

CCL 19-20 January 2020

More information will be added to this document as the review of the curriculum progresses and planning is developed further

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Detailed information regarding provision in reception can be found in the 'Curriculum by Year group' section – Reception Enquiry Learning tabs					
Year 1	<p><u>Holidays</u> History – Then and now/ changes within living memory Looking at holidays from 1900's, 1950's and now. Looking at how they have changed from a baby to now.</p>	<p><u>Day and Night</u></p> <p>Science – identify and name the 5 sense and use each sense in isolation to identify a mystery object/material, Name and sort light sources and non-light sources, identify those that are natural.</p> <p>Art – Children explore shades of a colour by adding white or black to create light and dark. Look at the work of Vincent Van Gogh and identify light and dark in his work. Children create their own painting inspired by 'A Starry Night'.</p> <p>Geography – Introduce children to the Earth, Moon and Sun and how these create day</p>	<p><u>Explorers</u></p> <p>Science – Distinguish between a material and an object. Investigate materials suitable for a sleeping bag.</p> <p>Art – Children will appraise the work of local artist Peter Brooks.</p> <p>Geography – Introduce children to the 7 continents of the world. Identify and locate the North and South Poles and the surrounding oceans. Children will also begin to identify the compass points North and South.</p> <p>DT – Children will design and create a sleeping bag using a range of materials and begin to sew independently.</p> <p>History – Introduce the explorer Christopher Columbus and how he discovered America.</p>	<p><u>Plants and Animals</u> N/A</p>	<p><u>Building</u> Sequencing events of Great Fire of London – materials of buildings</p>	<p><u>Building</u> Sequencing events of Great Fire of London – materials of buildings</p>

		and night at different times. Compare day and night around the world	Make connections between Neil Armstrong and Christopher Columbus being explorers and how their transport differed. Find out who was the first person to go to the Arctic and Antarctic. Compare expedition equipment from the past with equipment now.			
Year 2	<p align="center"><u>Celebrations</u></p> <p>Art – sketch a portrait of the Queen in the style of one of the official photographs of her throughout her reign, practise different sketching techniques and use of different grades of pencil</p> <p>History – sequencing of events in our lifetime (different celebrations and the month they happen in), learn about significant events in the life of the queen, comparison of the reign of Queen Victoria and Queen Elizabeth, learn about the context of Remembrance Day and introduce the World Wars, learn about the motive behind Guy Fawkes’ Gunpowder Plot and the historical/religious context at the time to create a wanted poster</p> <p>DT – designing, cooking and evaluating a pizza on a pitta bread base</p>	<p align="center"><u>Dressing up</u></p> <p>Art - learning about Andy Warhol’s Pop Art and designing a printing block in the same style</p> <p>Geography – recapping the UK seasons (Y1) and identifying seasonal weather patterns, writing and presenting a weather report, identifying the Equator and understanding the differences of temperature close to and far from the Equator, naming the 7 continents and 5 oceans, using an atlas to identify the continent that a country is in</p>	<p align="center"><u>Transport</u></p> <p>Art – creating a transport collage showing a journey from one destination to another,</p> <p>History – sorting types of transport that show then and now, learning about transport in the past including trains, planes and bikes, researching the local invention of Cats’ Eyes by Percy Shaw and its impact on national life today, learning about the Wright brothers’ invention of the plane and how it has impacted global</p>	<p align="center"><u>Where We Live</u></p> <p>School then and now Victorian schools</p>	<p align="center"><u>Where We Live</u></p> <p>School then and now Victorian schools</p>	

				life DT – designing, making and evaluating a boat; designing, making and evaluating a car		
Year 3	<p><u>Puppets</u> Explore puppets and materials. -Design their own puppet in groups. -Parent/carer activity to make the puppets -Perform with peers</p>	<p><u>All Around the World</u> -Locating continents and oceans on a World map. -Looking at Northern and Southern hemisphere and equator. Link this to to use of an 8 point compass. -Using atlases to locate 8 European countries: England Scotland Wales Ireland France Italy Switzerland Spain and their capital cities. -Look at famous landmarks within 8 chosen European</p>	<p><u>Dinosaurs</u> Science Art - Share books and discuss what chn already know about dinosaurs and what they would like to know. -Research and compare dinosaur time periods. -Use pictures of dinosaur skeletons to help making dinosaur skeletons using art straws. -Look at changes in dinosaur time periods.</p>	<p><u>Dinosaurs</u></p>	<p><u>Vikings</u> Similarities and differences of a child Viking and a child in the 21st Century Alfred the Great Timeline Viking artefacts</p>	<p><u>Chocolate</u> Mayans</p>

