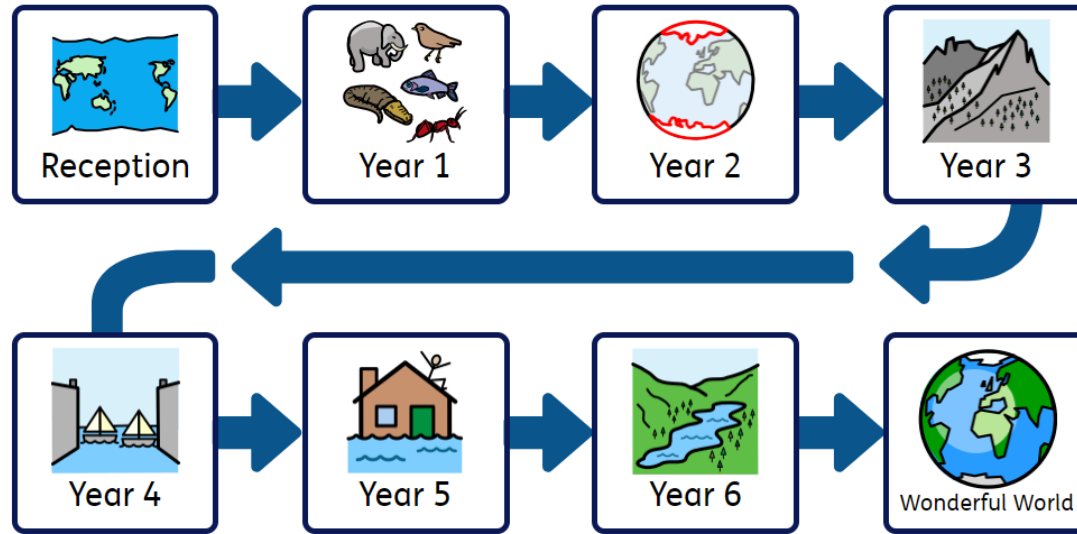


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| Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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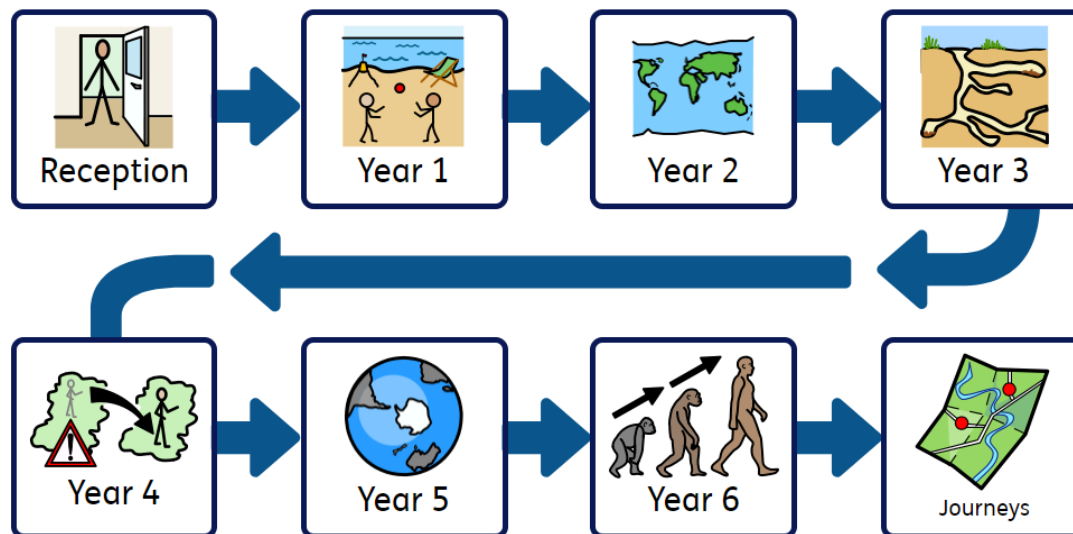
Wonderful World



