Curriculum overview (main themes)

Key Stage 1 (Years 1 and 2 – Class

	Term 1 and 2 2015 (Autumn Term 1 and 2)	Term 3 and 4 2016 (Spring Term 1 and 2)	Term 5 and 6 2016 (Summer Term 1 and 2)
2015-2016	**Geography: 'Amazing Places and Spaces'** **As Geographers we will:** • **Learn about the countries of the United Kingdom** • **Discover some of the physical an human features of the United Kingdom** • **Carry out an in-depth study of the location of the school** We will research amazing locations such as: • Outer Hebrides • Mountains – e.g Ben Nevis • Portmeirion Village • St Michael's Mount • Stonehenge • The Giant's Causeway • Hope Valley • Lindisfarne • Jurassic Coast Locate the major cities of the UK Great sculptures, monuments and buildings of the UK Fantastic bridges National Day of each country. National Anthem Location of the school and the most interesting features and wildlife As Scientists we will: • Observe seasonal changes • Study the habitats of British wildlife • Study the main features of plants and trees • Examine food chains in the British countryside	**History: 'Cracking Ideas'** **As historians we will** • **study the lives of significant individuals in Britain's past** • **Study the lives of significant individuals around the rest of the world** We will begin by looking at some Wallace and Gromit animations (funny inventions) Heath Robinson inventions (Victorian) • The World Wide Web invented by Tim Berners-Lee • Trains which began with the steam locomotive invented by Richard Trevithick and the first public railway, built by George Stephenson • Elecctric Motor, invented by Michael Faraday • Electric Light Bulb invented by Joseph Swan • The Telephone invented by Alexander Graham Bell • The television invented by John Logie Baird • The Jet Engine invented by Sir Frank Whittle • Digital computers invented by Alan Turing during World War 11 to crack enemy codes • Computer language, invented by Ada Lovelace for a mechanical computer invented by Charles Babbage • Dipped Headlights,	**Design and Technology: 'From Field To Fork'** **As designers we will:** • **Understand where food comes from** • **Use the basic principles of healthy food and a varied diet to prepare dishes** • **Collect images and samples of favourite foods.** • **Discover how food comes from plants or animals and explore how food is farmed, caught or grown** • **Explore some of the changes that happen to food as it makes its journey from the farm to our fork** • **Sort foods into groups which show which are farmed, caught or grown** • **Eat a range of foods, some of which may be new to us and explore where they come from** • **Some may be fished, farmed and some may come from other countries and continents** • **Look on maps of the world to track the journey of food** • **Research fishing and farming in the United Kingdom** • **How farmers grow potatoes**

	As Writers we will: • Present information • Write reports • Create stories • Learn some classic poems from the United Kingdom, and write some new ones of our own As artists we will: • Draw and paint images of the places we study • Create sculptures inspired by our research of sculptures around the United Kingdom As Mathematicians we will: • Add and subtract by comparing quantities we discover in our studies • Use statistics by collecting information about places	invented by Emily Canham to stop drivers being dazzled • Searchlights for spotting enemy aircraft, invented by Hertha Ayrton **As designers we will:** • Design, make and evaluate products • Build structures and use mechanisms • Investigate our homes, the school and other places to see if we can come up with ideas and make our own inventions that others may find useful **As writers we will:** • Write labels • Write lists • Write captions • Write instructions • Present information **As artists we will:** • Draw and paint images of inventions and their inventors. **As mathematicians we will:** • Measure • Use fractions • Add and subtract	**and carrots and how they rear pigs, chickens and other animals for food** • **Find out about the harvest time for crops and how this is an important time of the year** • **We will discover that we cannot eat food straight from the farm, rivers the sea or fields. We will learn how food is changed** • **Prepare everyday dishes where we wash, peel, cut and cook** • **Research everyday foods such as cheese, bread, yogurt, ham, fish fingers and orange juice to understand how food is changed on its journey to our plate** • **We will design, make and enjoy hot and cold meals.** **As scientists we will:** **Plants:** • **Identify, classify and describe the basic structure** • **Observe and describe growth and conditions for growth** **Habitats:** • **Look at environments and food chains** **Animals and Humans:** • **Identify, classify and observe** • **Look at growth, basic needs, exercise, food and hygiene** **As Mathematicians we will:** • **Practise adding and subtracting quantities in our food preparation** • **Practise measuring and reading scales accurately** • **Practise using factions, as we**

