etc? What is the difference between them? (Villages only have a few hundred people living there. They have a shop, school and place of worship. Towns are bigger than villages with more houses as often thousands live here. There are also primary and secondary schools, leisure facilities and restaurants. Cities are the largest type of settlement. They have wide variety of facilities and usually have a cathedral. Coastal areas are bordering or close to the coastline) Use aerial photographs to determine if we live in city, town or village.
2. What key human (man-made) and physical (natural) features do they notice where they live? Use the aerial photographs and other images to help the children identify different features in their local area.
3. What continent are we part of? (Europe) – Show firstly on a map where just Europe is shown. What seas can they see we are close to? Where is Singapore? What continent is it part of?(Asia) – Can they still identify the UK now on a larger scale map? As a discussion, talk about the other continents and oceans just to recap their knowledge.
4. Children to explore Singapore – use aerial photographs to determine if it is a city, town, village, coastal area etc (similar to what they did in lesson 1 with where they lived)
5. What key human (man-made) and physical (natural) features do they notice about Singapore? Use the aerial photographs and other images to help the children identify different features in Singapore. How does this differ to their local area?

Extra information:

Singapore has gained global importance, transforming itself from a large fishing village to a bustling port with a high-tech focus. – If you have time you could show the children the before and afters to show how a village can transform into a city.

DT -

- Describe ways that they could join fabrics e.g. stitching, staples, glue
- Describe differences in properties of materials
- Explain which materials they chose and how they joined them.
- Talk about the best way to cut textiles to produce accurate pieces
- Understand that a 3D textile structure can be made from two identical fabric shapes.
- Talk about how they worked safely e.g. Needles are sharp and must be used carefully. Needles and pins should be put into a pin cushion or strip of felt when not being used. Carry scissors pointed down towards the floor and closed.

English unit: Singapore (persuasion)

Skills

Online Safety

Geography

2g – Identify human and physical features of their local city and make comparisons with other place studied e.g. use aerial photographs to determine if it is a city, town, coastal area, urban or rural.

2h - Compare their local area with a contrasting local area in a non-European Country identifying similarities and differences of their physical and human geography

2m - Use geographical vocabulary to refer to the physical and human features of places studied

Physical - beach, coast, forest, hill, mountain, sea/ocean, river, weather, seasons, soil, valley and vegetation

Human – city, town, village, factory, farm, house, office, shop, harbour and port – **This target will be covered throughout the unit**

Recap but will still use as part of other lessons:

2c – Name and locate the 5 oceans and the 7 continents

2r - Use maps, atlases and globes to locate the UK and places within, the 7 continents and 5 oceans. Children should also begin to spatially match places on different maps e.g. recognise the UK on a small scale and larger scale map.

DT –

- Use knowledge of existing products to generate own ideas
- Design products for myself and others following design criteria
- Explain the purpose of the product, how it will work and how it will be suitable for the user
- Design using pictures, words and templates
- Choose tools and materials and explain choices
- Use tools and be able to measure materials in a more confident way.
- Use finishing techniques to make product look good
- Work safely and hygienically
- Describe what went well, thinking back to the design criteria
- Talk about what I would do differently if I were to do it again

Vocabulary

Town
City
Village
Coastal area
Urban
Rural
Human
Physical
Features
Aerial photographs
Europe
Asia
Scale

The Big Idea

Place Knowledge

Textiles - What's the best way to join and decorate fabrics?

Year 3 Overview

	Aut 1	Aut 2	Spring 1	Spring 2	Summer 1	Summer 2
Online safety	**Acceptable use/ powerful passwords**	**Too much time online.**	**Digital friendships**	**Writing emails**	**Avatars**	**Auto complete**
Art	**Drawing**	**Sculpture**	**Painting**	**Collage**	**Printing**	**Textiles**
1	Story maps 3 weeks (narrative) • Geog	China 3 weeks (narrative) • Geog • DT	Railway Children 3 weeks (recount) • Geog	Ancient Greece 3 weeks (narrative) • History • Geog • DT	Magnets 3 weeks (narrative) • Science	Baghdad 3 weeks (narrative) • History
2						
3						
4	Sacred Spaces 1 week • RE	Rocks 3 weeks (explanation) • Science	Stone age 3 weeks (persuasion) • History	Nutrition and bones 3 weeks (information report) • Science	Pilgrimages 1 week • RE	Jesus 1 week • RE
5						
6	Light and shadow 3 weeks (poetry) • Science		Holy Books 1 week • RE	Good Friday 1 week • RE		Edible Garden 3 weeks (procedure) • DT • science
7						

Why are holy books important?

Knowledge

Topic: To know what a holy book/sacred text is.

Comparing Religion:

Christianity

To know what the Bible is.

Judaism

To know what the Torah is.

Knowledge for each book.

List of reasons why the sacred texts of religions have lasted so long and are often best sellers

Explain similarities and differences between the texts they have studied: do the religions teach similar things?

To say ideas why some texts from the Torah (e.g. the Shema) and the Bible (e.g. 10 commandments) are seen as sources of wisdom in different communities

Reflection: Discuss thoughtfully where we can find 'wisdom to live by'.

Big Idea

Understanding

Vocabulary

Torah

Bible

Qur'an

Hadith

Wisdom

Sacred text

Skills

RE

A1. Describe and make connections between the ways sacred texts are used in different faiths

A2. Describe and understand links between stories and texts and other aspects of the communities

B1. Observe, understand, explain, with reasons, examples of religious uses of scriptures

B3. Observe and consider similarities and differences between different sacred texts

C1. Discuss their own and others' views on questions about the meanings of sacred stories

C3. Discuss and apply their own and others' ideas about ethical questions and holy texts' teachings about goodness.

What makes a sacred space?

Knowledge

Topic: To know what a sacred space is. To talk about feeling you might have discovering a new place.

Comparing Religion:

Christianity

- To know what a Church is and talk in detail about what it looks like.

Islam

- To know what a Mosque is and talk in detail about what it looks like.

Comparison:

To say how a mosque is different to a church.

- To suggest ideas that the natural world is a better environment in which to worship, or to express your spiritual side, than any holy building made by humans.

Reflection: To know a special place for them which they enjoy.

Vocabulary

Holy Sacred Worship Spiritual Mosque Minaret Gurdwara Langar Church Altar Mandir

Big Idea

Living

Skills

RE

- A1. Describe and make connections between worship and holy buildings in two or more religions
- A3. Explore and describe a range of symbols and ways of expressing meaning seen at holy buildings
- B2. Understand the challenges of commitment to worship in a community
- B3. Observe and consider similarities and differences between worship in different holy places
- C1. Discuss their own and others' views on questions about belonging to a faith community C2. Consider and apply ideas about respect for each others' places of worship

Knowledge

Topic: To know why people go on pilgrimages.

First Religion: Hinduism

- To know key parts about the Hindu pilgrimage to Varanasi.
- To describe the motives for Jewish people making this spiritual journey.
- Suggest why belonging to a community and expressing spiritualty is important.

Comparison Religion: Islam

- To know key parts about the Islamic pilgrimage to Hajj.
- To describe the motives for Muslims making this spiritual journey.

Reflection:

- To know examples of a journey to a spiritual place that is taken by people who are spiritual, but not religious.
- To know What are the key differences between pilgrims and tourists.
- To say a place they would like to go to that makes them feel strong and empowered.

Big Idea

Living

English unit: Visit the Hajj (persuasion)

Where and why do people make pilgrimages?

Skills

RE

- A1. Describe and make connections between pilgrimages from different religions
- A2. Describe and understand links between what sacred texts say and the practices of pilgrims today
- B2. Understand the challenges of commitment to being a pilgrim B3. Observe and consider similarities and differences between pilgrimages in 2 or 3 religions
- C1. Discuss their own and others' views on questions about how being a pilgrim expresses belonging and commitment

Vocabulary

Religion Muslim

Hindu Christian

Spiritual Pilgrim

Pilgrimage Ritual

Symbol Community

Commitment Values

Why do some people think Jesus is inspirational?

Skills

RE

- A2. Describe and understand links between stories and texts about Jesus in the Gospels and Christian beliefs and living today
- A3. Explore and describe a range of ways Christians today use the stories of Jesus from the gospels
- B1. Observe and give accounts of examples of the impact of Jesus' life and teaching on Christians
- B2. Understand the challenges of commitment to living as a follower of Jesus
- C1. Discuss their own and others' views on questions about the meanings of Jesus' teaching C3. Discuss and apply their own and others' ideas about ethical questions in Jesus teaching

- **Knowledge**
- **Topic**
- To know what characteristics make someone inspirational and a good role model.
- Focus Religion: Christianity
- To know the moral of the story of the Good Samaritan – To know the impact Jesus had on this story.
- To say why Christians call Good Friday 'Good'
- To know the impact that believing in Jesus can have on a Christian's life and how Jesus has inspired some examples of contemporary inspirational Christians, e.g. how Christians show gratitude to Jesus for saving them and dealing with sin and death and bringing forgiveness – by prayer, worship, giving generously, telling other people about Jesus, caring for others.
- To know that Christians can be completely food and therefore rely on the Holy Spirit to help them follow Jesus and be more like him.
- To know what attitudes and vales Christians have. – love, fairness, service, sacrifice, joy.
- **Reflection**:
- To say what they think is the most important value and link this to how they show this is their lives.

Big Idea

Inspirational

Vocabulary

Role model

Inspirational Jesus

Incarnation Parable

Holy week Easter

Palm Sunday Maundy

Thursday Good Friday

Forgiveness Salvation

Holy spirit Values

Fruits of the spirit

Why is Good Friday significant?

Big Idea – Expressing

Skills

RE

- A2. Retell and understand links between some religious and moral stories from the Gospels
- A3. Explore and design symbols and actions associated with prayer
- B1. Ask and respond to questions about what Christian communities do to put Jesus' teaching into action – e.g. pray, run food banks, celebrate Easter
- B2. Observe and recount different ways of praying in Christianity
- C1. Discuss their own and others' views about belonging, meaning and truth and express their own ideas using words, music, art or poetry;

Vocabulary

Good Friday, the last supper, disciples, Judas, sacrifice, cross, Pontius Pilate, betray, Mary Magdalene, resurrection, prayer, crucifixion, tomb

Knowledge

Topic – To know that Good Friday is part of the Easter story.

Focus Religion: Christianity

- To know the Easter Story.
- To know that many priests were jealous of Jesus and wanted to see him arrested.
- To know that one of Jesus' disciples (Judas Iscariot) betrayed Jesus for 30 silver pieces. Jesus knew this at the Last Supper.
- To know the moral story of the Last supper and how bread and wine are represented – Link this to a Holy communion.
- To know that Christians believe that Jesus sacrificed himself for others.
- To know why Jesus wore a crown of thorns and why he had to carry his own large wooden cross up a hill.
- To know that on the third day the body was gone from the tomb and an angel told Mary Magdalene that Jesus had risen from the dead.
- To know why Good Friday is important to Christians - Without the Crucifixion, there is no resurrection. Without the sacrifice of Christ, there is no salvation. Without Good Friday, there is no Easter.

Reflection: To say a time when they had to sacrifice something for others.

What can you eat in the garden?

Skills

Working scientifically:

- Make a prediction and give a reason based on my everyday experiences. For example: "I think the little pieces will dissolve first because my Dad breaks it into little pieces when he makes jelly."
- With guidance, carry out a fair test by controlling two variables.
- Make systematic and careful observations and measurements using standard units.
- Complete a table where the headings are given to me by the teacher deciding what to write in the first column and what to record in the second column.
- Describe what happened, relate this back to my prediction and also give a simple explanation of my results.
- Research using given sources. e.g. research different food groups and how they keep us healthy.
- Abstract contexts e.g. processes and phenomena such as forces/ light. Use labelled diagrams and drawings and physical models.

Big Ideas

Biology – Living things and their environment.

Food

DT –

•With support evaluate existing products, considering: how well they have been made, materials, whether they work, how they have been made, fit for purpose

•Design a product and know its purpose

•With support create a plan which shows order, equipment and tools

•Describe designs using labelled sketches and words

•Select suitable tools/equipment and use with increasing accuracy

•Select appropriate materials that fit the purpose

•Use tubing and a syringe to create a pneumatic system.

•Start to alter product after checking.

•Begin to apply a range of finishing techniques

•Use design criteria to evaluate finished product

•Say what I would change to make the design better

Online Safety

English unit: How to make soup (procedure)

Vocabulary

Air, light, water, nutrients, soil, support, anchor, reproduction, pollination, dispersal, transportation, flower, energy, growth, seedling, carbon dioxide, oxygen, sugar, material, photosynthesis, chlorophyll

Knowledge

Science

- Children can identify different parts of flowering plants: roots, stem/trunk, leaves and flowers.
- Children can describe the function of different parts of flowering plants: roots, stem/trunk, leaves and flowers.
- Children can explain how they have set up an experiment to 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.
- Children know the different requirements of plants for life and growth is important for cultivating healthy and thriving plants. It is also important to recognize that different plants have different needs and preferences, and that these requirements can vary depending on factors such as climate, soil type, and other environmental conditions.
- Children can explain how they have investigated the way in which water is transported within plants.
    - 1. The roots absorb water from the soil.
    - 2. The stem transports water to the leaves.
    - 3. Water evaporates from the leaves.
    - 4. This evaporation causes more water to be sucked up the stem. The water is sucked up the stem like water being sucked up through a straw.
- Children can explain the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

DT

- Be able to name and describe the ingredients they have used
- Talk about how to they could grow plants to use in their cooking
- Begin to understand that food comes from the UK and the wider world
- Describe how healthy diet= variety/balance of food/drinks
- Explain how food and drink are needed for active/healthy bodies.
- Describe ways in which they prepared and cooked their dish safely and hygienically e.g. Peelers and graters are sharp. Keep fingers away from the sharp edges. Ovens are hot and adult supervision is needed.
- Know some of the following techniques: e.g. peeling, chopping, slicing, grating, mixing, spreading, kneading and baking

Vocabulary

Nutrition/Nutrients
Variety
Energy
Bones
Diet
Carbohydrates
Minerals
Calcium
Calorie
Proteins
Vitamins
Hydrate
Saturated fats
/Unsaturated fats
Vertebrate
Invertebrate
Muscles
Tendons
Joints

Knowledge

- Children can identify that animals, including humans, need the right types and amount of nutrition.
    - Children can talk about what animals and humans need to stay healthy, showing an understanding of the food groups and the nutrients humans need for a healthy diet.
- Children can identify that animals, including humans , cannot make their own food; they get nutrition from what they eat.
    - Children can talk about how and why different animals require a different balance of nutrients and can gather and understand a range of information from food labels.
- Children can identify that humans and some other animals have skeletons and muscles for support, protection and movement.
    - Children can name, describe then start to discuss the features and advantages and disadvantages of different types of skeleton.
    - Children can name the main parts of the human skeleton.
    - Children can give a simple explanation of how muscles work.

Skills

Working scientifically

- Make systematic and careful observations and measurements using standard units.
- Complete a table where the headings are given to me by the teacher deciding what to write in the first column and what to record in the second column. Complete simple bar charts to show my results.
- Research using given sources. e.g. research different food groups and how they keep us healthy
- Abstract contexts e.g. processes and phenomena such as forces/ light. Use labelled diagrams and drawings and physical models.

Where do humans get their nutrients from?

English unit: A healthy diet (information report)

Big Idea

Biology – Living things and their environment.

Knowledge

- Children can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.
    - Group rocks based on difference aspects of appearance, hardness and if they are waterproof.
- Children are able to name different types of rocks and what they are used for. E.g. slate is used for roofs because it is waterproof.
- Children can describe in simple terms how fossils are formed when things that have lived are trapped within rock.
- Children know that Mary Anning was an important scientist in the history of fossils.
- Children can say that soils are made from rocks and organic matter
    - **Soil** - Soil is the uppermost layer of the Earth. It is a mixture of different things: minerals (the minerals in soil come from finely broken-down rock); air; water; organic matter (including living and dead plants and animals).

Skills

Working scientifically

- Make a prediction and give a reason based on my everyday experiences. For example: "I think the little pieces will dissolve first because my Dad breaks it into little pieces when he makes jelly."
- With guidance, carry out a fair test by controlling two variables.
- Make systematic and careful observations and measurements using standard units.
- Complete a table where the headings are given to me by the teacher deciding what to write in the first column and what to record in the second column. Complete simple bar charts to show my results.
- Describe what happened, relate this back to my prediction and also give a simple explanation of my results.
- Research using given sources.
- Abstract contexts e.g. processes and phenomena such as forces/ light. Use labelled diagrams and drawings and physical models.

Big Ideas

Chemistry – materials (properties and change)

English unit: Street beneath my feet (explanation)

Vocabulary

Properties, Shiny/dull
Hard/soft, Rough/smooth, Crystals, Fossil, Minerals , Pitted, Streaked, Polished
Multi-coloured, Weathering, Sediments, Compaction , Transportation , Earth's core
Permeable/impermeable
Geologist
Palaeontologist

What is beneath our feet?

English unit: I asked the boy that could not see (poetry)

Vocabulary

light, dark, translucent, transparent, opaque, shadow, reflection , natural, man-made, sun, moon, blocked, artificial, solid, torch, surface

Skills

Working scientifically

- Make a prediction and give a reason based on my everyday experiences. For example: "I think the little pieces will dissolve first because my Dad breaks it into little pieces when he makes jelly."
- With guidance, carry out a fair test by controlling two variables.
- Make systematic and careful observations and measurements using standard units.
- Complete a table where the headings are given to me by the teacher deciding what to write in the first column and what to record in the second column. Complete simple bar charts to show my results.
- Describe what happened, relate this back to my prediction and also give a simple explanation of my results.
- Research using given sources. e.g. research different food groups and how they keep us healthy
- Abstract contexts e.g. processes and phenomena such as forces/ light. Use labelled diagrams and drawings and physical models. .

Knowledge

- Children know that they need light in order to see things and that dark is the absence of light.
- Children know that light travels in a straight line.
- Children know that light is reflected from surfaces for us to be able to see them.
- Children know that light from the sun can be dangerous and that there are ways to protect eyes. Children can give examples of ways to protect our eyes.
- Children know that shadows are formed when the light from a light source is blocked by a solid object.
- Children can find patterns in the way that the size of shadows change. E.g. the closer the light source the larger the shadow.

