

## Yearly overviews 2022-2023

Key documents: [NC hyperlink](#), [UN SDGs](#) and [ISTE](#)

*This curriculum is designed to inspire inquisitive, resourceful and knowledgeable global citizens. We aim to develop cultural capital\* to underpin academic success through real-life, relevant experiences and a broad and balanced provision. We encourage personal growth through independent enquiry, discussion and reflection. We promote inclusivity through a balanced global perspective. Curriculum design and teaching combine a systematic approach to identified concepts with wide-ranging opportunities for incidental learning.*

Year 6	Autumn 1	Autumn 2*	Spring 1	Spring 2	Summer 1	Summer 2	
Theme	<b>World War 2</b> Need to know: -the situation leading into war: Chamberlain, Hitler then Churchill after the invasion of Poland -The main axis/allies countries in the war, and how the colonial superpowers used their subjects (Indian/Pakistani/Australian) -pivotal battles/turning points – D Day, Battle of Britain, The Blitz, Stalingrad, Battle of the Pacific– timeline of key battles in the war -Life on the home front: the role of women in the war, evacuation to the countryside - Persecution of Jews in Europe -Pearl Harbour made America enter the war & What ended the war in the Pacific?		<b>Blue Planet</b> Need to know: -the oceans of the world, including the main gyres and ‘garbage patches’ -case study of ducks which spilt into the ocean, creating a study of the gyres -main geographical features: Marianna trench, Great Barrier Reef, Mauna Kea, Challenger Deep, Bay of Fundy and the Mid-Atlantic Ridge -what is being done to curb global plastic pollution -the effect of plastics being in the food chain on humans -the effect on wildlife of the oceans by pollution-coral, fish and cetaceans using WWF site (below) and the creation of hypoxic zones <a href="https://www.wwf.org.uk/get-involved/schools/oceans-and-plastics">https://www.wwf.org.uk/get-involved/schools/oceans-and-plastics</a> -how recycling is used and businesses are moving to curb plastic waste <a href="https://www.kidsagainstplastic.co.uk/tag/ks2/page/9/">https://www.kidsagainstplastic.co.uk/tag/ks2/page/9/</a>		<b>Pop</b> Need to know: -the blitz left many areas of east London in rubble- birth of the new town-Brutalist architecture -compare postwar Britain to postwar America -the reasons for the birth of the NHS by Clement Attlee -Windrush immigration and how it changed British culture -immigration and the rise in tensions, Brixton Riots -pop music and fashion changed from traditional to garish, bold and new, influenced by positivity post-war		<b>Democracy and philosophy</b> Need to know: -In ancient Athens, citizens would gather on a dusty hill called the Pnyx. Here they would decide the city’s laws. This was ‘democracy’ or ‘rule by the people’. -government worked by writing names on an ostrakon. This determined the punishment and guilt of a person -compare democracy then in Greece to now in the UK -Socrates and Plato’s theories on what is a good life? Compare to Zeno and Epicurus - democratic process in the UK
Fieldwork	Imperial War Museum		Aquarium		V&A Museum	Houses of Parliament	
English	Formal letter, informal diary entry, poetry	Newspaper, persuasive argument	Scientific report, Persuasive job application		Suspense narrative, historical diary extracts	Balanced argument, descriptive writing	
Reading	Goodnight, Mister Tom, Once		Floodland		Skellig	The Journey	
Non-Fiction	Anne Frank’s diary extracts		Survivors by Kerry Hyndman		The Place for Me – Stories about the Windrush	Current High quality Newspapers articles – The Times, Guardian	
Unit summary	Analysing the causes of WW2’s onset, children investigate the key battles and turning points, the role of colonialism in the war and observe the changes society underwent on the home front, comparing accounts from the war from multiple perspectives.		Building on geographical understanding of the oceans of our planet, children analyse the types of oceans on the planet and how human influence is changing them, and what it means for humanity.		Following on from the WW2 unit, children look at society and how the post-WW2 era developed from the legacy of war, resulting in the multicultural UK we have today.	Linking back to the time between the empires of Ancient Egypt and Rome (y3), children look at how the first democracy began and the reason for its emergence. They follow the route of democracy into modern Britain, comparing law and ethics in Ancient Greece to the UK now.	