			divide quantities of ingredients and portions **<u>As artists we will:</u>** • **Develop techniques in drawing, painting and digital media as we collect images and present images of our dishes** **<u>As writers we will:</u>** • **Present information** • **Write reports** • **Produce glossaries** • **Write stories** • **Create and recite poetry**
2016-2017	<u>Design and Technology: 'Lift the Teacher'</u> **<u>As designers we will:</u>** • See if a child can lift the teacher • Explore levers – load, force, fulcrum, lever • Frostie flinging • Design a catapult • Sliders – open, close and move objects • Pivots and guides to help our sliders move in the right direction • Create an animated storyboard that shows a scene from a story • Buggies – wheels and axles • Chassis – egg safety buggy **<u>As writers we will:</u>** • Write explanations about our designs • Write instructions as to how we created our products • Present information about levers, axles and wheels • Write stories based on the use of catapults in the past **<u>As artists we will:</u>** • Create photo	<u>Geography: ' Extreme Weather'</u> **<u>As Geographers we will:</u>** • **Learn about some of the amazing weather around the world** • **Name the continents and oceans** • **Practise our mapping skills** • **Learn and practise geographical vocabulary** • **Identify patterns** • **Identify some key features of the places we study** • Watch videos and read about cyclones, tornadoes, snow storms, hot deserts, floods and other incredible weather features • Name the continents and oceans and investigate the weather and climate in tropical, temperate and cold places. • Explore the weather and climate in places around the world we have heard of and some new places too • Find out about the equator and the tropics, the Artic Circle and Antarctica • Track the weather in some of our	<u>History: 'Great and Ghastly Events.'</u> **<u>As Historians we will:</u>** • **Study significant events in Britain's past** • **Study significant events around the rest of the world** • We will explore some of the big events from British and world history some of which were great, some of which were pretty ghastly! • Look at some of the big events we have seen in our lifetime – family events, starting school. How we felt at these events and the effect they had on us. • Some of the big events in British and world history: Gunpowder Plot, The Great Fire of London, Titanic, World Wars 1 and 2, moon landings, coronation of the Queen. • Explore sources of information – stories, looking

	stories of our designs by using digital media	favourite places in the world, as well as keeping a weather chart at school. We will use this information to make comparisons • Learn about the main cloud types and keep an eye on the weather forecasts to see how weather is affected by the different cloud types **As Scientists we will:** • Observe seasonal changes • Find out which areas have the same seasons as us and where in the world things are not the same • Explore how places in the Southern Hemisphere have the opposite seasons to us **As writers we will:** • Present information • Write reports • Produce glossaries • Write stories • Write letters • Create and recite poetry **As artists we will:** • Use collage to create cloud formations • Draw and paint storms and wreckage • Use digital media to collect and change pictures of our local weather **As Mathematicians we will:** • Add and subtract by comparing temperatures to find a difference • Collect weather statistics so that we can construct pictograms, tally charts, block diagrams and tables • Take and record daily temperature and rainfall measurements	at pictures, reading accounts and information, searching for images • Find out about other big events as we carry out our research • Look at the history of events and celebrations in our own communities and across the world **As Designers we will:** • Design, make and evaluate products • Build structures and use mechanisms • Investigate our homes, the school and other places to see if we can come up with ideas and make our own inventions that others might find useful **As writers we will:** • Write labels • Write lists • Write captions • Write instructions • Present information **As artists we will:** • Draw and paint images of inventions and their inventors **As mathematicians we will:** • Write dates

2017-2018	**History: Let's Remember** **As Historians we will:** • **Look at significant events, people and places in our own locality** • Find out as much as we can about some of the local people who lost their lives during the world wars. • Examine local war memorials and find out the names of the soldiers who died • Find out about Remembrance Sunday and why people wear poppies at this time of year As artists we will: • Use experiences and ideas as the inspiration for artwork • Share ideas using drawing, painting, sculpture and collage • Learn about the work of significant artists • Create images of poppies, taking inspiration from the Tower of London poppies that were displayed for a short time in 2014 • Create sculptures of poppies using twisted paper and tissue paper • Combine to make a display collage of a field of poppies **As writers we will:** • Write labels • Write stories • Write and recite poetry • Present information **As Geographers we will:** • Use world maps, atlases and globes • Locate battlefields of World War 1 and find out which continent they were in **As Mathematicians we will:** • Practise reading and writing dates	**Design and Technology: Post a Pringle and other mega-structures** **As designers we will:** • **Learn about structures** • **Discover how to make structures stronger, stiffer and more stable** • Challenge to post a pringle to school so that it arrives in one piece, no crumbs! • Investigate how to stiffen and strengthen card to make a safe package for our Pringle • How to stiffen and strengthen everyday materials to create structures • Great pyramid challenge, Great Bridge Challenge • Build models that we refine and improve • Megastructures challenge **As writers we will:** • Write explanations about our designs • Write instructions as to how we created our products • Present information about how to strengthen materials **As artists we will:** • Create photo stories of our designs by using digital media	**Geography: Australian Adventure** **As Geographers we will:** • Compare and contrast the locality of our school with a non-European country, Australia • We will discover some of Australia's amazing places such as: • The mysterious pink waters of Lake Hillier • The stunning Katherine Gorge in the Northern Territory • The remarkable rocks and kangaroos of Kangaroo Island • The beautiful Uluru • The abundant wildlife of the Great Barrier Reef • The deep forests of the Yarra Ranges • The incredible Painted Cliffs in Tasmania • The peaks of the Australian Alps • The breathtaking Kings Canyon • The tropical Daintree Rainforest in Queensland • The fantastic views of Sydney Harbour • Brisbane, Perth and the sprawling outback inbetween • Locate the main cities and areas • How climate affects the Australian way of life. • What we should pack if we were taking a trip to Australia to explore some differences in the way British and Australians speak English