How are shadows formed/ changed?

Big Idea

Physics – Energy

How do magnets work?

Skills

Working scientifically

- Make a prediction and give a reason based on my everyday experiences. For example: "I think the little pieces will dissolve first because my Dad breaks it into little pieces when he makes jelly."
- With guidance, carry out a fair test by controlling two variables.
- Make systematic and careful observations and measurements using standard units.
- Complete a table where the headings are given to me by the teacher deciding what to write in the first column and what to record in the second column. Complete simple bar charts to show my results.
- Describe what happened, relate this back to my prediction and also give a simple explanation of my results.
- Abstract contexts e.g. processes and phenomena such as forces/ light. Use labelled diagrams and drawings and physical models.

DT

•With support evaluate existing products, considering: how well they have been made, materials, whether they work, how they have been made, fit for purpose

•Design a product and know its purpose

•With support create a plan which shows order, equipment and tools

•Describe designs using labelled sketches and words

•Select suitable tools/equipment and use with increasing accuracy

•Select appropriate materials that fit the purpose

•Use tubing and a syringe to create a pneumatic system.

•Start to alter product after checking.

•Begin to apply a range of finishing techniques

•Use design criteria to evaluate finished product

•Say what I would change to make the design better

English unit: The Iron Man (narrative)

Knowledge

Science

- The children can explain how have compared how things move on different surfaces e.g. how well different materials move on a rough surface.
- The children can say that some forces need contact between two objects, but magnetic forces can act at a distance
- The children can say that a magnets as having two poles.
- The children can explain through investigation how magnets attract or repel each other and attract some materials and not others.
- The children are able to 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.
- The children can use their knowledge of magnets to predict whether two magnets will attract or repel each other, depending on which poles are facing.

DT

- Describe the different properties of materials and justify their choices.
- Be able to describe how they made the moving part of their game and why it is needed.
- Talk about how they joined their materials
- Use more accurate vocabulary e.g. Dowling
- Describe how 'layering, braiding or twisting' can be used to strengthen the rod.
- Describe ways in which they worked safely Make sure your fingers are clear of the blade. When you begin to cut. Always hold the saw by the handle and carry with the blade pointing downwards

Big Idea

Physics – forces

Mechanical systems

Vocabulary

force
magnet
magnetic
magnetic field
non-magnetic
speed
direction
friction
movement
surface
gravity
poles
North pole
South pole
attract
repel
magnetism

English unit: Skara Brae (persuasion)

Was it better to live in the Stone Age, Bronze Age or Iron Age?

Knowledge

- Know that Britain was once covered in ice (known as the Ice Age) using maps, images and timelines.
- Know that the earliest settlers were hunter-gatherers and lived in caves
- Know that hunter-gatherers and travellers became farmers who settled and grew their own food and tamed wild animals
- Know about the settlement of Skara Brae
- Know about Stonehenge and how it is was built.
- Know about the change from Stone Age, to Bronze Age, then to Iron Age.
- Know how people and communities in the Bronze and Iron Age lived in roundhouses. In the Iron Age, these houses became rectangular and were gathered in communities known as hillforts.

Vocabulary

archaeologist
artefact
flint
homo sapiens
ancestors
hunter gatherer
Mesolithic
neanderthal
nomad
Palaeolithic
Neolithic
Stone age
Bronze age
Iron age
forage
hearth
tribe

Skills

History – constructing the past

Can children:

- Describe events and periods using the words: BC, AD, decade, ancient and century?
- Use a timeline within a specific time in history to set out the order things may have happened?
- Appreciate that the early Brits would not have communicated as we do or have eaten as we do?
- Begin to picture what life would have been like for the early settlers?
- Know that people who lived in the past cooked and travelled differently and used different weapons from ours?
- Use various sources of evidence to answer questions?
- Use various sources to piece together information about a period in history?
- Use their 'information finding' skills in writing to help them write about historical information?
- Through research, identify similarities and differences between given periods in history?

Big Idea

Community and culture – settlement and civilisation

How do the Ancient Greeks influence our lives today?

English unit: Theseus and the Minotaur. (Narrative)

Knowledge

History

- Know where Greece is geographically, comparing a map of Ancient Greece with a modern map of Greece, as well as some of the geographical features of Greece which will build context for the children.
- Know where Ancient Greece fits historically in the context of other periods – key dates including a focus in on the period known as the 'Classical Golden Age', - 500BC to 323BC which marked the height of Ancient Greek civilisation and power.
- Know key city states of Athens and Sparta – how they were ruled, how people lived, general life and culture.
- Know some of the great Ancient Greek buildings and architecture such as the Greek theatre at Ephesus, The Temple of Apollo at Delphi, the Parthenon in Athens. Also to know how our own modern architecture is inspired by Ancient Greece.
- Know about the education Greek children received and what Greek schools were like.
- Know about the achievements of Alexander the Great as a significant person in Ancient Greek history.
- Know how the Ancient Greeks were governed and ruled.

Geography

1. Where is Greece? Children to locate Greece using maps, atlases etc What continent is Greece apart of? (South-eastern Europe). Plot this on your classroom world map too. What countries does it border? (Albania, Turkey, Bulgaria and Macedonia) and it also has a large coastline on the Mediterranean Sea.
2. What is Greece like? Children to explore geographical features of Greece i.e. the human (man-made) and physical (natural). Greece is one of the most mountainous countries in Europe, with the highest peak being Mt Olympus (2,917m high). There are also many volcanoes and lakes across the country too. The population of Greece is around 10.8 million. There are many buildings, including Greek Theatre at Ephesus, the Parthenon in Athens etc, and harbours.
3. How is Greece different/similar to the UK? Children to look at features of the UK i.e. what human and physical features are there? Are these similar or different to Greece? Why might this be? (Link to how Ancient Greeks may have influenced our lives today)

Vocabulary

Greeks, Empire, Corinthian column, Parthenon, Tunic, Fibulas, Hellenistic bowl, Plato, Olympics , Homer, pyxis Greece, Europe , Continent , Human, Physical

Skills

History – continuity and change

Can children:

- Describe events from the past using dates when things happened?
- Set out on a timeline, within a given period, what significant events took place?
- Suggest why certain events happened as they did in history?
- Suggest why certain people acted as they did in history?
- Research a specific event from the past?
- Use various sources to piece together information about a period in history?
- Use various sources of evidence to answer questions?
- Appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education?

Geography

3a - Identify environmental regions, key physical and human characteristics and major cities of places studied within the UK and Europe
3c - Use maps to locate countries in Europe
3h - Identify the geographical similarities and differences between two locations. This needs to link to a European country

Big Ideas

Hierarchy and power – government, parliament and politics

Locational Knowledge

How was life in Baghdad in 900 AD different to life in England?

Knowledge

History

- Know where Baghdad is and place it on a map, seeing that it is close to water and trade routes.
- Know where the Islamic Empire is on a timeline when compared with the Ancient Greeks and Stone Age
- Know that the Islamic Empire was culturally advanced compared to Europe's Dark Ages.
- Know that Baghdad was the Islamic Empire's cultural and educational capital where many artists, poets, scholars and writers lived. There were libraries and universities.
- Know about everyday life in Baghdad for men and women – what they wore, what they ate, where they lived and worked. Compare with people living in London/England.
- Know what architecture looked like and why the city was round.
- Know that the city was built by Harun al-Rashid and that it was advanced for its time, with green spaces and irrigation. Compare with London/England or a modern day English city.
- Know that schools and education were an important part of life in Baghdad. Compare to education in London/England.

Geography

1. Where is Baghdad? Start off with where we are and then children to use the maps, atlases and globes to help them locate where Baghdad is. Locate this on the world map too. What continent is it part of? (Asia)
2. Why did people settle here in 900 AD? Baghdad's location was perfect for the city to succeed. It was close to water (situated between two rivers – The Tigris River and Diyala River) and established trade routes for diamonds, soap etc. Use aerial photographs, OS Maps to help the children to identify its location and key features of why they settled here.

English unit: Aladdin and the enchanted lamp (narrative)

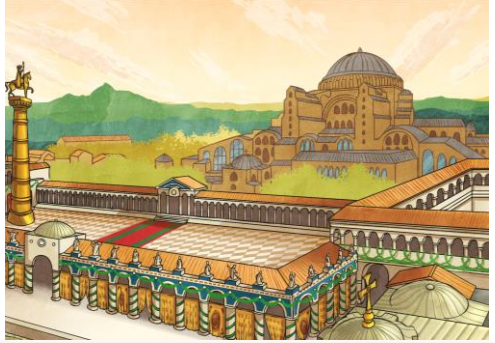
Big Ideas

Community and culture – architecture and civilisation

Place Knowledge

Vocabulary

Baghdad, Islam/Islamic
Empire, Culture, Society
Civilisation, Architecture
Harun al-Rashid, London, England,
Compare, Contrast, Change



Skills

History – continuity and change

Can children:

- Describe events from the past using dates when things happened?
- Describe events and periods using the words: BC, AD and decade?
- Describe events and periods using the words: ancient and century?
- Set out on a timeline, within a given period, what significant events took place?
- Use various sources to piece together information about a period in history?
- Through research, identify similarities and differences between given periods in history?
- Know that people who lived in the past cooked and travelled differently and used different weapons from ours?
- Appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education?

Geography

3c - Use maps to locate countries in Europe

3i -Understand how land is used in different places and why people choose to settle in different places

3r -Use a range of maps including maps online, junior atlases and aerial photographs with support. This includes identifying physical and human features of the locality, including on an OS map.

Skills

Geography

3s - To know the four compass points confidently, using them to give and follow directions.

3t – Create plans and maps using symbols they have learnt and try to map a short route experiences with features in the correct order.

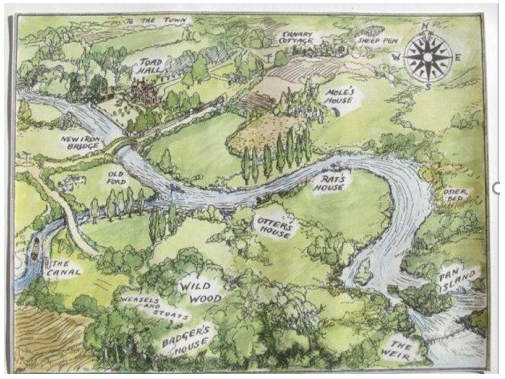
3u – Use letters and number coordinates to locate features on a map with support.

Fieldwork

3v – Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs

3w – Use mathematical knowledge to represent data using appropriate methods (bar charts and tally charts)

How are maps used in stories?



Knowledge

1. What is a map? Why would the wolf have a map? Children to explore different maps. What do they notice on the map? – different symbols, compass rose, grid lines on OS map, scale bar – What might all these be used for?

2. Why do we have symbols on maps? – children to explore maps and to start to recognise different symbols used. They need to understand symbols are used to make the maps clearer. They can also then use this later on when creating their own map. Recap the difference between human and physical features as this will be needed in the field.

3. Why do maps have a compass rose? People use a compass to help them position and use a map accurately. The main points of a compass are north, south, east and west. Children need to know the four compass points confidently and use them to give and follow a direction. Could they look at a map of the area they are going to be visiting and plot out a journey using the directions. This could be the route they then observe and redraw once they return from their fieldwork.

4. Why do we have grid lines? Grid references - Maps have gridlines on them. We use them to pinpoint locations by using a grid reference. four-figure grid reference, such as '19 45', indicates a 1 km by 1 km square on the map. When giving a four-figure grid reference, you should always give the eastings number first and the northings number second. Children to use grid references to locate features on a map.

5. Fieldwork – Children to go out into the field to observe and go on their own route just like the wolf did. Children to record what they see to use back in the classroom.

6. Children to create their own maps based on the route they took on the fieldtrip.

Vocabulary

Map
Symbols
Compass
Grid reference
Coordinates
Eastings
Northings
North
South
East
West
Route

English unit:
The true story of the three little pigs. (Narrative)

Big Idea

Map Work

Vocabulary

City, Village, Town, UK, Human, Physical, Urban, Rural, Hills ,Rivers, Mountains

English unit: The Railway Children (recount)

How did life change for the Railway children?

Skills

Geography

3a - Identify environmental regions, key physical and human characteristics and major cities of places studied within the UK and Europe

3g – Understand the human and physical geography of larger area within the United Kingdom and compare the similarities and differences of physical and human geographical features in a town, city, village etc.

Knowledge

1. Where did the Railway Children move from? (London) What do we know about London? (City) Do we know any other cities in the UK? What makes them cities? – Plot on key cities within the UK and then look at evidence that makes them cities through photographs/maps etc. (Cities are the largest type of settlement. They have wide variety of facilities and usually have a cathedral.)
2. (Same objective but next lesson) Where have they moved to now? (Haworth, which is a small village) How is this different to London? Is this a city? Why not? So what is it? – Discussion about town or village? And then look into the differences between the two.
3. What else is different between the two locations? – The idea of rural and urban. What does this mean? Rural has more physical features and urban more built up with more human features. What features can they identify.
4. Hist – How did trains help the Railway Children? - ~Idea of improvements in transport have enabled them to move. What would it be like today?
5. What would the children have seen on their journey? What do we know about the UK? i.e. what areas do we have in the UK? Do we have lots of hills/mountains/rivers etc? – Plot the journey the children would have taken and then look at key regions and characteristics of the areas they visited.

Big Idea

Place Knowledge

How does what happens in China affect us?

Online Safety

Knowledge

1. Where is China? – Start off with where we are as a starting point and then children to locate China using maps, atlases and globes. What continent is China part of? (Asia) Also look at key cities in China, including Beijing being the capital to build up a context for them. Explain that it is the 4th largest country in the world.
2. Cont Where is China? If we look where China is, what can we tell about its climate? – talk about where it is in relation to equator and if it is in the Northern or Southern hemisphere.
3. What is China like? Look at its landforms to give children more of an idea of what it looks like- show videos/photos etc of the Himalayan Mountains, the Gobi desert and the Yangtze River so they can see how diverse it is.
4. Look at the culture of China to develop the idea of China being diverse both in physical landscape but also the human characteristics of the country.
5. How does China's economy influence the world? – first begin by explaining what it means by economy. Explain that China has one of the largest economies in the world. Then look into reasons why it is so successful: trade, investment, manufacturing etc. These link to natural resources such as energy, food and minerals etc.

Energy – China is investing heavily in renewable energy

Raw materials – China is a major producer of good such as steal, but imports many of the raw materials from other countries such as Australia and Brazil.

Agriculture – China is the largest producer of many agricultural products such as rice, wheat and pork.

DT

•Know that many products are use air to make them work for example a whistle, bike pump, balloon or swimming armbands

•Investigate and explore different pneumatic systems using different objects. E.g. balloon, washing up liquid bottle, syringe, tubing etc.

•Be able to talk about which part of their dragon moves and how they did it. E.g. The monsters mouth uses a pneumatic system to open and close. Two syringes are connected with tubing. When the outer syringe is pushed in, the pressure of the air travelling through the tubing will push the syringe in the monster's mouth out causing the mouth to open. When the syringe is pushed back in, the mouth of the monster will close.

•Know that air travels in and out of objects such as balloons. Use the terms inflating and deflating.

•Describe how they worked accurately to make cuts and holes e.g Use a pencil and blue-tack to safely make a hole to insert the tubing.

•Talk about which material they chose to make their dragon and why

•Talk about how they joined their materials and how they made it stronger

•Talk about how they finished their dragon and why

Big Idea

Physical and Human Geography

Mechanical systems

English unit: The magic paintbrush (Narrative)

Vocabulary

China

Asia

Beijing

Climate

Equator

Northern hemisphere

Southern hemisphere

Human geography

Physical geography

Economy

Population

Diverse

Natural resources

Manufacturer

Import

Export

Trade

Skills

Geography

3d – Identify the position and significance of Equator, Northern Hemisphere and Southern Hemisphere.

3m - Use geographical vocabulary to refer to the physical and human features of places studied

Physical – climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

Human – types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **This target will be covered throughout the unit**

3n – Describe and understand how places trade with other places around the world and how natural resources including energy, food, minerals and water are transported

3r -Use a range of maps including maps online, junior atlases and aerial photographs with support. This includes identifying physical and human features of the locality, including on an OS map.

DT

•With support evaluate existing products, considering: how well they have been made, materials, whether they work, how they have been made, fit for purpose

•Design a product and know its purpose

•With support create a plan which shows order, equipment and tools

•Describe designs using labelled sketches and words

•Select suitable tools/equipment and use with increasing accuracy

•Select appropriate materials that fit the purpose

•Use tubing and a syringe to create a pneumatic system.

•Start to alter product after checking.

•Begin to apply a range of finishing techniques

•Use design criteria to evaluate finished product

•Say what I would change to make the design better

Year 4 Overview

	Aut 1	Aut 2	Spring 1	Spring 2	Summer 1	Summer 2
Online safety unit	**Acceptable use policy**	**Using keywords**	**Safe and fun experiences**	**Rings of responsibility**	**Private and personal information**	**Whose is it anyway?**
Art	**Printing**	**Sculpture**	**Textiles**	**Collage**	**Drawing**	**Painting**
1	Rivers 3 weeks (poetry) • Geog	The Plague 3 weeks (narrative) • History • DT	Digestive system 3 weeks (explanation) • Science	The Roman Empire 3 weeks (recount) • Geog • History	Bean to bar 3 weeks (narrative) • Geog	Journey of life 3 weeks (narrative) • RE
2						
3	Muslim way of life 1 week RE	Sound 3 weeks (narrative) • Science	Reasons to care 3 weeks (poetry) • RE	Electricity 3 weeks (procedure) Science DT	States of matter 1 week • Science	Sicily 3 weeks (persuasive writing) • Geog • DT
4						
5	Tudors 3 weeks (information report) History	Hinduism 1 week • RE			Food 1 week • RE	Living things 1 week Science
6						
7						

How is food represented in religion?

Big Idea - Expressing

Skills

RE –

· Recall and name different foods that are special in different religions.
· Ask and respond to questions about what communities do, and why.
· Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and world views.
· Explore questions about belonging and food, expressing their own ideas using DT.

Knowledge

Focus Religion – Judaism –

- To know that Jews believe the laws of kosher come from God. To know the laws around Kosher food.
- To know that Jews eat a Shabbat meal on Fridays.
- To know how bread is represented in Judaism.
- To know about the Seder plate and how it is used during the Jewish festival of Passover.