Key question/ Moral question	<i>What were the causes and consequences of WW2? Is it OK to stand back if something bad is happening? <u>SDG 16</u></i>		<i>How are the oceans of the world changing? Can we treat our waters as an infinite resource? <u>SDG 14</u></i>		<i>How did British society change after WW2? How should we view immigrants? <u>SDG 10</u></i>	<i>How did ancient Greece influence us today? Does democracy always mean fairness for all? <u>SDG 9, SDG 16</u></i>
Science	Electrical Circuits	Animals including Humans	Evolution and Inheritance	Living things and habitats	Light	Sc1 investigations
DT/Art	Steady hand game	Steve McQueen drawing	Navigating the World	Turner's Seascapes	Pop Art: Takashi Murakami, Patrick Caulfield and Andy Warhol	Waistcoats
Music CYCLE 2 2021 - 2022	<i>Elements of music (Pulse, Rhythm, Pitch/Melody) African Drumming + Solfege/Keyboard</i>		<i>Pop music + Jazz Ukulele/Keyboard + Songwriting</i>		<i>Instruments of the orchestra + World music Eras of music/ Samba</i>	
PE	Circuits and Fitness Dance		Gymnastics Tennis		Athletics Tag Rugby	
Computing	Online safety, Coding and Spreadsheets		Blogging, Text Adventures, Networks		Quizzing, Binary	
French	Phonics lesson 1+2	Family	Pets	Olympics	At School	At the Weekend
RE	Ritual	Incarnation	Interpretation	Creation stories	Sacred Places	Humanism

Year 5	Autumn 1	Autumn 2*	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	<b>Marvellous Medicine</b> <b>Need to know:</b> -ancient treatments such as trepanning, amputation and acupuncture -how WW1 and 2 led to the development of penicillin and plastic surgery -treatments in Tudor times such as bloodletting and nosebags (black death) -comparing the Covid 19 pandemic to the Spanish flu -John Snow discovering the source of the cholera epidemic in London 1856 -The development of the NHS to treat all people after WW2	<b>Extreme Earth</b> <b>Need to know:</b> -that tectonic plates cause seismic activity such as earthquakes or tsunamis -human responses to disasters- housing, procedures, rescues -case study: Japan 2011 or Indian ocean 2004 -relate Pompeii to similar modern-day volcanoes such as Merapi, Indonesia -use maps to identify places at risk of natural disasters based on climactic conditions or relation to tectonic plates -know how volcanoes are created and earthquakes happen	<b>Stargazers</b> <b>Need to know:</b> -the heliocentric model by Copernicus in 1543 changed perceptions of a 'flat Earth' -development of rockets -Galileo's experiments -the space race was borne out of the Cold War and the race for technological superiority -'Hidden Figures' – black female mathematicians involved in NASA 1958 -look at Area 51 and alien 'abductions' and how these historical accounts could be false -	<b>Ocean traders</b> <b>Need to know:</b> - the Silk Route and the East India Trading Co -British Empire and its trading partners -the main trade routes in the modern day, tracking the journey of a product on freight ships across the world -where products we use every day come from and which countries provide the materials we rely on like sugar -the importance of Fairtrade -the effects palm oil plantations is having in SE Asia	<b>Changing faces of the monarchy</b> <b>Need to know:</b> -William the Conqueror – how does someone become monarch -Catholicism across Europe vs Henry VIII -James II vs Guy Fawkes -Look at the introduction of CoFE by Henry VIII and why -Study what happened to the Spanish Armada -Britain's colonial legacy in India -Oliver Cromwell, abolished the monarchy, Restoration after. Link to modern-day monarchy – does Britain need it? -Queen Victoria's role as Empress of India after the war (East India Company)	<b>Pole to Pole</b> <b>Need to know:</b> -lines of latitude and longitude -locational descriptions using geographical landmarks and 8-point compass directions -the rate at which the poles are melting and the consequences of this; -what is causing the poles to melt; -the biomes which will be traversed to pass through the equator en route to Antarctica.  Use resource: <a href="https://www.natgeokids.co.uk/uk/primary-resource/north-south-poles-primary-resource/">https://www.natgeokids.co.uk/uk/primary-resource/north-south-poles-primary-resource/</a>