			• Everyday life, customs and leisure • Aboriginal heritage and beliefs. 'Dreamtime' and the origins of thee Didgeridoo and boomerang • How the life in the outback is very different to the coastal cities **As Scientists we will:** • Study habitats • Identify, classify and observe animals • Research some of Australia's most famous wildlife: marsupials such as the kangaroo, koala, wallaby, wombat. Mammals: dingo, Tasmanian Devil. Birds: emu, Kookaburra **As writers we will:** • Present information • Write reports • Create stories • Learn some classic poems from the United Kingdom, and write some new ones of our own **As artists we will:** • Draw and paint images of the places we study • Create sculptures inspired by our research of sculptures around the United Kingdom **As Mathematicians we will:** • Add and subtract by comparing quantities we discover in our studies • Use statistics by collecting information about places

Key Stage 2:

	Theme 1	Theme 2	Theme 3	Theme 4
2015-2016	**Geography: Land of Hope and Glory** **As Geographers we will:** • **Study the United Kingdom (UK)** • **Study its main physical and human features** • **Look at changes over time** • **Explore similarities to and differences to other European countries** • **Study one area (different to that studied in Key Stage 1) in some depth** **We will look at;** • Human features including: • A reminder of the countries and capitals of the UK • The major transport links between cities and the main ports and airports that link the UK to other countries • Some of the UK's ancient castles and monasteries, exploring the geographical reasons why they were located as they are • Some of the most recognisable buildings in the UK • The differences between town and country – urban and rural, including land use and economic activity • The effects of storms and floods in recent years, such as the Atlantic storms in Dawlish, Devon 2014. The storms washed away the cliff, leaving the railway line dangling. We will investigate how engineers found	**History: Language** **As historians we will:** • Study the development of language throughout British history, looking at: • The Stone Age • The Bronze Age • The Iron Age • The Roman invasion of Britain • The Anglo-Saxons • The Vikings • The locality of our school from Viking times to the present day • Study the language in some ancient civilisations looking at: • The Sumer • The Indus Valley • The Shang Dynasty • Ancient Egypt • Ancient Greece • Early Baghdad • The Maya • The Benin Empire We will begin by exploring the different languages spoken throughout multi-cultural Britain today, including regional dialects. We will also explore the range of languages we have experienced first-hand. We will then explore how storytellers have passed on information for centuries, sometimes through the spoken word and sometimes in writing.	**History: Achievements and Legacies** **As historians we will:** • **Study the development of transport and trade throughout British history, looking at:** • **The Stone Age** • **The Bronze Age** • **The Iron Age** • **The Roman invasion of Britain** • **The Anglo-Saxons** • **The Vikings** • **The locality of our school from Viking times to the present day** • **Study transport and trade in some ancient civilisations, looking at:** • **The Sumer** • **The Indus Valley** • **The Shang Dynasty** • **Ancient Egypt** • **Ancient Greece** • **Early Baghdad** • **The Maya** • **The Benin Empire** We will begin by exploring some of our own personal achievements and then some of the things in modern life that we consider to be big achievements, such as the construction of magnificent buildings and the invention of technologies that have transformed our lives. We will then explore some of the big achievements and legacies of civilisations throughout history. We will explore the tools and weapons of early British civilisations and one of the most iconic structures of our	**Design and Technology: Make a Banana Keyboard** **As designers we will:** • Learn about control We will experiment with a piece of equipment called the Makey Makey Kit* which enables us to control computers using everyday objects. We will apply our knowledge of conductors to see how this can be of practical use in controlling a device. We will make a banana keyboard. By connecting wires to the bananas and then to the Makey Makey, it is possible to create a tune on the computer. We will also make a games controller from Play-Doh, make an alphabet spaghetti keyboard and a water piano. When we have learned about the possibilities for controlling devices we will be set a challenge to see who can come up with the most interesting or most useful device. **As writers we will:** • Write explanations about our designs • Write persuasively to seek funding for our designs • Present information about the link between science and des

