



KS1 Curriculum

	Autumn	Spring	Summer
Year 1	<p><u>Into the Woods</u></p> <p>Fairy Tales—Little Red Riding Hood, 3 Little Pigs, Hansel and Gretel, Goldilocks, Fiction books with wood settings—The Gruffalo, Robin Hood</p> <p>Experience—Forest schools activities. Investigating a local woodland area.</p>	<p><u>Under the Sea</u></p> <p>Visual Literacy—Finding Nemo Books—The Little Mermaid, Rainbow Fish, The Snail and the Whale, The Big, Big Sea (Martin Waddell), Wiinie Under the Sea</p> <p>Experience—Visit to Birmingham Sea Life Centre</p>	<p><u>Turrets and Tiaras</u></p> <p>Traditional Stories—Cinderella, Rapunzel (Tangled) Princess and the Frog, Sleeping Beauty, Beauty and the Beast, Alternative Traditional stories—Don't Read This Book, Shrek</p> <p>Experience—Warwick Castle, Turrets and Tiaras experience.</p>
Year 2	<p><u>Down in the Jungle</u></p> <p>Visual Literacy—Jungle Book, Tarzan Books—The Jungle Book, Tigress, Tarzan, Rumble in the Jungle, Monkey Puzzle, Its Bedtime in the Jungle,</p> <p>Experience—Visit to a Rainforest centre at a zoo or Birmingham Botanical Gardens</p>	<p><u>Fire and Ice</u> <u>Are there similarities between fire and ice?</u></p> <p>Non-fiction—Great Fire of London, Samuel Pepys Diary, The Emperors Eggs Fiction—Aesops fable—sun and wind, Penguin Small, Ridiculous, snow Bears</p> <p>Experience—Visit to Tamworth Snowdome or West Midlands Safari Park to feed the penguins,</p>	<p><u>I Do Like to be Beside the Seaside</u></p> <p>Traditional Stories—Lighthouse Keeper lunch, Winnie at the Seaside, At the Beach,</p> <p>Experience—Visit to a UK beach holiday destination.</p>



Year 1 Autumn Term

Books

Fairy Tales—Little Red Riding Hood, 3 Little Pigs, Hansel and Gretel, Goldilocks,
Fiction books with wood settings—The Gruffalo, Robin Hood

Music

Music Express

Experience—Forest schools activities. Investigating a local woodland area.

Possible WOW Launch—Children arrive to find the classroom in disarray, a basket with cakes abandoned and a shredded red cloak. They receive a phone call from LRRH about a scary creature in the woods. Who could it be? Add WOW events throughout for more clues—eventually discover its the Gruffalo

Literacy

Fiction
Labels, lists and captions
Poetry—Unit 1—Evolve

PE— Dance Loud and Percussive sounds
Games—Sending and receiving
Gym—Stretching and curling

DT—Textiles

Making bags

Into the Woods

Art—Sculpture

Focus—Andy Goldworthy

Science:

Look in the new national curriculum and new MTPs for coverage.

-Plants
-Humans and other animals

History:

As this term marks the transition to the National Curriculum the history curriculum will be limited focus upon an artist being studied within the unit as a significant individual.

Geography:

-Mapping skills—create maps of forests in books and visits.
-Local area study (local woods)
-Contrasting UK location—woods.
-Field work and observation.



Year 1 Autumn Term

**British values—
Mutual respect**

Into the Woods

Is there always a bad character in stories set in the woods?

- (Launch Day) Who is the character running from? (enquiry)
- What makes a character 'bad'? (identify)
- Why is the woods a good place for a bad character to live or commit crimes? (describe, compare and contrast) **Geography**
- What do bad characters look like? (observe/describe)
- How does _____ show that characters are bad? **Art?**
- Who is the bad character in The Gruffalo? (reason)



Year 1 Spring Term

Books

Books—The Little Mermaid, Rainbow Fish, The Snail and the Whale, The Big, Big Sea (Martin Waddell), Winnie Under the Sea

Visual Literacy—Finding Nemo

Experience—Visit to Birmingham Sea Life Centre

Possible WOW Launch—Children receive a message in a bottle that has been lost at sea. Children investigate who they are from.

Possible WOW Launch—Children get a class pet (fish tank with fish) they are to investigate how to look after the fish, where they are from, etc.

Literacy

Fiction
Recounts
Information text
Poetry Unit 2—Pattern and rhyme

Under the Sea

History:

Events beyond living memory; The Titanic or the Mary Rose.

