



Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Subject focus	History - The Maya	Geography - The World	History – World War II		Geography - Brazil	Geography - Rainforests
Texts which may be used to support the curriculum						
History	<p><b>The Maya</b> A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Mayan civilization c. AD 900;</p>		<p><b>WW2</b> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>			
Geography		<p><b>Locational knowledge:</b> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. <b>Geographical skills and fieldwork:</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Map Skills linked to WW2 and where the war took place and the countries involved.</p>		<p><b>Place knowledge:</b> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p>	<p><b>Human and physical geography:</b> Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts. <b>Locational knowledge:</b> Identify the position and significance of longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. <b>Human and physical geography:</b> Describe and understand key aspects</p>

						of human geography, including economic activity including trade links.
Design Technology	<p><b>Year 3/4</b> <b>Food: Adapting a recipe:</b> Work in groups to adapt an existing biscuit recipe, whilst taking into account the cost of the ingredients and other expenses against a set budget</p>  <p><b>Year 5/6</b> <b>Food: Come dine with me:</b> Develop a three-course menu focused on three key ingredients, as part of a paired challenge to develop the best class recipes. Explore each key ingredient's farm to fork process.</p> 	<p><b>Year 3/4</b> <b>Electrical systems: Electric poster:</b> Our new electric poster unit introduces children to various forms of 'Information design' before they are briefed to develop an electric museum display based on The World.</p>  <p><b>Year 5/6</b> <b>Digital world: Navigating the world:</b> Design and program a navigation tool to produce a multifunctional device for trekkers using CAD 3D modelling software. Pitch and explain the product to a guest panel.</p> 	<p><b>Year 3/4</b> <b>Textiles: Fastenings:</b> Analyse and evaluate a range of existing fastenings, then devise a list of design criteria to design, generate templates and make a fabric book sleeve.</p>  <p><b>Year 5/6</b> <b>Textiles: Waistcoats:</b> Using a combination of textiles skills such as attaching fastenings, appliqué and decorative stitches, children design, assemble and decorate a waistcoat for a chosen purpose.</p> 	<p><b>Year 3/4</b> <b>Electrical systems: Torches:</b> Identify the difference between electrical and electronic products. Evaluate a range of existing torches and their features, then develop a new functional torch design.</p>  <p><b>Year 5/6</b> <b>Electrical systems: Steady hand game:</b> Understand what is meant by fit for purpose design and form follows function. Design and develop a steady hand game using a series circuit, including housing and backboard.</p> 	<p><b>Year 3/4</b> <b>Structure: Pavilions:</b> Investigate and model frame structures to improve their stability, then apply this research to design and create a stable, decorated pavilion.</p>  <p><b>Year 5/6</b> <b>Digital world: Monitoring devices:</b> Apply Computing knowledge and understanding to program a Micro: bit animal monitoring device. Develop 3D CAD skills by learning how to navigate the Tinkercad interface and essential tools to combine multiple objects.</p> 	<p><b>Year 3/4</b> <b>Mechanical systems: Pneumatic toys:</b> Explore pneumatic systems, then apply this understanding to design and make a pneumatic toy including thumbnail sketches and exploded diagrams.</p>  <p><b>Year 5/6</b> <b>Mechanical systems: Automata toy:</b> Develop a functional automata window display, to meet the requirements in a design brief. Explore and create cam, follower and axle mechanisms to mimic different movements.</p> 
Art and Design	<p><b>Printing – Mono printing</b> Torres Garcia Naum Gabo Bryan Wynter</p>	<p><b>Sculpture – human body (foil)</b> Antony Gormly Richard Stainthorp Michelangelo</p>	<p><b>Water/seascapes – Oil painting (watercolours)</b> Winslow Homer Thomas Cole</p>	<p><b>Architecture – Art for pleasure (clay)</b> The Travelers (Marseille)</p>	<p><b>Graphic Design – typography (propaganda posters/poster paint)</b> Dig for Victory</p>	<p><b>Portraits – Family/Group (photography)</b> Lubaina Himid Sally Mann</p>

			Claude Monet Henri Rousseau	Balloon Flower (New York) The Force of Nature (London)	We can do it (plus others)	Thomas Struth Johannes Vermeer
Science	<p><b>Year 3/4</b> <u>Group and classify living things.</u> Explore: Group animals Vertebrates and invertebrates Group plants Classification keys <u>Habitats.</u> Explore: Living things and their habitats Classification keys (animals) Classification keys (plants) Human impact on habitats</p> <p><b>Year 5/6</b> <u>Electricity</u> Construct and draw series circuits using symbols Complete and incomplete circuits Variations within circuits Plan, Investigate, Evaluate: Voltage experiment <u>Renewable Energy</u> Explore:</p>	<p><b>Year 3/4</b> <u>Light</u> Explore: Light sources The sun How we see Shadows Opaque or transparent? Plan, investigate and Evaluate: shadow experiment</p> <p><b>Year 5/6</b> <u>Living thing and their habitats</u> Explore: Conditions for life Grouping organisms Classifying animals Classifying plants Microorganisms Classifying organisms Carl Linnaeus</p>	<p><b>Year 3 /4</b> <u>Data collection</u> Learning to: Analyse data Make conclusions</p> <p><b>Year 5/6</b> <u>Properties of materials</u> Test materials - magnetic, transparency and hardness Test materials - electrical conductivity Step 3 Plan, Test and Evaluate: Insulating heat experiment Explore: Uses of everyday materials - plastic, wood and metal</p>	<p><b>Year 3/4</b> <u>Forces and magnets</u> Explore and investigate: Forces Friction Investigate - friction experiment Magnetic and non-magnetic materials Metals North and South Poles - attract and repel</p> <p><b>Year 5/6</b> <u>Space</u> <u>Explore:</u> The solar system The planets Modelling Motion of the Earth and planets The solar system – ideas over time Planet Earth Night and day The Moon <u>Global Warming.</u> What is global warming? What is the impact of global warming on living things?</p>	<p><b>Year 3/4</b> <u>Plants</u> Explore: Parts of a plant and their functions Plant dissection The stem and water transportation Looking at seeds Reproductive parts in plants Pollination Seed dispersal Life cycle of plants Plan and plant: Growing experiment</p> <p><b>Year 5/6</b> <u>Reproduction A</u> Explore: Sexual reproduction in animals Reproductive parts in plants Pollination Asexual reproduction Plan and Plant: Cloning plants experiment. <u>Reversible and irreversible changes</u> Exploring: Dissolving</p>	<p><b>Year 3/4</b> <u>Plants continued</u> Observing: Plant growth How does space affect plant growth? <u>Biodiversity</u> What is biodiversity? How can we increase biodiversity in our local area? <u>Deforestation</u> What is deforestation? What are the impacts in the UK and the rest of the world?</p> <p><b>Year 5/6</b> <u>Reversible and irreversible changes continued.</u>  <u>Plastic pollution</u> What is plastic pollution? What are the impacts of plastic pollution on the planet? <u>Reproduction B</u> Answer questions - cloning plants Present findings - cloning plants</p>

	What is renewable energy? Using renewable energy				Separating materials - filtering and sieving Solutions and evaporating burning acid	Evaluate - cloning plants
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