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| <p>Dinosaurs were creatures who walked the Earth a long time ago.</p> <p>Children start to learn about the natural world around them and some of</p> | <p>Stepping into nature through the eyes of the animal - looking at our world through a different perspective.</p> | <p>Pole to Pole - following from Year R, learning about each ocean and how they are different.</p> <p>How the poles are similar and</p> | <p>Introducing the human world.</p> <p>Mountains and earthquakes - how some things are out of our control.</p> <p>How mountains</p> | <p>Mousehole Cat - compare Cornwall to a small coastal village in North America.</p> <p>Different physical features than can exist within our</p> | <p>Floodland - impact on global warming on the world.</p> <p>Preventative measures for flooding and what changes need to be made now for</p> | <p>Local trip - comparing and exploring the diverse range of habitats that make up our world.</p> <p>Local microhabitats -</p> |
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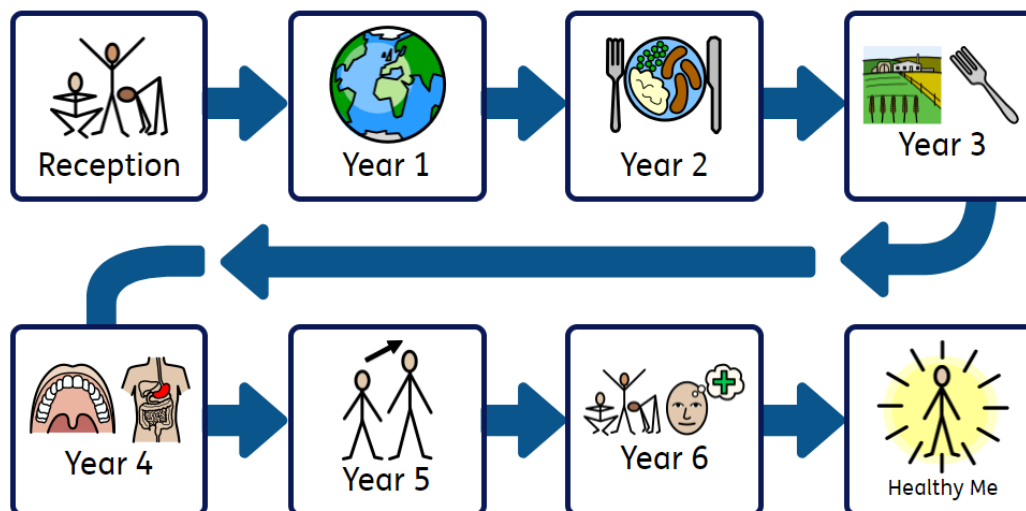
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| <p>the animals that inhabit it.</p> <p>Looking after our world and understanding that the oceans are part of this. There are a diverse range of creatures that live in the sea, not just on land.</p> | | <p>different and how animals survive and thrive in each.</p> <p>They explore how wonderful the world is when travelling across the continents with 'The Snail and the Whale.'</p> | <p>form - what life is like on a mountain. What you need for survival.</p> <p>We can adapt our human world to meet the needs of the natural world.</p> | <p>world.</p> | <p>the future.</p> <p>Reflecting on our responsibilities to look after our world.</p> <p>Children explore the rainforest and compare the Amazon to the New Forest.</p> | <p>Bedfont Lakes.</p> <p>Conversations surround how we need to look after our world, in order to protect and preserve species.</p> |
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Journeys