Comparison Religion -Christianity

- To know why, during a Christian church service, adults take a sip of wine and eat some bread, The bread symbolises the body of Jesus and the wine symbolises his blood.
- To know that Lent is a time when many Christians abstain from eating particular foods. Lent lasts for around six weeks and leads up to Easter.
- To know why Christians take part in Lent.

Reflection

- To say how food is important to them and how it is represented in their life.

Vocabulary

Kosher, Lent, Sacrifice, Vegetarian, Vegan, Shabbat, Challah, Passover, Symbolism, Ramadan, Suhoor, Ifta

What is it like to be a Hindu?

Skills

RE –

- A1. Describe and make connections between Hindu celebrations and worship, reflecting thoughtfully on what these mean
- A3. Explore and describe a range of Hindu beliefs, symbols, actions, and ways of expressing meaning
- B1. Observe, understand, explain, with reasons, examples of Hindu celebration and worship
- B2. Understand the challenges of commitment to a Hindu way of life
- C1. Discuss their own and others' views on questions about belonging to a religion, using detailed knowledge of Hindu examples
- C3. Discuss and apply their own and others' ideas about Hindu views of some ethical questions

Vocabulary

Hindu Dharma Sanatan Dharma Dharma Murti Shrine Worship Puja Bhagavad Gita Arti ceremony Mandir/temple Prashad Bhajans Deity Diwali Ritual Rama and Sita Lakshmi Vishnu Avatar

Knowledge

Big Idea

Understanding

Topic –

- To know about the word 'Hinduism'
- To know about the word dharma.

Focus Religion: Hinduism

- To know how Hindus show their faith within their families.
- To know what you might find in a Hindu's home and begin to say the meaning behind them – i.e murtis, family shrine, puja, incense, sacred texts.
- To know what Hindu's do together – visit the temple, perform rituals.
- To know how Hindu's celebrate (Diwali) and what it represents.
- To know key parts of the Story of Rama and Sita
- To know some similarities and differences between Hindu's practices in Britain compared to India.
- To confidently give there opinion is Hindu's should be allowed a day off at Diwali in Britain.

Comparison Religion – Christianity

- To say what is similar and different between a the values of a Christian and the values of a Hindu.

Reflection

- To know that good things come from sharing. To recall a time that they shared.

What does the journey of life mean to us?

English unit: Journey (narrative)

Big Idea

Living

Vocabulary

Journey Murti Cycle of life Samsara Worship Music Easter Death Resurrection

Skills

RE

- A1. Describe and make connections between celebrations, worship, pilgrimages rituals in order to reflect thoughtfully on life as a journey
- A2. Describe and understand links between stories and texts and other aspects of the communities
- A3. Explore and describe symbols which marks steps on the journey of life
- B2. Understand the challenges of commitment to a religion and some ways this 'lasts a lifetime'.
- B3. Observe and consider similarities and differences between journeys of life in different religions
- C1. Discuss their own and others' views on questions about belonging and community, talking about their own 'journey of life'.

Knowledge

Topic –

- To say what the journey of life is.
- To understand the different stages an individual might go through in their life.
- To say why a road is a good metaphor for life.

Focus Religion: Hinduism.

- To know what Hindu's believe about God and the journey of life.
- To know some of the Hindu Gods and Goddesses.
- To know about the Cycle of Life (Samsara)
- To know what Hindus believe happens after death.

Comparison Religion – Christianity

- To know how music is represented in Christianity during different stages of their life. Baptism, weddings, funerals, prayer.
- To know what Christians believe about the life after death.
- To know the story of Resurrection.
- To know what Christians believe happens after death.
- To know the key similarities and differences between Christian and Hindu beliefs

Reflection

- To say what the journey of life means to them.
- To be able to talk about changes in their life and their hopes and expectations for the future.

How does religion inspire people to care?

English unit: Still I rise (poetry)

Big Idea – Inspiration

Skills

REA

- 1. Describe and make connections between stories about caring in order to reflect thoughtfully on their own ideas.
- A2. Describe and understand links between stories and texts and values. B1. Observe, understand, explain, with reasons, examples of religious action for kindness or justice.
- B3. Observe and consider similarities and differences between ways of expressing care in different religious stories and practice.
- C3. Discuss and apply their own and others' ideas about ethical questions to do with caring: why should we care? How can we show it? What difference does it make to be kind?

Vocabulary

Fair/unfair Neighbour Parable Inspirational figure Caring Forgiveness Conversion Repentance Generous Reconciliation

Knowledge

Topic –

To know the vocabulary fair and unfair.

To know what makes a good "neighbour".

To know the moral of story of the Good Samaritan

Focus Religion: Christianity.

To know who Zacchaeus was and how he changed from a mean man into a generous man.

To know the vocabulary, conversation (Changing your life) and repentance (turning away from bad actions) - Link this to the story of Zacchaeus.

To know key facts Mother Teresa and how she was an encourager.

To know how she has shown her care to people in a specific way.

To know the moral of the story Lost Son (fairness and forgiveness).

To say how God is represented as a Dad in this story.

To know the meaning of the term 'Practice what you preach'.

Comparison Religion – Hinduism.

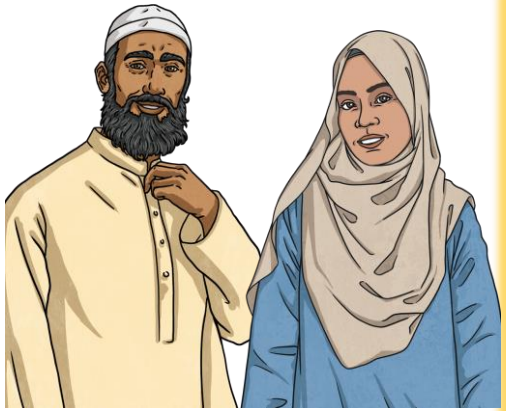
To know key facts about Ghandi and how he was an encourager.

To know how he has shown his care to people in a specific way.

Reflection

To recognise things that would make our world fairer/more generous.

What is a Muslim's way of life?



Vocabulary

Buddha, meditate, enlightenment, eightfold, puja, shrine, wesak, dhvaja, chattra

Skills

RE -

A1. Describe and make connections between Muslim celebrations, worship and rituals, reflecting thoughtfully on what they mean to Muslims

A2. Describe and understand links between Qur'an, Hadith and Muslim practice in Britain today B1. Observe and account for Muslim devotion as seen in the 5 Pillars

B2. Understand the challenges of commitment to Allah and the Prophet Muhammad

C1. Discuss their own and others' views on questions about belonging: what do Muslims like about being part of Islam?

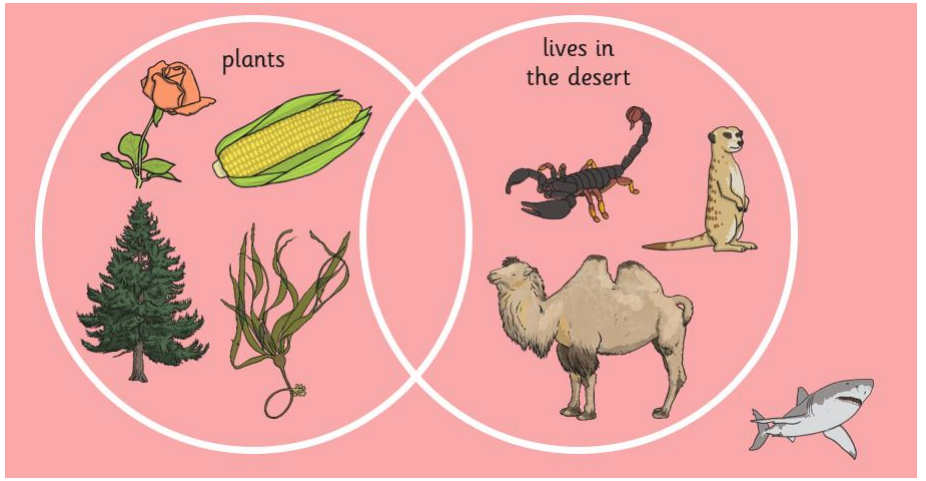
C3. Discuss and apply their own and others' ideas about ethical questions to do with giving money away, following God, self discipline and related ideas from Islam

Knowledge

Big Idea – Understanding

- **Topic – 5 pillars of Islam**
- To know what the 5 pillars represents in Islam. (Essentials in the life of Muslim, structure)
- **Focus Religion**: Islam.
- To know the first pillar – 'Shahadah'. – To know this represents belief and declaration of faith. To know the call to prayer and the story of Bilal and the moral of the story. To know why PBHU is said after every mention of Muhammad (pbuh)
- To know the second pillar – Prayer – To know how Muslims greet each other. To know the basic steps of how Muslims prayer. To know how many times a day Muslims pray.
- To know the third pillar – Zakah – To know this pillar represents charity. To know that Muslims are commanded to give money to charity by the third pillar. To know why and how Zakah is performed and who it benefits. To know who is exempts.
- To know the fourth pillar – 'Sawm' To know this pillar represents fasting. To know that Muslim fast during the month of Ramadam. To know why Muslims fast. To know what happens during the festival 'Eid-ul Fitr'.
- To know the fifth pillar – Hajj – To know this pillar represented Pilgrimage to Makkah. To know why Makkah a sacred place for Muslims.
- **Reflection**
- To say what the pillar contribute to Muslims – belief, faith and devotion.
- To say which pillar they think is the most important, hardest to keep, valuable.

How can living things be grouped?



Knowledge

- The children are able to group living things in a variety of ways based on their appearance and are able to say how they have used classification keys to help them.
- The children can use classification keys to help group, identify and name a variety of living things in their local and wider environment and can explain how they are able to do this and why it is important.
- The children know that environments can change and that this can sometimes pose dangers and have an impact on living things. E.g. if the icecaps keep melting animals that live there will have nowhere to live.
- The children can construct a variety of food chains, identifying producers, predators and prey.
- The children can interpret a variety of food chains, identifying producers, predators and prey.

Vocabulary

invertebrate
vertebrates
plants
animals
species
subdivided
habitats
conditions
adaptation
food chain
producer
predator
prey
environment
classification key

Skills

Working scientifically:

- Make a hypothesis which shows that I am beginning to think about the science behind it.
- Gather, record, classifying and presenting data in a variety of ways to help answer questions.
- Record findings in a range of ways e.g using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.
- Use straightforward scientific evidence to answer questions or to support their findings
- Select information to support findings through research.
- Create labelled diagrams and drawings and physical models.

Big Idea

Biology – Living things and their environment.

What happens when we eat?

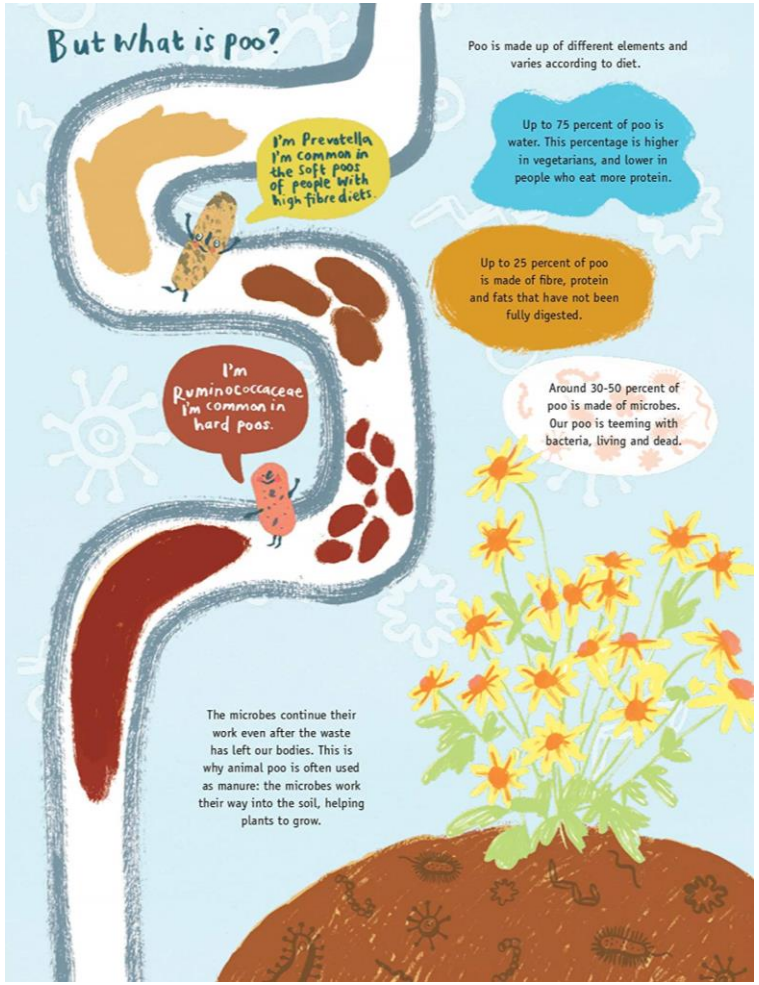
English unit: A journey through the digestive system (explanation)

Big Idea

Biology – Living things and their environment.

Vocabulary

incisor, molar, canine,, digestion/digest, throat, saliva, oesophagus, peristalsis, stomach acid, intestines, liver, absorb, anus



Skills

Working scientifically

- Use straightforward scientific evidence to answer questions or to support their findings
- Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions e.g. What do you notice? What's changed? What would happen if? Was our test fair? Why/ Why not?
- Select information to support findings through research.
- Create labelled diagrams and drawings and physical models.

Knowledge

- Children are able to describe the simple functions of the basic parts of the digestive system in humans and the order in which the food travels.
- The children can name the parts of the digestive system when given a diagram.
- Children can identify the different types of teeth in humans and their simple functions.
    - Children are able to identify the names of the teeth when given an image/model and are able to say what each type of teeth is used for.
- The children understand that there are good and bad bacteria and how this can affect their teeth and digestive system.

How do materials change when they are heated or cooled?

Knowledge

- The children are able to say what makes a material a solid, a liquid or a gas and can give examples of each.
- The children can compare and group materials together, according to whether they are solids, liquids or gases.
- The children can set up and discuss how they have carried out a fair test to observe how some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Big Idea

Chemistry – States of matter

Vocabulary

Solid, liquid, gas, properties, molecules, state, freezing, condensation, liquid ,solid, evaporation, vapour, precipitation, melting, energy

Skills

- Make a hypothesis which shows that I am beginning to think about the science behind it.
- Carry out a fair test learning more about variables.
- Gather, record, classifying and presenting data in a variety of ways to help answer questions.
- Take accurate measurements using standard units a range of equipment including thermometers and data loggers
- Record findings in a range of ways e.g using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.
- Use straightforward scientific evidence to answer questions or to support their findings
- Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions e.g. What do you notice? What's changed? What would happen if? Was our test fair? Why/ Why not?
- Select information to support findings through research.
- Create labelled diagrams and drawings and physical models.

How are sounds made and heard?

Knowledge

- Children can say how sounds are made, associating some of them with something vibrating.
- Children know and can explain that vibrations from sounds travel through a medium to the ear.
- Children are able to experiment to find patterns between the pitch of a sound and features of the object that produced it. E.g. longer strings produce a lower pitch than a shorter string.
- The children are able to find patterns between the volume of a sound and the strength of the vibrations that produced it. E.g. using rice to show the size of vibrations when banging a drum and make links to the volume of the sound.
- The children are able to explain that sounds get fainter as the distance from the sound source increases and why this happens.

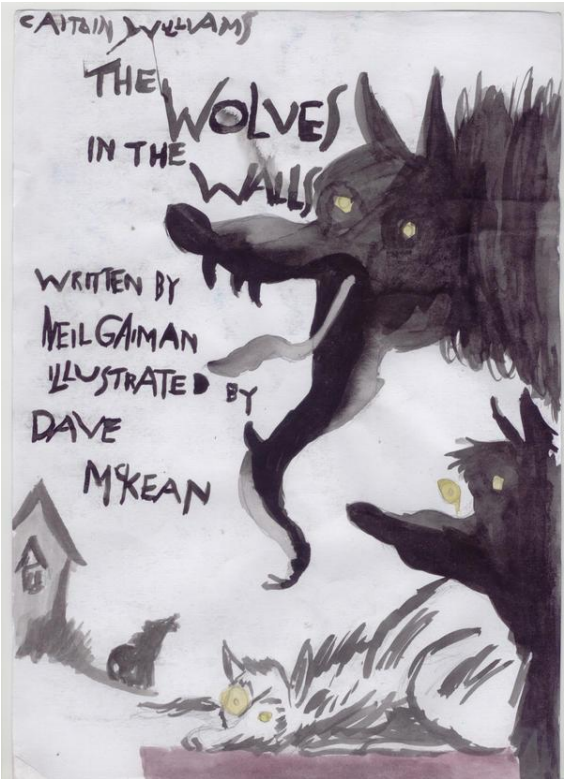
English unit: Wolves in the walls (narrative)

Big Idea

Physics – energy

Vocabulary

vibrations
Transmit
echo
sound waves
medium
ear
sound
volume
pitch
faint
loud
percussion
insulate
absorb
reflect
decibel
amplitude

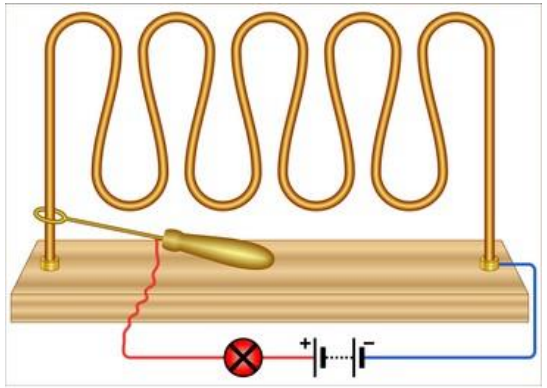


Skills

Working scientifically

- Make a hypothesis which shows that I am beginning to think about the science behind it.
- Carry out a fair test learning more about variables.
- Gather, record, classifying and presenting data in a variety of ways to help answer questions.
- Record findings in a range of ways e.g using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.
- Use straightforward scientific evidence to answer questions or to support their findings
- Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions e.g. What do you notice? What's changed? What would happen if? Was our test fair? Why/ Why not?
- Select information to support findings through research.
- Create labelled diagrams and drawings and physical models.

