





Year A


	Autumn	Spring	Summer
KS1			
<p>History/geography</p> <p>Geographical skills and fieldwork should permeate every topic</p>	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>(world war 2)</p>	<p>Geography - Place knowledge understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country</p> <p>Human and physical geography identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Geography Locational knowledge name and locate the world's seven continents and five oceans</p> <p>Human and physical geography use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>History- Lives of significant individuals in the past who have contributed to national and international achievements. e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and Edith Cavell</p> <p>(Christopher Columbus, Elizabeth 1st linking with explores and pirates)</p>
Art/design	3D	Painting	Collage
	Great artists/crafts makers and designers		
Science	<p>Animals including humans Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p>	<p>Everyday materials and their uses</p>	<p>Plants / living things and their habitats Explore and compare the differences between things that are living, dead, and things that have never been alive Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</p>
	Seasonal Changes 		
ICT	Animals Programming/e-safety	Blogs and Stickmen Programming/e-safety	Let's find out Programming/e-safety


	Multimedia	Technology in our lives	Handling Data			
PE	Games/Gymnastics	Dance/Multi-skills	Athletics/striking and fielding games			
REAL PE	Units 1 and 2	Units 3 and 4	Units 5 and 6			
	Swimming					
RE	Creation & thanksgiving unit 1.5	Living in harmony how do we show we care? Unit 1.4 Big book Helping Puddles lends a paw	Holy Places what can we learn from visiting a religious building unit 1.6 To include a church visit Big book Puddles and the Christening Splash			
DT	Structures	Textiles	Mechanisms			
	Food/cooking understanding where food comes from. 					
PSHE / SEAL	New beginnings/say no to bullying	Going for goals Aspirations researching jobs writing to organisations Healthy lifestyles Medicines/diet	Relationships Safety and financial capability (first aid)			
Music	Sound sources/ICT	Descriptive music/Composing	Performing together			
KS2						
History/geography Geographical skills and fieldwork should permeate every topic	History-Changes in Britain from the Stone Age to the Iron Age This could include: - late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae - Bronze Age religion, technology and travel, e.g. Stonehenge - Iron Age hill forts: tribal kingdoms, farming, art and culture	Geography - Mountains See Harts statements for coverage	History- Roman Empire and its impact on Britain This could include: - Julius Caesar's attempted invasion in 55-54 BC - the Roman Empire by AD 42 and the power of its army - successful invasion by Claudius and conquest, including Hadrian's Wall - British resistance, e.g. Boudica - "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity			
Art/design	3D Sculpture	Painting	Collage			
	Great artists, architects and designers in history					
Science	Animals, including humans LKS Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat Identify that humans and some other animals have skeletons and muscles for support, protection and movement. UKS Describe the changes as humans develop to old age Identify and name the main	light	Electricity	Rocks Evolution & inheritance	Forces and magnets	living things and their habitats LKS Recognise that living things can be grouped in a variety of ways Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment UKS Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals.

	parts of the human circulatory system and describe the functions of the heart, blood vessels and blood					
ICT	3/4 Bringing it to life Programming/e-safety/ Multimedia	5/6 Simulations and Investigations Programming/e-safety Handling Data	3/4 Games and Information Programming/e-safety Technology in our lives	5/6 Sounds Programming/e-safety Technology in our lives	3/4 Move it and sort it Programming/e-safety Handling Data	5/6 Find out and Share Programming/e-safety Multimedia
PE	Invasion Games-Football/Gymnastics		Dance-(P of the C)/OAA (outdoor and adventurous)		Athletics/striking and fielding-cricket	
REAL PE	Units 1 and 2		Units 3 and 4		Units 5 and 6	
RE	2.2 New Syllabus Does a beautiful world mean there is a wonderful God? Creation stories for Jews, Muslims and Christians		2.5 New Syllabus Beliefs and actions in the world: Can Christian Aid and Islamic Relief change the world?		2.4 New Syllabus Why do people love their sacred places? What we learn from visiting Holy buildings.	
DT	Textiles		Electrical components		Mechanisms	
	Seasonal cooking 					
PSHE / SEAL	New beginnings/say no to bullying		Going for goals-Aspirations researching jobs writing to organisations Healthy lifestyles-Drug and alcohol education-Police diet		Relationships-sex education school nurse Safety and financial capability (first aid)	
Music	Sounds sources/ICT		Music from around the world/Composing		Performing together	

