

|                      | Autumn   | Spring  | Summer  |
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| <b>Year R</b>        | <p><b>This is Me!</b></p> <p><i>For their first topic in school, Reception pupils will focus on introducing ourselves and exploring their own interests. They will think about things that are important such as our families and homes whilst also exploring our own timelines and how we arrived at the current time – in school.</i></p> <p><i>Reception pupils will explore simple similarities and differences between ourselves and others and will recognise how important and individual they are. They will be supported to become familiar with their class and recognise how they fit into this new community. This topic allows children to feel safe and secure within their new environment whilst also developing a good understanding of school routines, ensuring high levels of wellbeing at the earliest stage.</i></p> | <p><b>Term 3: Abracadabra!</b><br/><b>Term 4: Roar! (Dinosaurs)</b></p> <p><i>The topics in the Spring Term will help us explore our imagination developing our ideas focusing on the magic of fairy tales and stories of fairies and wizards. We will explore how we can help other and who can help us, thinking about what abilities we need for this. Reception pupils at St James will begin to explore their own storytelling skills through fiction and non-fiction texts, acting out events by sequencing, and developing writing skills. Pupils will explore and experiment with different tools and techniques to develop creations through printing, and the use of different textures and materials. Reception pupils will begin to recognise how things change over time by looking at simple similarities and differences between the past and present.</i></p> | <p><b>Term 5: Old Macdonald had a farm</b><br/><b>Term 6: Land Ahoy! (Pirates)</b></p> <p><i>These topics explore the natural world in different contexts. Reception pupils will compare and contrast what we find in each place. We will explore where these places are located. Pupils will develop their understanding of the natural world. They will begin to explore how wide the world really is. They will participate in Forest School sessions alongside this learning to recognise different features and how we can interact with the environment around us. They will recognise our responsibilities towards animals as well as when looking after our planet.</i></p> |
| Integrated subjects  | <p><b>Expressive Arts &amp; Design (Art &amp; DT):</b> Painting and sculpture,</p> <p><b>Understanding the world - People, Culture &amp; Communities (Geography) :</b> Locational and Place Knowledge – school and home environment</p> <p><b>Past &amp; Present (History):</b> Chronological awareness – family</p> <p><b>The Natural World (Science):</b> Evolution &amp; Inheritance - humans</p>   | <p><b>Expressive Arts &amp; Design (Art &amp; DT):</b> Printing and textures, Textiles and making, Materials</p> <p><b>Understanding the world - People, Culture &amp; Communities (Geography):</b> Place knowledge, comparison of environments</p> <p><b>Past &amp; Present (History):</b> Historical enquiry – similarities and differences. Changes over time.</p> <p><b>The Natural World (Science):</b> Materials</p>  | <p><b>Expressive Arts &amp; Design (Art &amp; DT):</b> Drawing – real life, Food and nutrition</p> <p><b>Understanding the world - People, Culture &amp; Communities (Geography):</b> Geography fieldwork – maps.</p> <p><b>Past &amp; Present (History):</b> Explore the past through settings – characters, events, books</p> <p><b>The Natural World (Science):</b> Living things and habitats, plants and animals.</p>  |