	solutions to the problems in record time. **Physical features including:** • The major mountains of Ben Nevis, Scarfell Pike and Snowdon • Some amazing places of beauty, such as the Lake District, The Giant's Causeway, The Needles, Portland Bill, the hills and valleys of Wales, the limestone caves of the Peak District and Loch Ness in Scotland • The UK's longest and local rivers, including a study of a journey of a river from source to mouth • Some of the UK's rugged and beautiful coastlines and find out how some of these features are formed **We will explore some of the changes that have taken place in the UK over time such as:** • The industrial past, such as railways, shipbuilding, coal and mineral mining and textiles industry • How disused industrial sites, like the Olympic Park, have helped to regenerate these areas • How the influence of the UK in the world over time led Edward Elgar to write a song called 'Land of Hope and Glory.' **We will compare aspects of the physical and human features of the United Kingdom with some other European countries we have studied. We will also compare and contrast cultures and practices of these countries by looking at:**	We will discover how people have worked together, communicating through signals and gestures, and later, words, in order to build complicated structures and materials. We will discover how, in the Iron Age, travelling poets would pass on stories and poetry, how the Celts began to write things down, how the Romans loved theatre and began to write – without punctuation! We will read parts of Anglo-Saxon stories such as Beowulf. We will explore early writing implements and ancient alphabets such as the Runic and Latin alphabets, Egyptian hieroglyphics, pictographic writing of the Shan Dynasty and the Phonetian alphabet of the Ancient Greeks. We will explore early Islamic stories such as the One Thousand and One Nights and Sinbad the Sailor. We will look at the folded picture books of the Mayans which were called codices and discover how only a few now remain. We will study the various ways	country – Stonehenge. We will look at the metal objects of the Bronze and Iron Ages, which was also the time that the first Scottish plaids and bagpipes were made. We will explore some of the magnificent engineering accomplishments of the Romans, including Hadrian's Wall, thermal heating and Roman baths. We will discover how the Romans, Anglo-Saxons and Vikings gave us our month and day names. We will look at some of the other great achievements since CE1066, including Tudor and Elizabethan explorers, the first moon landings and the development of medicines and healthcare. We will take a look at some of the marvellous inventions of the Victorian era and will look at some of the achievements of significant people from our local area. We will look at some of the legacies of ancient societies like the ancient Bible stories such as the Garden of Eden, the Tower of Babel, Noah's Ark and The Three Wise Men. We will discover how the Indus Valley shaped Dynasty. We will discover how the Indus Valley shaped the cultures of Pakistan and India. We will look at the fine porcelain and silk that was first created by the Shang Dynasty. We will look at Egyptian mummies and pyramids, and discover that they invented toothpaste. We will	

	• Food • Languages • Government and monarchies • National days and festivals • Weather and climate • Major sporting events in which European countries compete We will also explore the network of 53 independent countries called the commonwealth. **As writers we will:** • Present information • Write reports • Create stories and other narratives based on the human and physical features we study • Learn some classic poems from Europe, and write some new ones of our own **As artists we will:** • Draw and paint images of the landscapes and cities we study • Create sculptures • Take inspiration from some of Europe's great artists over the centuries **As mathematicians we will:** • Use statistics • Calculate time • Make calculations involving addition, subtraction, multiplication and division	language has developed since CE1066 and will look at some parts of classic plays, such as Macbeth by William Shakespeare, to see how language has changed since the time of Queen Elizabeth I. **As writers we will:** • Write stories that contain mythical, legendary or historical characters or events • Write stories of adventure based on events in history • Write non-chronological reports • Present information in a variety of ways to inform audiences of our findings • Tell stories to an audience **As mathematicians we will:** • Calculate the passing of time **As artists we will:** • Draw and paint images of some of the most interesting picture – and script-based languages • Make our own paper to use to present our own stories and information	look at one of the most fun legacies of the Mayans – chocolate! Our main focus will be on the legacy of the Ancient Greeks who gave us democracy, mathematics, the Olympic games and the marathon. **As writers we will:** • Write stories that contain mythical, legendary or historical characters or events • Write stories of adventure based on events in history • Present information in a variety of ways to inform audiences of our findings **As mathematicians we will:** • Calculate the passing of time **As artists we will:** • Draw and paint images of some of the achievements and legacies we study	
2016-2017	**Geography: Land of the Free** **As geographers we will:** • Study the continent of North America • Compare and contrast North America with the United Kingdom We will find out about some of the countries, capitals, cities, landmarks and wildlife.	**History: Transport and Trade** **As historians we will:** • Study the development of transport and trade throughout British history, looking at: • The Stone Age • The Bronze Age • The Iron Age	**History: Beliefs** **As historians we will:** • Study the development of transport and trade throughout British history, looking at: • The Stone Age • The Bronze Age • The Iron Age • The Roman invasion of Britain	**Design and Technology: Balloon Blaster** **As designers we will:** • Explore the use of axles and wheels in vehicles and, along with our work on forces in science, we will explore balanced forces.