<b>Key question/ Moral question</b>	<i>How has medicine advanced since the earliest civilizations? Should vaccines be compulsory? <a href="#">SDG 3</a></i>	<i>What are the causes and effects of natural disasters? Are we obligated to help other countries when a disaster occurs? <a href="#">SDG 11</a></i>	<i>How have our ideas about space changed over history? As space travel becomes more possible, should countries be allowed to 'own' land in space? <a href="#">SDG 11, 17</a></i>	<i>How have we relied on the oceans to live the lives we live? Who is responsible for the palm oil plantations destroying rainforest in southeast Asia? <a href="#">SDG 12, 17</a></i>	<i>How did an absolute Monarchy result in the Spanish Armada? What role, if any, should a monarch have today? <a href="#">SDG 16</a></i>	<i>What parts of the world can I see if I journey from North pole to South? How will humans have changed the world when the poles melt? <a href="#">SDG 13</a></i>
<b>Fieldwork</b>	Old Operating Theatre	Natural History Museum	Planetarium – Greenwich?	Cutty Sark?	Tower of London	Thames Barrier
<b>English</b>	Diary writing, narrative	Persuasive letters, suspense narrative	Fiction narrative, Non-chronological texts	Historical fiction, newspapers	Diary writing, biographies	Non-chronological reports
<b>Reading</b>	Kensuke's Kingdom	Shackleton's Journey	Jamie Drake Equation	The Explorer	Clockwork	The Savage
<b>Non-fiction</b>	High quality news articles <a href="#">Japanese 'wartime soldiers' found in Philippines</a>   <a href="#">Japan</a>   <a href="#">The Guardian</a>	Shackleton's journal (website): <a href="#">How Ernest Shackleton recruited his Antarctic crews</a>   <a href="#">Journal</a>	High quality newspapers Articles covering the 'Wow' signal	Extracts from The Lost City of Z; articles on Percy Fawcett	Research on how clockwork works	High quality news article <a href="#">How to be human: the man who was raised by wolves</a>   <a href="#">Spain</a>   <a href="#">The Guardian</a>
<b>Unit summary</b>	Beginning with the first treatments for illness, we take a tour through the ages, noting how treatments for illness have changed.	Through mapping case studies of natural disasters caused by plate tectonics, children investigate what the effects on inhabitants of places at risk and the measure put in place to protect them.	Starting with humans' first speculation on the cosmos, children look at humanity's first theories of, and endeavours to, discover more about space, and whether anyone is out there...	From the earliest trade routes on the Silk Road, children explore how trade changed with the rise of colonialism and the legacy it left behind. Focus on palm oil and its devastating effect on the environment.	Starting with the creation of a Tudor Dynasty after the War of the Roses, children look at how Britain moved away from the Catholic church in Rome, creating an enemy in the Pope. After victory against the Armada, children see how Britain briefly became a republic and later on, a colonial superpower.	Starting in the Arctic, children plot a route southbound on a journey to the Antarctic. They must include all the features on the checklist though!
<b>Science</b>	<b>Humans and Animals</b>	<b>Materials</b>	<b>Earth and Space</b>	<b>Forces</b>	<b>Living Things &amp; Habitats</b>	<b>Sc1</b>
<b>DT/Art</b>	<b>Drawing:</b> anatomical drawings based on Hans Holbein	<b>Pompeii sculptures</b>	<b>Mechanisms:</b> pop up book of the solar system	<b>Structures:</b> bridges	<b>Royal Architects:</b> Wren	<b>e-Greetings cards</b>
<b>Music CYCLE 2 2021 - 2022</b>	<i>Elements of music (Pulse, Rhythm, Pitch/Melody)</i>  African Drumming + Solfege/ Keyboard		<i>Pop music + Jazz</i>  Ukulele/keyboard + Songwriting		<i>Instruments of the orchestra + World Music</i>  Eras of music/ Gamelan	
<b>RE</b>	<b>Identity</b>	<b>Angels</b>	<b>Ritual</b>	<b>Suffering</b>	<b>Creation</b>	<b>Enlightenment</b>
<b>French</b>	Phonics lesson 1+2	Family	Pets	Olympics	At School	At the Weekend
<b>PE</b>	<b>Tag Rugby and Fitness</b>		<b>Cricket and Dance</b>		<b>Tennis and Athletics</b>	
<b>Computing</b>	<b>Online safety, coding and MS Word</b>		<b>Databases, Game creator, Modelling</b>		<b>Concept maps, spreadsheets</b>	

