

Curriculum Overview

The table below shows the curriculum coverage within history, geography and science topics. Please see Class Newsletters for details relating to other curriculum areas covered in each term for each year group. These can be found on the school website.

	Autumn	Spring	Summer
Reception	<p>All aboard? We will talk about past and present events in their own lives and know how they are similar and different to others.</p> <p>Is there anybody out there? Know that people have differences and there are differences between themselves and others traditions.</p> <p>*We will also learn about seasonal changes in our environment in all three terms</p>	<p>What happened once upon a time? We will look at similarities and differences between ourselves and other traditions and be sensitive to these traditions. (Chinese New Year)</p> <p>We will look at similarities and differences in objects and materials.</p> <p>Who's afraid of the big bad scarecrow? We will look at similarities and differences in living things. We will make observations of plants and say why things change and may happen.</p>	<p>Who goes to the ugly bug ball? Learn about location of animals and how features of animals relates to their environment.</p> <p>Where shall we go today? We will talk about seashores in the past and know about similarities and differences between communities. We will talk about similarities and differences in relation to places and features of their own immediate environment.</p>

Year 1	<p>What am I made of and why?</p> <p>Science- everyday materials and their uses:</p> <p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>What is special about living in High Crompton?</p> <p>Geography- local area and UK. Pupils should develop knowledge about their locality.</p> <p>They should understand basic subject-</p>	<p>What shall I wear today?</p> <p>Science- Seasonal changes:</p> <p>Observe changes across the four seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> <p>Can I be a weather presenter?</p> <p>Geography- Identify seasonal and daily weather patterns in the United Kingdom:</p> <p>The location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use basic geographical vocabulary to refer to key physical features, including: season and weather</p>	<p>Is my body a machine?</p> <p>Science- humans:</p> <p>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>Find out about and describe the basic needs of 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>Where have all the mills gone?</p> <p>History- local history of significant events and people e.g. Winston Churchill, Queen Victoria, LS Lowry, Queen Elizabeth II, St Mary's School, cotton mills, explore Victorian artefacts.</p>
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	<p>specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p> <p>Key human features, including: city, town, village, factory, farm, house, office, and shop</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Devise a simple map Use world maps, atlases and globes to identify the United Kingdom and its countries.</p>		
Year 2	<p>Do they have the X factor? History- timeline, famous people and significant events beyond living memory e.g Florence Nightingale, Great Fire of London gunpowder plot.</p> <p>Is Mexico Marvellous? Geography- Non European country study, Understand geographical similarities and</p>	<p>What adventures can you have by the sea? Geography- an island home, Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</p>	<p>Can you navigate around the world and its oceans? Geography- skills, mapwork, Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p>

<p>differences through studying the human and physical geography of a small area in a contrasting non-European country.</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation. • key human features, including: city, town, village, farm, house, office, and shop. <p>Use world maps, atlases and globes to identify the country, continents and surrounding ocean of the area being studied.</p>	<p>to:</p> <ul style="list-style-type: none"> • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation. • key human features, including: city, town, village, farm, house, port, harbour and shop. <p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>What's wicked about wildlife?</p> <p>Science- plants:</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Living things and their habitats:</p>	<p>South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>What's wicked about wildlife?</p> <p>Science- animals:</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p>
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	<p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets.)</p> <p>Notice that animals, including humans, have offspring which grow into adults.</p> <p>Find out about and describe the basic needs of animals, for survival (water, food and air),</p> <p>Living things and their habitats:</p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive</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> <p>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>	<p>Explore and compare the differences between things that are living, dead, and things that have never been alive</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> <p>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>
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Year 3	<p>Who first lived in Britain? History-pre historic Britain from Stone Age to Iron Age including hunter gatherers, early farming, bronze age and iron age.</p> <p>What's hidden below the surfaces? ... let's take a peek! Science- Rocks: Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter.</p> <p>Can I get a grip? Forces and magnets: Compare how things move on different surfaces.</p>	<p>Could you be a tomb raider? History- The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</p> <p>If you didn't have a skeleton, what would it stop you doing? Science- Humans, Animals including humans: Identify that 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 have skeletons and muscles for support, protection and movement. Identify the different types of teeth in humans and their simple functions.</p>	<p>Are all rivers raging? Geography- rivers and mountains: Describe and understand key aspects of:<ul style="list-style-type: none">• physical geography, including: rivers, mountains and the water cycle.Name and locate within the United Kingdom key topographical features :<ul style="list-style-type: none">• hills, mountains, coasts and riversUse maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>