PE

Bat and Ball Skills
Developing Partner Work

DT—Cooking

Fruit Salad

Science:

Look in the new national curriculum and new MTPs for coverage.

-Humans and Other Animals
-Seasonal Changes

Geography:

-Name and locate 7 continents and 5 oceans.
-Seas and countries around the UK.
-Contrasting environment. (UK and non-UK, e.g. Great Barrier Reef)



Year 1 Spring Term

**British values—
Individual liberty**

Under the Sea

How can people stay safe by the sea?

- What are the 7 continents and 5 oceans around the world called?
- What are the names of the seas around the UK?
- Describe the seas around the UK.
- Compare UK oceans with the Great Barrier Reef.
- How can people impact on the ocean?
- What animals live in the world's oceans?
- Why can the sea be a dangerous place?
- How can people protect themselves by the sea?

- Describe the events of the Titanic.
- Explain why the Titanic was such a tragedy.



Year 1 Summer Term

Books

Cinderella, Rapunzel (Tangled) Princess and the Frog, Sleeping Beauty, Beauty and the Beast,

Alternative Traditional stories—Don't Read This Book, Shrek

Literacy

Story

Instructions

Poetry—Unit 3—Poems on a theme

PE-

Tennis

Athletics

DT—Construction

Roly Poly

Turrets and Tiaras

Experience—Warwick Castle, Turrets and Tiaras experience.

Science:

Look in the new national curriculum and new MTPs for coverage.

-Materials

Possible WOW Launch—Children come into class to find a letter from a knight asking them to help him to find and rescue his princess.

Possible WOW Launch—Children find a knight's shield and sword (along with other clues) and have to identify who has left the items and why.

History:

Significant Individuals—Famous People (Royal family)

Events in Living Memory—Royal Wedding, birth of Prince George, etc.

Geography:

-Capital cities in the UK (London)
-Contrasting UK location—London.

-Field Work at Warwick Castle.
-Maps to relate to the journey of each knight, etc.



Year 1 Summer Term

**British values—The
rule of Law**

Turrets and Tiaras

What impact do the royal family have on the United Kingdom?

- Identify the United Kingdom on a map, labelling the four countries.
- Locate the capital cities.
- Who are the royal family?
- Recognise and describe members of the royal family.
- Conduct a fieldwork study of a castle.
- Locate where the royal family live.
- Describe why the royal family are important to the UK.
- Describe the royal families castles around the country.
- Recount the events of the Queen's Jubilee
- Recount significant events linked to the birth of a royal baby (George or new baby - due April?)



Year 2 Autumn Term

Books

Non-fiction—Great Fire of London, Samuel Pepys Diary, The Emperors Eggs

Fiction—Aesops fable—sun and wind, Penguin Small, Ridiculous, snow Bears

Experience—Visit to Tamworth Snowdome or West Midlands Safari Park to feed the penguins,

Possible WOW Launch—Children are to create a 3D model of the Pudding Lane.

Possible WOW Launch—Children are to experience a real fire (forest school activity?)

Possible WOW Launch— Discover the diary of Samuel Pepys and Artefacts which the children need to investigate

Literacy

Fiction
Non-Chronological Reports
Explanations
Poetry—Unit 1—Patterns on the page

Fire and Ice

Art—Drawing
Firework Art

DT—Construction
Making a vehicle

History:
Events beyond living memory—
The Great Fire of London
Race to the South Pole.

PE— Dance linked to fire
Games-Dribbling/ Ball Control/ Dodging and marking
Gym— Changes of Speed

Music—
Music Express

Science:
Look in the new national curriculum and new MTPs for coverage.
-Materials

Geography:
-Continents of the world and 5 oceans,
-North and South Pole
-Contrasting non-European locations.
-Weather and climate
-Aerial photographs
-Knowledge of direction.



Year 2 Autumn Term

**British values—
Individual liberty**

Fire and Ice

Fire—Could a repeat of the Great Fire of London happen today?

- Sequence the events of the Great Fire of London?
- Explain why the fire spread?
- Compare and contrast fire fighting today and in 1066.
- Suggest ways to prevent the fire from occurring?

Ice—Why don't penguins live in the Arctic?