<b>Year 3/4</b>	<b>Autumn 1</b>	<b>Autumn 2*</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
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<p><b>Topic Title</b></p>	<p><b>Invasion and settlement</b></p> <p><b>Need to know:</b></p> <ul style="list-style-type: none"> <li>- Roman withdrawal of Britain in AD 410</li> <li>- Scots invasion to northern Britain from Ireland</li> <li>- village life as an Anglo Saxon, places like West Stow</li> <li>- Anglo Saxon art and culture</li> <li>- Christian conversion- Canterbury and <u>Lindisfarne</u></li> <li>- Britain was divided into 7 kingdoms, and governed differently</li> </ul> <p><b>*Viking = occupation, Norse = people group</b></p> <ul style="list-style-type: none"> <li>- the Viking destruction of Lindisfarne, despite England welcoming the invaders</li> <li>- resistance by Alfred the Great</li> <li>- further Viking invasions, and why they came to Britain</li> <li>- Viking longboats design and purpose</li> <li>- the battle of 1066 and death of Edward the Confessor</li> <li>- The Bayeux Tapestry</li> </ul>	<p><b>Keen to be Green!</b></p> <p><b>Need to know:</b></p> <ul style="list-style-type: none"> <li>- mapping using a developed key, 6-figure grid references and noting human and physical features such as the canal, Paddington Rec, etc.</li> <li>- note how these features have changed physically due to global warming</li> <li>- use fieldwork to record, observe and measure pollution, noise levels or traffic volume in Paddington</li> <li>- changes happening to the earth's climate due to global warming caused by pollution</li> <li>- what we can do to prevent further global warming</li> <li>- 8 compass point directions: N,S,E,W, NNW etc.</li> </ul>	<p><b>Benin</b></p> <p><b>Need to know:</b></p> <ul style="list-style-type: none"> <li>- Benin was located in the southern forests of West Africa, formed by the Edo people</li> <li>- was a trading hub for many products which made the country rich and powerful</li> <li>- development of agriculture</li> <li>- the powers that an Oba had in Benin were comparable to King/Queen</li> <li>- the kingdom began with small groups run by Ogisos, but were united into a kingdom, and later an empire who by?</li> <li>- daily life in Benin across society, compared to people in the UK at the same time</li> <li>- what brought about the end of the Benin Empire</li> </ul>	<p><b>Farm to Fork</b></p> <p><b>Need to know:</b></p> <ul style="list-style-type: none"> <li>- how land is used for agriculture in the UK, what are its main crops</li> <li>- how has land use changed over time</li> <li>- how crops are transported to supermarkets</li> <li>- how fairtrade affects farmers who produce coffee for the UK</li> <li>- how we export goods to other countries, in particular meat and dairy</li> </ul>	<p><b>Mountains, Rivers and Coasts</b></p> <p><b>Need to know:</b></p> <ul style="list-style-type: none"> <li>- how a river begins its journey and makes its way to the sea</li> <li>- the water cycle's role in fresh water in our rivers</li> <li>- the main rivers of the world and the main mountain ranges</li> <li>- the importance of rivers to civilizations such as London, linking the founding of London to the Thames</li> <li>- coastal erosion in the UK and methods to protect houses at risk. Case Study of Seven Sisters</li> <li>- how mountains are created and the conditions at the peaks</li> </ul>
<p><b>Key question/ Moral question</b></p>	<p><i>How has migration shaped the UK?</i></p> <p><i>Was society less fair in the past than ours now?</i></p> <p><u><a href="#">SDG 16</a></u></p>	<p><i>How 'green' is our local area?</i></p> <p><i>Can tourism be used to boost people's understanding of the environment?</i></p> <p><u><a href="#">SDG 8</a></u></p>	<p><i>How does society in Benin compare with that in Europe at that time?</i></p> <p><i>What makes trading fair?</i></p> <p><u><a href="#">SDG 8</a></u></p>	<p><i>How does my food end up on my plate?</i></p> <p><i>How can we ensure a fair deal for farmers?</i> <u><a href="#">SDG 8</a></u></p>	<p><i>There is no new water on Earth. So how does it move from place to place?</i></p> <p><i>What is water poverty?</i> <u><a href="#">SDG 6</a></u>, <u><a href="#">SDG 10</a></u></p>
<p><b>Unit summary</b></p>	<p>Since the Romans left England the power vacuum began filling with immigrants from many different countries. The seven kingdoms of Britain were very different and often in disagreement. And then along came the Vikings...</p>	<p>Looking at the effects of global warming on locations across the planet, children identify risks and solutions, theorising what we can do to prevent catastrophic changes to our planet.</p>	<p>After locating the ancient kingdom of Benin on a map, children investigate the contemporary monarchies of the time, considering how they compare in terms of arts, culture and governance.</p>	<p>Starting by looking at goods we can buy in our supermarket, children track the goods to their source, identifying how these are farmed, packaged and imported to the UK.</p>	<p>Beginning at the top of a mountain and tracking a stream, the children follow a river to the estuary on the coast where it meets the sea. From here, we discover how mountains are created, and in turn help to create fresh water.</p>
<p><b>Fieldwork</b></p>	<p>British Museum – Sutton Hoo Collection Museum of London</p>	<p><u><a href="https://www.planmyschooltrip.co.uk/workshops.php">https://www.planmyschooltrip.co.uk/workshops.php</a></u></p> <p>Local area walk – mapping and data gathering</p>	<p>British Museum – Benin Bronzes</p>	<p>Visit a working farm/city farm/allotments/grow your own</p>	<p>Thames Estuary</p>
<p><b>English</b></p>	<p>Character descriptions and narrative based on Beowulf Newspaper report, diary entry and short story</p>	<p>A child's garden and persuasive speech based on climate change and global warming. Poetry</p>	<p>Idia of Benin Kingdom and non-chronological reports about Ancient Benin</p>	<p>Diary entry, balanced argument</p>	<p>Narrative writing and informal letter</p>