	We will start by looking at maps of North America so we can see where it is and name some of its countries. We will then focus our studies on the United States of America (USA), looking at: Physical features: • Some of the amazing landscapes, wildlife and plant life of the National Parks • The vast mountain ranges of the Rockies, Appalachians and Sierra-Nevada • Some active volcanoes, such as Mount St. Helens, which has erupted many times, including a major eruption in 1980 • The San Andreas fault – the USA's earthquake zone • The Great Lakes that border the USA and Canada, and Niagara Falls • We will discover some of the incredible weather features such as the violent tornadoes in 'Tornado Alley', the summer wild fires of California and the dramatic drops in temperature that some states experience during winter • Some of the great rivers, such as the Colorado and the Mississippi We will compare and contrast some of these features with those in the United Kingdom Human features: • The states and cities, focusing on the skyscrapers and monuments of New York, the home of Hollywood – Los Angeles, the home of the Golden Gate Bridge – San Francisco, the Windy City – Chicago, and the home of government – Washington DC • The Hoover dam in Arizona • Land use and economic activity in some of the areas	• The Roman invasion of Britain • The Anglo-Saxons • The Vikings • The locality of our school from Viking times to the present day • Study transport and trade in some ancient civilisations, looking at: • The Sumer • The Indus Valley • The Shang Dynasty • Ancient Egypt • Ancient Greece • Early Baghdad • The Maya • The Benin Empire We will begin by looking at the many types of transport we have today, such as cars, trains, boats, aeroplanes, buses and people-powered transportation all over the world, such as rickshaws. We will also look at transport into space, including exciting plans to take passengers into space. We will also explore some of the everyday goods and resources we use that are traded around the world. We will then go back in time to explore the development of transport and trade in world history. We will find out that travelling on foot and later by animals was the only form of transport for many centuries. We will discover the types of animals and carts that were used during the Stone, Bronze and Iron ages. We will look at how these forms of transport developed through Roman, Anglo-Saxon and Viking times. We will also look at some of the earliest	• The Anglo-Saxons • The Vikings • The locality of our school from Viking times to the present day • Study transport and trade in some ancient civilisations, looking at: • The Sumer • The Indus Valley • The Shang Dynasty • Ancient Egypt • Ancient Greece • Early Baghdad • The Maya • The Benin Empire We will begin by looking at all of the major religions we have studied through our religious education. We will remind ourselves of each religion's key beliefs and the features of places of worship so that we gain an overview of the similarities and differences. We will then explore the development of beliefs in British history. We will look at the significance of cave painting in the early Stone Age and the later stone circles and henges. We will look at Bronze Age beliefs by studying the Amesbury Archer. We will find out about Iron Age druids whose beliefs were linked to nature, with the hare and mistletoe being sacred to them. We will find out about how the Romans tried to stop the work of the druids as they found them too powerful, and look at some of the Roman gods. We will look at the changes during Anglo-Saxon times from an early period of pagan gods to a later widespread belief in Christianity.	We will use our understanding of design and science to take place in the Bottle Car Race Challenge. Linked to our work in history involving conflict in the past, we will explore the use of catapults and examine the mechanisms involved. We will take place in the Plastic Spoon Catapult Challenge to see how far we can propel a chocolate Malteser. We will explore how cams turn rotary motion into linear movement. We will experiment with different forms, create a crawling caterpillar with each segment on its own cam and use this knowledge to design and make our own toy for younger children. We will explore levers and discover how to create a range of movements by changing the pivotal point. We will use this knowledge to create our very own Flappy Bird toy. We will discover pulley power and how heavy loads may be lifted with little energy using a pulley. We will design our own pulley mechanisms and combine them with other machines. We will explore the use of gears and gear trains. We will discover how to 'gear up' to change slow motion into fast and 'gear down' to change fast

	we study We will study some of the diverse cultures across the USA, including a study of some Native American people. We will find out about some of the national festivals, such as Thanksgiving and the 4th of July. We will explore the origins of the national flag: the Stars and Stripes. We will also look at some past historical figures such as John F. Kennedy and Martin Luther King. We will compare and contrast some of these features, events and people with those in the United Kingdom. **As writers we will:** • Present information • Write reports • Create stories and other narratives • Learn some classic poems from the United States, and write some new ones of our own **As artists we will:** • Draw and paint images of the landscapes and cities we study • Create Dream Catchers, inspired by our studies of Native American Chippewa • Take inspiration from some of America's great artists **As mathematicians we will:** • Calculate time by exploring journey times from the UK to different parts of the USA and by looking at time differences across the USA • Use statistics by exploring data about cities, populations and other information we discover	boats, such as the Bronze Age Dover boat through to Anglo-Saxon and Viking oared longboats. We will find out about the growing importance of sea travel after CE1066, looking at the development of trade routes throughout the Middle Ages to the present day container ships that deliver goods all over the world. We will discover that finding food and trading were the major reasons for transport and will look at some of the most important items people traded throughout history, such as tools in the Stone Age, expertise to create new materials in the Bronze Age, food and wine, as well as the movement of troops in Roman times. We will find out about the trade of salt, iron and wood in Anglo-Saxon and Viking times and nowadays almost everything we use. We will also find out about the 'Silk Road' which linked Ancient China to the West. **As writers we will:** • Write stories that contain mythical, legendary or historical characters or events • Write stories of adventure based on events in history • Write non-chronological reports • Present information in a variety of ways to inform audiences of our findings • Tell stories to an audience **As mathematicians we**	We will explore some of the Viking gods, such as Woden and Thor, and discover how they became the names of some of our days of the week. We will look at some beliefs after CE1066 such as witch-hunts in the 1500s, the fight between Henry VIII and the Pope, leading to the Reformation, and the differences in beliefs that led to the Gunpowder Plot. We will look at some of the beliefs of ancient civilisations, such as the animal and sometimes human sacrifices of many civilisations. We will particularly focus on the beliefs of the Ancient Egyptians, the Ancient Greeks and the Mayans but we will also find out about the beliefs held in Ancient Baghdad. **As writers we will:** • Write stories that contain mythical, legendary or historical character or events • Write stories of adventure based on events in history • Present information in a variety of ways to inform audiences of our findings **As mathematicians we will:** • Calculate the passing of time **As artists we will:** • Draw and paint images of some of the beliefs, symbols and places of worship we study	motion into slow. We will also discover, linked to our work on forces in science, that there is always a trade-off when using machines. Gearing down may create more speed but the trade-off is less force. Finally, we will explore the main types of simple machines: including planes, levers, pulleys, wedges and screws. We will find out the uses of each of them and we will take part in the Balloon Blaster Challenge, where we will be required to make a device that uses all of these machines in order to pop a balloon. Throughout all of our challenges and tasks we will need to consider the purpose of our work, and design, make and constantly evaluate and refine our products so that they improve over time. We will also use a range of practical skills and improve our presentation of our products. **As writers we will:** • Write explanations about our designs • Write persuasively to seek funding for our designs • Present information about the link between science and design **As artists we will:** • Draw, paint, sculpt, create textiles or digital media, as appropriate, to give