- Identify where penguins live.
- Describe how penguins have adapted to their environment.
- Observe and compare the Arctic to the Antarctic as well as other places in the world—Penguin Small (book)



Year 2 Spring Term

Books

Visual Literacy—Jungle Book,
Tarzan

Books—The Jungle Book, Tigress, Tarzan, Rumble in the Jungle, Monkey Puzzle, Its Bed-time in the Jungle,

Experience—Visit to a Rainforest centre at a zoo or Birmingham Botanical Gardens,

Possible WOW Launch—Children to create a rainforest within their classroom, e.g. a role play area to aid their topic.

Possible WOW Launch—Children are to experience a visit to a simulated rainforest, e.g. a zoo.

Literacy

Fiction
Information Texts
Poetry—Unit 2—Patterns on the page

PE-Multi Ball Skills
Tennis

DT—Cooking
Toast

Down in the Jungle

Science:

Look in the new national curriculum and new MTPs for coverage.

- Habitats
- Humans and other animals

Geography:

- Contrasting non-European Locations—Indian Village, e.g. Chembakolli.
- Weather and climate
- Aerial photographs
- Knowledge of direction.
- Rainforests—features, animals, etc

History:

Lives of significant people. Study of Jungle explorers, e.g. Bear Grylls
Study of Walt Disney looking at the Jungle Book and Tarzan



Year 2 Spring Term

Down in the Jungle

Describe what it would be like if there were NO rainforests left in the world?

- Describe what the rainforest is like.
- Locate the world rainforest.
- Compare the rainforest to a woods.
- Describe the different layers of the rainforest.
- Describe the different animals in the rainforest.
- Identify what you need to take with you to explore the rainforest.
- Describe the weather in the rainforest.
- Explain the dangers of deforestation.

- Describe people who have explored the rainforest.
- Explain why people explore the rainforest.



Year 2 Summer Term

Books

Traditional Stories—

Lighthouse Keeper
lunch, Winnie at the
Seaside, At the Beach,

Literacy

Fiction
Instructions
Non-Chronological reports
Poetry Unit 3—Silly Stuff

PE— Tag Rugby
Athletics
Mini Rounders

Experience—Visit to
a UK beach holiday
destination.

**I do like to be
Beside the Seaside**

DT—Textiles
??

Science:

Look in the new national curriculum
and new MTPs for coverage.

-Humans and other animals
-Plants

Possible WOW Launch—Children
are to find a suitcase packed with
holiday items and clothing and are
to guess who it belongs to and
where they were going based up-
on the clues they find.

History:

Victorians (history beyond living
memory)—How holidays used to
be.
History within living memory—how
do pupil's parents holidays com-
pare to modern holidays.

Geography:

-Contrasting UK location—beach in
UK.
-Contrasting location—seaside
abroad, e.g. Australia or Florida to
look at tourism, etc.
-World maps, continents, UK and
world/UK oceans.



Year 2 Summer Term

**I do like to be
Beside the Seaside**

Why are seaside holidays popular around the world?

- Identify what a holiday is.
- Explain what a seaside location is.
- Describe a seaside location in the UK.
- Analyse why people visit the seaside.
- Locate different seaside locations around the world.
- Compare modern holidays to Victorian holidays at the seaside.
- Recount historical holidays to the beach.
- Compare the UK destination to other locations around the world.
- Debate whether tourism has a positive or negative impact on the seaside.
- Critique if ALL seaside locations are good for holidays.
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LKS2 Curriculum

	Autumn	Spring	Summer
Year 3	<p><u>The Savage Stone Age</u></p> <p>Books - Stone Age Boy, Little Nose, The World's First People</p> <p>Experience—Forest Schools activity—.collecting wood, making a fire, cooing, etc.</p>	<p><u>Ancient EGYPTIANS</u></p> <p>Books—Disney's Mulan, Books linked to Shang Dynasty in China, Books about Chinese New Year.</p> <p>Visual Literacy—Mulan</p> <p>Experience—Chinese New Year celebrations. Visit China Town in Birmingham, etc,</p>	<p><u>Glorious Greece</u></p> <p>Traditional Stories—Myths and Legends, the Trojan Horse, Al Lorenz comic), Monster in the Maze, Stephanie Spinner</p> <p>Experience—Host the children's own Olympic games (Aldersey or Alexandra Stadiums)</p>
Year 4	<p><u>Terrible Tudors</u></p> <p>Book—The Thief, The Fool and the Big Fat King by Terry Deary.</p> <p>Visual Literacy— Horrible Histories series</p> <p>Experience—Oak House visit, dress up as rich and poor Tudors and create items to ward off the plague.</p>	<p><u>Revolting Romans</u></p> <p>Book—The Sandle (Picture book) Forbidden Footprints, Helen Cannam,</p> <p>Experience—Time Zone Roman Day or visit to Roman Ruins.</p>	<p><u>Chocolate (Mayan)</u></p> <p>Book and Visual Literacy—Charlie and the Chocolate Factory— Roald Dahl</p> <p>Experience—Visit to Cadbury World in Birmingham (organise a relevant session),</p>