Year B

	Autumn	Spring	Summer
KS1			
<p>History/geography</p> <p>History-events beyond living memory that are significant nationally or globally. (past events)</p> <p>Geographical skills and fieldwork should permeate every topic</p> <p>(Dinosaurs)</p>	<p>History-events beyond living memory that are significant nationally or globally. (past events)</p> <p>(Dinosaurs)</p>	<p>Geography Local Area-Hackfall Place knowledge understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</p> <p>Human and physical geography identify seasonal and daily weather patterns in the United Kingdom</p> <p>Geography- Locational knowledge name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Human and physical geography use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>Significant historical events, people and places in their own locality.</p> <p>(castles, Bolton Castle and Mary Queen of Scots)</p> <p>Geography link?-Human and physical geography use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>
Art/design	Drawing	Printing	Textiles
	Great artists/crafts makers and designers		
Science	<p>Animals including humans</p> <p>Notice that animals, including humans, have offspring which grow into adults</p> <p>Find out about and describe the basic need of animals, including humans, for survival (water, food and air)</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>	<p>Everyday materials and their uses</p>	<p>Plants / living things and their habitats</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats</p>
	Seasonal Changes 		
ICT	<p>Toys</p> <p>Programming/e-safety</p> <p>Technology in our lives</p>	<p>Fix it and Find it</p> <p>Programming/e-safety</p> <p>Multimedia</p>	<p>Shapes and Safety</p> <p>Programming/e-safety</p> <p>Handling Data</p>
PE	Games/Gymnastics	Dance/Multi-skills	Athletics/striking and fielding games
REAL PE	Units 1 and 2	Units 3 and 4	Units 5 and 6
RE	What stories about Moses do Jewish people	Signs and symbols for Christians and Muslims, what	What can we learn from talking about God RE Today


	love to remember? RE Today How do we celebrate special times? RE Today	symbols represent? RE today				
DT	Structures	Mechanisms		Textiles		
	Food/cooking understanding where food comes from. 					
PSHE / SEAL	Getting on and falling out/say no to bullying	Good to be me Healthy lifestyles exercise	Changes Politics & Government Safety and financial capability (first aid)			
Music	Sound sources/ICT	Descriptive music/Composing		Performing together		
KS2						
History/geography Geographical skills and fieldwork should permeate every topic	<p>Britain's settlement by Anglo-Saxons and Scots This could include: Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion - Canterbury, Iona and Lindisfarne</p> <p>Geography Investigating Settlements Human and physical geography including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Locational Knowledge name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>	<p>Geography, Space</p> <p>See Harts statements for coverage</p>		<p>The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p> <p>Geography- Investigating water (Nile) Human and physical geography, investigating land use.</p> <p>See Harts for coverage</p>		
Art/design	Drawing	Texting		Printing		
	Great artists, architects and designers in history					
Science	Animals including humans LKS Describe the simple	Materials	Earth and Space	Sound	Plants	Living things and their habitats LKS Recognise that environments can

	<p>functions of the parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions Construct and interpret a variety of food chains, identifying producers, predators and prey. UKS Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including humans.</p>					<p>change and that this can sometimes pose dangers to living things. UKS Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and difference, including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.</p>
ICT	3/4 Adverts Programming/e-safety Multimedia	5/6 Finding and using Programming/e-safety Technology in our lives	3/4 Games and graphs Programming/e-safety Handling Data	5/6 Shape and Weather Programming/e-safety Multimedia	3/4 Shapes Programming/e-safety Technology in our lives	5/6 Understanding a challenge Programming/e-safety Handling Data
PE	Invasion Games-Netball/Gymnastics		Dance-(Timing and rythm)/OAA (outdoor and adventurous)		Athletics/striking and fielding-rounders	
REAL PE	Units 1 and 2		Units 3 and 4		Units 5 and 6	
RE	2.1 New Syllabus What makes Jesus an inspiration to some people? Who is inspiring to me?		2.3 New Syllabus How and why do Hindus and Christians see life like a journey? Where does the journey of life lead to?		2.8 New Syllabus What can make our community more tolerant?	
DT	Stiff and flexible sheet materials (structures)		Textiles		Mechanisms	
	Seasonal cooking 					
PSHE / SEAL	Getting on and falling out/say no to bullying		Good to be me Healthy lifestyles exercise		Changes Politics & Government Sex education school nurse Safety and financial capability (first aid)	
Music	Sounds sources/ICT		Music from around the world/Composing		Performing together	