| Stand Alone Subjects | <p><b>PSED:</b> Me and my relationships. Valuing Difference</p> <p><b>Physical Development:</b> Gross &amp; fine motor movements. Explore different movement (Complete PE: Circle Games; Parachute Games)</p> <p><b>RE:</b> Why are we called St James? Who is Jesus?</p> <p><b>Computing:</b> E-safety</p> <p><b>Music:</b> Unit 1 – Me!, Unit 2 – My Stories</p>   | <p><b>PSED:</b> Keeping Safe. Rights &amp; Respect</p> <p><b>Physical Development:</b> Complete PE: Gymnastics - High, Low, Over, Under &amp; Moving; Dance - Nursery Rhymes</p> <p><b>RE:</b> Who can I help? What does a cross remind Christians about?</p> <p><b>Computing:</b> E-safety</p> <p><b>Music:</b> Unit 3 – Everyone!, Unit 4 – Our World</p>   | <p><b>PSED:</b> Being my Best. Growing &amp; Changing</p> <p><b>Physical Development:</b> Complete PE: Locomotion – Jumping 1; Ball Skills – Feet 1; Games for Understanding</p> <p><b>RE:</b> How can we care for our wonderful world? Why is the Bible the most popular book?</p> <p><b>Computing:</b> E-safety</p> <p><b>Music:</b> Unit 5 – Big Bear Funk, Unit 6 – Reflect, Rewind and Replay</p>  |

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| <b>Year 1</b>        | <p><b>All Creatures Great and Small</b><br/><b>What makes us human?</b></p> <p><i>This topic focuses on ourselves and other animals – we will compare humans to other animals. Year 1 pupils will think about where we live, what we need to survive and how we have changed and grown over time. This topic allows Year 1 pupils at St James’ to explore and recognise the similarities and differences within our own community. Building upon their learning from Reception, they will be supported to recognise how we are all unique and our experiences are individual to us. They develop an understanding of the natural world as well as furthering their understanding of their own needs.</i></p> | <p><b>Heroes and Villains</b><br/><b>What makes a hero?</b></p> <p><i>Year 1 pupils will be thinking about our ‘superpowers’ and how we help each other. We will explore heroes throughout history – who might be considered a hero and why? This topic is an opportunity for pupils at St James’ to find out more about key historical figures and to consider what is right and wrong. They build on their historical knowledge from Reception and begin to look further back in time. They develop their understanding of legacy and recognise how we can all leave a lasting impression through our words and actions. This creates a foundation for future learning when thinking about invasions and war.</i></p> | <p><b>Journey to Africa</b><br/><b>Where do swifts go in winter?</b></p> <p><i>We will be exploring a contrasting environment around the world – focusing on the journey and how we would travel there whilst also exploring a chosen country in Africa. Year 1 pupils will look at the culture and compare/contrast with the UK whilst also exploring the natural environment – mainly focusing on plants but consolidating knowledge of animals as needed. This topic supports pupils at St James’ to begin to identify how we are part of a wider world. They will begin to recognise just how big the planet is as well as how it has changed and been impacted over time.</i></p> |
| Integrated subjects  | <p><b>Art:</b> Painting and collage [Artist: Henri Matisse]<br/><b>DT:</b> Food and nutrition, Mechanisms (paper and card)<br/><b>Science:</b> Animals including humans<br/><b>Geography:</b> Locational and place knowledge<br/><b>History:</b> Chronological awareness – own life, continuity and change, interpretations of history, similarity and difference.</p>   | <p><b>Art:</b> Drawing and Printing [Artist: Wassily Kandinsky]<br/><b>DT:</b> Textiles<br/><b>Science:</b> Everyday materials<br/><b>History:</b> Knowledge and understanding of significant aspects of the history of Britain, using evidence and communicating ideas, significance, cause and consequence (heroes from our local area)</p>   | <p><b>Art:</b> 3D and textiles<br/><b>DT:</b> Construction<br/><b>Science:</b> Plants<br/><b>Geography:</b> Oceans, continents, human and physical features of Africa and the wider world<br/><b>History:</b> Knowledge and understanding of significant aspects of the history of the wider world</p>   |