Reading	Beowulf	Dragon's Hoard: Short stories	The Lost Words	Journey to Jo'Burg	Cloudbusting	Oliver and the Seawigs
Non-Fiction	Sutton Hoo Research from the British Museum	Viking Voyagers by Jack Title	What a Waste by Jess French	Dreams of freedom by Amnesty International	High quality Newspaper articles– The Times, Guardian	The River – Epic Journeys to the sea
Science	States of matter	Living Things	Sound	Animals including humans	Electricity	Sc1
DT/Art	Sculpture: Viking jewelry patterns and design	Castles	Pavilions: designing a pavilion for farm workers	Artist/movement: <a href="#">Yinka Shonibare's</a> fabric prints/sculptures	Food: eating seasonally	Hiroshige, drawing
Music CYCLE 2 2021 -2022	<i>Elements of music (Pulse, Rhythm, Pitch/Melody)</i> Gamelan + Solfege		<i>World Music</i> African Drumming + Pitched/Unpitched Instruments		<i>Instruments of the orchestra + Ukulele</i> Eras of classical music/ Song writing	
RE – Year 3	Belonging	Holy (Mary)	Rituals	Passover	Ceremony	Trees/Wisdom
RE – Year 4	Identity	Faith	Rituals	Peace	Miracles	Trees/Wisdom
French – Year 3	I am learning French	The seasons	Animals	Fruits	Vegetables	I can
French – Year 4	Presenting Myself	Animals	I Can	Fruits	Phonics Lesson 1+2	At the Cafe
PE	Swimming cricket and gymnastics		Swimming cricket and gymnastics		Tennis and athletics	
Computing	Coding, online safety and spreadsheets		Writing for different audiences, logo and animation		Online safety, effective searching and hardware investigators	