Year C


	Autumn	Spring	Summer
Whole School Theme			
KS1			
History/geography Geographical skills and fieldwork should permeate every topic	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>(world war 2)</p>	<p>Geography - Place knowledge understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country</p> <p>Human and physical geography identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Geography Locational knowledge name and locate the world's seven continents and five oceans</p> <p>Human and physical geography use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>History- Lives of significant individuals in the past who have contributed to national and international achievements. e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and Edith Cavell</p> <p>(Christopher Columbus, Elizabeth 1st linking with explores and pirates)</p>
Art/design	3D	Painting	Collage
	Great artists/crafts makers and designers		
Science	<p>Animals including humans Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated</p>	Everyday materials and their uses	<p>Plants / living things and their habitats Explore and compare the differences between things that are living, dead, and things that have never been alive Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</p>


	with each sense				
	Seasonal Changes →				
ICT	Animals Programming/e-safety Multimedia	Blogs and Stickmen Programming/e-safety Technology in our lives	Let's find out Programming/e-safety Handling Data		
PE	<i>Games/Gymnastics</i>	<i>Dance/Multi-skills</i>	<i>Athletics/striking and fielding games</i>		
REAL PE	Units 1 and 2	Units 3 and 4	Units 5 and 6		
RE	I am Special (Old School RE planning)/Special Times (Old NY planning) Big book Puddles & the Christmas Play	How do we say thank you for our beautiful world RE Today Spring New Life/growth/eggs (Old NY planning) Big book Seven New Kittens Muslim Story)	Who celebrates and what? Unit 1.1 Big book A Wedding day wish for puddles)		
DT	<i>Structures</i>	<i>Mechanisms</i>	<i>Textiles</i>		
	Food/cooking understanding where food comes from. →				
PSHE / SEAL	New beginnings/say no to bullying	Going for goals Aspirations researching jobs writing to organisations Healthy lifestyles-medicines, diet	Relationships Safety and financial capability(first aid)		
Music	Sound sources/ICT	Descriptive music/ Composing	Performing together		
KS2					
History/geography Geographical skills and fieldwork should permeate every topic	History-Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor This could include: - Viking raids and invasion - resistance by Alfred the Great and Athelstan, first king of England - further Viking invasions and Danegeld - Anglo-Saxon laws and justice - Edward the Confessor and his death in 1066	Geography - investigating somewhere else in Britain	History-A non-European society - one study chosen from: - Early Islamic civilization, c. AD 900; - Mayan civilization c. AD 900; - Benin c. AD 900-1300. Geography - Compare the UK to a non European location		
Art/design	3D Sculpture	Painting	Collage		
	Great artists, architects and designers in history				
Science	Animals, including humans LKS Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat Identify that humans and some other animals have skeletons and muscles for	light	Electricity	Rocks Evolution & inheritance	Forces and magnets living things and their habitats LKS Recognise that living things can be grouped in a variety of ways Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment UKS Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.

	support, protection and movement. UKS Describe the changes as humans develop to old age Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood					Describe the life process of reproduction in some plants and animals.
ICT	3/4 Bringing it to life Programming/e-safety/ Multimedia	5/6 Simulations and Investigations Programming/e-safety Handling Data	3/4 Games and Information Programming/e-safety Technology in our lives	5/6 Sounds Programming/e-safety Technology in our lives	3/4 Move it and sort it Programming/e-safety Handling Data	5/6 Find out and Share Programming/e-safety Multimedia
PE	Invasion Games Rugby/Gymnastics		Dance-(dot, squiggle, dash)/OAA (outdoor and adventurous)		Athletics/striking and fielding-cricket	
REAL PE	Units 1 and 2		Units 3 and 4		Units 5 and 6	
RE 3/4	Beliefs in action in the world. (RE today book)	Christmas	2.1 What makes Jesus an inspiration to some people? Who is inspiring for me?	2.1 What makes Jesus an inspiration to some people? Who is inspiring for me?	2.3 How and why do Hindus and Christians see life like a journey? Where does the journey of life lead?	2.3 How and why do Hindus and Christians see life like a journey? Where does the journey of life lead?
RE 5/6	Religion and the individual. (RE today book)	Christmas	2.7 Values: What matters most to Christians, to Humanists and to me?	2.7 Values: What matters most to Christians, to Humanists and to me?	2.8 What can make our community more tolerant and respectful?	2.8 What can make our community more tolerant and respectful?
DT	Mechanisms		Electrical components		Textiles	
	Seasonal cooking 					
PSHE / SEAL	New beginnings/say no to bullying		Going for goals Aspirations researching jobs writing to organisations Healthy lifestyles Drug and alcohol education-Police, diet		Relationships- sex education school nurse Safety and financial capability (first aid)	
Music	Sounds sources/ICT		Music from around the world/Composing		Performing together	