Year 3 Autumn Term

Books

Books—Stone Age Boy, Satoshi Kitamura, Little Nose, John Grant

Experience—Forest Schools activity—.collecting wood, making a fire, cooing, etc.

Possible WOW Launch—Children are to be informed of a discovery of Stone age remains (bones). They are to investigate where their could have come from and why they were as they are.

Possible WOW Launch— Children are to create their own allotment, it will need to be weeded, seeds planted and watered regularly. Pupils eat what is grown.

Literacy

Fiction
Letters
Instructions
Poetry—Unit 1—Poetry to perform

The Savage Stone Age

DT—Construction
??

History:

-Changes in Britain from the Stone Age to the Iron Age.
e.g. late Neolithic hunter-gatherers and early farmers
e.g. Bronze age religion, technology and travel, e.g. Stonehenge
e.a. Iron Age hill forts: tribal kinadoms.

PE– Dance

Games-Passing and Catching in In-vasion Games
Gym-Travelling

Art—Drawing

Stone Age Art

Music

Music Express

MFL—French

Science:

Look in the new national curriculum and new MTPs for coverage.

-Rocks

-Forces and Magnets

Geography:

-mapping skills.
-Field work of Iron Age forts (if possible—Cannock Chase Castle ring?)
-Study of Stone Henge
-Settlements and resources



Year 3 Autumn Term

The Savage Stone Age

Would the people of 2014 be able to live as people did during the Stone Age?

- to sequence historical events to chronologically place the Stone Age
- to describe how people survived during the Stone Age
- understand the differences between how different societies live across the world today (modern societies compared to traditional/rainforest communities)
- Compare modern life to Stone Age life
- To communicate and share informed views and opinions about whether they personally could survive as a Stone Age person



Year 3 Spring Term

Books

Books—

Visual Literacy—The Prince of Egypt

Literacy

Fiction - - myths, legends, plays
Information texts
Poetry—Unit 2—Shape Poems and Calligrams

PE-

Hockey
Striking and Fielding

DT—Cooking

Making drinks

Experience—Visit to the Birmingham Museum.
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The Egyptians

Science:

Look in the new national curriculum and new MTPs for coverage.

-Plants

-Humans and Other Animals

Possible WOW Launch—Children could be emerged in the lifestyle of China, food tasting, dressing in traditional outfits, looking at artefacts, creating Chinese artwork, etc.

History:

- Achievements of the earliest Civilisations—Ancient Egypt
- Society
- Burial sites
- Mummification
- Rituals
- Gods and Goddesses

Geography:

- Locate continents and Egypt on a map, extend to cities in Egypt
- Study the tourism of Egypt.
- Study of the impact of tourism on Egypt.
- Identify what Egypt is famous for, e.g. history, desert, coral reefs.



Year 3 Spring Term

The Egyptians

Explain how the Ancient Egyptian society has impacted upon Egypt today.

- Describe the structure of the Egyptian society.
- Identify the purpose of the Pyramids.
- Compare the effectiveness of the Pyramids of Giza and the Valley of the Kings.
- Understand the ritual of mummification.
- Explain Egyptian rituals (e.g. weighing the heart)
- Compare Egyptian Gods and Goddesses.
- Understand the importance of Howard Carter's discovery.
- Locate the county of Egypt as well as key historical sites and cities on a map.
- Explain why tourists visit Egypt.
- Explain what Egypt is famous for around the world.



Year 3 Summer Term

Books

Traditional Stories—

Myths and Legends, the Trojan Horse, Al Lorenz comic), Monster in the Maze, Steph-

Literacy

Fiction
Reports
Poetry Unit 3 Language Play

PE- Rounders

Athletics
Outdoor and Adventure

Experience—Host the children's own Olympic games (Aldersey or Alexandra Stadiums)

Glorious Greece

DT—Textiles

??

Science:

Look in the new national curriculum and new MTPs for coverage.