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	<b>Our Changing Healthcare</b> <b>Need to know:</b> -What a hospital is for and the specialist staff who work there -The NHS is the way we make sure people get treatment if they are ill. -Florence Nightingale and Mary Seacole's contributions to establishing the nursing profession -compare hospitals from the Victorian era to now.	<b>Hot and Cold Places</b> <b>Need to know:</b> -the equator is where warmer, tropical countries are located -the equator runs round the centre of the globe -colder places are at the poles -cold climate biomes like Antarctica, name physical features (see NC) -warm climate biomes such as desert, tropical rainforest	<b>Kings and Queens</b> <b>Need to know:</b> -what is a king or queen? -Elizabeth II -what is dynasty (family tree of Windsor) -line of successions -absolute power and how it's changed -is it fair women were overlooked/less important? -compare kings/queens to other leader types (Norse chiefs, Saxon kings, Nigerian Oba, Chinese Emperors, Turkish Sultans)	<b>Navigating the World</b> <b>Need to know:</b> -what a map and atlas do -what a compass is for -four basic compass directions -What's a capital city, and what are the capitals of the UK countries -world's 7 continents and 5 oceans -journey across the world, passing through France, Egypt, Iran, India, Japan, USA, Brazil and back. Naming the continent upon which each country lies.	<b>Here and There</b> <b>Need to know:</b> -compare human features in Scotland and Madagascar: -compare the topography of the Highlands to the mountains and coasts of Madagascar -compare natural life (plants and wildlife) -biomes -compare weather in the two places annually -compare types of settlement in Glasgow Vs Antananarivo	<b>Rainforests</b> <b>Need to know:</b> -the features of a rainforest biome; -where rainforests can be found in the world; -the creatures which live in a rainforest and the people; -the importance of looking after the rainforests, 'the lungs of the world' -what we in the UK can do to protect the rainforests.

	-Washing hands prevents MRSA and infection		-monarchs believed in a 'divine right to rule'			
<b>Key question / Moral question</b>	<i>How does the NHS impact our lives? Do nurses need our help sometimes too?</i>	<i>Where in the world are the hot and cold places? Should we help people in countries when the weather ruins crops?</i>	<i>What kind of things do monarchs do? Should one person have absolute power?</i>	<i>What can I tell you about our world journey? How does travelling the world help you understand other people?</i>	<i>How does the UK compare to Madagascar? Is different better?</i>	<i>Why are rainforests important to the world? Are we responsible for looking after the rainforests?</i>
<b>Unit Summary</b>	After learning about the role of hospital in society and comparing it to the past, children look at the jobs people have within the setting, learning about how the roles have developed thanks to some key individuals.	The children look at the globe and how it revolves on an axis. Due to the sun being closer to the middle, we get hotter and colder places. We look at the biomes these areas create and what lives there.	What does it mean to be a monarch? We analyse the role of a monarch and how it has changed now to the past, comparing across cultures to Obas, Sultans and Pharaohs. We also discuss: who should get the right to rule a country?	Building on our knowledge of the world from Hot and Cold Places, the UK and Oceans and Seas, our children explore the world, focusing in on directing a route across various terrains and oceans. We will start to identify landforms and countries that belong to the 7 continents and 5 oceans.	Developing the discussion about hot and cold places, we return to 2 case studies: Scotland vs Madagascar. Applying our knowledge of hot and cold conditions, we look in more detail at how life for those who live in these places is shaped by the climate.	Continuing our understanding of biomes, the children look in greater detail at the rainforest biome, the source of the most life on earth. We begin to consider conservation and the ways we can help to do this.
<b>Fieldwork</b>	Transport Museum – Covent Garden	London Museum	Local Walk (sketch maps)	Natural History Museum	Regents Park Zoo	Science Museum
<b>English</b>	<i>Non-fiction description</i> Recount of Mary Seacole's life (Black History Month) <b>Letter Writing</b> – Write a letter to Mary Seacole/Florence Nightingale explaining how hospitals have changed	Diary writing- Diary writing from the perspective of Ella <b>Book- Poetry</b> <b>Non-Chronological reports</b> about Antarctica	Narrative- retelling the story	<i>Non chronological report</i> <i>Write a fact file</i>	<i>Diary entry getting children to express how they would feel as that particular lemur leaving its natural habitat.</i>	Persuasive writing- saving the rainforest
<b>Reading</b>		Ella and the ocean	Little Elizabeth by Valarie Wilding	Rigley can be Anything! By Davina Hamilton	The lemur's tale by Ophelia Redpath	The Kapoko tree



