

| | | History | Geography | Climate/ Environment | Science | Computing | DT | Art |
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| Year 1/2 A | Enchanted Woodland | | Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of the surrounding environment | Importance of trees for the global environment: carbon capture | Plants | E Safety | Moving pictures; levers/sliders | Drawing – pencil drawings of patterns in nature 3D Work – transient art from natural materials Artist Knowledge – Andy Goldsworthy |
| | Moon Zoom | | Atlases and Globes; Oceans, Continents and Countries. Seasonal and daily weather patterns in the UK and location of hot and cold areas of the world. | Light pollution | Seasonal Change Working Scientifically | Programming | Moving vehicles: wheels and axels | |
| | Muck, Mess and Mixtures | Significant Individuals - Florence Nightingale | | Impact of plastic food packaging on the environment and alternatives. | Animals, Including Humans | Computer Science: Technology in our lives | Where food comes from. Using principles of healthy diet to prepare dishes, selecting ingredients | Collage – Fruit and Veg scenes Painting – Observational paintings of fruit/veg Artist Knowledge - Carl Warner |
| | Rio de Vida | | Area contrast: Brazil to Derby | Deforestation of the Brazilian rainforest; link to meat and palm oil production | Animals Including Humans and Living Things and Their Habitats | Multimedia | | Textiles – Weaving Carnival headdresses |
| | Street Detective | Chages within living memory: Toys | Compass directions, aerial photographs, local maps, devise own map of school, using and constructing a key | Examining the local environment; litter | Plants | Handling Data: Branching Databases | Explore, design, create and evaluate street signs | |
| | Land Ahoy | Significant Individuals - Columbus and Grace Darling and Significant events beyond living memory - 'Discovery' of America | Name and locate countries, cities and characteristics of UK and its surrounding seas. Making maps using a key and using compass directions - treasure maps, use basic eographical vocabulary to refer to key physical features e.g. ocean, cliff and human features e.g. port, harbour | Plastic pollution of seas and oceans; reduction of single use plastics | Materials | | Design, build and evaluate model boats | |
| 1/2 B | Bright Lights, Big City | Significant events beyond living memory - Great Fire of London | Countries and capital cities of the UK, using aerial photogrpahs to identify landmarks, devise simple map and use compass directions | Recycling | Materials | E Safety | Use the principles of a healthy diet to prepare dishes: Making bread | Artist Knowledge – Christopher Wren Drawing – St Paul's Cathedral |
| | Superheroes | Significant Individuals - Earhart and Mandela | | Greta Thunberg | Animals, Including Humans | Computer Science: Technology in our lives | Where food comes from. Using principles of healthy diet to prepare dishes | |
| | Paws, Claws and Whiskers | | Name and locate the world's seven continents and five oceans, mps atlases and globes, name hot and cold areas of the world. Where do big cats live? | Impact of human activity on big cats; endangered and extinction | Animals Including Humans and Living Things and Their Habitats | Multimedia | | Painting – Animal patterns Printing – repeating patterns 3D Work – Clay animal sculptures |

| Term | Music | MFL | PSHE | RE |
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| Cycle A A1 | | Young Interpreters Training | Year 1/2 Me and My Relationships | Year 1: Who is Christian and what do they believe? Year 2: Who is Jewish and what do they believe? |
| Cycle A A2 | Charanga Ho Ho Ho | | Year 1/2 Valuing Difference | Year 1: Who is Muslim and what do they believe? (part 1) Year 2: How and why do we celebrate special and sacred times? (part 2) |
| Cycle A Sp1 | | | Year 1/2 Keeping Myslef Safe | Year 1: How and why do we celbrate special and sacred times? (part 1) Year 2: Who is Muslim and what do they believe? (part 2) |
| Cycle A Sp2 | Charanga Round and Round | | Year 1/2 Rights and Responsibilities | Year 1: What does it mean to belong to a faith community? Year 2: Who is a Christian and what do they believe? (part 2) |
| Cycle A Su1 | Charanga I Wanna Play in a Band | | Year 1/2 Being My Best | Year 1: What makes some places sacred? (part 1) Year 2: What can we learn from sacred books? |
| Cycle A Su2 | Charanga Your Imagination | GRT History Month | Year 1/2 Growing and Changing | Year 1: What makes some places scared? (part 2) Year 2: How should we care for others and the world and why should it matter? |
| Cycle B A1 | Charanga Rhythm in the Way we Walk | Young Interpreters Training | Year 1/2 Me and My Relationships | Year 1: Who is Christian and what do they believe? Year 2: Who is Jewish and what do they believe? |
| Cycle B A2 | | | Year 1/2 Valuing Difference | Year 1: Who is Muslim and what do they believe? (part 1) Year 2: How and why do we celebrate special and sacred times? (part 2) |
| Cycle B Sp1 | Charanga Zoo Time | | Year 1/2 Keeping Myslef Safe | Year 1: How and why do we celbrate special and sacred times? (part 1) Year 2: Who is Muslim and what do they believe? (part 2) |