-Humans and Other Animals
-Light

Possible WOW Launch—Children are to receive a letter inviting them to participate in their own Olympic games at a stadium (date booked prior to unit beginning). Pupils to be introduced to the games they will need to learn.

History:

-Ancient Greece—A study of Greek life and achievements and their influence in the Western World.
-Ancient Greek Olympic games

Geography:

-European location—Greece
-Olympic games (where and when they have been hosted)
-mapping skills
-Life in Greece
-Tourism (sites of Ancient Greece)



Year 3 Summer Term

**British values—
Democracy**

Glorious Greece

Explain how the legacy of Ancient Greece still affects the world today?

- Explain who the Greeks were.
- Locate Greece on a world map.
- Compare life in different parts of ancient Greece
- Explain how archaeologists have learnt about Ancient Greece.
- Explain the role of the different Gods and Goddesses.
- Analyse the impact of the Olympic games.
- Compare the ancient and modern Olympic games.
- Justify the introduction of the modern Olympic games.
- Evaluate the legacy of Baron Pierre DeCoubertin.
- Locate countries which have hosted the Olympic games.
- Analyse impact hosting the Olympic games has on a nation.
- Hypothesise what the world would be like if the next Olympic games were cancelled.



Year 4 Autumn Term

Books

Book—The Thief, the Fool and the Big Fat King by Terry Deary

Visual Literacy—Horrible Histories series

Literacy

Fiction

Plays

Information texts

Poetry Unit 1—Creating Imagery

PE—Batting within striking/
fielding games

Swimming

Gym—Balancing and Sequencing

Science:

Look in the new national curriculum and new MTPs for coverage.

-Habitats

-Sound

Terrible Tudors

Experience—Oak House visit, dress up as rich and poor Tudors and create items to ward off the plague.

MFL—French

DT—Textiles

Money bags

Music

Music Express

Art—Drawing

Tudor Portraits

Possible WOW Launch—Children are to be visited by a man dressed as King Henry VIII, he will act in role and inform the children all about his life and why he is famous, etc

History:

-A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066.

-The Tudors

-Life in Tudor Britain—the Plague

Geography:

-Name cities and areas in the UK.

-Mapping skills for routes, etc, using 8 compass points and 6 figure grid references.

-Field work around the Oak House.



Year 4 Autumn Term

**British values—The
rule of Law**

Terrible Tudors

Was Henry VIII a star or a monster?

- to sequence historical events to place the Tudor reign within history.
- Order the Tudor reign (specifically to focus on Henry VIII's reign)
- Reason why each of Henry's marriages ended.
- Explore how Henry VIII's 'divorce' has impacted upon family values and how divorce is perceived today
- Explain why Henry created the Church of England and its impact upon Britain.
- Analyse how creating the Church of England still affects the world today (e.g. Northern Ireland)
- Reason why Henry VIII invested in a permanent navy. (Geog)
- Describe how Henry VIII's exploration impacted upon Britain? (Geog—potato, tobacco, herbs, food)
- Describe how Henry VIII was perceived around the world? (Geog/Art)
- Offer an informed personal view/opinion about whether Henry was a saint or sinner.



Year 4 Spring Term

Books

Books—The Sandle (picture book) Forbidden Footprints—Helen Cannam,

Literacy

Fiction
Explanations
Persuasive texts
Poetry—Unit 2—Exploring Form

PE

Dance— Conflict Glad-
iators
Swimming
Net/Wall games

DT—Construction

Roman mosaic with frame

Revolting Romans

Science:

Look in the new national curriculum and new MTPs for coverage.

- Humans and Other Animals
- Electricity

Experience—Time Zone Roman Day or visit to Roman Ruins (by Shrewsbury)

Possible WOW Launch—Children are to complete an archaeological dig and discover a range of Roman artefacts which need to be investigated.

History:

Roman empire and its impact on Britain, Can include:

- Julius Caesar's attempted invasion 55-54BC
- Roman Empire AD42 and army
- Successful invasion by Claudius, conquest (Hadrian's Wall)
- British resistance—Boudica

Geography:

- European location
- Study of Italy (Rome and Pompeii)
- Look at attractions in Rome—how it has changed over time.
- Study volcano in Pompeii (physical geog)
- Mapping skills.



Year 4 Spring Term

**British values—
Individual liberty**

Revolting Romans

How has the Roman Empire impacted upon Britain and Rome today?

Explain who the Romans were

Analyse why the Roman army was so powerful.

Understand why the Romans wanted to invade Britain?