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| <p>They have made the mental journey from Nursery to Primary school.</p> <p>Physical journey around school.</p> <p>Marvellous Machines topic looks at transport we can take to go on a further journey. They read the story 'Journey Home from Grandpas.'</p> | <p>Beside the Seaside. People journey to go on holiday and this includes the seaside.</p> <p>Our journey to the seaside would be different to those during Victorian times.</p> | <p>Global Explorers - children journey around the World with the Snail and the Whale visiting the continents and oceans.</p> <p>Through the Across the Ocean topic, the children look at journeys taken by Christopher Columbus, Amelia Earhart and the Titanic to cross the Atlantic.</p> | <p>The children explore an underground journey as taken by Krindlekrax. They go on a journey around the local area.</p> | <p>The children explore the physical and emotional journey the Iron Man goes on.</p> <p>Through Geography they explore how navigation is crucial to a successful journey.</p> <p>The journey a refugee may take across Europe explored alongside the Boy at the Back of the Class.</p> | <p>Shackleton's journey is explored as they document his expedition across Antarctica and learn that not all journeys are successful when they learn about the sinking of Endurance.</p> <p>They also explore a Greek journey through The Adventures of Odysseus.</p> | <p>Children explore the journey Darwin took to develop the theory of evolution.</p> <p>They also learn about the physical and mental journeys that were taken during WW2 - by all individuals (evacuees, soldiers, politicians etc..) and the journey Britain went on.</p> |
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Healthy Me



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| <p>Children discover that exercise keeps their bodies healthy.</p> <p>We learn which foods are healthy and unhealthy choices. From this, design our healthy me dinner plate.</p> | <p>Exploring our wonderful planet by looking at ways in which we can help the environment.</p> <p>Looking at healthy lifestyle choices such as recycling to help protect our planet.</p> | <p>Discovering the importance of a healthy diet for animals to survive in our Horrible Histories topic. The children explore how Florence Nightingale ensured that her patients' basic needs were met.</p> | <p>In our DT topic of Farm to Fork, we look at the journey of fruits and vegetables to our plates and the importance of them in our diets.</p> <p>In our Science learning of Healthy Eating, we study the Eatwell Plate - which tells us which proportions</p> | <p>In our digestive system topic, we look at the Tudor Diet and how it has changed today for us to be more healthy.</p> <p>When studying teeth, we look at what foods and drink have a negative impact on our teeth and which have a</p> | <p>During our Science topic, we look at how our bodies change as humans develop into old age and what we can do to keep our bodies healthy during this.</p> <p>In DT, we create a salad bar considering the importance of eating nutritionally</p> | <p>During our Science topic, we examine and explore the work of Marie Maynard Daly to increase our understanding of how foods and diet affect the health of the heart and the circulatory system.</p> <p>In PSHE, we explore the best combinations to</p> |
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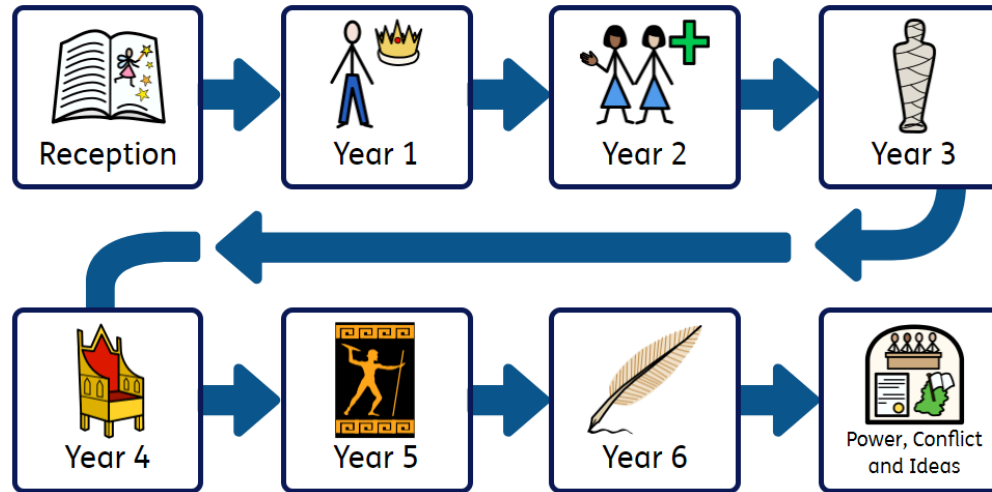
of each food group we need to stay healthy.

positive impact.

balanced meals and the impact this has on our health.

give our bodies for physical, emotional and mental health.