| Stand Alone Subjects | <p><b>PSHE:</b> Me and my relationships, Valuing difference<br/><b>RE:</b> Gospel - What can we learn from the stories Jesus told? Incarnation - What is the real story behind Christmas?<br/><b>Music:</b> Unit 1 – How Can We Make Friends When We Sing Together? Unit 2 – How Does Music Tell Stories About the Past?<br/><b>Computing:</b> iSafe, iAlgorithm<br/><b>PE:</b> Complete PE: Health and Wellbeing; Gymnastics – Body Parts; Ball Skills – Hands 1; Dance – The Zoo</p>   | <p><b>Geography:</b> Fieldwork and human and physical features (weather)<br/><b>PSHE:</b> Keeping Safe, Rights and Respect<br/><b>RE:</b> Stories from other faiths. Kingdom of God - What emotions did people feel during the Easter story?<br/><b>Music:</b> Unit 3 – How Does Music Make the World a Better Place? Unit 4 – How Does Music Help Us to Understand Our Neighbours?<br/><b>Computing:</b> iWrite, iData<br/><b>PE:</b> Complete PE: Ball Skills – Feet 1; Hands 2; Gymnastics – Wide, Narrow, Curled; Dance - Heroes</p>  | <p><b>PSHE:</b> Being my Best. Growing &amp; Changing<br/><b>RE:</b> Pentecost and Christian Beliefs - What is special about the Church? Gospel - What is prayer?<br/><b>Music:</b> Unit 5 – What Songs Can We Sing to Help Us Through the Day? Unit 6 – How Does Music Teach Us About Looking After Our Planet?<br/><b>Computing:</b> iProgram, iModel<br/><b>PE:</b> Complete PE: Locomotion – Jumping 1; Ball Skills – Rackets, Bats and Balls; Games for Understanding; Team Building</p>  |

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| <b>Year 2</b>               | <p><b>Once upon a time</b><br/> <b>What does a good story need?</b><br/> <i>Year 2 pupils will explore well-known and traditional stories. They will think about how we can create our own stories and the story of our life or the life of someone famous. Pupils will consider how maps can be used to show journeys as well as locations. Year 2 pupils at St James' will develop their understanding of creativity through planning and telling stories as well as recognising how storytelling is a key feature of many communities. They will share stories they know and consider where these came from originally. They will consider when stories were written and if these were impacted by wider events.</i></p> | <p><b>Kings, Queens &amp; Castles</b><br/> <b>What makes a leader?</b><br/> <i>This topic focuses on a comparison of modern-day life to events and key people from history. Pupils will investigate how our locality and country have been influenced by people and events. Pupils will focus on monarchy and compare life in Tudor Britain (Henry VIII and Elizabeth 1) to modern day (Elizabeth II). Pupils at St James' will develop an understanding of how people can leave a lasting impact on a large scale. They will consider what it takes to be a leader and think about how they can employ these skills to support their own learning. This topic enables pupils to begin to think beyond living history and to explore how timelines can extend further into the past.</i></p> | <p><b>What a wonderful world – Amazon Rainforest</b><br/> <b>Why are rainforests important to us all?</b><br/> <i>Year 2 pupils will study the Amazon Rainforest and compare to elements of the UK. They will recognise where each location sits on the planet and how they are part of the wider world. Pupils will explore key features of the rainforest such as plants and animals as well as finding out about key people and their impact on our understanding of these. Pupils at St James' will recognise how significant the natural world is and how this varies across the planet. They will build on their understanding of responsibility and legacy and begin to consider how they can contribute and have a lasting impact.</i></p> |