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| Year | Scented Garden | | Fieldwork, study geography of school and its grounds, key human physical features of surrounding environment. Seasonal and daily weather patterns, hot and cold areas of the world. | Importance of bees for pollination, impact of climate change and human development on bee populations | Seasonal Change and Plants | Programming | Explore, design, build and evaluate bug hotels | Drawing – observational drawings of flowers (pencil then coloured pencils) Artist Knowledge - Georgia O'Keefe |
| | Dinosaurs | Significant individuals: Famous paleontologist - Mary Anning | | Extinction; looking at other animals now extinct or endangered due to climate change/human development | Living Things and Their Habitats | | | Drawing – Dinosaur sketches Artist Knowledge - Georgia O'Keefe |
| | Towers, Tunnels and Turrets | Significant Individuals: Isambard Kingdom Brunel and Changes to transport over time including use of bridges and tunnels | | Comparing sustainable housing/eco homes with typical houses | Materials | Animation | Building structures; exploring how to make them stiff, strong and stable: bridges and towers | |
| Year 3/4 A | Gods and Mortals | Ancient Greece: Greek life, achievements and influence on the western world | | How to conserve electricity | Electricity | E Safety | | Drawing – pencil (perspective – 3D box design 3D Work – Clay Pandora's Box |
| | Urban Pioneers | Local history study: Silk Mill and Cathedral | 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 etc | Local environment, carbon emissions and air pollution - how can we reduce it? | Plants | | | Artist Knowledge: History of Graffiti: Banksy and Jean-Michel Basquiat |
| | I am Warrior | The Roman Empire and its impact on Britain | | | | Computer Science: Technology in our lives | Roman Shields: research, develop, design, make and evaluate. Cooking and Nutrition: follow a simple Roman recipe for bread, soup or porridge | Artist Knowledge - Lilian Broca Collage – Mosaics of Boudica/Gladiator battle scenes |
| | Predator | | Comparing human and physical features; the Italian coast, the Amazon rainforest, the Peak District; maps, atlases and globes; locate world's countries, understand geographical similarities and differences. | Impact of human activity on animal populations around the world. | Animals Including Humans and Living Things and Their Habitats | Multimedia | | Artist Knowledge - Albrecht Durer: The Rhinoceros Drawing – observational drawings of wild animals |
| | Playlist | | Map skills: eight points of compass, four digit grid references, symbols and key. Ordnance survey maps. | Impact of noise pollution on humans and animals. | Sound | Multimedia: Recording | Instruments: research, develop, design, make and evaluate. | |
| | Tribal Tales | Changes in Britain from the Stone Age to the Iron Age | | | Light | Handling Data: Data Logging | | Painting – Aboriginal art |
| | Heroes and Villains | Study of aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: Monarchs Richard III and Elizabeth I | | Solar power investigations. | Light | E Safety | | Drawing – Portraits of Elizabeth II (charcoal) |
| | Tremors | | Physical geography: Volcanoes and earthquakes | Sources of green house gas emissions (link to volcanic eruptions) | Materials and States of matter | | Understand and use electrical systems in products made: light up volcano models | |

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| Cycle B Sp2 | | | Year 1/2 Rights and Responsibilities | Year 1: What does it mean to belong to a faith community? Year 2: Who is a Christian and what do they believe? (part 2) |
| Cycle B Su1 | Charanga Friendship Song | | Year 1/2 Being My Best | Year 1: What makes some places sacred? (part 1) Year 2: What can we learn from sacred books? |
| Cycle B Su2 | Charanga: Reflect, Rewind and Replay | GRT History Month | Year 1/2 Growing and Changing | Year 1: What makes some places sacred? (part 2) Year 2: How should we care for others and the world and why should it matter? |
| Cycle A A1 | Y3 Recorders, Y4 Violin | YI Training, Discovering Language: Our First Words, Latin | Year 3 Me and My Relationships | What does it mean to be a Christian in Britain today? (part 1) |
| Cycle A A2 | Y3 Recorders, Y4 Violin | Latin | Year 3 Valuing Difference | Why do people pray? |
| Cycle A Sp1 | Y3 Recorders, Y4 Violin | Latin | Year 3 Keeping Myself Safe | Why is Jesus inspiring to some people? |
| Cycle A Sp2 | Y3 Recorders, Y4 Violin | Latin | Year 3 Rights and Responsibilities | Why are festivals important to religious communities? |
| Cycle A Su1 | Y3 Recorders, Y4 Violin | Latin | Year 3 Being My Best | What do people believe about God? |
| Cycle A Su2 | Y3 Recorders, Y4 Violin | Latin | Year 3/4 Growing and Changing | What does it mean to be a Christian in Britain today? (part 2) |
| Cycle B A1 | Y3 Recorders, Y4 Violin | YI Training, Discovering Language: Sounds and Signs, German | Year 4 Me and My Relationships | What does it mean to be a Hindu in Britain today? (part 1) |
| Cycle B A2 | Y3 Recorders, Y4 Violin | German | Year 4 Valuing Difference | Why is the Bible important to Christians today? |