How do you make an electric circuit game?



Knowledge

Science

- The children can identify common appliances that run on electricity when given images or physical examples of the appliances.
- The children are able to construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.
- The children can say 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.
- The children can say what happens when a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.
- The children are able to complete a fair test to be able to say some common conductors and insulators, and associate metals with being good conductors.

DT

•Describe the different properties of materials and justify their choices.
•Know that electrical components can be added into a structure to add light, sound or motion
•Know that some materials conduct electricity.
•Be able to describe how they made the electrical part of their game and why it is needed.
•Explain how the circuit must be complete in order to connect the buzzer.
•Talk about how they joined their materials to make their game strong
•Describe ways in which they worked safely e.g. Make sure your fingers are clear of the blade. When you begin to cut. Always hold the saw by the handle and carry with the blade pointing downwards

Vocabulary

appliance
electricity
circuit
cell
wire
bulb
buzzer
insulator
conductor
switch
motor
battery
power supply
flow
current
electron
series
resistance
component
diagram
resistor
dimmer
complete/incomplete

Skills

Working scientifically

- Make a hypothesis which shows that I am beginning to think about the science behind it.
- Carry out a fair test learning more about variables.
- Make systematic and careful observations.
- Gather, record, classifying and presenting data in a variety of ways to help answer questions.
- Take accurate measurements using standard units a range of equipment including thermometers and data loggers
- Record findings in a range of ways e.g using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.
- Use straightforward scientific evidence to answer questions or to support their findings
- Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions e.g. What do you notice? What's changed? What would happen if? Was our test fair? Why/ Why not?
- Create labelled diagrams and drawings and physical models.

DT

•Evaluate existing products, considering: how well they've been made, materials, whether they work, how they have been made, fit for purpose
•use research for design ideas
•With support show how their design meets a range of requirements and is fit for purpose
•With support create own design criteria
•Produce a plan and explain it to others, including an annotated sketch
•Select suitable tools and materials and explain choices in relation to required techniques and use accurately
•Make alterations to product after checking it
•Grow in confidence about trying new / different ideas
•Measure and mark accurately for cutting and begin to devise their own templates
•Apply a range of finishing techniques with some accuracy
•Use criteria to evaluate product
•Explain how I could improve the original design

Big Idea

Physics – Energy

Mechanical Systems

English unit: Making a buzz game (procedure)

WAS THE ROMAN INVASION OF BRITAIN A SUCCESS?

Disciplinary concepts – Skills

History – sources and evidence

Can children:

- Plot history on a timeline using centuries?
- Place periods of history on a timeline showing periods of time?
- Recognise that the lives of wealthy people were very different from those of poor people?
- Appreciate how items and objects from the past are helping us to build up an accurate picture of how people lived in the past?
- Realise that invaders in the past would have fought fiercely, using hand to hand and close combat?
- Begin to appreciate why Britain would have been an important country to have invaded and conquered?
- Use more than one source of information to bring together a conclusion about an historical event?
- Research two versions of an event and say how they differ?
- Give more than one reason to support an historical argument?
- Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?

Geography –

4a - Identify environmental regions, key physical and human characteristics and major cities of places studied within the UK and Europe

4c - Use maps to locate countries in Europe

4m – Use geographical vocabulary to refer to the physical and human features of places studied/

Physical: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

Human: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. **This target will be covered throughout the unit**

English unit: The journal of Liliona (recount)

Big Ideas

Conflict and disaster – invasion

Locational Knowledge

Knowledge

History

- Know geographically the span of the Roman empire, as well as where Rome itself is
- Know where the Roman Empire fits chronologically with other periods studied in year 3, the Ancient Greeks and The Stone Age
- Know that Julius Caesar attempted to invade Britain in 55 and 54 BC but failed
- Know that nearly 100 years later in 43 AD, Claudius successfully invaded Britain
- Know that Britain was rich in farmland, minerals/metals like iron, gold and silver and slaves which made it attractive for the Romans to invade
- Know that the Romans wanted to expand their powerful army and empire as much as possible
- Know that in 60 AD, Boudica led the Iceni tribe in a revolt against the Romans
- Know the structure of the Roman Army and the Roman imperial leadership, which made it so powerful and successful, especially when dealing with revolt
- Know some of the things the Romans did in Britain, such as building new towns, new roads, new towns, new farming methods, taxes, aqueducts, central heating, religion – including the Roman Road which remains still run through Sutton Park
- Know that Roman occupation of Britain eventually ended around 400 AD
- Know the ways in which Roman culture still influences our society today and where this can be seen- through architecture, government, money, calendar

Geography -

1. Where is Rome? Children start of locating where we are and to then use maps to locate where Rome is and to know that it is the capital city of Italy. This way children will have an understanding of scale in relation to UK and Italy. They also need to understand that Italy is part of the European continent.

2. How did the geography of Rome help it become a successful empire? Look at the geography of Rome i.e. The Alps and Apennine mountain ranges protected it from invasions; the Tiber River provided freshwater and rich soil to support the development of people, animals and crops and its close proximity to the Mediterranean Sea allowed Rome to trade with cities in Greece, Northern Europe and North Africa. How did these all help Rome at the time?

Vocabulary

Rome, Roman Empire, Julius Caesar, Claudius, Empire, Army, Invade, Boudica, Iceni Tribe, Revolt, Culture, Architecture, Government

How did The Great Plague compare to COVID-19?

Knowledge

History -

- Know the political and historical backdrop of Britain in the 1660s – that King Charles II was King after a civil war and a republic where Britain did not have a monarch. Know that this was a tumultuous time for Britain with lots of change happening.
- Know that during the summer of 1665, London became infected by the disease known as The Great Plague which lasted until 1666
- Know that rats carried the disease through bacteria and fleas which then infected people
- Know the severity of the disease in London – a record of 68596 deaths.
- Know that the plague was ended due to cold weather in Autumn 1666 and the Great Fire of London also in 1666 which killed off many infested rats.
- Know that the actual number of deaths was likely higher, due to records not being kept of the poor and homeless. Consider the impact the disease had on different groups/classes in society and whether this was fair.
- Know about the town of Eyam and how the village decided to quarantine to try and prevent the spread of plague. Compare this with our own experience of quarantine and lockdown during COVID-19. https://www.bbc.co.uk/news/uk-england-derbyshire-51904810
- Know some of the methods used in other places to try and prevent the spread or catching of the plague, such as smelling flowers or wearing protective charms. Consider whether these methods are effective.

DT -

•Know how to do a running stitch, how to cut around a template and when it is appropriate to use glue or other techniques to attach things to fabric.
•Use a back stitch: use to decorate fabric or join two pieces of material.
•Use a blanket stitch: useful for sewing a fabric edge or attaching applique
•Talk about the user and how they choose their textiles
•Understand that a simple fabric shape can be used to make a 3D textiles project
•Talk about how they worked safely e.g. Needles are sharp and must be used carefully. Needles and pins should be put into a pin cushion or strip of felt when not being used. Carry scissors pointed down towards the floor and closed.

English unit: The Plague (narrative)

Big Ideas

Community and culture – settlement and civilisation

Conflict and disaster – plague

Textiles - How do I join fabric to make a face mask?

Vocabulary

Fever, swelling, domestic animals, red cross, remedy, contagious, medicine, hygiene, plague doctor,

Online Safety

Disciplinary concepts - Skills

History – continuity and change
Can children:

- Begin to build up a picture of what main events happened in Britain during different centuries?
- Explain how events from the past have helped shape our lives?
- Recognise that the lives of wealthy people were very different from those of poor people?
- Use more than one source of information to bring together a conclusion about an historical event?
- Give more than one reason to support an historical argument?
- Independently, or as part of a group, present an aspect they have researched about a given period of history using multimedia skills when doing so?

DT -

•Evaluate existing products, considering: how well they've been made, materials, whether
they work, how they have been
made, fit for purpose
•use research for design ideas
•With support show how their design meets a range of requirements and is fit for purpose
•With support create own design criteria
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•Use criteria to evaluate product
•Explain how I could improve the original design

Knowledge

- Know what Henry VIII looked like from portraits, using this to draw conclusions about his character, when/where he was from, who he is and what he did.
- Know that Henry VIII was a king of England during the Tudor period from 1509 to 1547, placing this on a timeline alongside other periods previously studied.
- Know that Henry VIII broke away from the Catholic Church in Rome and began the Church of England, so he could marry Anne Boleyn. Consider Henry's primary motive for breaking away from the Catholic Church.
- Know that Henry VIII wanted a son to become king, but Elizabeth was his daughter who became Queen in 1558 until 1603.
- Know that images of Elizabeth I were not reflective of her age or appearance and were used as propaganda to control her image.
- Know that Elizabeth defeated the Spanish Armada despite having a smaller fleet, naming one or two reasons as to why.
- Compare Henry VIII and Elizabeth's reign, considering if they were good/successful monarchs and whether we can trust sources and images about them.

Is there reliable evidence that tells us about Tudor monarchs? (Henry VIII and Elizabeth 1st)

English unit: The Tudors (information report)

Big idea

Hierarchy and Power – monarchy and law

Vocabulary

Tudor, England, Henry VIII, Elizabeth I, King, Queen, Monarch, Catholic, Protestant, Rome, Church, Spanish Armada, Reign

Skills

History – sources and evidence

Can children:

- Research two versions of an event and say how they differ?
- Give more than one reason to support an historical argument?
- Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?
- Use more than one source of information to bring together a conclusion?
- Begin to appreciate why Britain would have been an important country to have invaded and conquered?
- Begin to build up a picture of what main events happened in Britain/ the world during different centuries?
- Place periods of history on a timeline showing periods of time?

What is the impact of trade?

Skills

Geography

4d- Identify the position and significance of Equator, Northern Hemisphere and Southern Hemisphere and the Tropics of Cancer and Capricorn.

4e - Understand land-use patterns and how humans have had an impact on the environment over time (e.g. sustainability/management or destruction)

4n- Describe and understand how places trade with other places around the world and how natural resources are distributed including food and water

4w - Use mathematical knowledge to represent data using appropriate methods (bar charts, tally charts and line graphs) and organise results electronically on a spreadsheet.

Online Safety

Vocabulary

Trade

Goods

Export

Import

Port

Air miles

Fair trade

Globalisation

Product

Transportation

Retailer

Advertising

FAIRTRADE

Big Idea

Locational Knowledge

Knowledge

1. Where does chocolate come from? Look at a world map that shows where chocolate is grown. What do the children notice about this? A lot of the countries where chocolate is grown are within 20 degrees of the Equator/ amongst the tropics. Why do we think this is? (Due to the climate – high humidity and abundant rain – which is the tropical climate)

2. Why don't we grow cocoa in the UK? Study the climate of one of the areas cocoa is grown (West Africa on the Ivory Coast or Ghana may be a good one to choose as this is where 70% is grown) and compare this to the climate of the UK. Talk about the significance of the equator etc has an impact on the climate. – humidity is important for the plant.

3. How do we get chocolate in the UK then if it is grown elsewhere? – Look at how places trade with other places around the world and the different stages in the selling of goods. Talk about the impact globalisation has had on it too.

4. What are the issues with the trade industry? Talk about fair trade and the impact the industry is having on the environment. There are both human and physical impacts as a result of trade. i.e. Human impacts – not everyone is paid fairly, child labour etc. Physical destruction – deforestation (Cocoa usually clear tropical forests to plant new trees rather than reusing the same land) So how are we trying to hep? How can we make it more sustainable? i.e. farming techniques to help reuse land rather than clearing more. Mars are experimenting with different types of tress that are three/four times more productive and more climate resistant.

English unit: The great chocoplot (narrative)

How does a river and the area around it change from source to mouth?

Knowledge

1. What is a river and how is it formed? **Children need to understand the water cycle and how this can lead to the formation of a river.** (1. When rain falls on higher ground or snowmelt in mountains and begins to flow downhill. 2. through groundwater). A river is a natural stream of water. Small rivers are also called streams, creeks and brooks.

2. What does a river look like? The part where a river starts is called the source (which could be a spring, boggy moorland etc) and then water travels downstream until it reaches its mouth (the end). The mouth is where the water empties into a large body of water i.e. the sea or a lake. Use OS maps and aerial photographs to show the course of a river.

3. Look in detail at the upper course. What features can we see? Talk about the steeper sides as the source is often found in higher areas such as hills or mountains. A river can have more than one source. The river here is smaller and usually has a rapid, tumbling flow that cuts a narrow channel through rocky hills or mountains. The fast flowing river can create waterfalls where it carves out layers of soft rock and leaves a cliff of hard rock standing.

4. Look in detail at the middle course – Here is where the land begins to flatten and the river channel starts to meander (bend)

5. Look in detail at the lower course – Here the land is flat and the river flows slowly. The force of the water is lower than in the other stages, so the river deposits all the bits of eroded land it has been carrying with it. The end of the river is called the mouth. At the mouth, there is often a river delta, a large, silty area where the river splits into many different slow-flowing channels that have muddy banks. An estuary is the wide part of the river that meets the sea.

Fieldwork – Children to experience the middle course of a river and to create an annotate sketch of a section of the river labelling with all key vocabulary.

1. Investigate a specific river – how is the land used and why do we think that people have decided to use the different stages for different purposes. For example, Why do more people live near the mouth of a river than the source? Where and why is most farmland found along a river?

Skills

Geography

4i -Understand how land is used in different places and why people choose to settle in different places

4m – Use geographical vocabulary to refer to the physical and human features of places studied.
Physical: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
Human: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. **This target will be covered throughout the unit**

4p - Describe and understand the water cycle and different features of the water cycle

4r - Use larger OS maps and other maps, junior atlases, maps online and aerial photographs to identify features with support and begin to identify significant features on a map, places and environments (e.g. coastal areas, hills, rivers etc.)

Fieldwork

4v -Pick out the key lines and features of a view in the field using a viewfinder to help, annotating the sketch with explanatory labels, a title, location and direction

Big Idea
Physical and Human Geography

English unit: The River (poetry)

Vocabulary

water cycle
River
Stream
Mouth
Source
Hills
Mountains
River flow
Downstream
Bank
Bed
Floodplain
Flood
Meander
Estuary
Tributary
Valley
Channel
Waterfall
Flow
Deposition
Erosion
Confluence

Where do we find volcanoes?

English unit: Holiday brochure (persuasive writing)

The Big Ideas

- Place Knowledge
- Food - What are the best ingredients for a pizza?

Vocabulary

Volcano
Dormant
Extinct
Active
Erupt
Lava
Magma
Vent
Molten rock
Mount Vesuvius
Mount Etna
Pompeii
Physical features
Tectonic plates
Europe

Knowledge

Geography -

1. What is a volcano and where are they found? Children to understand what a volcano is. (A volcano is an opening in a planet or moon's crust through which molten rock and gases trapped under the surface erupt, often forming a hill or mountain.) Then, look at where volcanoes can be found worldwide. Once children have started to notice patterns with this, overlay the tectonic plate lines over the top to show the connection between the two.
2. How are volcanoes formed? Talk about the Earth's structure and what tectonic plates are. Magma builds up beneath the surface of the Earth. Pressure builds until it escapes by shooting up through the volcano and erupts! The mantle is approximately 1,802 miles thick and is made of a solid, rocky substance called molten rock or magma. This is what escapes when a volcano erupts. The upper mantle mixes and moves, which creates pressure underneath the crust. This pressure can sometimes cause the mantle to leak out onto the surface of the earth – this is a volcano! Then, look at the different types of volcanoes: dormant (one that has not erupted for a long time; however, it may still erupt in the future), extinct(one which has erupted thousands of years ago, but it will probably never erupt again) and active (a volcano that has erupted recently, and there is the possibility that it may erupt again.)
3. Move the focus now onto Italy. Go back to the world map and locate Italy. Then, give them a zoomed in version of Italy and the UK. Even though the are both part of Europe, why has Italy got volcanoes, but the UK doesn't? Revisit the idea of tectonic plates.
4. Study Mt Etna, Sicily. (You may want to briefly look at the other two active volcanoes in Italy too) Sicily - The island is mostly mountainous, and seismic and volcanic activity is quite intense. Europe's highest active volcano is Mount Etna (10,900 feet [3,220 metres]).

DT –

•Explain how they have worked safely and hygienically to prepare a dish e.g. Knives must be carried pointing downwards with a firm grip on the handle. Peelers and graters are sharp. Keep fingers away from the sharp edges. Use oven gloves when removing items from the oven and always do this with an adult.
•Talk about how they have presented their product in an interesting and attractive way.
•Understand that ingredients can be fresh, pre-cooked or processed
•Begin to understand about food being grown, reared or caught in the UK or wider world
•Describe the eat well plate and how a healthy diet=variety / balance of food and drinks
•Explain the importance of food and drink for active, healthy bodies
•Be able to talk about the following techniques: peeling, chopping, slicing, grating, mixing, spreading, kneading and baking

Skills

Geography

4c – Use maps to locate countries in Europe
4h - Identify the geographical similarities and differences between two locations. This needs to link to a European country.
4m – Use geographical vocabulary to refer to the physical and human features of places studied/
Physical: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
Human: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. This will be covered throughout the unit.
4r - Use larger OS maps and other maps, junior atlases, maps online and aerial photographs to identify features with support and begin to identify significant features on a map, places and environments (e.g. coastal areas, hills, rivers etc.)

DT –

•Evaluate existing products, considering: how well they've been made, materials, whether
they work, how they have been
made, fit for purpose
•use research for design ideas
•With support show how their design meets a range of requirements and is fit for purpose
•With support create own design criteria
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•Select suitable tools and materials and explain choices in relation to required techniques and use accurately
•Make alterations to product after checking it
•Grow in confidence about trying new / different ideas
•Measure and mark accurately for cutting and begin to devise their own templates
•Apply a range of finishing techniques with some accuracy
•Use criteria to evaluate product
•Explain how I could improve the original design

Year 5 Overview

	Aut 1	Aut 2	Spring 1	Spring 2	Summer 1	Summer 2
Online safety	**Acceptable use and PSHE mental health and well-being**	**Trustworthy sources**	**Online community**	**Online vs real world**	**Image alteration**	**Data and how it is used about you.**
Art	**Drawing**	Collage	Painting	Printing	Sculpture	Textiles
1						
2	Changes 3 weeks (information text) • Science	Rainforests 3 weeks (narrative) • Geog	Forces 3 weeks (explanation) Science		Space 3 weeks (narrative) • Geog • Science • DT	Life cycles 3 weeks (explanation) Science
3				Ancient Egypt 3 weeks (recount) • History		
4	Christian aid and Islamic Relief 1 week • RE	The true meaning of Christmas 3 weeks (procedure) • RE • DT	Commitment 1 week • RE			Mayans 3 weeks (recount) Geography History
5				Respect for all 3 weeks (narrative) • RE	Environmentalists 3 weeks (persuasion) • Geog	
6	Highway man 3 weeks (poetry) • History		Exploration 3 weeks (recount) • Geog • DT			Inspiration 1 week • RE
7						

Knowledge

Topic – To know what happens at Christmas and how this has changed over time.