Year D

	Autumn	Spring	Summer
KS1			
History/geography Geographical skills and fieldwork should permeate every topic	<p>History-events beyond living memory that are significant nationally or globally. (past events)</p> <p>(Dinosaurs)</p>	<p>Geography Local Area-Hackfall Place knowledge understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</p> <p>Human and physical geography identify seasonal and daily weather patterns in the United Kingdom</p> <p>Geography- Locational knowledge name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Human and physical geography use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>Significant historical events, people and places in their own locality.</p> <p>(castles, Bolton Castle and Mary Queen of Scots)</p> <p>Geography link?-Human and physical geography use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>
Art/design	Drawing	Printing	Textiles
	Great artists/crafts makers and designers		
Science	<p>Animals including humans Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic need of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>	Everyday materials and their uses	<p>Plants / living things and their habitats Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other Identify and name a variety of plants and animals in their habitats, including micro-habitats</p>
	Seasonal Changes 		
ICT	<p>Toys Programming/e-safety Technology in our lives</p>	<p>Fix it and Find it Programming/e-safety Multimedia</p>	<p>Shapes and Safety Programming/e-safety Handling Data</p>
PE	Games/Gymnastics	Dance/Multi-skills	Athletics/striking and fielding games
REAL PE	Units 1 and 2	Units 3 and 4	Units 5 and 6
RE	<p>Myself who am I ? RE Today Big book A wet and Windy Harvest for Puddles</p>	<p>Questions that puzzle us unit 1.2 Big book Puddles and the Happy Easter Day</p>	<p>Special Stories for Christians and Muslims unit 1.3 What can we learn from Stories in the bible and the Qu'ran RE Today Big book The Tiny Ant Muslim Story</p>

DT	Textiles	Structures			Mechanisms	
	Food/cooking understanding where food comes from. 					
PSHE / SEAL	Getting on and falling out	Good to be me Healthy lifestyles exercise			Changes Politics & Government Safety and financial capability (first aid)	
Music	Sound sources/ICT	Descriptive music/Composing			Performing together	
KS2						
History/geography Geographical skills and fieldwork should permeate every topic	History-Ancient Greece - a study of Greek life and achievements and their influence on the western world		Geography - local area - example Hackfall		History-A study of an aspect or theme in British history extends chronological knowledge beyond 1066 For example: - the changing power of monarchs using case studies such as John, Anne & Victoria - changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the C.20th - the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day - a significant turning point in British history, e.g. the first railways or the Battle of Britain Local History Study	
Art/design	Drawing	Printing			Textiles	
Great artists, architects and designers in history						
Science	Animals including humans LKS Describe the simple functions of the parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions Construct and interpret a variety of food chains, identifying producers, predators and prey. UKS Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including humans.	Materials	Earth and Space	Sound	Plants	Living things and their habitats LKS Recognise that environments can change and that this can sometimes pose dangers to living things. UKS Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and difference, including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.

ICT	3/4 Adverts Programming/e-safety Multimedia	5/6 Finding and using Programming/e-safety Technology in our lives	3/4 Games and graphs Programming/e-safety Handling Data	5/6 Shape and Weather Programming/e-safety Multimedia	3/4 Shapes Programming/e-safety Technology in our lives	5/6 Understanding a challenge Programming/e-safety Handling Data
PE	Invasion Games-Hockey/Gymnastics		Dance-(country dancing)/OAA (outdoor and adventurous)		Athletics/striking and fielding-rounders	
REAL PE	Units 1 and 2		Units 3 and 4		Units 5 and 6	
RE	Unit 2.2		Unit 2.6		Unit 2.5	
DT	Stiff and flexible sheet materials (structures)		Mechanisms		Textiles	
	Seasonal cooking 					
PSHE / SEAL	Getting on and falling out		Good to be me Healthy lifestyles Drug and alcohol education-Police exercise		Changes- Politics & Government Sex education School nurse Safety and financial capability (first aid)	
Music	Sounds sources/ICT		Music from around the world/Composing		Performing together	

Geography Journeys and weather

Place knowledge understand geographical similarities and differences through the study of human and physical geography of a region in a European country, and a region within North or South America

Locational knowledge identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

C

Geography -Investigating somewhere else in Britain

Place knowledge understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom

Locational knowledge locate the world's countries, using maps, name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.

D

Geography Local Area-Example Hackfall Investigating rivers Human and physical geography describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