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| Year 3/4 B | Traders and Raiders | Double unit: Britain's settlement by Anglo-Saxons and Scots and The Viking and Anglo-Saxon struggle for the Kingdom of England in the time of Edward the Confessor | Locational knowledge: counties and cities of the UK, geographical regions, human and physical characteristics, topographical features and land use patterns, changes over time, human geography including settlement and land use etc | | | Programming | | Printing - Anglo-Saxon textile designs – fabric printing |
| | Burps, Bottoms, Bile | | | Comparing sustainable and organic food production with intensive farming | Animals Including Humans | Multimedia: Presentations | Cooking and nutrition: Understand and apply principles of healthy diet, prepare and cook healthy foods, understand where food comes from, seasonality | |
| | Mighty Metals | | | Use of precious metals in computers and mobile phones, impact of mining and need for recycling. | Forces | Programming | Apply understanding of computing to program, monitor and control products (building and programming moving vehicles/robots) | 3D Work - Metal jewelry design and making Artist Knowledge - Rene Lalique |
| | Blue Abyss | | Locational knowledge: seas and oceans, latitude, longitude, hemispheres, tropics and time zones, physical geography including rivers, mountains and the water cycle. | Impact of climate change on the water cycle and availability of drinking water. | Living Things and Their Habitats and States of Matter | Handling Data: Branching Databases | Understand how key events and individuals in design and technology have helped to shape the world: Cornelius Drebbel (inventor of the Submarine) | |
| Year 5/6 A | A Child's War | Study of aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: WWII | Maps, atlases and globes, locate world's countries using maps to focus on Europe and N./S. America etc | | Forces | E Safety | | Drawing – Urban street scenes And/or Painting – Urban street scenes Artist Knowledge – Lowry |
| | Hola Mexico! | Ancient Mayan civilisation | Human and physical geography of Mexico, maps, atlases and globes, geographical similarities and differences | Impact of climate change on Mexico; temperatures, availability of drinking water and growth of crops | | Handling Data: Spreadsheets | | Drawing – Self portraits (charcoal) And/or Painting – Self portraits (to contrast with whichever medium chosen for A Child's War) Artist Knowledge – Frida Kahlo |
| | Frozen Kingdom | | Locational knowledge: latitude, longitude, tropics, hemispheres and time zones, physical geography including climate zones etc | Impact of climate change on the ice caps; loss of habitat, rising sea levels. Melting permafrost and release of methane into the atmosphere. | Living Things and Their Habitats | Handling Data: Databases | Strengthen, stiffen structures - building large scale shelters | |
| | Revolution | Double Unit: Study of aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: Industrial Revolution, Local history study: Cromford Mills | | Impact of the industrial revolution on the environment; air and water pollution. How are things the same/different today? | | Computer Science: Technology in our lives (Searching) | | Mixed media to include: Printing – Wallpaper designs Artist Knowledge – William Morris |
| | Bloodheart | | | Impact of single use plastic packaging on the environment. Collect and sort plastics to find which can/cannot be recycled locally. | Animals Including Humans | | Product packaging: Investigate and analyse a range of existing products, evaluate ideas against own criteria and consider views of others to improve work. | |
| | Darwin's Delights | | Physical geography including climate zones, biomes and vegetation belts | Extinction of the Dodo and other animals as a result of human activity. | Evolution and Inheritance | Programming | Understand and use mechanical systems in their products: Mechanical animals (Nuffield DT project) | |