Religion: Christianity

- To know that Christians celebrate Christmas every year as they believe that it celebrates the arrival of their Saviour, Jesus Christ.
- To recognise that Christians believe Jesus as the Son of God and believe he was sent to earth to save humans from sin.
- To know that Christians believe that the 'True Meaning of Christmas' involves showing gratitude to God for what he did and remembering the birth of Jesus Christ, by worshipping him, giving gifts and thinking of the poor and less fortunate.
- To know that one of the ideas behind the 'true meaning of Christmas' is helping others.
- To know the story of Jesus fleeing to Egypt to escape King Herod. This made him a refugee. At Christmas, people often do charitable acts to help the vulnerable, including refugees.
- To know the vocabulary commercialism and how this links to Christmas now.
- To know that some people argue that the 'true meaning of Christmas' is now lost and that Christmas has instead become victim to commercialism.
- To know that other people disagree with this and say that the important messages of Christmas are still remembered.
- To know how Christmas cards can be secular or Christian. Christian cards show the true meaning of Christmas by displaying important images from the Christmas story to remind Christians about why they celebrate Christmas.

Reflection:

- To say what Christmas means to them.

DT

- Know that electrical components can be added into a structure to add light, sound or motion
- Know that some materials conduct electricity and be able to name these.
- Be able to describe how they made the electrical part of their card and why it is needed.
- Explain how the circuit must be complete in order to connect the light.
- Talk about how they joined their materials to make their card strong and how they hid the electrical part from the user.
- Explain how they made their product appealing to the person it is being made for.

Skills

RE -

- A1. Describe beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
- C1. Discuss and present thoughtfully their own and others' views.

DT

•Use the internet and questionnaires for research and design ideas and take a user's view into account when designing

•Have a range of ideas and create own design criteria

•Produce a detailed plan from different viewpoints and annotated sketches

•Measure and mark accurately for cutting and begin to devise their own templates

•Accurately apply a range of finishing techniques

•Begin to be resourceful with practical problems and make adaptations along the way.

•Evaluate ideas and finished product against specification, considering purpose and appearance.

•Test and evaluate final product

•Research how sustainable materials are

Big Idea

Expressing

Mechanical systems

Vocabulary

commercialism, secular, tradition, gratitude, celebration, customs, advent, wreath, Christingle, gospels, nativity,

English unit: How to make a light up card (procedure)

What is the true meaning of Christmas?

Skills

RE -
A1. Describe and make connections between the religions and worldviews of Walsall in life in order to reflect thoughtfully on the need for respect in our communities;
B2. Understand the challenges of commitment to living well in 'One Walsall, even though we are different C1. Discuss and present thoughtfully their own and others' views on challenging questions about living together, applying ideas of their own thoughtfully in different forms including writing a speech and making an artwork;
C2. Consider and apply ideas about ways in which diverse communities can live together for the well being of all, responding thoughtfully to ideas about community, values and respect;
C3. Discuss and apply their own and others' ideas about what is just and fair in a mixed community like Walsall.

What will make Walsall a more respectful place?

Big Idea – Living

Online Safety

Knowledge

Religion in Walsall, the Region and the Nation

Census figures for Walsall, the region and the nation

	Number of people	Christian	Buddhist	Hindu	Jewish	Muslim	Sikh	Other religion	No religion	Religion not stated
West Midlands (Met County)	2,736,460	1,471,780	9,119	59,768	3,060	332,684	116,715	15,181	554,152	174,001
Birmingham	1,073,045	494,358	4,780	22,362	2,205	234,411	32,376	5,646	206,821	70,086
Coventry	316,960	170,090	1,067	11,152	210	23,665	15,912	1,641	72,896	20,327
Dudley	312,925	204,320	657	1,908	77	12,902	3,694	1,032	68,835	19,500
Sandwell	308,063	170,075	654	6,810	73	25,251	26,934	1,816	57,716	18,734
Solihull	206,674	135,572	430	3,684	353	5,247	3,504	569	44,187	13,128
Walsall	269,323	158,971	516	4,560	54	22,146	11,606	1,420	53,876	16,174
Wolverhampton	249,470	138,394	1,015	9,292	88	9,062	22,689	3,057	49,821	16,052
ENGLAND AND WALES	56,075,912	33,243,175	247,743	816,633	263,346	2,706,066	423,158	240,530	14,097,229	4,038,032

All pupils should build an accurate understanding of these figures, so that they can see clearly the place of different religions and worldviews in contemporary Britain. Note that while some populations may be numbered in hundreds or the low thousands in our immediate area, we are educating pupils to live in a region, a nation and a world – not merely in a village, or a single town or city. Between 2001 and 2011, the biggest change has been a 10% increase in the number of non religious people in the UK and a 12% fall in the number identifying themselves as Christians. But Christianity is still selected by 59% of the population as their chosen description of religious identity. - **Knowledge continued in notes….**

Vocabulary

Religious, Non-religious, Community, Buildings, Community work, Place of worship, Harmony, Diversity, Respect, Tolerance, Social justice, Conflict, Equality, Celebration

English unit: The journey (narrative)

How do you show commitment in religion?

Skills

RE -

- A1. Describe and make connections between the commitments shown by people from different worldviews, saying where they are similar and different;
- A2. Describe and understand links between different communities responding thoughtfully to a range of sources of wisdom;
- B1. Observe and understand examples of commitment from varied worldviews so that they can explain the meanings of the commitments to God, humanity, justice or similar values;
- B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives;
- C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning and commitment;
- C3. Discuss and apply their own and others' ideas about being committed to our values and beliefs.

Knowledge

Topic – To know what commitment mean and what it means to commit to something.

Focus Religion: Christianity

To know how Christians show commitment.

To know what Christians believe about God, worship and religious practices and to know what difference this makes in their life.

To know what impact the Lord's prayer has on Christians for forgiveness, sharing food and avoiding temptation.

Comparison Religion: Islam

To know how Muslims show commitment.

To know what Muslims believe about God, worship and religious practices and to know what difference this makes in their life.

To know the impact daily prayer and Zakat has on Muslims as individuals and as a community.

To know similarities and differences between Christian and Muslim beliefs for commitment.

Reflection: To say what they are committed to in their lives.

Vocabulary

Commitment Worship , Puja 5 pillars, Sources of wisdom, Ahimsa, Zakat Temptation Forgiveness God Non-religious Humanist Atheist Agnostic

Big Idea

Understanding

Online Safety

What does religion teach us about charity?

Vocabulary

Justice Fairness Bible Qur'an Hadith Paul Jesus Prophet Muhamad Zakah Holy spirit Christian Aid Islamic Relief

Skills

RE -

- A1. Describe and make connections between the work of the two charities and its roots in the religions;
- A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. B1. Observe and understand varied examples of religious charity so that they can explain, with reasons, the value of this work;
- B2. Understand the challenges of commitment to a community of faith or belief, and to the human race
- C2. Consider and apply ideas about ways in which these two charities collaborate and share the task of seeking the well being of all, responding thoughtfully to ideas about community, values and respect;
- C3. Discuss and apply their own and others' ideas about how we can reduce poverty in our world through kindness and co-operation

Knowledge

Topic – To know the vocabulary fair, unfair and justice.

Focus Religion: Christianity

To know the meaning of a Bible Story (see notes) about justice and how this impacts Christians today.

To know from investigation the creation story of Christian aid. To know what they do and how they seek justice.

To know how this interprets the teaching of their faith.

To know what difference in the world this charity makes.

Comparison Religion: Islam

To know the meaning of a story from the Qu'ran (see notes) about Kindness and how this impact Muslims today.

To know from investigation the creation story of Islamic Relief. To know what they do and how they seek justice.

To know how this interprets the teaching of their faith.

To know what difference in the world this charity makes.

Reflection: To make links to British values and identify how they can be a positive citizen through fairness and justice.

Big Idea

Inspiration

Who is inspiring?

Big Idea

Inspiration

Vocabulary

Inspiring Leader Follower
Disciple Jesus Prophet
Muhammad Imam
Vicar/Priest

Skills

RE -

- A2. Describe and understand links between stories of key leaders from different religions, responding thoughtfully to sources of wisdom and beliefs and describing what makes a person inspiring.
- B1. Observe and understand varied examples of inspiring people from Islam and Christianity so that they can explain, with reasons, the significance of these great lives.
- B2. Understand the challenges of commitment faced by inspiring leaders and by 'ordinary' believers;
- C1. Discuss and present thoughtfully their own and others' views on challenging questions about the ways some people inspire others applying ideas of their own thoughtfully in different forms such as reasoning, music, art and poetry;
- C3. Discuss and apply their own and others' ideas about ideas about what is inspiring, using ideas like justice, equality, kindness and love

Knowledge

Topic –

- To know the vocabulary inspiring and what characteristics you need to be inspirational / role model.
- To know what it means to be a good follower of God.

Focus Religion: Islam

- To know key facts about Malala Yousufzai and talk about how she is inspirational.
- To know how and why people follow Prophet Muhammad today.

Comparison Religion: Christianity.

- To know key facts about Dr Martin Luth King and talk about how he is inspirational.
- To know how and why people follow Jesus today.
- To make links to local leaders in places of worship and how they are inspirational for being a follower of God.

Reflection:

- To say who inspires them and why (To name some values, qualities and talents their role model has)

What patterns of change can be seen among organisms?

Knowledge

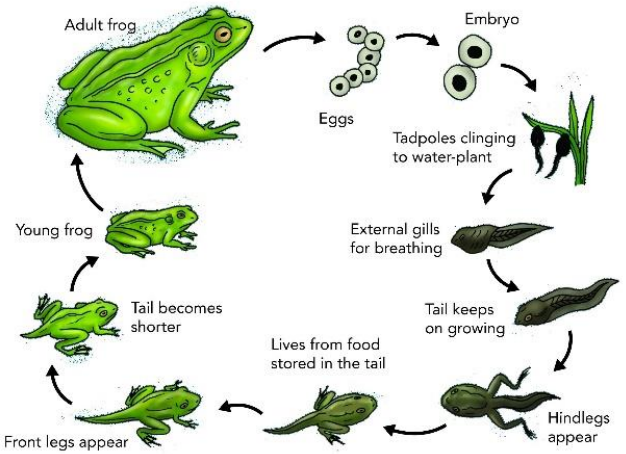
- Children are able to explain the basic life cycles of a mammal.
- Children are able to explain the basic life cycles of an amphibian.
- Children are able to explain the basic life cycles of an insect
- Children are able to explain the basic life cycles of a bird.
- Children know that most plants and animals reproduce through sexual reproduction. This involves the coming together of sex cells, called gametes, which are usually produced by two different parents This is called mating.

Children are able to describe the changes as humans develop to old age as they move from birth to infancy to childhood to adolescence to adult hood and into old age.

Children are able to talk about the changes in humans at each life stage and how each stage of life is different.

Children are able to explain that their bodies go through puberty and this an important change in their body.

Hormones control these changes, which can be physical and/or emotional.



Skills

Working scientifically

- Make careful observations
- Make a hypothesis which shows that I am beginning to think about the science behind it.
- Explore relevant information by using a wide range of secondary sources.
- Abstract contexts. Create and evaluate diagrams/ models.
- Record and interpret data and results of increasing complexity including scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.

English unit: life cycle (explanation)

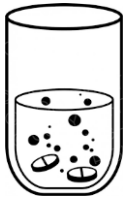
Vocabulary

Species , Reproduction , Offspring, Ovary, Stigma, Pollen, Stamens, Nectar, Fertilised , Breeding , Metamorphosis, Germinate , Gestation, fertilization, cells, infancy, toddler, adolescence, puberty, life cycle

Big Idea

Biology – reproduction, inheritance and evolution.

What changes of state are reversible?



Big Idea

Chemistry – Materials (properties and change)

English unit: Changes in state (information report)

Knowledge

- Children are able to 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 and are able to say what they have done to be able to group them.
- Children are able to give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. E.g. plastic is used to cover
- Children are able to use their prior knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.
- Children are able to explain that some materials will dissolve in liquid to form a solution, and are able to test whether a substance can be recovered from a solution.
- Children are able to demonstrate that dissolving, mixing and changes of state are reversible changes through experimentation.
- Children are able to 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.

Skills

Working scientifically

- Make a hypothesis which shows that I am beginning to think about the science behind it.
- Devise their own fair test by identifying variables.
- Record and interpret data and results of increasing complexity including scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions e.g. What do you notice? What's changed? What would happen if? Was our test fair? Why/ Why not?
- Identify scientific evidence that has been used to support or refute ideas or arguments. Test the arguments in class and discuss.
- Explore relevant information by using a wide range of secondary sources.
- Explore how scientific ideas have developed over time.

Vocabulary

solubility, transparency, conductor, insulator, dissolve, solution, separate, evaporate, reversible/irreversible, mixing, filtering, sieving, melting, burning, rusting, magnetism

WHY SHOULD WE STUDY THE MAYA?

Skills

History - Historical significance

Can children:

- Draw a timeline with different time periods outlined which contains different sections of information?
- Use their mathematical skills to work out exact time scales and differences as need be?
- Appreciate that some ancient civilisations showed greater advancements than people who lived centuries after them?
- Appreciate how historical artefacts have helped us understand more about lives in the present and past?
- Begin to identify primary and secondary sources?

Geography

5a/b - Use a variety of maps to locate and identify geographical regions, cities, seas and physical and human characteristics of countries and places studied

5c - Name and located major cities and countries in North and South America

5h - Be able to identify, describe and explain in detail how and why places are similar to / different from other places in the same country ~~or elsewhere in the world~~. (Need to cover a region within North or South America)

5r – Select a map for a specific purpose e.g pick an atlas to find Taiwan, OS map to find local village and to find out about other features of places e.g. find wettest part of the world. They must also be able to use the index and contents page within atlases.

Vocabulary

Maya
Central America
Maya glyphs
Currency
Culture
Religion
Gods
Hierarchical
Kings
Slaves
Popol Vuh

English unit: Where did the Mayan's go? (recount)

Knowledge

- Know where the Maya lived geographically using a world map, understanding they were from Central America. Consider the climate and physical features (rainforests) which may have impacted the Maya
- Know when the Maya existed and place on a timeline with other studied periods. Break the Maya down into three significant periods – pre-classic Maya, classic Maya and post-classic Maya.
- Know that the Maya used a sophisticated writing system known as Maya glyphs- compare to our writing and Egyptian hieroglyphs.
- Know that the Maya used cocoa (chocolate beans) as currency. Explore how the Mayas traded and built cities and economies and what significant goods, like limestone, obsidian, salt and jade, they traded.
- Know about aspects of Maya culture, such as the Gods they worshiped like the Maize God and their recreational activities like ball games.
- Know that Maya was a hierarchical society, with Kings at the top and slaves at the bottom. Poor people lived very differently from rich and consider why we know so little about the lives of poorer people.
- Know about Popol Vuh and what it teaches us about Maya civilisation.
- Know what evidence, such as archaeological evidence, oral recounts and Maya glyphs, remains from Maya civilisation which helps us to build a greater picture of Maya civilisation.
- Know some of the reasons historians have given for the decline of Maya civilisation, whilst considering why historians might disagree about these reasons.

Geography

- Where did the Maya live? Locate and understand they were from Mexico/Central America. Then focus specifically on the different regions covered by the Mayans. Mayan civilization occupied much of the northwestern part of the isthmus of Central America, from Chiapas and Yucatán, now part of southern Mexico, through Guatemala, Honduras, Belize, and El Salvador and into Nicaragua.
- Why did they settle here? Study how each of the sub-areas are different even though they are within the same region.

•The Northern Maya lowlands on the Yucatán Peninsula
•The Southern lowlands in the north of Guatemala
•The Southern Maya Highlands in the mountains of Guatemala
How did the physical characteristics of the land impact the civilisation?

Big ideas

Community and culture – architecture and trade

Place Knowledge

How has crime and punishment changed in Britain?

Knowledge

- Know when the Middle Ages was and use images to build a picture of what life was like. Know what crimes were common in the Middle Ages as well as their punishments, which can be used to understand what was important to medieval people.
- Know that society in the Middle Ages was unequal and balanced in favour of the rich, including with regards to crime and punishment. Use the story of Robin Hood to illustrate this and debate whether his actions were morally right or wrong.
- Know that crime and punishment changed into early modern Britain, introducing the role of Highwaymen.
- Know that highway robberies became more common in this period due increase in trade and wealthier people travelling by road. Most highwayman were hung when caught.
- Know that Dick Turpin was a famous highwayman.
- Know that crime and punishment changed with the introduction of a police force and prisons during the 19th century.
- Know how modern day crimes are punished. Compare with past crimes and punishments, understanding change over time.

Disciplinary concepts - Skills

History – continuity and change

Can children:

- Use dates and historical language in their work?
- Begin to appreciate that how we make decisions has been through a Parliament for some time?
- Have a good understanding as to how crime and punishment has changed over the years?
- Begin to identify primary and secondary sources?
- Discuss/debate a hypothesis/statement in order to answer a question?