		will: • Calculate the passing of time **As artists we will:** • Draw and paint images of some of the wonderful forms of transport we have looked at, both ancient and modern • Create models of ancient dhows		good quality finishes to our products
2017-2018	**Geography: Earthquakes, Zones and Volcanoes** **As geographers we will:** • Investigate patterns of earthquakes, mountains and volcanoes • Explore the different climatic and vegetation zones of the world • Find out about where natural resources are found • Explore how countries are linked through their use of natural resources We will look at: Physical features of our world such as: • The 'ring of fire' – an amazing area of the world where most of the volcanoes and earthquakes may be found • The different types of volcano that may be found around the ring of fire • The incredible range of temperature zones from the poles to the tropics and how the vegetation and animals differ in these places • Places where we find our most precious life resources – water, food and energy • Places where we find our most precious economic resources – precious	**History: The Arts** **As historians we will:** • Study the development of the arts throughout British history, looking at: • The Stone Age • The Bronze Age • The Iron Age • The Roman invasion of Britain • The Anglo-Saxons • The Vikings • The locality of our school from Viking times to the present day • Study the arts in some ancient civilisations looking at: • The Sumer • The Indus Valley • The Shang Dynasty • Ancient Egypt • Ancient Greece • Early Baghdad • The Maya • The Benin Empire We will begin by looking at some of the world's most well recognised art works and artists. We will explore paintings by modern artists such as Banksy, a range of	**History: Conflict** **As historians we will:** • Study the development of transport and trade throughout British history, looking at: • The Stone Age • The Bronze Age • The Iron Age • The Roman invasion of Britain • The Anglo-Saxons • The Vikings • The locality of our school from Viking times to the present day • Study transport and trade in some ancient civilisations, looking at: • The Sumer • The Indus Valley • The Shang Dynasty • Ancient Egypt • Ancient Greece • Early Baghdad • The Maya • The Benin Empire We will begin by looking at some of the major conflicts the world has seen – World War I and World War II. We will also explore our present day forces – the Army, the Royal Navy and the Royal Air Force.	**Design and Technology: Shake Things up and other structure challenges** **As designers we will:** • Learn about structures • Explore how to strengthen and stabilise our structures We will find out about how one of the biggest challenges in earthquake zones, such as California in the USA, is to create buildings that can withstand the shake of an earthquake. We will research shear forces and ways engineers design earthquake-proof buildings. Our Shake Things Up Challenge will be to build a shake platform to test our prototypes and modify them until they keep the occupants of our buildings safe. We will also explore different ways to create buildings from blocks and shapes. To do this we will create