| <b>Integrated subjects</b>  | <p><b>Geography:</b> Human features, mapping,<br/> <b>History:</b> Significant person A.A. Milne, personal history (linked to When We Were Very Young/ Now we are Six poems) and local area (Ashdown Forest) and changes within living memory, introduce WW1 (significant event) linked to A.A.Milne<br/> <b>Art:</b> Painting and colour [Artist: Pablo Picasso]<br/> <b>DT:</b> Textiles – puppets, Cooking and Nutrition (picnic/tea party)</p>  | <p><b>History:</b> Significant people (Queen Elizabeth, King Henry VIII) beyond living memory<br/> <b>Geography:</b> UK countries, flags, seas and continents of the world<br/> <b>Art:</b> Drawing (portraiture), Sculpture (castle turrets) and printing– portraits/stamps [Artists: Hans Holbein, Andy Warhol]<br/> <b>DT:</b> Construction (Paper and Card) - castles</p>  | <p><b>Science:</b> Plants, Living things and their habitats<br/> <b>Geography:</b> Compare city and countryside then compare a UK forest (e.g. Ashdown Forest) with the Amazon rainforest<br/> <b>History:</b> Significant people David Attenborough, Jane Goodall<br/> <b>Art:</b> Drawing, Textiles and Collage [Artist: Harriet Powers, C J Hendry]<br/> <b>DT:</b> Vehicles (rainforest jeeps)</p>   |
| <b>Stand Alone Subjects</b> | <p><b>Science:</b> Animals including humans<br/> <b>PSHE:</b> Me and my relationships, Valuing difference<br/> <b>RE:</b> God - Why do Christians praise and worship God? Incarnation - How does Christmas fit into the big picture?<br/> <b>Music:</b> Unit 1 – How Does Music Help Us Make Friends? Unit 2 – How Does Music Teach Us About the Past?<br/> <b>Computing:</b> iSafe, iProgram<br/> <b>PE:</b> Complete PE: Locomotion – Dodging; Health and Wellbeing; Ball Skills – Hands 1; Dance – Mr Candy's Sweet Factory</p>  | <p><b>Science:</b> Everyday materials<br/> <b>PSHE:</b> Keeping Safe, Rights and Respect<br/> <b>RE:</b> Gospel - Why do Christians trust and follow Jesus? Salvation - Which Easter symbol is the most important and why?<br/> <b>Music:</b> Unit 3 – How Does Music Make the World a Better Place? Unit 4 – How Does Music Teach Us About Our Neighbourhood?<br/> <b>Computing:</b> iSearch, iAnimate<br/> <b>PE:</b> Complete PE: Gymnastics – Linking; Ball Skills – Feet 1, Hands 2; Dance - Explorers</p>  | <p><b>PSHE:</b> Being my Best. Growing &amp; Changing<br/> <b>RE:</b> Judaism – What are the similarities between Christianity and Judaism? Kingdom of God – How does being a Christian affect the way a person lives their life?<br/> <b>Music:</b> Unit 5 – How Does Music Make Us Happy? Unit 6 – How Does Music Teach Us About Looking After Our Planet?<br/> <b>Computing:</b> iBlog, iDoMail<br/> <b>PE:</b> Complete PE: Locomotion – Jumping 1; Ball Skills – Rackets, Bats and Balls; Games for Understanding; Team Building</p>  |

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| <b>Year 3</b>               | <p><b>Stone Age to Iron Age</b><br/> <b>How far back does History go?</b><br/> <i>In Year 3, pupils begin to develop their understanding of timelines beyond living memory. They start with learning about the prehistoric period from the Stone Age to the Iron Age, considering how we know about these times. They explore life within these periods, building upon their EYFS and KS1 learning about modern homes and settlements. Year 3 pupils develop a greater understanding of how we know about the past and build their understanding of how the world has changed. This prepares pupils for future learning about historical sources and adds to the development of a wider historical timeline.</i></p> | <p><b>Ancient Greeks</b><br/> <b>Why are the Ancient Greeks important to us?</b><br/> <i>This topic focuses on the exploration of the Ancient Greek civilisation. Pupils will explore the historical period, recognising key features and building on their understanding of historical sources. Pupils will build on their Art exploration and skill development from KS1 to create specific pieces linked to the period. Year 3 pupils will consider the impact of the Ancient Greeks on modern life in the Western world as well as building a broad understanding to compare and contrast with periods studied beyond Year 3.</i></p> | <p><b>Forces of Nature – water</b><br/> <b>How has water shaped the land?</b><br/> <i>Year 3 pupils will develop their Geographical skills through this topic. They will build upon their KS1 knowledge of specific water bodies around the UK and begin to recognise how waterways develop inland and flow to the sea. Pupils will consider how water has been influential to the development of settlements and how it is often a key element in art and design works. This topic prepares pupils for future learning about invasion and trade by recognising the benefits and constraints of water and the impact it can have on land and settlements.</i></p> |