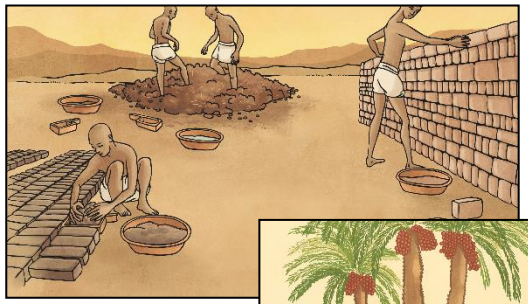
Vocabulary

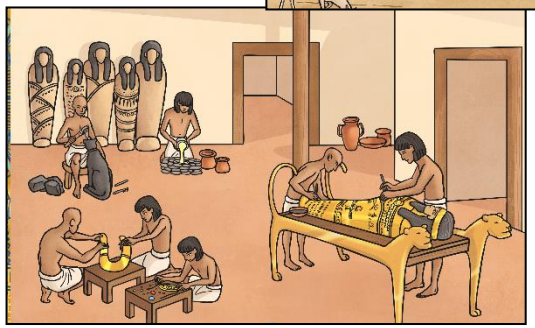
cocked hat, claret, ostler, casement pistol butts, tawny, stable-wicket, peaked, blanched, priming,

English unit: Highwayman (poetry)

Big ideas

Hierarchy and power – law





Big Idea

Community and culture – architecture, art and civilisation

Vocabulary

civilisation
dynasty
ancient
location
river valley
irrigation
achievements
hieroglyphic
pyramid
pharaoh
mummy
tomb
Tutankhamun
River Nile
archaeologists
artefacts

Knowledge

- Know where Egypt is geographically, comparing a map of Ancient Egypt with a modern map of Egypt, as well as some of the geographical features of Egypt like the River Nile which will build context for the children.
- Know where Ancient Egypt fits historically in the context of other periods studied, especially other Ancient periods like Romans and Greeks. Use these periods to see how the Ancient Egyptians interacted and compared with Romans and Greeks.
- Know the time span of Ancient civilisations – Egyptians, Sumer, Indus Valley and Shang. Compare with more modern studied periods (Romans, Greeks, Tudors) and see that they are all ancient.
- Know how the Shang Dynasty, Indus Valley and Sumer were different to the Egyptians, even though they are all ancient civilisations.
- Know the similarities between the civilisations – they are all along the same line of latitude, all next to rivers. Consider why being next to a river is important and the advantages of building cities next to rivers.
- Know about the setup of these cities in each civilisation, what features did they have.
- Know about great achievements for each civilisation, such as the Egyptians building the pyramids

What do all Ancient Civilisations have in common?

Skills

English unit: Hatshepsut Egypt (recount)

History – sources of evidence

Can children:

- Draw a timeline with different time periods outlined which contains different sections of information?
- Use their mathematical skills to work out exact time scales and differences as need be?
- Appreciate that some ancient civilisations showed greater advancements than people who lived centuries after them?
- Appreciate how historical artefacts have helped us understand more about lives in the present and past?
- Begin to identify primary and secondary sources?

Skills

Science

- Make a hypothesis which shows that I am beginning to think about the science behind it.
- Interpret data and results of increasing complexity including scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- Identify scientific evidence that has been used to support or refute ideas or arguments. Test the arguments in class and discuss.
- Explore relevant information by using a wide range of secondary sources.
- Explore how scientific ideas have developed over time.
- Identify evidence that has been used to support or refute ideas.
- Abstract contexts. Create and evaluate diagrams/ models.

Geography –

5f - Identify the Prime/Greenwich Meridian and time zones and understand how the location of a place has a different time to ours

DT –

•Use the internet and questionnaires for research and design ideas and take a user's view into account when designing
•Have a range of ideas and create own design criteria
•Produce a detailed plan from different viewpoints and annotated sketches
•Measure and mark accurately for cutting and begin to devise their own templates
•Accurately apply a range of finishing techniques
•Begin to be resourceful with practical problems and make adaptations along the way.
•Evaluate ideas and finished product against specification, considering purpose and appearance.
•Test and evaluate final product
•Research how sustainable materials are

Knowledge

Science

- Children are able to describe the movement of the Earth, and other planets, relative to the Sun in the solar system.
- The children know the order of the planets starting with the planet closest to the sun.
- Children can say how the Moon moves in relation to the Earth and how this has an affect on the earth. E.g. tides.
- Children know that the Sun, Earth and Moon are approximately spherical bodies.
- Children are able to say that the earth rotates and can explain how this creates day and night and the apparent movement of the sun across the sky. Children can use information they are given to create a conclusion about the length of day at different times of the year.

Geography

Why do countries across the world experience different times? Children to understand the importance of the Greenwich Meridian in relation to time zones across the world. As the planet rotates, some places receive sunlight or darkness, resulting in day and night. As the Earth rotates into the sunlight, you'll see the sunrise, whereas rotating out of the sunlight is where you see the sunset. The Earth's rotation is the primary cause why countries follow different time zones. The Greenwich Meridian (or Prime Meridian) is an imaginary line that was used to indicate 0^{O}C longitude. Every place on the Earth is measured in terms of its angle east or west from this line.

DT –

•Know that simple mechanical systems can be moved with levers, sliders, wheels and axles.
•Materials can be joined in different ways for example using glue, tape or by glue gun. Different joins are used for different effects and reasons.
•Describe how to make a moving pulley mechanism using a wheel and axle. The axle will turn to allow the planets to move.
•Know that their structures must be strong and stable so that the pulley mechanism can work and describe how they achieved this.
•Know how to measure, mark out, cut and shape the components to make a pulley.
•Explain how they made their product appealing to the person it is being made for.
•Talk about how they refined their product after testing it
•Recall ways in which they worked safely and with some accuracy e.g. Allow time for the glue to cool before holding the lighthouse. Always work with an adult when you are using the glue gun.

How do the earth, moon and planets move around in the solar system?

Vocabulary

Longitude, Latitude Greenwich Meridian (also called Prime Meridian) , Poles , North, South, East , West Planet, Solar system, Rotate, Axis, Orbit, Celestial body, Spherical, Eclipse, Satellite, Universe, Astronomer, Ptolemy, Cosmos, Asteroid, Comet, Galaxy, Meteoroid, Atmosphere, Milky way, universe

Big Ideas

Locational Knowledge

Mechanical systems and mechanisms - How can I make the moon travels around the earth on my model?

Physics – Earth and space

English unit: One small step (Narrative)

Online Safety

How can we save our planet?

Knowledge

1. Who is David Attenborough? What does he campaign for? Children need to have a background of the work David Attenborough does to begin to understand the importance of it. An environmentalist is someone that is interested or concerned about protecting the environment.

2. Why is David Attenborough's role needed? What environmental issues are we facing as a world? – water and air pollution, deforestation, biodiversity issues and climate change etc.

3. What are these issues? Look at different ways land is used (agriculture, industrial, commercial, residential, recreational and transportation are the main six). What impact do these have on our environment? For example, agricultural *can lead to decreased water quality due to chemicals infiltrating the water systems and pesticides can reduce biodiversity;* human settlements can lead to *deforestation for clearing land, loss of habitats etc* and industrial use can cause pollution from factories etc. You should also mention extraction of natural materials: minerals (including fossil fuels) and water. These can cause pollution and can also lead to issues such as subsidence due to over mining.

4. Why do we continue to do this if we know it is having a negative impact on the environment/destruction? All of these provide a benefit to our economy. For example, agriculture provides food; minerals provide us with an energy source (make sure children know where energy comes from); industry provides us with products to sell etc.

5. What can/are we doing about these changes? Look at the different techniques miners are doing to reduce the impact on the environment. Also, look at what general issues such as recycling/reducing plastic waste to save our water systems. Finally, make sure to mention renewable energy sources. Renewable energy sources use energy sources that are not "used up". Major Types of Renewable Energy - Wind Power, Solar Energy, Hydropower, Wave and Tidal Power, Geothermal Energy, Biomass Energy.

6. Why are these change necessary? – Sustainability. The idea that a healthy natural environment is also good for our economy. In order for our word to be sustainable, we need to move forward with the economy and the environment as a lot of natural materials provide us with resources we need to produce goods and services, and they also absorb unwanted by products in both pollution and waste (Trees absorb CO_2 etc).

Skills

Geography

5e - Understand land-use patterns and how humans have had an impact on the environment over time (e.g. sustainability/management or destruction)

5o - Describe and understand where energy comes from including renewable and non-renewable sources

5p - Describe and understand the impact natural resources – minerals, water, food has on the economic activity of an area

Big Idea

Physical and Human Geography

Vocabulary

Environmentalist
Climate Change
Environment
Pollution
Biodiversity
Deforestation
Land use
Minerals
Economy
Sustainability
Renewable
Energy
Wind Power
Solar Energy
Hydropower

English unit: Plastic Pollution (persuasion)

How did Robert Falcon Scott navigate across the Antarctic?

English unit: Scott of the Antarctic (recount)

Skills

Geography

5a/b- Use a variety of maps to locate and identify geographical regions, cities, seas and physical and human characteristics of countries and places studied 5d - Identify the position and significance of latitude, longitude, Equator, Northern and Southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle in relation to places studied.

5s - Use 8 compass points

5u - Use 4 figure coordinates to locate features on a range of OS maps, and be introduced to 6 figure grid references

DT –

- Use the internet and questionnaires for research and design ideas and take a user's view into account when designing
- Have a range of ideas and create own design criteria
- Produce a detailed plan from different viewpoints and annotated sketches
- Measure and mark accurately for cutting and begin to devise their own templates
- Accurately apply a range of finishing techniques
- Begin to be resourceful with practical problems and make adaptations along the way.
- Evaluate ideas and finished product against specification, considering purpose and appearance.

Test and evaluate final product

- Research how sustainable materials are

Big Ideas

Map work

Climate Change - What impact is Climate Change having on the Antarctica's environment and climate?

Structures - What structure would withstand an arctic exploration?

Vocabulary

Antarctic
Continent
Map
Climate
Physical characteristics
Navigate
Compass
North
South
East
West
Grid reference
Eastings
Northings
Latitude
Longitude

Knowledge

1. Where is the Antarctic? Children to use atlases, maps and globes to locate it on a world map. Can they also locate the seas near by. Children also need to identify the position and understand the significance of longitude, latitude, equator etc (see objective). From this, they need to understand the climate conditions here. They need to know that the Antarctic is the coldest and driest continent on Earth and that it is covered in ice and snow.
2. What is the Antarctic like? Show children the map below – what do they notice? Areas of elevation show that there are mountainous areas. However, very other symbols are seen on here which indicates lack of civilisation. Discuss the extreme climate and weather conditions in Antarctica to give children even more of a context. Explain how the freezing temperatures and harsh winds can make it difficult for humans to survive here. This is why it is the only continent with no permanent human habitation. Physical characteristics -Show them some of its unique ice formations and explain how it is the largest single piece of ice on Earth.
3. How would Scott navigate his journey in such conditions? Introduce them to the 8 compass points (North, East, South, West, Northeast, Northwest, Southeast and Southwest). To begin with, can they identify the direction the Antarctic is in relation to Walsall/UK? Explain that they give directions on a map and Scott and his team used them to help them navigate across the Antarctic. (Children could map their own journey around school using the compass points)
4. Children need to have an understanding of 4 grid references and be confident using these before moving onto 6 grid references. They could then use this skill to plot Scott's expedition in the Antarctic or some of the base camps he stopped at.

Grid references: Maps have gridlines on them. We use them to pinpoint locations by using a grid reference. Four-figure grid reference, such as '19 45', indicates a 1 km by 1 km square on the map; and. six-figure grid reference, such as '192 454', indicates a 100 m by 100 m square on the map. Always read the eastings first (x-axis) and then the northings (y-axis).

Latitude and Longitude - Using latitude and longitude is a more accurate method of pinpointing the exact location of a very specific place on the earth's surface and is commonly used by satellite positioning systems and GPS devices. Latitude specifies the north-south position of a point and longitude the east-west position.

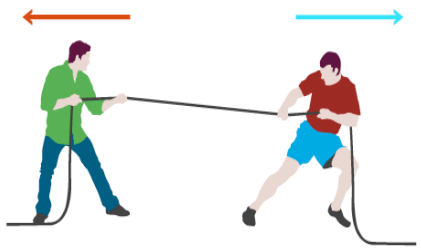
Scale – At the bottom of each map there's a scale that indicates the distance on the map. When you measure a distance on the map, just compare it to the scale, and it will instantly tell you the real world distance.

DT –

- Know that a structure's strength comes from its shape and the materials it is constructed from.
- Know that structures can be made stable in a variety of ways such as: Joining materials together with paper clips, strong glue, tape or staples • Rolling paper or card tubes Folding—concertinaing or adding layers to paper • Layering—corrugated card can be layered to create an extra strong base
- Know that a triangle is considered the strongest structural shape and be able to talk about where they see examples of this in the real world.
- Talk about how they strengthened the corners of their structure e.g using triangular support structures.
- Justify the materials they have used, knowing that they have different properties

Vocabulary

Gravity, Air resistance, Friction, Surface, Force, Accelerate, Decelerate, Mechanism, Pulley,, Gear, Spring, Theory, Galileo Isaac Newton



English unit: Scientific writing (explanation)

Big Idea

Physics – forces

Knowledge

- Children are able to explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
- Children know that Sir Isacc Newton discovered gravity and can talk about how this happened.
- Children are able to investigate and identify the effects of air resistance, water resistance and friction, that act between moving surfaces.
- Children can explain how they have carried out their investigations and are able to explain what their findings show.
- Children are able to explain that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect and how/why these work.

Skills

Working scientifically

- Make a hypothesis which shows that I am beginning to think about the science behind it.
- Devise their own fair test by identifying variables.
- Take measurements using a range of scientific equipment (e.g. data loggers, thermometers) with increasing accuracy and precision, taking repeat readings and finding averages where appropriate.
- Record and interpret data and results of increasing complexity including scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- Explore relevant information by using a wide range of secondary sources.
- Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- Abstract contexts. Create and evaluate diagrams/ models.

Which forces will change the movement of objects?

English unit: The Explorer (Narrative)

Why is the Amazon Rainforest so important?

Knowledge

1. What is a rainforest? A rainforest is an area of tall, mostly evergreen trees and a high amount of rainfall. It is a type of biome. Children should understand there are different types of biomes across the world – show them a map of the different biomes and discuss the different types. How is a rainforest structured? – different layers. Emergent layer is the tallest layer of the rainforest. Canopy layer is the second tallest layer. Understory is where plant life grows beneath the canopy level but above the forest floor. Forest floor is the ground beneath the trees, consisting of roots, soil and decomposing organic matter. Each layer forms a habitat for different animals and plants. Find out about characteristics of the different layers.
2. Where are rainforests located? Children to locate the world's rainforests using the atlases to help. They could split this into Temperate and Tropical. On this map they should also locate all of the world continents and some of the countries rainforests are found in. Then, begin to unpick what they notice in relation to the equator, tropics etc: they are found on every continent except Antarctica; temperate rainforests are located in the mid-latitudes, where temperatures are much more mild than the tropics. Temperate rainforests are found mostly in coastal, mountainous areas; tropical rainforests are mainly located between the latitudes of 23.5°N (the Tropic of Cancer) and 23.5°S (the Tropic of Capricorn)—the tropics. Tropical rainforests are found in Central and South America, western and central Africa, western India, Southeast Asia, the island of New Guinea, and Australia.
3. What type of rainforest is the Amazon? Look at its location to help determine that it is a tropical rainforest. Use climate graphs (contains amount of rainfall using bars and the temperature of an area using a line) to back this information up too.
4. What does the Amazon Rainforest look like? Look its location in more detail i.e. what countries does it cover (Nearly 60% of the rainforest is in Brazil, while the rest is shared among eight other countries—Bolivia, Colombia, Ecuador, Guyana, Peru, Suriname, Venezuela and French Guiana). It is the largest rainforest in the world and represents half of the planet's remaining rainforests- use google earth to look at how large it is in comparison to other rainforests.
5. Why is the Amazon Rainforest so important? – Look at the impact on humans both to the tribes that live there and worldwide benefits. It doesn't just provide food, water, wood and medicines, it also helps stabilise the world's climate. Also mention that even though the Amazon is far from us, we still benefit from it too.
6. What are the threats to the Amazon rainforest and what are we doing about it? We have lost almost 20% of the rainforest already due to deforestation.

Vocabulary

Biome
Vegetation
Continents
Environment
Equator
Hemisphere
Tropic of Cancer
Tropic of Capricorn
Latitude
Emergent
Canopy
Understory
Forest Floor
Climate

Big Idea

Locational Knowledge

Online Safety

Skills

Geography –

5a/b - Use a variety of maps to locate and identify geographical regions, cities, seas and physical and human characteristics of countries and places studied

5c - Name and located major cities and countries in ~~North~~ and South America

5d -Identify the position and significance of latitude, longitude, Equator, Northern and Southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle in relation to places studied

5h - Be able to identify, describe and explain in detail how and why places are similar to / different from ~~other places in the same country or~~ elsewhere in the world. (Need to cover a region within North or South America)

5i - Understand and explain the use of land and why people settle in volatile places

5j – Be able to recognise how places fit within a wider geographical context and are interdependent.

5t - Use symbols and a key with accuracy and begin to draw a variety of choropleth maps based on a range of data, with support.

5m - Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts.

Describe and understand key aspects of human geography, including: economic activity including trade links **(This target will be covered throughout the unit)**

5w - Use mathematical knowledge to represent data using appropriate methods. Organise results electronically on a spreadsheet and use electronic data handling to show and compare results

Year 6 Overview

	Aut 1	Aut 2	Spring 1	Spring 2	Summer 1	Summer 2
Online safety	**Acceptable use policy and password security**	**Talking safely online. Link to anti-bullying week**	**Stereotypes**	**Exploring time online and modern temptation**	**Don't feed the fish. Possible link to persuasive text to parents**	**Things spread quickly online**
Art	**Drawing**	**Textiles**	**Painting**	**Printing**	**Sculpture**	**Collage**
1						
2	Islands 3 weeks (narrative) • Geog	Victorian Britain 3 weeks (persuasion) • History	Evacuee children 3 weeks (procedure) • History • DT	Evolution and inheritance 3 weeks (recount) • Science	Humanism 3 weeks (poetry) • RE	Mountains 3 weeks (information report) • Geog
3						
4	Key Leaders 2 weeks (Persuasion) • RE	Light 3 weeks (explanation) • Science		Heart 3 weeks (narrative) Science DT		Anglo Saxons 3 weeks (Narrative) • Hist • Geog
5			Living things 3 weeks (narrative) • Science		Coasts (recount) 3 weeks • Geog	
6	Electricity 2 weeks • Science • DT	The Christmas story 1 week • RE		Temptation 1 week • RE		Spiritual Arts 1 week • RE
7						

Knowledge

Big Idea

Understanding

Topic –

- To know what behaviour and actions they think of as bad (examples from films, books, TV as well as real life).