		countries -Comparing Switzerland and Mexico by looking at human and physical features.				
Year 4	<p><u>Rainforests</u> Art – animal art – Shading and sketching with pencils and using oil pastels for colour.</p> <p>Geography – locating world rainforests on a map, compare physical and human features in local area to rainforest and drawing a map of Woodhouse thinking about size and proportion</p>	<p><u>Rainforests</u> <u>Art –</u> Drawing and sketching (creating shades and textures using different pencils). Chn draw leaves using a range of different pencils. <u>Geography –</u> Locating South America on the world map and then locating the countries in South America and linking this to the Amazon Rainforest, Amazon river and mountains in SA. Chn study deforestation.</p>	<p><u>DT</u> Creation of a lever-based interactive product for children based on setting and objects found in WW2.</p> <p><u>Monarchs</u> <u>History –</u> Bayeux Tapestry William the Conqueror: 1066 Battle of Hastings</p> <p>Henry VIII – history of the church</p> <p>Queen Elizabeth I and power struggle with Mary Queen of Scots.</p> <p><u>Art</u> Chn use pencils and a range of sketching and shading techniques to draw facial expressions (Queen Elizabeth I).</p>	<p><u>Romans</u> Pompeii Why the Romans invaded Weaponry</p>	<p><u>Romans</u></p>	<p><u>Volcanoes & Earthquakes</u></p>
Year 5	Stone Age/Bronze Age/Iron age		<u>Ancient Greece Myths</u>	<u>Mission to Mars</u>	<u>Building a Village</u>	<u>Building a Village</u>

	<p style="text-align: center;"><u>Through the Ages</u> <u>Geography</u></p> <p>UK – Study and compare topographical, OS, Satellite and Digital map of Castle Hill (hillfort). Create a hillfort settlement map on Castle Hill. Compare maps/altitude of Castle Hill to Machu Picchu. Study the history of Machu Picchu and its earthquake. Study the reasons for earthquakes and the impact of them.</p> <p style="text-align: center;"><u>History</u></p> <p>To learn about how the Anglo Saxons arrived in Britain what life was like under their ruling.</p>	<p style="text-align: center;"><u>and Legends</u> <u>History</u></p> <ul style="list-style-type: none"> - Know some of the main characteristics of the Athenians and the Spartans. - Know about the influence of the gods on Ancient Greece. - Know about sports from the Ancient Greek Olympics. - Understand the concept of democracy and its origin from Ancient Greek society. - Know about the achievements and influences the Ancient Greeks had on the western world (e.g. Olympics/democracy) 		<p style="text-align: center;">N/A</p> <p style="text-align: center;">Comparison of buildings and materials used over time</p>	
Year 6	<p style="text-align: center;"><u>Vacation</u> (Geography)</p> <ul style="list-style-type: none"> - Identification of key features of North/South America, Europe – particularly countries and capitals. - Continents and the composition of biomes/ecological zones within these including deserts and rainforests, linking to 	<p style="text-align: center;"><u>Local History</u> Local History (Luddites)</p> <ul style="list-style-type: none"> - Study of differences between before Industrial Revolution and end of Victorian period. - Study different inventors and the importance of their inventions. - Study how the IR changed the local area 	<p style="text-align: center;"><u>Ancient Civilisations</u> (Shang Dynasty) Class system & equality Beliefs and customs of SD & compare to own views/culture</p>	<p style="text-align: center;"><u>Ancient Civilisations</u> (Shang Dynasty)</p>	

	<p>the position of the continent relative to the Equator and Tropics of Cancer and Capricorn.</p> <ul style="list-style-type: none"> - Identification of key landmarks, counties and cities in UK using maps and a more in-depth study of the local area of Brighouse using a range of maps (including OS with study of symbols). - Learn how to use four and six figure grid references and apply to OS maps. 	<p>with a study of local geography (namely Brighouse).</p> <ul style="list-style-type: none"> - Debate to introduce Luddites and their reasons for rebellion. - Study of life in a mill, looking at both Mill Owner's viewpoint and that of child at work. - Study the geography of the Luddite rebellion. <p>Study of Luddite sources, comparison and rating in terms of reliability.</p>		
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