Make an informed judgement about What was life like in Roman Britain?

Explain why did Hadrian build a wall?

Describe what ancient Rome was like.

Compare ancient and modern Rome.

Explain impact the Gladiator's had upon Rome.

Analyse how the Roman army have impacted on tourism in Rome today.

Hypothesise what Britain would be like if the Roman's hadn't invaded.



Year 4 Summer Term

Books

Book and Visual Literacy—Charlie and the Chocolate Factory—Roald Dahl

Literacy

Fiction
Recounts
Poetry—Literacy Evolve Unit 3

PE-Swimming

Basketball

Outdoor and Adventure Athletics

Chocolate

Experience—Visit to Cadbury World in Birmingham (organise a relevant session),

Science:

Look in the new national curriculum and new MTPs for coverage.

-Electricity
-States of Matter

DT—Cooking
Pastries

Possible WOW Launch—Children are to be informed that they are to participate in a Dragon's Den style activity. They are to design, make and create a sales pitch for a new chocolate bar. This can be presented to a panel of judges, e.g. head, chair of governors, etc.

History:

-Non-European society that provides contrast to British History, Mayan Civilisation

Geography:

-American study—Mexico.
-Difference between areas in Mexico
-Settlements in Mexico
-Tourism in Mexico.
-Fair trade (linked to chocolate)



Year 4 Summer Term

Chocolate

Make an informed decision about whether chocolate was the biggest legacy of the Mayans?

- Place the Mayan society on a historical timeline.
- Describe who the Mayans were.
- Analyse primary and secondary sources to learn about Mayan society.
- Locate where the Mayans lived on a map.
- Locate Mayan cities on a map.
- Analyse daily life in Mayan society.
- Critique the rules of Mayan games (e.g. the losers were sacrificed)
- Make an informed decision about who the most powerful person was in the Mayan society.
- Evaluate the impact of the Mayan discovery of chocolate and cocoa beans.
- Analyse the impact of the Mayan society of Mexico.
- Compare the different environments within Mexico.



UKS2 Curriculum

	Autumn	Spring	Summer
Year 5	<p><u>Victorious Victorians</u></p> <p>Book—Street Child—Berlie Doherty Visual Literacy— Oliver Twist, Mary Poppins, Experience—Blists Hill, Ironbridge or Black Country Museum.</p>	<p><u>Invasion! (Vikings)</u></p> <p>Books—How to Train Your Dragon—Cressida Cowell Visual Literacy—How to Train Your Dragon Experience—Viking Invasion Day—organised with outside history companies (surprise!)</p>	<p><u>World War II</u></p> <p>Book—Friend or Foe—Michael Morpurgo Visual Literacy—Goodnight Mr Tom, Lion the Witch and the Wardrobe, (opening scene) Experience—Severn Valley Railway evacuee day.</p>
Year 6	<p><u>Amazing Africa</u></p> <p>Books— Eye of the Wolf—Daniel Pennac, Journey to Johannesburg - Beverley Naidoo Experience—Black History Month—drummers and art workshops</p>	<p><u>Ocean Adventure</u></p> <p>Books—Kensuke's Kingdom—Michael Morpurgo. Experience—Sailing lessons and forest schools survival experiences—Ackers/Hampstead Hall, etc.</p>	<p><u>Heroes and Villains</u></p> <p>Books - Millions Visual Literacy—Harry Potter film extracts. Experience—Harry Potter World (Watford)</p>



Year 5 Autumn Term

Books

Book—Friend or Foe—
Michael Morpurgo
Visual Literacy—
Goodnight Mr Tom, Li
on the Witch and the
Wardrobe, (opening
scene)

Experience—Severn Valley Rail-
way evacuee day—children
dress up and experience being
evacuated.

Possible WOW Launch—Children
are to experience a WW2 day.
They will have to create gas mask
boxes which they keep all day.
The air raid siren will sound several
times and children will have to
seek shelter, like they would in
WW2.

Literacy

Fiction
Film Narrative
Recounts
Poetry—Unit 1—Poetic Style

World War II

Music
Music Express

Art—Painting
Blitz Pictures

History:

-A study of an aspect or theme in Brit-
ish history, extending chronological
knowledge beyond 1066.
-WW2 and its impact on Britain.

PE-Dance— Conflict D Day
landing
Tennis

MFL—French

DT—Cooking
Bread

Science:

Look in the new national curricu-
lum and new MTPs for coverage.