	metals, diamonds and energy • The location of major mountain chains of the world and a look at how they have formed over many millions of years Human features of our world, such as: • Economic activity in different zones throughout the world • How countries trade their natural resources • Some of the deepest mines and the fantastic machinery that extract natural resources • Some of the concerns about the overuse of some of the world's natural resources such as rainforest timber, fish and even helium – the party balloon gas that is becoming rarer by the day • We will explore how scientists are trying to develop new energy resources and technologies • How communities and engineers deal with volcanic eruptions and earthquakes **As writers we will:** • Present information • Write reports • Create stories and other narratives based on the human and physical features we study • Write poetry based on the volcanic eruptions **As artists we will:** • Draw and paint images of volcanoes, earthquakes and zones we study • Create sculptures • Take inspiration from some of the world's greatest artists in each of the zones we visit **As mathematicians we will:**	classic British artists such as Turner and European artists such as Salvador Dali, Monet, Van Gogh and Leonardo da Vinci. We will look at the importance of the arts in society and find out about some artworks from the locality of our school. We will then look at art in British history, beginning with the cave art and carved stones of the Stone Age, Bronze Age rock art, Iron Age Celtic art with its magnificent geometric shapes and the white horses carved into chalk hillsides. We will look at the frescoes and mosaics of Roman times and the wonderful illuminated manuscripts of Anglo-Saxon times, especially the Lindisfarne Gospels. We will explore the intricate wood carvings on Viking ships and then explore some of the big arts movements of Tudor times and modern Britain, such as the Arts and Crafts movement of 1860-1910. We will look at art in ancient civilisations, such as Ancient Egyptian wall art and jewellery, Ancient Greek plates and vases and some of the fantastic and ornate arabesque repeating patterns of early Islamic civilisations. We will also look at the magnificent coloured feather headdresses of the Mayans.	We will then go on to look at conflict throughout history. Evidence suggests that the Stone Age was quite a peaceful time, with people moving around looking for food, but development of swords in the Bronze Age is the first clue that conflicts were beginning to arise. We will look at Iron Age warriors, who tattooed themselves with a blue dye called woad and spiked their hair to frighten their enemies. We will look at Roman weapons, armour and tactics and compare them with those used by people like Boudica who fought against Roman occupation of Britain. We will also explore how Vikings invented the stirrup for riding on horseback, which helped them to control horses, and we will look at the weapons and armour they fought with. We will look at some major conflicts after CE1066 in Britain, including the Peasants' Revolt, the Wars of the Roses, the Reformation and the Civil War. We will look at some of the castles and fortifications that remain from past conflicts. We will explore some of the weapons and conflicts of some ancient societies focusing on some of the violent customs of the Mayans and the Spanish Conquistadors who colonised Mexico. We will take the opportunity to look at some of the reasons for	our own 'Angry Birds' structures out of real materials to see how we can withstand the birds crashing into them! We will discover how arches are very strong shapes and we will see how architecture throughout the ages has used the arch to create stable structures and openings. We will take the Sugar Cube Arch challenge, where we will have to build our own arches out of sugar cubes. We will explore how to stiffen and strengthen materials by rolling, folding and combining them. We will take part in the Paper Chair Challenge where we will need to make a chair that will hold our own weight out of paper! Our next challenges will be to make a Tin Foil Tower that is strong and stable and uses only paper and tin foil, a spaghetti structure that turns a brittle material into a strong structure, and a house of cards which will turn flexible and light playing cards into a strong, stable house. Finally, we will take part in the Great Bridge Challenge, where we will need to use all of our knowledge of structures to build a suspension bridge that is at least half a metre in length. The winner of the challenge will be the team with the best designed and strongest bridge.

	• Use statistics • Calculate time • Make calculations involving addition, subtraction, multiplication and division	We will also explore the development of music and dance throughout history by studying the types of musical instruments in some of the time periods we study. **As writers we will:** • Write stories that contain mythical, legendary or historical characters or events • Write stories of adventure based on events in history • Write non-chronological reports • Present information in a variety of ways to inform audiences of our findings •Tell stories to an audience **As mathematicians we will:** • Calculate the passing of time **As artists we will:** • Draw and paint images of some of the amazing artworks we look at, adopting brush strokes and styles inspired by those used by the artists • Create images and artworks inspired by Mayan feather headdresses	conflict and research in depth some of the tragic events of World War I. **As writers we will:** • Write stories that contain mythical, legendary or historical characters or events • Write stories of adventure based on events in history • Write letters in role of a World War I soldier, based upon the book 'Love Letters from the Great War' (published by Macmillan 2014) • Present information in a variety of ways to inform audiences of our findings • Read aloud poetry about war and conflicts to an audience **As mathematicians we will:** • Calculate the passing of time • Calculate using information about World War I **As artists we will:** • Draw and paint images of some of the weapons, armoury and fortifications we study • Study still life poppies and use watercolour to paint images inspired by the poppy fields of Flanders	**As writers we will:** • Write explanations about our designs • Write persuasively to seek funding for our designs • Present information about earthquakes and forces • Write stories based on the 1906 earthquake disaster in San Francisco • Write poems to convey the horrors of earthquakes **As mathematicians we will:** • Describe the properties of 3D shapes **As artists we will:** • Create drawings and paintings of earthquake destruction
2018-2019	**Geography: Eurovision** **As geographers we will:** • Study Europe	**History: Buildings** **As historians we will:** • Study changes in buildings throughout	**History: Rich and Poor** **As historians we will:** • Study differences in the lives of rich and	**Design and Technology: Art Bot and other electronics challenges**