<b>Non-Fiction</b>	<b>Hoorah for Mary Seacole</b>	<b>Extreme weather – DK find out website</b>	<b>Kings and Queens</b>	<b>What do grown-ups do all day? By Virgine Morgand</b>		<b>Rainforests- National Geographic magazines</b>
<b>Science</b> <small>Year 2 Science   Lesson Plans and Resources   Hamilton Trust   (hamilton-trust.org.uk)</small>	<b>Use of everyday materials</b>	<b>Living things and their habitats</b>	<b>Plants</b>	<b>Light/sound</b>	<b>Animals including humans</b>	<b>Sc1</b>
<b>DT/Art</b>	<b>Balanced Diet</b>	<b>David Hockney painting</b>	<b>William Morris</b> printing	<b>Pouches</b>	<b>Moving Monsters</b>	<b>Henri Rousseau:</b> pastel drawing
<b>Music Cycle 1</b>	Sounds interesting- developing children’s ability to identify different sounds and use them expressively		The long and short of it- develop children’s ability to discriminate between longer and shorter sounds and use them to create own sequences		Exploring pulse and rhythm- develop children’s ability to recognize and play rhythms and pulses from well-known songs	
<b>Music cycle 2</b>	<b>Elements of music (Pulse, Rhythm, Pitch)</b> Untuned percussion		<b>Composition</b> Learn how to read a score and compose a piece of music as a class.		<b>Carnival of the Animals</b> Tuned percussion	
<b>RE</b>	<b>Rules and values</b>	<b>Light</b>	<b>Darkness to light</b>	<b>Easter</b>	<b>Special places</b>	<b>Remembering</b>
<b>PE</b>	<b>gymnastics</b>	Ball skills	Multi-skills	Dance	Athletics	Throwing and catching

<b>Year 1</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<p><b>Where I live</b></p> <p>Need to know:</p> <ul style="list-style-type: none"> <li>-draw a basic map of our classroom</li> <li>-climate in the UK is temperate- this is not too hot, not too cold.</li> <li>-human and physical features of London: rivers, canals, parks, roads, buildings</li> <li>-The River Thames goes through London</li> <li>Big Ben, London Eye, Tower of London and Hyde Park;</li> <li>-map Maida Vale from aerial photos using a basic key</li> </ul>	<p><b>London Transport</b></p> <p>Need to know:</p> <ul style="list-style-type: none"> <li>-what types of transport people can use to get around London;</li> <li>-how this transport has changed over the years: trains and buses, then cars</li> <li>-history of the London Underground and growth of several lines after the first Metropolitan Line</li> </ul>	<p><b>London’s Burning</b></p> <p>Need to know:</p> <ul style="list-style-type: none"> <li>-why did the fire spread so quickly?</li> <li>-the fire actually ended the plague</li> <li>-how did the fire affect the people of London?</li> <li>-how the houses were different at the time to now. What were they made from?</li> <li>-Charles II rebuilt London with new specifications</li> </ul>	<p><b>The UK</b></p> <p>Need to know:</p> <ul style="list-style-type: none"> <li>-four countries and capital cities in the UK</li> <li>-seas surrounding each of the four nations</li> <li>-famous human and physical features of each country in the UK. (Stonehenge, Hadrian’s Wall, Giant’s Causeway, Snowdonia, Lake District, Svene Sisters, Edingburgh Castle, River Severn/Thames, Houses of Parliament)</li> <li>-What are the flags? What do they represent?</li> </ul>	<p><b>Explorers</b></p> <p>Need to know:</p> <ul style="list-style-type: none"> <li>- Sir Francis Drake set out to find new worlds for Elizabeth I;</li> <li>-How explorers changed what we thought</li> <li>-Amelia Earhart’s plane journey</li> <li>-Robert Falcon Scott vs Roald Amundsen’s race to the Antarctic</li> </ul>	<p><b>Oceans and Seas</b></p> <p>Need to know:</p> <ul style="list-style-type: none"> <li>-the 5 oceans</li> <li>-the North Sea, Mediterranean, Red, Black and Coral</li> <li>-difference between an ocean and sea</li> <li>-the weather conditions at sea can be very temperamental</li> <li>-wildlife and inhabitants at different levels of depth</li> <li>-look at the impact of plastic waste</li> </ul>
<b>Key question/ Moral question</b>	<p><i>What can I tell you about where I live?</i></p> <p><i>Why should I take care of my local area?</i></p>	<p><i>How has getting around London changed?</i></p>	<p><i>What were the causes and consequences of the Great Fire of London?</i></p>	<p><i>How do the countries of the UK differ?</i></p>	<p><i>What is the importance/impact of explorers?</i></p>	<p><i>What are the world’s major bodies of water and what is threatening them?</i></p>