| <b>Integrated subjects</b>  | <p><b>History:</b> Stone Age to Iron Age<br/> <b>Geography:</b> Settlements and trade links<br/> <b>Art:</b> Painting (cave paintings)<br/> <b>DT:</b> Textiles (hunter gatherer bag)<br/> <b>Science:</b> Rocks</p>   | <p><b>History:</b> Ancient Greeks<br/> <b>DT:</b> Food and nutrition<br/> <b>Art:</b> Drawing - buildings (linked to Architecture of Britain and Greece)<br/> <b>Art:</b> 3D/sculpture (clay) [Artist: Clarice Cliff]</p>   | <p><b>Geography:</b> Rivers (features of and formation)<br/> <b>DT:</b> Mechanisms (dams, sustainability)<br/> <b>Art:</b> Collage and colour [Artist: Claude Monet]</p>  |
| <b>Stand Alone Subjects</b> | <p><b>Science:</b> Animals including Humans<br/> <b>PSHE:</b> Me and My Relationships, Valuing Difference<br/> <b>RE:</b> People of God (What is it like to follow God?) and Sikhism (What is important for Sikh people?)<br/> <b>Music:</b> Unit 1 – How Does Music Bring Us Closer Together? Unit 2 – What Stories Does Music Tell Us about the Past?<br/> <b>PE:</b> Complete PE: OAA – Orienteering; Invasion Games – Basketball, Hockey; Gymnastics – Symmetry &amp; Asymmetry<br/> <b>Computing:</b> iSafe and iProgram</p>  | <p><b>Science:</b> Light<br/> <b>PSHE:</b> Keeping Safe, Rights and Respect<br/> <b>RE:</b> Incarnation (What is the Trinity?) and Salvation (why is Good Friday good?)<br/> <b>Music:</b> Unit 3 – How Does Music Make the World a Better Place? Unit 4 – How Does Music Help Us to Get to Know Our Community<br/> <b>PE:</b> Complete PE: Invasion Games – Football, Rugby; Dance – Greeks; Net &amp; Wall – Tennis<br/> <b>Computing:</b> iMap and iConnect</p>  | <p><b>Art:</b> Printing (mono-printing)<br/> <b>Science:</b> Plants<br/> <b>Science:</b> Forces and magnets<br/> <b>PSHE:</b> Being My Best, Growing and Changing<br/> <b>RE:</b> Kingdom of God (What was the impact of Pentecost?) and Sikhism (How do Sikh people worship and celebrate?)<br/> <b>Music:</b> Unit 5 – How Does Music Make a Difference to Us Every Day? Unit 6 – How Does Music Connect Us With Our Planet?<br/> <b>PE:</b> Complete PE: Striking and Fielding – Rounders; Athletics<br/> <b>Computing:</b> iData and iSimulate</p>  |



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| <b>Year 4</b>               | <p><b>Escape from Pompeii</b></p> <p><b>What have the Romans done for us?</b></p> <p><i>In Y4 pupils will learn about the Roman Empire, beginning with the community and culture of ancient Rome, including significant inventions. They will consider how this spread throughout the Empire and the legacy that remains today in Kent. They will learn about the eruption of Mount Vesuvius and how this has enabled historians to understand this period of history. Pupils will develop their understanding of conflict (including religious conflict), focusing on the withdrawal from Britain and collapse of the Roman Empire and reasons for this. When learning about the social structure and role of the Emperor, pupils will build on their previous learning about monarchy from Year 2.</i></p> | <p><b>Pole to Pole</b></p> <p><b>What do Europe, Africa and Antarctica have in common?</b></p> <p><i>In this topic, Year 4 pupils will expand their geographical comparisons by studying locations along the meridian line, travelling from the North Pole, through the UK to Valencia in Spain and then into Africa. They will develop their map skills including reading longitude and latitude lines which builds upon their KS1 geographical map skills. Through this journey, pupils will learn about biomes, climate zones and vegetation belts. This builds on learning in Year 2 where pupils first learnt about the rainforest and prepares them for learning about extreme natural environments in Year 5.