-Humans and Other Animals
-Materials

Geography:

-Study of UK—local area and cities
in Britain involved in the Blitz.
-Mapping skills to identify countries
involved in the war.
-mapping skills, e.g. plot a route to
the nearest shelter.
-Settlements (cities) and locality to



Year 5 Autumn Term

**British values—
Individual liberty**

World War II

How have the events of WWII impacted upon our lives today?

- Order historical events to show chronological understanding of when the war occurred.
- Reason why WWII occurred.
- Analyse the impact of the Blitz
- Make an informed judgement about whether evacuation was suitable for all children/families
- Critique the impact of propaganda on life during WW2 and how it influences us today
- Compare and contrast the role of women and men from before, during and after the



Year 5 Spring Term

Books

Books—How to Train Your Dragon—Cressida Cowell
Visual Literacy—How to Train Your Dragon

Literacy

Story
Instructions
Persuasion
Poetry Unit 2 - Classic, Narrative poetry

PE-Hockey
Gymnastics-Flight
Invasion Games

DT—Construction
Making pop up books

Invasion!

Experience—Viking Invasion Day—organised with outside history companies (surprise!)

Possible WOW Launch—Children are to experience an invasion by Vikings which is completely Unexpected, Vikings run into the middle of their lesson and drag them into a Viking Day.

History:

-British settlement by Anglo-Saxons and Scots
e.g. Anglo Saxon invasions, settlements and kingdoms.

-Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor
e.g. Viking raids and invasion
e.g. resistance of Alfred the Great
e.g. Anglo Saxon laws and justice

Science:

Look in the new national curriculum and new MTPs for coverage.

-Light
-Habitats

Geography:

-Study of a contrasting area in the UK, e.g, coastal areas affected by the invasion.
-Compare the UK to Scandinavia.
-Study of settlements and resources—compare old to modern



Year 5 Spring Term

Invasion!

Debate whether the Vikings were really as vicious as people think they were.

- Identify where the Vikings were from.
- Compare the environment of Scandinavia to Britain.
- Identify on a map which parts of Britain were invaded.
- Plot travel routes from Scandinavia to the UK.
- Justify reasons why the Vikings wanted to invade Britain.
- Make an informed judgement about what the Vikings looked like (using sources).
- Justify which Viking weapon they feel is most effective and why.
- Critique why the Vikings were good warriors.
- Analyse day-to-day life of Vikings in Britain.
- Explain how the Viking era ended within Britain (e.g. William the Conqueror in 1066) **(Start this topic with Geography?)**



Year 5 Summer Term

Books

Book—Street Child—
Berlie
Doherty
Visual Literacy— Oliver
Twist, Mary Poppins,

Literacy

Fiction
Persuasive writing
Poetry Unit 3—Choral and performance
poems

PE-Cricket
Outdoor Adventure
Athletics

Victorious Victorians

Experience—Blists Hill, Ironbridge
or Black Country Museum.

Science:

Look in the new national curriculum and new MTPs for coverage.

-Earth and Space
-Forces

DT—Textiles
??

Possible WOW Launch—Children are to be given a project to create a book/play about life in Victorian Britain. They will research what the area was like when Lodge and the local streets were first built, etc.

History:

-A local history study, A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
-Victorian Britain

Geography:

-Local area study of the area directly surrounding the school.
-Mapping skills for mapping local area and 6-figure grid references.
-field work skills of local area
-observe, measure and record and present information.



Year 5 Summer Term

**British values—The
rule of Law**

Victorious Victorians

Debate which 'change' made during the Victorian era has had the most significant impact on Britain.

Place the Victorian Era on a timeline.

Describe Queen Victoria and her reign.

Explain the importance of the industrial revolution.

Compare the lives of the rich and poor.

Critique the role of childhood labour.

Make an informed decision about which invention had a lasting impact on Britain.

Compare modern and Victorian childhood's.

Critique the impact the Victorians had upon the local area

Debate which 'change' has had the most significant impact upon Britain.



Year 6 Autumn Term

Books

Books— Eye of the Wolf—Daniel Pennac,
Journey to Johannesburg - Beverley Naidoo

Literacy

Fiction
Biography and Autobiography
Journalistic Writing
Poetry—Unit 1—Imagery

PE— Tag Rugby
Gymnastics-Sequencing and flight

Music

Music Express

Amazing Africa

Experience—Black History Month—drummers and art workshops

Art—Painting
African Artists

DT—Construction
African totems

MFL—French

Science:

Look in the new national curriculum and new MTPs for coverage.