Focus Religion – Humanism

- Know that Humanists are an organisation of non-religious people
- To know that they say that humans should work out their own way of being good, without reference to any 'divine being' or ancient authority: they say people can be 'good without god'.
- To know about the Humanist 'code for living', e.g. from the website of Humanists UK.

Comparative Religion Christianity

- To know the Christian commandments are their code of living and be able to talk about these
- To say similarities and differences between Christian and Humanist values.

Reflection : What matters more to you.

- To answer some direct questions about values: is peace more valuable than money? Is love more important than freedom? Is thinking bad thoughts as bad as acting upon them? Notice and think about the fact that values can clash, and that doing the right thing can be difficult.

English unit: Maleficent (poetry)

Vocabulary

Humanism

Humanity

Image of God

Fall

Good

Bad

Code for living

Neighbour Value

Golden rule

What matters most?

Skills

- A1. Describe Humanism in detail and reflect thoughtfully on their own ideas about this non-religious worlview;
- A3. Explore and describe a range of ways of behaving and show that they understand a Humanist and a Christian way of life;
- B1. Observe and understand examples of Humanist and Christian guidance or rules for living so that they can explain, with reasons similarities and differences between these two worldviews;
- B2. Understand the challenges of commitment to a community;
- C1. Discuss and present thoughtfully their own and others' views on challenging questions about right and wrong, applying ideas of their own thoughtfully;
- C2. Consider and apply ideas about ways in which Christians and Humanists can live together for the well being of all, responding thoughtfully to ideas about community, values and respect;
- C3. Discuss and apply their own and others' ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response

What can we learn from religions about temptation?

Skills

RE

- A2. Describe and understand links between stories and beliefs about temptation in Islam and Christianity responding thoughtfully to beliefs about how we should make our moral choices;
- B1. Observe and understand varied examples of religious teaching and action about temptation;
- B2. Understand the challenges of commitment to living a good life and considering how the Muslim and Christian communities try to support believers in living good lives;
- B3. Observe and consider some moral dimensions of religion, so that they can understand similarities and differences between Muslim and Christian worldviews
- C2. Consider and apply ideas about ways in which diverse communities can live together for the well being of all, responding thoughtfully to ideas about temptation and values;
- C3. Discuss and apply their own and others' ideas about ethical questions, including questions about temptation and making good choices and expressing their own ideas clearly in response

Knowledge

Topic:

- To know the vocabulary temptation and what it means.

Focus Religion: Christianity

- Know the story of the temptation of Adam and Eve in the Garden of Eden (Genesis 3),
- Know the Christian ritual: reconciliation: This sacrament, specially used in Roman Catholic communities, makes links between God's forgiveness and confession.
- Explore the ritual, and also the idea that 'saying sorry' is essential for forgiveness.
- To know in Christianity a person sits with a Priest, and confesses what they have done wrong, saying that they are sorry, and will change. The priest tells them about God's forgiveness.

Comparative Religion. : Islam

- Know the story of Islamic custom of the 'Stoning the Devil' on pilgrimage to Makkah, which symbolizes the rejection of evil during the Once in a life time'
- To know similarities and differences between temptation in Islam and Christianity
- To say how different religions deal with temptation: by prayer, will power, determination, threats, support and other means.

Reflection

- To know strategies that helps a child to make good choices

Big Idea

Living

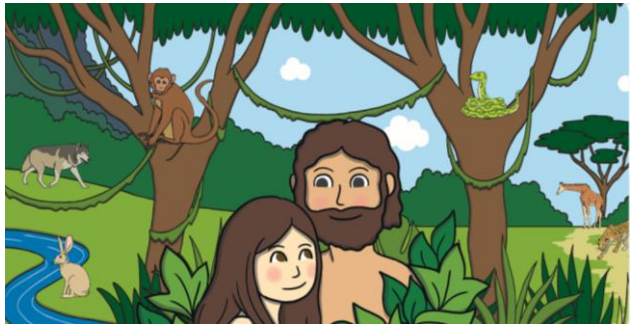
Vocabulary

Temptation Garden of Eden Adam and Eve Fall Jesus

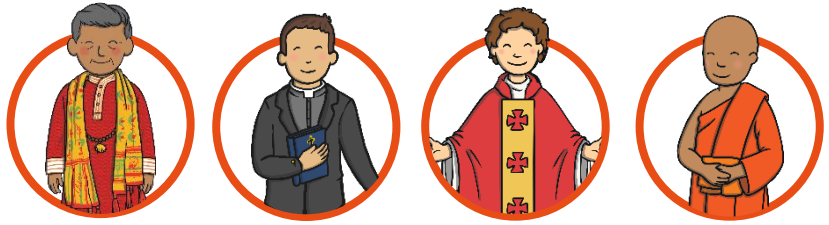
Makkah Hajj pilgrimage Devil Ritual Submission

Reconciliation (confession) Priest

Online Safety



What makes an inspirational leader?



Knowledge

Topic:
- To know the characteristics of an inspirational leader. (Nelson Mandela's speech)

Focus Religion: Sikhism
- To know about Guru Nanak's call and disappearance in the river, his message of unity about God on his return (link with the Mool Mantar), and his setting up of the community at Kartarpur; make links with ideas of service, equality and dignity.
- To say how Guru Nanak is inspirational.
- To know about a Modern day Sikh leader (Visitor) and how their religion inspired them.
- To know what holy texts explain their lives.

Comparative Religion. : Hinduism
- To know about how Gandhi practised ahimsa in the liberation of India; if people believed in ahimsa.
- To know the difference it makes to farming, supermarkets, meals, community relations, international relations
- To know about a Modern day Hindu leader (Visitor) and how their religion inspired them.
- To know what challenges they have faced and the commitments they live by.
- To know how Hindus and Sikhs make a different in the world wide community.
- To make links between Nelson Mandela's speech and Religious leaders.

Reflection
- To know how leaders can provide wisdom and inspiration to their communities.
- To name inspirational leaders in their life and say why they are an inspiration to them.

Skills

RE

- A2. Describe and understand the life stories of inspirational people from Sikh or Hindu faith responding thoughtfully to their wisdom and beliefs;
- B1. Observe and understand examples of religious individuals who have high significance in Sikh and / or Hindu communities;
- B2. Understand the challenges of commitment to a faith suggesting why belonging to a community may be both valuable and a big challenge;
- C1. Discuss and present thoughtfully their own views about challenging questions about inspiration and community applying ideas of their own;
- C3. Discuss and apply their own and others' ideas about the leadership and values of inspirational figures

Big Idea

Inspirational

English unit: Refugees/Greta Thumberg (persuasion)

Vocabulary

Inspire Sikh Hindu Wisdom Sacred text

What is Spiritual Art?

Knowledge

Topic:
- To know the vocabulary spiritual and what it means.
- To know that spiritual can be shown through arts.
- To know that spiritual is about your own self and how you fit the world together, about self, other people, the planet and God (if you believe in God – say 'the big beyond' if not!).

Focus Religion: Sikhism
- To know about the Gold Temple at Amritsar. Punjab was built originally by Gurus Ram Das and Arjan Dev, 400 years ago. It is still a Gurdwara, and symbolises many Sikh beliefs and ideals. It is a beloved destination for Sikh journeying. Enable pupils to research online and from texts detail about the Golden Temple; its form, function, use and beauty.
- To say how Sikhs use visual art to portray key stories about Guru Nanak and Guru Gobind Singh. (The Sikh Path)

Comparative Religion. : Islam
- To know how Islamic poetry of Al Ghazali explores the Muslim belief about Allah.
- To understand and make comparisons between different artists. (Yasmin Kathrada and Ahmed Moustapha)
- To know how Muslim's use Architecture (study beauty in design in mosques and calligraphy.)

Reflection
- To know that they can reflect their own self and beliefs through art (Create a piece of art for Spiritual Arts competition – See RE lead for themes and support with this.)

Big Idea

Expressing

Vocabulary

Spiritual Golden temple Gurdwara Guru Nanak

Guru Gobind Singh Guru Ram Das Guru Arjan Dev

Allah Mosque Calligraphy Psalm Prayer

Skills

RE

- A3. Explore and describe a range of spiritual symbols and expressions (arts, architecture, music, beautiful writing) to show that they understand different ways in which religious communities express beliefs and meanings.
- B3. Observe and consider expressive dimensions of religion, so that they can understand similarities and differences between the cultural expression, arts and architecture of 3 religions.
- C1. Discuss and present thoughtfully their own and others' views on varied cultural and spiritual expressions from the 3 religions, applying ideas of their own creatively in different forms including (e.g.) music, art and poetry;
- C2. Consider and apply ideas about ways in which diverse communities can live together for the well being of all, responding thoughtfully to ideas about community and expressions of belief.

Knowledge

Topic –

To know the Christmas Story in depth.

To know the Christmas Story is also called The Nativity

Focus Religion – Christianity.

To know that there are two accounts within the Bible.

Comparison:

To know different traditions associated with celebrating Christmas around the world.

Reflection:

To say what Christmas means to them and what this looks like in their life.

Vocabulary

celebration

customs

traditions

advent

wreath

Christingle

preparation

gospels

nativity

metaphorically

evangelist

interpretation

journey

census

What does the Christmas Story tell us about God?

Skills

RE

- B1) Learn about and explain the religious meanings and their significance to individuals and communities.

Big Idea

Expressing

Knowledge

- Children are able to classify living things (plants, animals and micro-organisms) into broad groups according to common observable characteristics, similarities and differences and can give reasons for their classification.
- Children are able to match groups of animals to their characteristics.
- Children are able to use the Linnaean system to classify living things.
- Children are able to describe the characteristics of microorganisms and how these can be useful and harmful.
- Children are able to give reasons for classifying plants and animals based on specific characteristics.
- Children are able to set up their own investigation into harmful microorganisms and can say what the variables are and can draw conclusions from their findings.

English unit: Zoo (narrative)

Big Idea

Biology – Living things and their environment.

WHAT ARE THE SIMILARITIES AND DIFFERENCES BETWEEN LIVING THINGS?

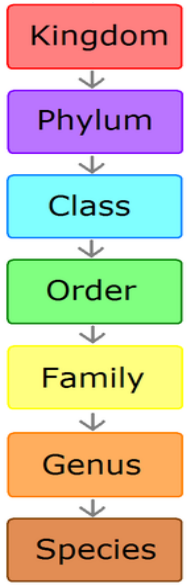
Vocabulary

vertebrate
invertebrate
cold-blooded
warm-blooded
vertebra
species
amphibians
mammals
reptiles
regulation
endotherms
ectotherms
aquatic
carnivore
herbivore

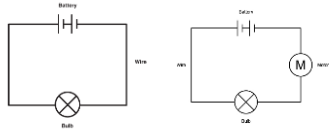
Skills

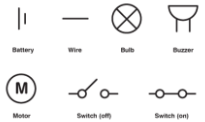
Working scientifically:

- Make a hypothesis and observations which shows that I am thinking about the science.
- Devise their own fair test by identifying variables.
- Take measurements using a range of scientific equipment (e.g. data loggers, thermometers) with increasing accuracy and precision, taking repeat readings and finding averages where appropriate.
- Record and interpret data and results of increasing complexity including scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
- Explore relevant information by using a wide range of secondary sources.
- Abstract contexts. Evaluate and create diagrams/ models e.g. states of matter; solar system. Create own versions of models.



How can we manipulate an electrical circuit?





Knowledge

Science

- Children can experiment with and associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.
- Children are able to 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
- The children are able to recognise and use symbols when representing a simple circuit in a diagram and can label the voltage correctly.
- The children are able to talk about their understanding of how electricity has changed over time.

DT

•Know that electrical components can be added into a structure to add light, sound or motion

•Know that some materials conduct electricity and be able to name these.

•Be able to describe what circuits are needed to complete their game.

•Talk about which materials they chose to make their game durable and how they hid the electrical part from the user.

•Explain how they made their product appealing to the person it is being made for.

•Discuss how their product can be made using sustainable materials.

•Talk about how a product might be sold

Skills

Working scientifically:

- Make a hypothesis which shows that I am beginning to think about the science behind it.
- Devise their own fair test by identifying variables.
- Record and interpret data and results of increasing complexity including scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
- Explore relevant information by using a wide range of secondary sources.
- Explore how scientific ideas have developed over time.
- **Evaluate** diagrams/ models e.g. states of matter; solar system. **Create** own versions of models. e.g. circulatory system; light.

DT

•Conduct thorough evaluations of existing products considering: how well they've been made, materials, whether they work, how they've been made, fit for purpose

•Create own design criteria and specification and come up with innovative design ideas

•Use annotated sketches from more than one viewpoint and/ or exploded diagrams when required.

•Make design decisions, considering, resources and cost

•Clearly explain how parts of their design will work, and how they are fit for purpose

•Independently model and refine design ideas

•Use computer-aided designs

•Select appropriate materials, fit for purpose; explain choices, considering functionality and aesthetics

•Create, follow, and adapt detailed step-by-step plans

•Use equipment accurately e.g. weighing scales, saws

•Evaluate ideas and finished product against specification, stating if it's fit for purpose

•Test and evaluate final product; explain what would improve it and the effect different resources may have had

Vocabulary

ammeter
battery
cell
closed switch
lamp
motor
wire
voltmeter
buzzer
current
electron
voltage
series
symbol

Big Idea

Physics – Energy

Structures/mechanism

How is light used to solve crimes?

Knowledge

- Children know that light appears to travel in straight lines.
- Children are able to 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.
- Children can understand how mirrors reflect light, and how they can help us see objects.
- Children are able to 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.
- Children can investigate how refraction changes the direction in which light travels and are able to talk about refraction when questioned.
- Children can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them through investigation.

English Unit: How is light used to solve crimes (explanation)

Big Idea

Physics – Energy

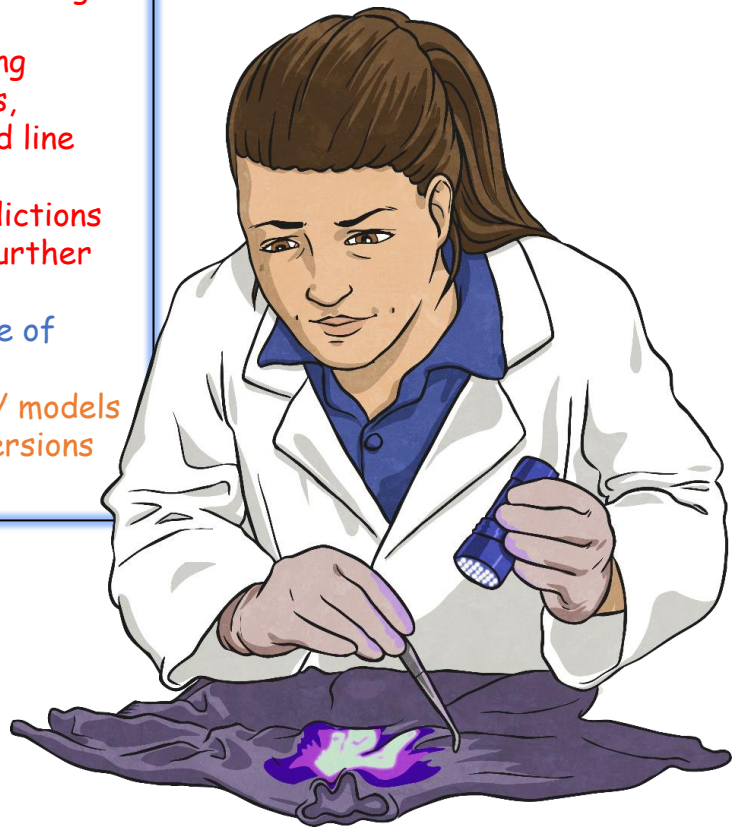
Skills

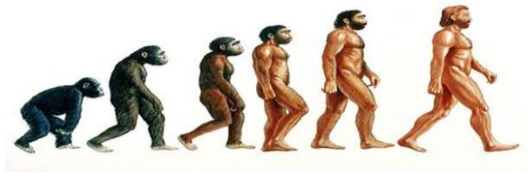
Working scientifically:

- Make a hypothesis which shows that I am beginning to think about the science behind it.
- Devise their own fair test by identifying variables.
- Take measurements using a range of scientific equipment (e.g. data loggers, thermometers) with increasing accuracy and precision, taking repeat readings and finding averages where appropriate.
- Record and interpret data and results of increasing complexity including scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
- Explore relevant information by using a wide range of secondary sources.
- Abstract contexts. Evaluate and create diagrams/ models e.g. states of matter; solar system. Create own versions of models.

Vocabulary

light ray (light beam)
source
reflect (reflection)
Scatter, absorb
Mirror, periscope
convex mirror
concave mirror
plane mirror, angle of incidence
angle of reflection
Shadow ,opaque
transparent
translucent
reflective materials



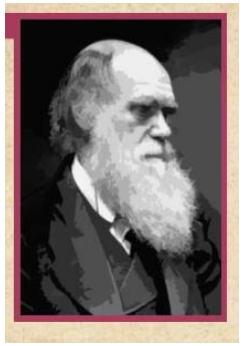


English unit: Charles Darwin (recount)

Big Idea

Biology – reproduction, inheritance and evolution.

How have living things changed over time?



Knowledge

- Children can know that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
- Children can explain the terms adaption, evolution and natural selection and can used these in context.
- Children are able to explain that living things evolve via to natural selection.
- Children know that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- Children are able to identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
- Children are able to set up their own investigation to explore how beaks have adapted over time and can talk about why these adaptions have happened.
- Children can explain in simple terms what genes and DNA are.
- Children know who Charles Darwin is and the importance of his role in the theory are evolution and know that some people disagree with his theory.

Skills

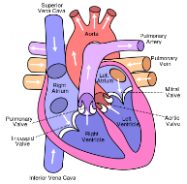
Working scientifically:

- Make a hypothesis which shows that I am thinking about the science behind it.
- Record and interpret data and results of increasing complexity including scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- Identify scientific evidence that has been used to support or refute ideas or arguments. e.g. Looking at research from the work of scientists such as Jenner and Pasteur, finding out how their discoveries improved people's health. Test the arguments in class and discuss.
- Identify evidence that has been used to support or refute ideas.
- Explore relevant information by using a wide range of secondary sources.