Power, Conflict and Ideas



The power within fairy tales, relatable stories.

Conflicts with peers.

Overarching theme in spring 2. Looking at structure and hierarchy within the Royal family.

Talking about crowns, jewels and possessions. Children look at a

Exploring the roles of Florence Nightingale and Mary Seacole during the Crimean War.

Looking at Tutankhamun and early leadership, as well as the power he held over slaves. Children understand the difference in leadership styles from back then to

Tudors - Henry VIII's power over the church (spreading his own strong religious ideas -the impact this has on Christianity today) and discussions around fairness of this. Henry VIII's

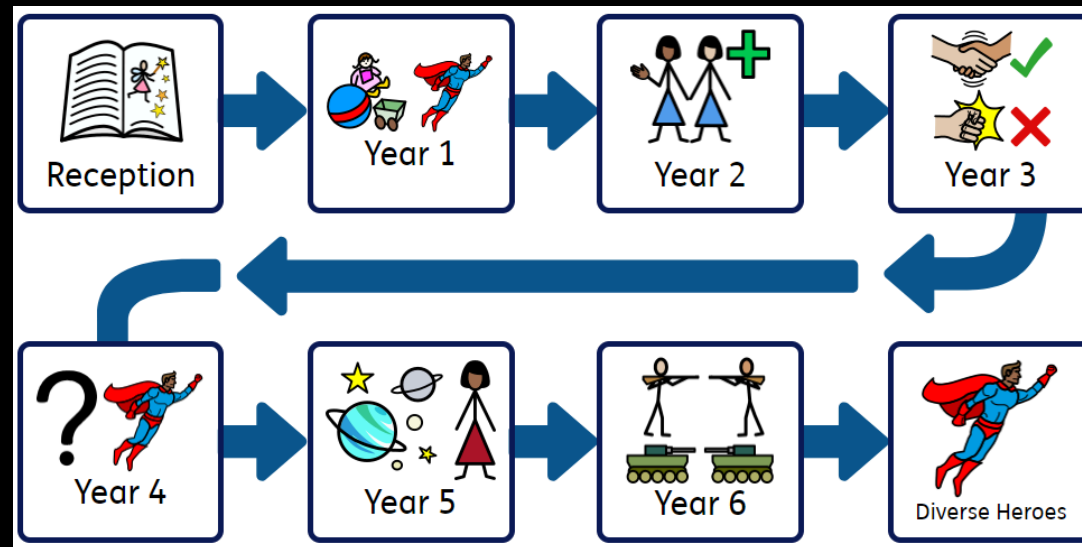
Ancient Greeks - Odysseus went to war, came back to lots of people trying to take his crown (struggle for power). How have the Ancient Greeks impacted us today? Anglo Saxons -

Macbeth - he wants to be king so kills everyone around him. As a result of power, everyone hates him and goes against him.

Vikings - took power over

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| | family tree. | | <p>the current day. Family links and power being passed down through families.</p> <p>When looking at Medieval Britain, children look at the signing of the Magna Carta and the effect this had on King John. They learn that the Magna Carta was the first document to put into writing the principle that the king and his government was not above the law. It was the first notion of democracy.</p> | wives and his power over them. | looking at the notion of invading and settling. | <p>England. Look at crime and punishment</p> <p>Children explore the concepts of power and conflict through WW2.</p> |
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Diverse Heroes



Fairytale characters - three little pigs
The Jolly Postman - delivers the post, hero to village.

Distinct roles within the story (villain/hero) shows a diversity of the characters and their qualities.