- Habitats
- Animals Including Humans
- Evolution

Possible WOW Launch—Children are to be set the challenge to create a piece of African art for an art exhibition to the rest of the school/key stage, based upon knowledge of African art.

History:

- A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066.
- Nelson Mandela— The apartheid

Geography:

- Study of Africa
- Look at disasters, e.g. flooding, famine.
- mapping skills, land use in Africa, etc.
- Animals and tourism in Africa



Year 6 Autumn Term

British values—The rule of law, individual liberty and tolerance

Amazing Africa

How has the history of slavery and the apartheid influenced people's view of Africa today?

- Explain the concept of slavery.
- Make an informed judgement about whether slavery continues to impact upon people's lives and opinions today.
- Synthesise whether slavery had positive or negative impact around the world.
- Analyse the patterns and relationships between the movement of slaves between countries.

- Understand and explain the concept of Apartheid.
- Evaluate how Nelson Mandela inspired the nation of South African in its fight against apartheid?
- Critique the division between rich and poor in Africa (shanty towns, etc.)
- Justify whether it was/wasn't acceptable to treat people differently (link to society today).
- Hypothesise what the world would be like if everybody looked the same/similar.



Year 6 Spring Term

Books

Books— Kensuke's Kingdom—Michael Morpurgo.

Literacy

Fiction
Argument
Poetry—Literacy Evolve

PE— Basketball

Dance— Ocean Animals

Ocean Adventure

Experience—Sailing lessons and forest schools survival experiences—Ackers/ Hampstead Hall, etc.

DT—Cooking

Desert island dish

Science:

Look in the new national curriculum and new MTPs for coverage.

-Keyway Science Revision

Possible WOW Launch—Survival day. Pupils will experience forest school style activities, such as eating bugs, or making a shelter to experience what life would be like for Michael.

History:

-This unit does not cover a specific time in history, as it is involved heavily with the preparation for SATs. It does provide opportunities for—
-How WW2 affected Japan.
-Study of the Boxing Day Tsunami,

Geography:

-Study of Japan.
-Mapping skills of the island based on Michael's descriptions.
-Plotting routes around the island, 6 figure grid references and 8 compass directions.
-Tsunamis and natural disasters.
-Island locations and resources,.



Year 6 Spring Term

Ocean Adventure

Do the positives of ocean exploration outweigh the dangers?

- Locate and name the world's oceans.
- Compare and contrast different oceans around the world.
- Critique reasons why people would like to explore the world travelling by boat.
- Analyse historical benefits from world exploration (e.g. Christopher Columbus)
- Make an informed judgement about the causes why the Concordia cruise ship sank.
- Synthesise the impact of pirates in different parts of the world today.



Year 6 Summer Term

Books

Books - Millions, Frank Cottrell Boyce
Visual Literacy—Harry Potter film extracts

Literacy

Fiction
Non-fiction—any suitable genres
Poetry—Literacy Evolve Unit 3

PE-Athletics

Outdoor and Adventure Rounders

DT—Textiles

??

Experience—Harry Potter World (Watford) - Parents would need a lot of notice to afford this trip, maybe pay in instalments .

Heroes and Villains

Science:

Look in the new national curriculum and new MTPs for coverage.

-Keyway Science Revision
-Electricity

Possible WOW Launch—Pupils are to make potions and complete magical spells using fruit juices (given different names). Dress up pupils and sort them into the Harry Potter houses for the term.

History:

-This unit does not cover a specific time in history, as it is involved heavily with the preparation for SATs. It does provide opportunities for—
-Study a significant author—JK Rowling
.Could extend topic to look at Moon landing by Neil Armstrong, etc.

Geography:

-Study of UK location where Harry Potter was filmed, areas in Scotland (Hogwarts) and area of Watford where the museum is.
-Mapping skills, e.g. create a map of Hogwarts for new students with direction and 6 figure grid references.



Year 6 Summer Term

Heroes and Villains

In your own opinion justify who is the most significant hero in the world.

Teacher to introduce and facilitate this project - introduce pupils to a variety of heroes and create a class definition of what makes somebody a hero.

This is a child initiated project. They will study a hero of their choice and make an informed decision about who the most significant hero is. Present their information to their peers using a chosen format (or ICT)

Share their projects to the class/year group.

Host a class debate about which person they feel is the most significant hero in the world based upon the information shared within the projects.