</i></p> | <p><b>Raiders and Traders</b></p> <p><b>Why did the Anglo Saxons come to England?</b></p> <p><i>Year 4 pupils will contrast how Anglo-Saxons 'invaded' compared to the Roman invasion. They will explore trade links and religious spread including St Augustine's arrival in Kent and appointment as the first Archbishop of Canterbury. This will build upon their KS1 learning about our local area whilst also considering how they would need to travel between locations. This topic prepares Year 4 pupils for further learning about trade connections through their Vikings topic in Year 5 and Hola Mexico in Year 6 as well as comparing 'invasion' and 'trade' in modern wars.</i></p> |
| <b>Integrated subjects</b>  | <p><b>History:</b> Ancient Romans including their impact on Britain and society. Some focus on modern legacy (Tunbridge Wells Spa town)</p> <p><b>Geography:</b> Human and Physical Geography linked to the Romans. Volcanoes (<i>not ring of fire</i>)</p> <p><b>Art:</b> Drawing - portraits (linked to Roman coins) Artist: <i>Vincent van Gogh</i></p>   | <p><b>Geography:</b> <i>Why would someone move from Kent to Valencia?</i> To compare UK to a region of Europe (Spain Valencia), understand the meridian line, biomes, climate zones and vegetation belts,</p> <p><b>Art:</b> Painting – landscapes, pointillism [Artist: <i>Georges Seurat, Georgia O'Keeffe</i>]</p> <p><b>DT:</b> Electronics and computing</p>  | <p><b>History:</b> Britain's settlement by the Anglo-Saxons and Scots including a local study of Canterbury and the spread of Christianity (St Augustine in Kent)</p> <p><b>DT:</b> Food and nutrition (focus on trade)</p> <p><b>Art:</b> Textiles (sails) [Artist: <i>Faith Ringgold</i>]</p> <p><b>Art:</b> 3D wire sculptures (ship figure heads)</p> <p><b>Science:</b> Living Things and Their Habitats</p>  |
| <b>Stand Alone Subjects</b> | <p><b>DT:</b> Design Technology Skills</p> <p><b>Science:</b> States of Matter</p> <p><b>Science:</b> Sound</p> <p><b>PSHE:</b> Me and my relationships, Right and Respect</p> <p><b>RE:</b> Creation (What do Christians learn from the creation story?) and Incarnation (What is the Trinity? Digging Deeper)</p> <p><b>Music:</b> Unit 1 – How Does Music Bring Us Together? Unit 2 – How Does Music Connect Us with Our Past?</p> <p><b>PE:</b> Complete PE: Invasion Games – Netball, Football</p> <p><b>Computing:</b> iSafe and iMail</p>   | <p><b>Science:</b> Electricity</p> <p><b>PSHE:</b> Valuing Difference and Being My Best</p> <p><b>RE:</b> Gospel (What kind of world did Jesus want?) and Salvation (Why do Christians call the day Jesus died Good Friday – digging deeper)</p> <p><b>Music:</b> Unit 3 – How Does Music Improve Our World? Unit 4 – How Does Music Teach Us about Our Community?</p> <p><b>PE:</b> Complete PE: Gymnastics – Bridges; Invasion Games – Basketball, Hockey; Dance - Space</p> <p><b>Computing:</b> iDraw and iAlgorithm</p>   | <p><b>DT:</b> Food and nutrition</p> <p><b>Science:</b> Animals Including Humans</p> <p><b>PSHE:</b> Keeping safe and Growing and Changing</p> <p><b>RE:</b> Hinduism (What does it mean to be a Hindu in Britain today?) and Journey of Life (Why do some people think that life is a journey?)</p> <p><b>Music:</b> Unit 5 – How Does Music Shape Our Way of Life? Unit 6 – How Does Music Connect Us With Our Environment?</p> <p><b>PE:</b> Complete PE: Net &amp; Wall – Tennis; OAA – Orienteering; Athletics; Striking &amp; Fielding - Rounders</p> <p><b>Computing:</b> iData and iProgram</p>  |

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| <b>Year 5</b>        | <p><b>Walk like an Egyptian</b><br/> <b>What did the Ancient Egyptians achieve?</b><br/> <i>Year 5 pupils will build on their understanding of Africa from Year 1 and Rivers from Year 3 when considering how the Ancient Egyptians lived and why communities established in certain locations. They will make comparisons with other empires studied and consider how they align in the overall timeline. Pupils will begin to think more critically when considering historical sources and asking their own questions to find out about the past.