Toys - superheroes (Traction Man). Links distinctively to 'What is a hero?' What qualities do they have that make them a hero?

The children look at themselves as local heroes and the '10 things I can do to help my world.'

Florence Nightingale and Mary Seacole are key figures from History who have shaped the world and can be deemed as a 'hero'. Exploring how both are seen as heroes now, however this was not the case with Mary

Robin Hood. Moral conflict - being a hero does not always mean being the 'main character' but standing up for what is moral and just.

Through a range of POR text we explore what a 'hero' is and what a hero may 'do'. Varjak Paw Mowzer and Tom Hagarth

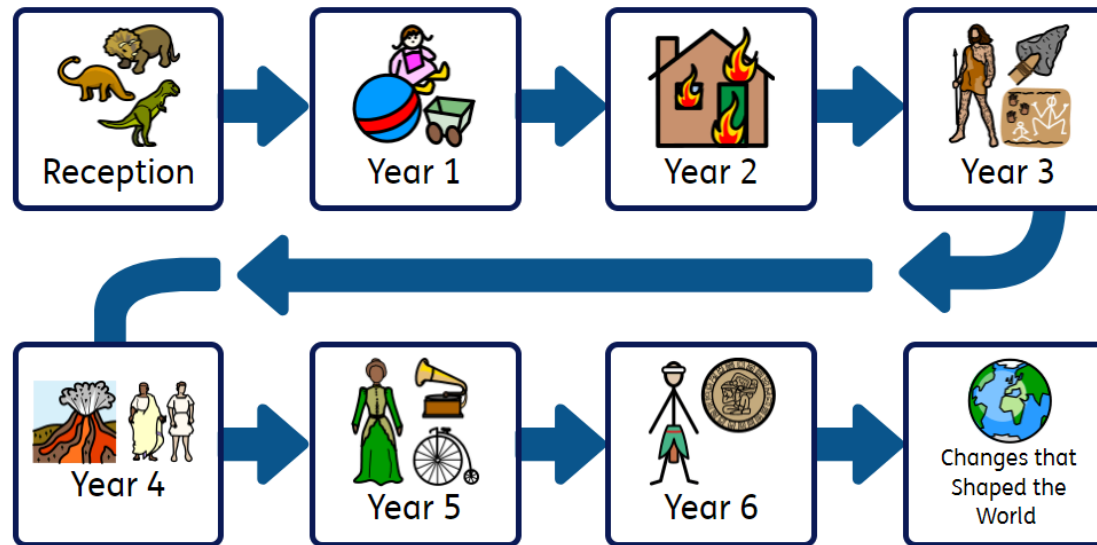
Hidden Figures - four black women and the space race. Focus on discussion of segregation during that time period - ensure focus on the successes of black people rather than the oppression. A celebration of what they have done. A

Rose Blanche - a child hero/unsung hero/eyes of the child. Continued from Year 5, everyone can be a hero.

WW2 - everybody was a hero. Change in lifestyle, everyone had to contribute to the war effort to make