	We will be finding out about some of the most exciting and beautiful places and the countries and capitals of our home continent, Europe. We will look at: • Human features, including: • The countries, capitals, major cities and airports • Some of the most famous landmarks, such as the Shard in London (Europe's tallest building), the Eiffel Tower in Paris, Sagrada Familia Cathedral in Barcelona, the Leaning Tower in Pisa, St Basil's Cathedral in Moscow, the Colosseum in Rome, the Acropolis in Athens, the Brandenburg Gate in Berlin, Stonehenge in Wiltshire and the ancient city of Nessebar in Bulgaria • Physical features, including: • The Matterhorn – one of the most distinctive mountains in the world – on the border of Switzerland and Italy • The Dune of Pilat – the largest sand dune in Europe – in France • Davolja Varos – two hundred and two incredible rock columns that tower into the air – in Serbia • The spectacular scenery of the Fjords of Norway • The Northern Lights (Aurora Borealis), seen from Abisko, Sweden – one of the best places in the world to spot them • The seas, lakes and oceans of Europe • Mountains and volcanoes We will discover some of Europe's flags and emblems and some significant people and events. We will find out about the vast range of foods and culture around Europe.	British history, looking at: • The Stone Age • The Bronze Age • The Iron Age • The Roman invasion of Britain • The Anglo-Saxons • The Vikings • The locality of our school from Viking times to the present day • Study the nature of buildings in some ancient civilisations, looking at: • The Sumer • The Indus Valley • The Shang Dynasty • Ancient Egypt • Ancient Greece • Early Baghdad • The Maya • The Benin Empire We will begin by looking at some of the most famous and fantastic buildings from around the world as it is today. We will then use this to compare the similarities and differences throughout the ages. We will discover how the earliest people in Britain were hunter-gatherers, who moved around and made homes where they could. We will find out when the first permanent buildings began to appear and how they developed over the centuries. We will explore the materials that were used and study some of the designs. We will look at the rise and fall of Roman buildings as Romans invaded, settled and then left Britain. We will see that after the Romans left Britain, their buildings fell into decline and most buildings for centuries after that	poor throughout British history, looking at: • The Stone Age • The Bronze Age • The Iron Age • The Roman invasion of Britain • The Anglo-Saxons • The Vikings • The locality of our school from Viking times to the present day • Study the differences between rich and poor in some ancient civilisations, looking at: • The Sumer • The Indus Valley • The Shang Dynasty • Ancient Egypt • Ancient Greece • Early Baghdad • The Maya • The Benin Empire We will begin by comparing and contrasting the lives of some of today's richest and poorest people, looking at food, housing, ways of making a living, clothes, jewellery and entertainment. We will then discover that throughout British and ancient world history there is evidence of differences in the lifestyles of rich and poor. We will find out about how society began to develop into groups of people with their different skill levels, leading to differences in status. We will discover how the types of food, clothes, housing, jewellery, burial, transport and entertainment differed as a result of status. We will discover how some people have been	**As designers we will:** • Learn about electronics • Explore how to combine our knowledge of electrical circuits with design to create a variety of fun and useful products We will combine motors with other materials to create an 'Art Bot' which will dance around a piece of paper, drawing as it goes. We will discover Potato Power - how potatoes may be used to create electricity that can power a small LED (light emitting diode). We will combine our knowledge of mechanisms with our knowledge of circuits and create an electric car. It will be put through its paces, having to climb steep slopes, so we will need to use our knowledge of friction to make sure it meets the challenge. Finally, we will use our knowledge of circuits to create an intruder alarm. Throughout all of our challenges and tasks we will need to consider the purpose of our work, and design, make and constantly evaluate and refine our products so that they improve over time. We will also use a range of practical skills and improve the presentation of our products. **As writers we will:** • Write explanations about our designs • Write persuasively to seek funding for our designs

	We will look at the varying weather and climate, including the differences between Northern and Southern Europe. We will compare and contrast the United Kingdom with parts of Europe **As writers we will:** • Present information • Write reports • Create stories and other narratives based on the human and physical features we study • Learn some classic poems from Europe, and write some new ones of our own **As artists we will:** • Draw and paint images of the landscapes and cities we study • Create sculptures • We will take inspiration from some of Europe's great artists over the centuries **As mathematicians we will:** • Use statistics • Calculate time • Make calculations involving addition, subtraction, multiplication and division	were farm based. We will piece together evidence by looking at a range of sources of evidence. We will look at the changes in buildings in our own locality since CE1066. We will study some of the amazing buildings of ancient civilisations such as the ziggurat temples of the Ancient Sumer (which the architects of the MI5 building were inspired by), the palace cities of the Shang Dynasty, the Pyramids of the Ancient Egyptians, the Acropolis and Olympia of Ancient Greece, the 'Round City' of Ancient Baghdad, the Mayan temples and many other buildings. **As writers we will:** • Write stories that contain mythical, legendary or historical characters or events • Write stories of adventure based on events in history • Write non-chronological reports • Present information in a variety of ways to inform audiences of our findings **As mathematicians we will:** • Calculate the passing of time • Use Roman numerals **As artists we will:** • Draw and paint images of buildings • Sculpt in the style of some ancient artefacts	controlled by others and used as 'slaves'. We will find out about the social structures of emperor, senator, citizens and slaves that developed during Roman times and continued in Anglo-Saxon times. We will look at some of the differences in rich and poor in Britain since CE1066. We will also discover how some reforms helped the lives of everyone, including the National Health Service. **As writers we will:** • Write stories that contain mythical, legendary or historical characters or events • Write stories of adventure based on events in history • Write non-chronological reports • Present information in a variety of ways to inform audiences of our findings **As mathematicians we will:** • Calculate the passing of time **As artists we will:** • Draw and paint images of jewellery, buildings and people throughout history	• Present information about the link between science and design **As artists we will:** • Draw, paint, sculpt, create textiles or digital media, as appropriate, to give good quality finishes to our products