</i></p> | <p><b>Extreme Earth</b><br/> <b>What shapes the world?</b><br/> <i>In this topic, Year 5 children will build on their understanding of land and water from their previous learning about volcanoes, rivers and seas. They will consider where physical features are located on the planet and why natural events occur in these regions. They will explore the human impact that these natural disasters have and consider how to keep safe in these environments. This will support future learning about the landscapes of the world and how these are shaped.</i></p> | <p><b>Vikings and Anglo-Saxons</b><br/> <b>What did the Vikings want from Britain?</b><br/> <i>This topic builds on the learning about Anglo Saxons from Year 4. Year 5 pupils will consider the role the Vikings played in British history. They will explore how to plot these periods on a timeline, recognising how the existence of these two groups overlapped. Pupils will consider why Britain was appealing to these groups and why they came to settle. This will support future learning about conflict as pupils explore how the groups lived alongside one another whilst also building on previous learning about communities and how they are formed.</i></p> |
| Integrated subjects  | <p><b>History:</b> Ancient Egypt<br/> <b>Geography:</b> <i>Why was the River Nile so important to the Ancient Egyptians?</i> Impact of River Nile on human life past and present, Compare Kielder dam and Aswan Dam (<i>link to Y1 Africa and Y4 rivers</i>) and the effect on the environment<br/> <b>DT:</b> Food and nutrition (linked to agriculture)<br/> <b>Art:</b> Drawing people and sculpture [<i>Artist: Anthony Gormley, Augusta Savage, Barbara Hepworth</i>]</p>   | <p><b>Geography:</b> Earthquakes, mountains, deserts, volcanoes (<i>link to Y4 volcanoes</i>), flooding (<i>build on Y4 rivers and Y5 Nile</i>) climate change<br/> <b>Art:</b> Painting and collage [<i>Artist: Mark Bradford</i>]<br/> <b>Science:</b> Forces</p>  | <p><b>History:</b> The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor<br/> <b>Art:</b> Printing (relief and block - illuminated letters)<br/> <b>DT:</b> Textiles</p>  |
| Stand Alone Subjects | <p><b>Science:</b> Earth and Space, Properties and changes of materials<br/> <b>PSHE:</b> Me and My Relationships, Valuing Difference<br/> <b>RE:</b> God (What does it mean if God is loving and holy?) and Incarnation (Was Jesus the Messiah?)<br/> <b>Music:</b> Unit 1 – How Does Music Bring Us Together? Unit 2 – How Does Music Connect Us with Our Past?<br/> <b>PE:</b> Complete PE: Invasion Games – Netball; Gymnastics – Counter Balance; OAA – Orienteering; Dance- The Circus<br/> <b>Computing:</b> iSafe and iDraw</p>                      | <p><b>Science:</b> Forces<br/> <b>DT:</b> Mechanics<br/> <b>PSHE:</b> Keeping Safe, Rights and Respect<br/> <b>RE:</b> People of God (How can following God bring freedom and justice?) and Salvation (What did Jesus do to save human beings?)<br/> <b>Music:</b> Unit 3 – How Does Music Improve Our World? Unit 4 - How Does Music Teach Us About Our Community?<br/> <b>PE:</b> Complete PE: Invasion Games – Football &amp; Basketball<br/> <b>Computing:</b> iWeb and Sphero</p>   | <p><b>Science:</b> Animals including humans, Living Things and their habitats<br/> <b>PSHE/RSE:</b> <b>Being My Best</b> and Puberty and changes<br/> <b>RE:</b> Judaism (What does it mean to be Jewish in Britain today?) and Islam (What does it mean to be a Muslim in Britain today? Part 1)<br/> <b>Music:</b> Unit 5 – How Does Music Shape Our Way of Life? Unit 6 – How Does Music Connect Us with the Environment?<br/> <b>PE:</b> Complete PE: Invasion Games – Tag Rugby; Striking and Fielding – Rounders; Net &amp; Wall – Tennis; Athletics<br/> <b>Computing:</b> iCrypto and iProgram</p>   |

|                      | Autumn  | Spring  | Summer  |