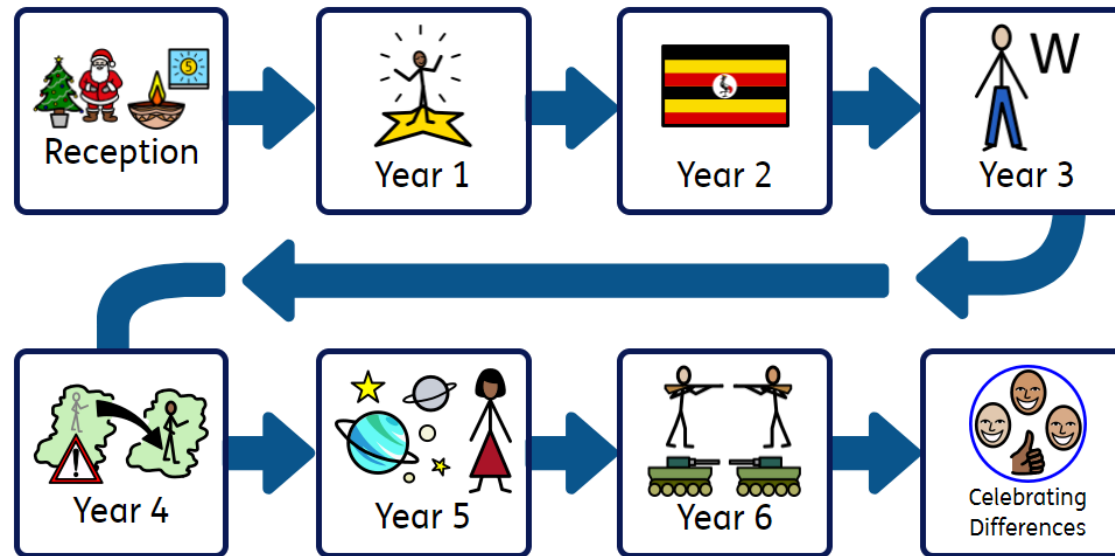
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| | | <p>Seacole in the Victorian era.</p> <p>Taking the schema of 'hero' and applying it in a real life context.</p> | | | <p>balance to focus on the achievements but also understand there was oppression - through heroes we understand there will be obstacles to overcome to achieve.</p> | <p>it successful.</p> <p>Letters from the Lighthouse</p> |
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Changes that shaped our World



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| <p>The children explore how transport in the past was different to transport today.</p> <p>They also explore how life was different at the time of the dinosaurs.</p> | <p>The children explore how toys have developed and changed over time and how, due to technological advancement, how we play today is different to how Victorian children played.</p> | <p>Through the History topic of the Great Fire of London, exploring how life was different in 1666. They look at how the fire changed London forever and how lessons learned led to developments in housing, architecture and the fire service.</p> <p>Through the Crossing the Atlantic they build on how transport has developed since the time of Columbus and Amelia Earhart.</p> | <p>The children explore the changes that happened during the Stone Age and how they have influenced our lives today - for example, tools.</p> | <p>Many key inventions can be dated back to the Ancient Mesopotamian Period including the wheel, brick, map, sail and notion of time and mathematics.</p> <p>Children also look at changes dating back from the Romans and the changes that have happened as a result of Pompeii's volcanic eruption - they look at how the technology around predicting seismic activity protects against such a catastrophe happening today.</p> | <p>Children explore the Industrial Revolution and the significance of the Victorian era in influencing our lives today.</p> | <p>Through the scientists they study, the children look at developing health research and the impact this has on our lives and life expectancy.</p> <p>The Ancient Mayans developed the science of astronomy, calendar systems, and hieroglyphic writing. They were also known for creating elaborate ceremonial architecture, such as pyramids, temples, palaces, and observatories.</p> |
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Celebrating Difference



Christmas and Diwali and the similarities and differences between these celebrations

Chinese New Year

'Super Duper You' - different family setups and how we have different skin colours, hobbies etc.

Science - human bodies (look at disabilities within this).

'Into Africa' celebrates similarities and differences between the UK and Uganda.

Weslandia - character is an outsider who creates his own civilisation (including his own clothes, language, using his own skills to create his ideal world)

Boy at the Back of the Class - refugee who travels from Syria to London and how he adapts to his new community and the things he teaches the children at his school

Mousehole Cat - compare Cornwall

Hidden Figures - it was rare for women to have same jobs as men, different races had different bathrooms etc. but celebrates how wonderful these women were and how crucial they were to the success of the

WW11 - Britain celebrated differences through welcoming Kindertransport and took refugees from Europe (different religions - how did Britain help them to escape danger, despite

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| | | | | to a small coastal village in North America. | mission | differences) |
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