	<p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</p> <p>Describe magnets as having two poles.</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>		<p>Can I leave my shadow behind?</p> <p>Science- Light:</p> <p>Recognise that they need light in order to see things and that dark is the absence of light.</p> <p>Notice that light is reflected from surfaces.</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object.</p> <p>Find patterns in the way that the size of shadows change.</p>
Year 4	<p>Why were the Romans so powerful and how do we know they were here?</p> <p>History- The Roman Empire and its impact on Britain, with an in depth local study</p> <p>Can you catch a scream and can you light me up?</p> <p>Science- Sound:</p> <p>Identify how sounds are made, associating</p>	<p>Donde en Espana estoy? (Where in Spain am I?)</p> <p>Geography- European countries and a study of a region of Spain). Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p>	<p>Who were the greatest invaders?</p> <p>History- Britain's Settlement by Anglo-Saxons and Scots</p> <p>What am I and how do I know?</p> <p>Science- plants:</p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>Explore the requirements of plants for life</p>

<p>some of them with something vibrating.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Find patterns between the pitch of a sound and features of the object that produced it.</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p> <p>Electricity:</p> <p>Identify common appliances that run on electricity.</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region in a European country.</p> <p>Human 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.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world)</p> <p>Where in the UK am I? (Geography-counties and regions of UK)</p> <p>Name and locate counties and cities of the United Kingdom, and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers).</p>	<p>and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</p> <p>Investigate the way in which water is transported within plants.</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>Animals including humans:</p> <p>Identify that animals, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p> <p>Identify animals that have skeletons and muscles for support, protection and movement.</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>Living things and their habitats:</p> <p>Recognise that living things can be grouped in a variety of ways.</p> <p>Explore and use classification keys to help group, identify and name a variety of living</p>
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	<p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>Use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>	<p>things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things.</p>
Year 5	<p>How can I survive in an extreme environment? Geography- climate zones, biomes Science-properties of materials, states of matter, separating materials. Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius ($^{\circ}\text{C}$) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. Properties and changes of materials: Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (thermal), and response to magnets.</p>	<p>Were Vikings really vicious? History- The Viking and Anglo Saxon Struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>What makes the world go round? Science- Earth and space: Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p>	<p>What makes an island an island? Geography-coasts and Llandudno study: Name and locate 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 - (Llandudno.)</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom - Llandudno.</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> • human 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 . <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and

<p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>What makes the Earth angry? Geography- volcanoes, earthquakes:</p> <p>Name and locate 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>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and 		<p>digital/computer mapping to locate countries and describe features studied .</p> <ul style="list-style-type: none"> • Use four figure grid references the symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world . <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. (Build on from Year 3 - two year groups to do field study)</p> <p>What is the 'circle of life'? Science- animals including humans: Describe the simple functions of the basic parts of the digestive system in humans Describe the changes as humans develop to old age.</p> <p>Living things and their habitats:</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a</p>
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	<p>vegetation belts, volcanoes and earthquakes.</p> <ul style="list-style-type: none"> human 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. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied . Use the symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world . <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. (Build on from Year 3 - two year groups to do field study.</p>		<p>bird</p> <p>Describe the life process of reproduction in some animals.</p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>Evolution and inheritance:</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Identify how animals are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>
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Year 6	<p>Could you survive in a rainforest?</p> <p>Geography- South America, rainforests: Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Place knowledge Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America.</p> <p>Human and physical geography Describe and understand key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains. • human 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. <p>Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate</p>	<p>What can I learn about Islamic civilisation?</p> <p>History- A non-European society that provides contrasts with British history - early Islamic civilization, including a study of Baghdad c. AD 900.</p> <p>Does everything change? Science-electricity, light, forces and non reversible change: Light: Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	<p>Are you a slave or soldier, warrior or wimp and what is your legacy?</p> <p>History- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 AND Ancient Greece - a study of Greek life and achievements and their influence on the western world.</p> <p>If I had a tardis where would it take me? Geography- 4&6 figure grid references, time zones, 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)</p> <p>Geographical skills : Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>
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<p>countries and describe features studied Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>What do they have in common? Science-plants, classification, fossils, evolution, micro organisms.</p> <p>Living things and their habitats: Describe the life process of reproduction in some plants.</p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p> <p>Evolution and inheritance: Recognise that living things have changed over time and that fossils provide</p>	<p>Forces and magnets: Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p>Electricity: Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram.</p>	
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	<p>information about living things that inhabited the Earth millions of years ago.</p> <p>Identify how plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>Properties and changes of materials: Compare and group together everyday materials on the basis of their properties, including, conductivity (electrical).</p> <p>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p>	
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