Vocabulary

adaptation
evolution
fossil
inherit
offspring
reproduction
selective breeding
variation
characteristics
conditions
environment
genetics
DNA
dominant

Is the heart the most important organ in our bodies?



Skills

Working scientifically:

- Make a hypothesis which shows that I am beginning to think about the science behind it.
- Record and interpret data and results of increasing complexity including scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
- Explore relevant information by using a wide range of secondary sources.
- Explore how scientific ideas have developed over time.
- Abstract contexts. Evaluate and create diagrams/ models e.g. states of matter; solar system. Create own versions of models.

DT

•Conduct thorough evaluations of existing products considering: how well they've been made, materials, whether they work, how they've been made, fit for purpose
•Create own design criteria and specification and come up with innovative design ideas
•Use annotated sketches from more than one viewpoint and/ or exploded diagrams when required.
•Make design decisions, considering, resources and cost
•Clearly explain how parts of their design will work, and how they are fit for purpose
•Independently model and refine design ideas
•Use computer-aided designs
•Select appropriate materials, fit for purpose; explain choices, considering functionality and aesthetics
•Create, follow, and adapt detailed step-by-step plans
•Use equipment accurately e.g. weighing scales, saws
•Evaluate ideas and finished product against specification, stating if it's fit for purpose
•Test and evaluate final product; explain what would improve it and the effect different resources may have had

Vocabulary

internal organs, heart, lungs, liver, kidney, brain, skeletal, skeleton, muscle, muscular, digest, digestion, digestive, circulatory system, heart, blood vessels, blood, diet, exercise, drugs, lifestyle, nutrients

Knowledge

Science

- Children are able to identify and name the main parts of the human circulatory system when given an image of a heart.
- Children are able to describe the functions of the heart, blood vessels and blood.
- Children are able to describe the ways in which nutrients and water are transported within animals, including humans.
- Children can discuss how heart rate is affected by exercise.
- Children can understand that regular exercise is important for a healthy body.
- Children can discuss how diet and exercise affect the body.
- Children can discuss the impact of drugs and lifestyle on the way bodies function.

DT

•Understand that a recipe can be adapted by adding / substituting ingredients

•Explain seasonality of foods

•Learn about food processing methods

•Name some types of food that are grown, reared or caught in the UK or wider world

•Adapt recipes to change appearance, taste, texture or aroma.

•Describe some of the different substances in food and drink, and how they can affect health

•Prepare and cook a variety of savoury dishes safely and hygienically including, where appropriate, the use of heat source.

•Use a range of techniques confidently such as peeling, chopping, slicing, grating, mixing,

•Be able to talk about how they worked safely and hygienically e.g Knives must be carried pointing downwards with a firm grip on the handle. Peelers and graters are sharp. Keep fingers away from the sharp edges. Use oven gloves when removing items from the oven and always do this with an adult. Always wash your hands with soap and warm water before touching food. Ensure all surfaces and equipment are clean before you start cooking

English unit: Pig Heart Boy (narrative)

Big Idea

Biology – Living things and their environment.

Food

Knowledge

- Know where the Anglo Saxons and Vikings came from, using maps of Europe
- Know how England was divided into kingdoms – Mercia, Wessex, Northumbria
- Know that Britain had previously been occupied by Romans who left in early 400s AD
- Know why and how the Vikings and the Saxons invaded, considering whether there were different reasons for each group (choice or necessity)
- Know what the Vikings and Saxons were like (men and women) by looking at a range of sources – myths and legends such as Beowulf, Bede and the Anglo-Saxon Chronicle, archeologically evidence like Sutton Hoo, images and pictures that depict Saxons and Vikings.
- Know differences between Saxons and Vikings, understanding that the Saxons had a king/Bretwalda, kingdoms such as Wessex – particularly focus on Alfred the Great and his success as King.
- Know how Vikings were successful in raiding, e.g. Lindisfarne, and why this is the case.
- Know the importance of religion – Christianity to the Saxons and Paganism to the Vikings.
- Know what evidence remains of Vikings and Saxons in our modern day life – both architectural evidence and evidence in our political, monetary system, judicial system.

Geography

1. Where did the Anglo-Saxons and Vikings came from? – Use maps and atlases to identify the countries the Vikings and Anglo Saxons came from.
2. Where did they settle? – Look at the route they took and identify the seas they crossed to get to the UK. Children need to also understand that they settled in the UK and that it was divided into kingdoms. Make links to the names of places and how these were influenced by Vikings/Anglo-Saxons.
3. Why did they settle in the UK? – Look at the geographical features of the countries they came from (i.e. Germany, Netherlands, Scandinavia etc) and of the UK at the time of invasion. Compare the two areas and explain reasons for their movements.

Were the Saxons or Vikings more successful in their struggle for the Kingdom of England?

Vocabulary

chieftain
colonize
conquer
Danelaw
descendants
explorer
figurehead
invaders
long ship
merchant
monastery
Norse myths
pagan
raven
runes
settlement
slave

English unit: Anglo Saxon Battle (narrative)

Disciplinary concepts - Skills

History – similarity and difference/constructing the past
Can children:

- Say where a period of history fits on a timeline?
- Appreciate that war/s would inevitably have brought much distress and bloodshed?
- Appreciate that significant events in history have helped shape the country we have today?
- Use a range of sources to find out about an aspect of the past?

Geography –
6c - Name and located major cities and countries in Europe
6a/b – Use a variety of maps to locate and identify geographical regions, cities, seas and physical and human characteristics of countries and places studied

Big ideas

Conflict and disaster – invasion and military

Locational Knowledge

How do islands differ around the world?

Knowledge

1. Where does Michael go on Peggy Sue? – Children to find out the route Michael goes on whilst on Peggy Sue. Children to use coordinates to help them pinpoint the places he visits on a world map using the atlases. When plotting coordinates, they should always do the eastings first and then northings. Children should also understand longitude and latitude. They should learn about navigation and to understand that the world map is a flattened globe.
2. Children should then use 8 compass points to describe the route he takes and the places he would see on his journey.
3. Where did Michael end up? (Kensuke's island, which we know must be near Papua New Guinea as that was where he was heading last) – What is an island? Briefly talk about the difference between an island and mainland. Briefly look at islands around the world and talk about the UK also being an island.
4. How might the island he finds himself on now be different to the UK, where he started? Compare the climate between the UK and islands near Papua New Guinea. Look at their locations, talking about the significance of the equator, tropics etc. Then, children to find out about the climates and organise the data by creating their own climate graphs to compare the rainfall and average temperature throughout the year. Children to then describe what they notice and if this is what they expected.
5. How else are the two islands different? Link to population – Create a choropleth map (a map which uses different shades of colour to show density of data) based on data linked to population for the UK and Papua New Guinea islands. What do they notice? Predict why they think this may be.
6. Why do people choose to settle in different places? Look at the impact resources have on a location i.e. settlements develop near a supply of water, food, shelter etc. and how these places grown over time.

Vocabulary

Coordinates, longitude, latitude, continents, compass, island, mainland, climate, rainfall, temperature, Equator, Tropic of Cancer, Tropic of Capricorn, Choropleth map, population, land use

English unit: Kensuke's Kingdom (narrative)

Big Idea
Map Work & Place Knowledge

Route of the Peggy Sue:
(Bold where they stopped off)
Portsmouth or Southampton (set off) – 51oN 1oW
Across the channel, towards Bay of Biscay
Past Isle of Wight, England
La Coruna, Spain (North West) – 43oN 8oW
Past Azores (Islands), Portugal
Canaries 28oN 17oW
Africa, down the west coast – would see **Cape Verde Islands – 17oN 23oW**
Across Atlantic to South America
**Can't go by Doldrums, - windless waters a belt around the earth near equator
Recife, Brazil (North East) – 8oS 35oW
Rio de Janeiro, Brazil – travelled down east coast – 23oS 43oW
Past St Helena, (Island) – near Angolia, Africa across Atlantic - didn't stop here
Cape Town, South Africa, Table Mountain – 34oS 18oE
Across Indian Ocean
Perth, Australia – 32oS 116oE
Sydney, Australia – Great Barrier Reef 34oS 151oE
Papua New Guinea, North East of Australia – was on their way there but didn't make it - 6oS 144oE

Skills

Geography –
Place Knowledge
6d - Identify the position and significance of latitude, longitude, Equator, Northern and Southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle in relation to places studied
6p - Describe and understand the impact natural resources – minerals, water, food has on the economic activity of an area
6w - Use mathematical knowledge to represent data using appropriate methods. Organise results electronically on a spreadsheet and use electronic data handling to show and compare results
6m - Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts.
Describe and understand key aspects of human geography, including: economic activity including trade links **(This target will be covered throughout the unit)**

Map Work
6r – Confidently, select a map for a specific purpose e.g. pick an atlas to find Taiwan, OS map to find local village and to find out about other features of places e.g. find wettest part of the world and recognise a world map as a flattened globe.
6s - Use 8 compass points confidently
6t - Draw a sketch map using symbols and a key with accuracy and increasing complexity, and be able to discuss choices and draw a variety of choropleth maps based on their own data and data collected from sources elsewhere.
6u – Use 4 and 6 figure grid references to locate features on a map and use coordinates to locate longitude and attitude on atlas maps.

Knowledge

- Know that Queen Victoria reigned over Britain between 1837 to 1901.
- Know that development happened during her reign at a rapid rate, focusing on key areas such as transport, education, social changes and medical changes.
- Know the changes that happened during industry, particularly the difference between class, wealthy/poor.
- Know the development of life in cities and how the grew quickly, with many people living in back-to-back houses – take a trip to the back-to-back house museum in Birmingham.
- Know the development in education and the differences between rich and poor.
- Know the development of transport, with the advancement of the railways and sea travel, and the effects this had on trade and leisure (cause and effect)
- Look at the differing interpretations of the Victorian Era – was it a golden era or a dark era? Focus on what different sources say and what historians believe/argue about the Victorian era.

Big idea

Exploration and invention – discovery and innovation

Was the Victorian era a golden era or a dark era?

Vocabulary

Industry, Revolution, Invention, Migrate, Reign, Slum , Sovereign, Pauper, Privy, Shilling, Monarch, Typhoid

English unit: Letter to Mr Scrooge (persuasion)

Skills

History – sources and evidence

Can children:

- Create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc.
- Place features of historical events and people from past societies and periods in a chronological framework?
- Appreciate that significant events in history have helped shape the country we have today?
- Answer historically valid questions about change and cause?
- Describe a key event from Britain's past using a range of evidence from different sources?
- Recognise primary and secondary sources?
- Use a range of sources to find out about an aspect of the past?
- Suggest why there may be different interpretations of events?

Are all mountain ranges the same?

English unit: Everest (information report)

Skills

Geography -

- 6c - Name and located major cities and countries in Europe and North or South America
- 6h - Be able to identify, describe and explain in detail how and why places are similar to / different from other places in the same country or elsewhere in the world.
- 6i - Understand and explain the use of land and why people settle in volatile places
- 6m - Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts.
- Describe and understand key aspects of human geography, including: economic activity including trade links **(This target will be covered throughout the unit)**
- 6q - Describe and understand mountains, volcanoes and earthquakes and their impact on physical and human geography of an area
- 6r – Confidently, select a map for a specific purpose e.g. pick an atlas to find Taiwan, OS map to find local village and to find out about other features of places e.g. find wettest part of the world and recognise a world map as a flattened globe.

Fieldwork

- 6v - Annotate sketches to describe and explain geographical processes and patterns

Big Idea

Physical and Human Geography and Place Knowledge

Vocabulary

Mountain, summit, mountain range, contour lines, elevation, terrain, continents, formation, tectonic plates, physical geography, economy

Knowledge

1. What is a mountain? Children to look at what a mountain is and to identify its main characteristics: steep slope, summit/peak, mountain range, high elevation, rugged terrain, often covered in snow and ice. – gives children a context. What is the difference between a mountain and a hill? What is a mountain range?
2. How would we locate a mountain on a map? – Children to explore contour lines on an OS map and begin to realise that the closer the contour lines are, the steeper the mountain. Spot heights are also give to tell you the height above the ground of the mountain.
3. Where do we find mountains? Children to use atlases to locate the world mountain ranges and identify which continents they are found in (Rocky Mountains, North America; The Himalayas, Asia; The Alps, Europe; The Andes, South America etc) What do we notice? Match up to the plate tectonics to show them that they form along plate boundaries, or former plate boundaries.
4. How are they formed? How are plate tectonics involved in their formation? The movement of tectonic plates can cause mountains to form. Study the different formations: Fold mountains, Fault-block mountains, Volcanic mountains, Dome mountains and plateau mountains).
5. Why do people chose to live in areas prone to natural disasters/harsh conditions? – due to economic reasons (mining, farming), cultural reasons (religious significance), or simply because they have always lived there.
6. Children to compare the Rocky Mountains, North America and The Himalayas, Asia. Were they formed differently? Climate? Culture? The Rocky Mountains are more developed with modern infrastructure whereas the Himalayas is only accessible by foot or mule. The Rocky Mountains has a diverse economy that includes agriculture, tourism, mining and oil and gas production. Whereas, the Himalayas is primarily agrarian economy and limited industrial development.

How did British people help fight a war from home?

Knowledge

- Know briefly why Britain went to war in 1939 – understanding the actions taken by Hitler that led to declaration of war and that Chamberlain was the prime minister who took Britain to war.
- Know that after war was declared, children were evacuated, though the experiences of evacuee children varied.
- Know examples of how Britain reacted to and fought back against German attack, such as rationing, evacuating and air raid shelters.
- Know that The Blitz occurred between 1940-1941, understanding that much of world war 2 in Britain was fought in the air between the RAF and the Luftwaffe. Explore the idea of the 'Blitz spirit' among British people.
- Know what occurred in our local area (Walsall and the surrounding places) during World War 2. http://www.historywebsite.co.uk/articles/Walsall/WW2.htm
- Know that much of our perception of The Home Front is based on evidence that can be regarded as propaganda and why this means we need to be cautious and ask questions when looking at this evidence.
- Know how the war was concluded and what celebrations occurred on VE day. Look beyond and consider how The Home Front changed life in Britain after the war.

DT –
•Describe the user's wants/needs and aesthetics when choosing textiles
•Talk about how they made their produce more durable.
•Know what a prototype is and why they might make one
•Understand that a single 3D textiles project can be made from a combination of fabric shapes
•Know how to do a running stitch, how to cut around a template and when it is appropriate to use glue or other techniques to attach things to fabric.
•Use a back stitch to decorate fabric or join two pieces of material.
•Use a blanket stitch: useful for sewing a fabric edge or attaching applique
•Talk about how they worked safely e.g. Needles are sharp and must be used carefully. Needles and pins should be put into a pin cushion or strip of felt when not being used. Carry scissors pointed down towards the floor and closed.

Vocabulary

Home front , World War , Military , Civilian , Rationing , Allies, Evacuation, Salvaging, Blitz, Evacuees, Gestapo, Air raid shelter, Spitfire Winston Churchill

English unit: How to survive an air raid (procedure)

Big idea

Conflict and disaster – war and military

Textiles - How do I make a 3d toy out of fabric?

Skills

History – sequencing the past
Can children:

- Place a specific event on a timeline by decade?
- Summarise the main events from a specific period in history, explaining the order in which key events happened?
- Appreciate that war/s would inevitably have brought much distress and bloodshed?
- Appreciate that significant events in history have helped shape the country we have today?
- Look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint?
- Identify and explain their understanding of propaganda?
- Describe a key event from Britain's past using a range of evidence from different sources?

DT –
•Conduct thorough evaluations of existing products considering: how well they've been made, materials, whether they work, how they've been made, fit for purpose
•Create own design criteria and specification and come up with innovative design ideas
•Use annotated sketches from more than one viewpoint and/ or exploded diagrams when required.
•Make design decisions, considering, resources and cost
•Clearly explain how parts of their design will work, and how they are fit for purpose
•Independently model and refine design ideas
•Use computer-aided designs
•Select appropriate materials, fit for purpose; explain choices, considering functionality and aesthetics
•Create, follow, and adapt detailed step-by-step plans
•Use equipment accurately e.g. weighing scales, saws
•Evaluate ideas and finished product against specification, stating if it's fit for purpose
•Test and evaluate final product; explain what would improve it and the effect different resources may have had

Why is it important to protect the UK's coastlines?

Knowledge

1. What is a coast and how are they formed? The part of the land adjoining or near the sea. The UK is an island so is surrounded by sea, therefore, we have 7,723miles of coastline. Whereas places that aren't surrounded by sea (e.g. Switzerland) has no coastline so it's a landlocked country. The UK has both rocky coastlines and coastal plains. Coastlines are formed when waves, tides and currents crash onto the shore, they wear away at, or erode, the land. (This is not a specific target but children need to have it to build their knowledge on)
2. What is erosion and what impact does it have on the coastline? Erosion is the geological process in which materials are worn away and transported by natural forces such as wind or water. This process creates different features along the coastline. Features include: bays, headlands, crack, cave, arch, stack and stump. Children to look at the formation of these and understand key terminology.
3. Why is it important we protect them? Talk about the different uses of coasts linked to land use/services the coast provides i.e. fishing, agriculture, power generation, living etc and what impact this has had over time.
4. How can we protect them? Coastal management strategies – Hard engineering - man-made structures e.g. Sea wall, gabions, rock armour, groynes. E.g. Sea wall—a wall made of concrete that reflects waves back to the sea. Positive—prevents flooding. Negative—creates a strong backwash. Expensive to build and maintain. Soft Engineering - Beach nourishment, Dune regeneration E.g. Dune regeneration—creating sand dunes by planting vegetation to stabilise it. Positive: provides a barrier, is cheap. Negative – Nourishment is expensive and limited to a small area.

Potential misconceptions:

Idea that all coasts are hot - some can be icy too.

Vocabulary

coast
erosion
gabion
groynes
backwash
regeneration
cliff
arches
stack
cave
Stump
Hard and soft engineering
Deposition
Land use
Management

English unit: The Creature (recount)

Skills

Geography

4e - Understand land-use patterns and how humans have had an impact on the environment over time (e.g. sustainability/management or destruction)

4m – Use geographical vocabulary to refer to the physical and human features of places studied/
Physical: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
Human: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. **This target will be covered throughout the unit**

Big Idea

Physical and Human Geography and Locational Knowledge