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| Cycle B Sp1 | Y3 Recorders, Y4 Violin | German | Year 4 Keeping Myslef Safe | Why are festivals important to religious communities? (focus on Eid) |
| Cycle B Sp2 | Y3 Recorders, Y4 Violin | German | Year 4 Rights and Responsibilities | Why do some people think that life is like a journey and what significant experiences mark this? |
| Cycle B Su1 | Y3 Recorders, Y4 Violin | German | Year 4 Being My Best | What can we learn from religions about deciding what is right and wrong? |
| Cycle B Su2 | Y3 Recorders, Y4 Violin | German | Year 3/4 Growing and Changing | What does it mean to be a Hindu in Britain today? (part 2) |
| Cycle A A1 | Charanga Let Your Spirit Fly | Young Interpreter Training, Discovering Language: Sounds and Signs – 'Words are Cool!', Spanish | Year 5 Me and My Relationships | What does it mean to be a Muslim in Britain today? (part 1) |
| Cycle A A2 | Charanga Glockenspiel 2 | Spanish | Year 5 Valuing Difference | Why do some people think God exists? |
| Cycle A Sp1 | | Spanish | Year 5 Keeping Myslef Safe | What matters most to Christians and Humanists? |
| Cycle A Sp2 | Charanga Blackbird | Spanish | Year 5 Rights and Responsibilities | What do religions say to us when life gets hard? (part 1) |
| Cycle A Su1 | | Spanish | Year 5 Being My Best | What do religions say to us when life gets hard? (part 2) |
| Cycle A Su2 | Charanga - Stop | GRT History Month | Year 5/6 Growing and Changing | What does it mean to be a Muslim in Britain today? (part 2) |

Year 5/6 B

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| Off With Her Head | Study of aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: Changes in religion during the Tudor period | | Comparing sustainable and organic food production with intensive farming. Comparing carbon emissions of locally produced and imported foods. | Light | Handling Data | Understand seasonality and know where ingredients are grown, reared and processed. Prepare and cook savoury dishes using range of techniques: Tudor stew. | |
| Stargazers | | Locational knowledge: countries of Europe, N. and S. America, latitude, longitude, tropics, hemispheres and time zones | Viewing NASA satellite images which show scale of deforestation on Earth. | Earth and Space | Programming | | Artist Knowledge – Vincent Van Gough (The Starry Night) Drawing (oil pastels) And/or Painting (colour mixing) |
| Alchemy Island | | Eight points of compass and 4-6 digit grid references, OS maps, human and physical geography | | Properties and Changes of Materials | Multimedia: Presentations | Understand and use electrical systems in products made: design and make a board game including lights, switches, buzzers or motors. | |
| Pharaohs | Ancient Egyptian Civilisation | Human and physical geography of Egypt | Impact of climate change on Egypt; rising sea levels and temperatures, crop production. | Electricity | Animation | | Drawing – observational drawings of Egyptian artefacts (pencil and then fine liner pens) 3D Work – Clay water carriers |
| Peasants, Princes and Pestilence | Study of aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: History of Medicine | | Impact of litter/pollution on the environment and risks to human health (link to attraction of 'pests' like rats and the spread of the plague. | | E Safety | | Mixed media to include: Textiles/ Collage – Cross stitch/collage coat of arms |
| Time Traveller | Study of aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: Fashion and leisure from 1066 until present. | Name and locate counties and cities of the UK, human and physical characteristics, key topographical features and land use patterns; changes over time. | Changing global temperatures over time. | Animals Including Humans and Living Things and Their Habitats | Computer Science: Technology in our lives (Communication) | Strengthen, stiffen and reinforce structures; generate, develop, model and communicate ideas through discussion, sketches, diagrams etc: Build a house based on a great architect's design. | Artist Knowledge: Zaha Hadid, Frank Lloyd Wright, Andrea Palladio. Drawing - observations of buildings in different architectural styles (Shading and Perspective) 3D Work/Technology in Art – Model of their own building design (could use Sketch Up) |

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| Cycle B A1 | Charanga - You've got a Friend | Young Interpreters Training, Discovering Language: Sounds and Signs – 'The Story of Writing', Russian | Year 6 Me and My Relationships | If God is everywhere why go to a place of worship? (part 1) |
| Cycle B A2 | Charanga - The Dragon Song | Russian | Year 6 Valuing Difference | If God is everywhere why go to a place of worship? (part 2) |
| Cycle B Sp1 | | Russian | Year 6 Keeping Myslef Safe | What difference does it make to believe in Ahimsa, Grace and/or Ummah? |
| Cycle B Sp2 | | Russian | Year 6 Rights and Responsibilities | What would Jesus do? |
| Cycle B Su1 | Charanga - The Fresh Prince of Bel Air | Russian | Year 6 Being My Best | Is it better to express your faith in arts and architecture or in charity and generosity? (part 1) |
| Cycle B Su2 | Charanga: Livin' on a Prayer | GRT History Month | Year 5/6 Growing and Changing | Is it better to express your faith in arts and architecture or in charity and generosity? (part 2) |