<b>Unit Summary</b>	Starting with our immediate environment, the children begin by looking at their classroom, then the school, expanding into the local area and London, noting the important natural and human features.	Using historical artefacts and photos of transport around London, the children get to know what changes have occurred in transport across our city, developing an awareness of the past in our lifetimes and beyond.	Looking at the diary of Samuel Pepys, the children track the fire across London, examining historical artefacts as they chart the spread of the blaze. What were the cause and consequences of the fire?	This unit builds a deeper understanding of the British Isles and its component countries. Building on 'Where I live', the children expand out further into England as a whole, noting natural and human features of the land, and then look at our neighbouring fellow UK countries and their features.	With our understanding of the UK and where we live secured, the children begin to ask, how did people find out about the rest of the world? By focusing on the journeys of key individuals, we learn about prominent individuals and their contribution to history.	To further reinforce and consolidate all the units this year, this unit focuses on traversing the oceans to go from place to place. We will use compass directions to navigate, as well as log the creatures we are likely to encounter and the countries we might discover en route. We will also start to think about conservation.
<b>Fieldwork</b>	Map our school	Transport Museum	Museum of London/Monument	Interview people from each of the 4 countries	Visit Golden Hynde	Thames Barrier/Thames beach
<b>English</b>	Traction Man - Narrative This Rabbit Belongs to Emily Brown - Narrative	Meerkat Mail – recount postcards Emperors Egg – Non Chronological report	The Gingerbread Man – Traditional Tale Narrative Little Boat – Digital Literacy Recount	Amelia Earhart – Recount – diary The way back home- re-tell	The Sea Saw – Narrative Persuasive letter to visit the seaside/persuade people to look after the seaside Seaside Poetry	
<b>Science</b>	Plants	Seasonal Changes	Animals including Humans	Everyday Materials	Light/Sound	Sc1
<b>DT/Art</b>	L. S. Lowry	Wheels and Axles	Fire silhouette paintings	Fruit and vegetables	Moving storybook	Eric Carle
<b>Music Cycle 1</b>	Sounds interesting- developing children's ability to identify different sounds and use them expressively		The long and short of it- develop children's ability to discriminate between longer and shorter sounds and use them to create own sequences		Exploring pulse and rhythm- develop children's ability to recognize and play rhythms and pulses from well-known songs	
<b>Music cycle 2</b>	Exploring pitch- discriminate between higher and lower sounds and understand the soh/me interval		What's the score?- develop children's ability to recognize different ways sounds are made and how they can be changed		Rhythm- developing children's ability to read and play rhythmic phrases confidently and explore the mood of recorded music	
<b>RE</b>	Rules & values	Angels	Ritual	Easter	Special books	Special clothes

## French overview (rolling program)