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| <b>Year 6</b>        | <p><b>War and Peace</b></p> <p><b>How does war impact different people?</b></p> <p><i>In Year 6, pupils will develop their understanding of modern history within Britain through the study of events surrounding WW2. They will build upon their learning about WW1 from Year 2 and compare with the rise and fall of Ancient Empires previously studied. They will explore how art can be used to share opinions and to spread messages to communities whilst exploring modern art styles and techniques. Pupils will compare this war to 'invasions' previously studied and will explore the different opinions within conflict as well as considering the moral implications of events.</i></p> | <p><b>Hola Mexico</b></p> <p><b>How did the Ancient Maya civilisation last so long?</b></p> <p><i>This topic builds on previous learning about continents and countries as Year 6 pupils study an area of South America. They will make links to their learning about trade whilst thinking about how we are connected to this area. Pupils will explore history through the study of the Ancient Maya civilisation while recognising the span of this period on our timelines. They will ask their own questions and explore how they can find answers whilst questioning the credibility of resources.</i></p>                          | <p><b>Coasts (Residential)</b></p> <p><b>Why are coastal areas always changing?</b></p> <p><i>Continuing the learning from lower KS2, this topic takes the Year 6 pupils through detailed learning about the way land forms and is shaped. They will focus on using their fieldwork skills to explore a coastal environment on their residential and will consider both the human and physical geography of the area. Pupils will recognise how the area changes over time and the impact this may have on both communities and land use. Year 6 pupils will use their learning to help inform others and to consider how communities could react to these changes.</i></p> |
| Integrated subjects  | <p><b>History:</b> World War 2<br/> <b>Art:</b> War art (Artist: LS Lowry)<br/> <b>DT:</b> Food and nutrition (link to WW2)</p>   | <p><b>Geography:</b> Compare South East of UK and South America (including a focus on the Yucatan region of Mexico)<br/> <b>History:</b> Ancient Maya civilisation<br/> <b>Art:</b> Painting, colour, 3D [Artist: Frida Kahlo]</p>  | <p><b>Geography:</b> Coasts, use fieldwork to compare Kent and Norfolk<br/> <b>Art:</b> Drawing – landscapes<br/> <b>DT:</b> Design and make for real life purpose linked to coasts</p>   |
| Stand Alone Subjects | <p><b>Science:</b> Electricity, Light<br/> <b>PSHE:</b> Me &amp; my Relationships, Valuing Difference<br/> <b>RE:</b> Creation (Creation and Science: conflicting or complimentary) and Gospel (What would Jesus do?)<br/> <b>Music:</b> Unit 1 – How Does Music Bring Us Together? Unit 2 – How Does Music Connect Us with Our Past?<br/> <b>PE:</b> Complete PE: Invasion Games – Basketball &amp; Football<br/> <b>Computing:</b> iSafe &amp; iModel</p>   | <p><b>DT:</b> Electronics and computing<br/> <b>Science:</b> Animals including humans, Living Things and their habitats<br/> <b>PSHE:</b> Keeping Safe, Rights &amp; Respect<br/> <b>RE:</b> Islam (What does it mean to be a Muslim in Britain today -part 2) and Salvation (What difference does the resurrection make for Christians?)<br/> <b>Music:</b> Unit 3 – How Does Music Improve Our World? Unit 4 – How Does Music Teach Us about Our Community?<br/> <b>PE:</b> Complete PE: Invasion Games – Tag Rugby, Netball; Gymnastics – Matching &amp; Mirroring; Dance - Carnival<br/> <b>Computing:</b> Crumble &amp; iNetwork</p> | <p><b>Science:</b> Evolution and inheritance<br/> <b>PSHE:</b> Being my Best, Growing &amp; Changing<br/> <b>RE:</b> Islam (Is it best to express your beliefs in Art and Architecture or charity and generosity) and Kingdom of God (What kind of king was Jesus?)<br/> <b>Music:</b> Unit 5 – How Does Music Shape Our Way of Life? Unit 6 – How Does Music Connect Us With the Environment?<br/> <b>PE:</b> Complete PE: Striking &amp; Fielding – Rounders; Net and Wall – Tennis; OAA - Orienteering<br/> <b>Computing:</b> iData &amp; iProgram</p>   |

\*PE – All KS2 Classes also attend swimming lessons on a rota, which may adjust PE coverage