

Trinity CE Primary School

Curriculum Review - Strand Tracker - 2019/20

How we have designed our Curriculum

Our school, as part of the Christian community, will value and nurture each individual. We aim to ensure children reach their full potential - building resilience and gaining the knowledge and experience to become compassionate and respectful global citizens. Children will be encouraged to lead a healthy lifestyle, become confident in their abilities and talents and be given opportunities to be inquisitive through an ambitious curriculum.

To achieve this, we have identified key drivers that will run through the curriculum, ensure children are equipped with essential knowledge and skills which uphold our vision.

Where appropriate, these are colour coded to cross reference our curriculum offer.

Creativity (Links to values: Inquisitive, Resilient & Ambitious)

We would like our children to engage and use their knowledge and skills in a variety of creative ways. We will give the children opportunities to be imaginative, to use experiences and observations to make connections in their learning and appreciate that learning can be accomplished in different forms.

Koinonia (Links to values: Respectful, Compassionate & Global Citizens)

Koinonia is a biblical reference and the Greek word for 'fellowship'. Children will learn how to play their part as a member of a community and think of their place locally, nationally and globally. Our school is proud to be part of the Christian community and we aim to explore Christian beliefs and practices, develop a sense of community spirit, celebrate diversity and help pupils understand their place in the world.

Healthy Lifestyle (Links to values: Healthy & Resilient)

It is important to us that all members of our school community are healthy both physically and mentally. Throughout our curriculum and extra-curricular provision we will seek opportunities to encourage children to lead a healthy lifestyle and to help pupils develop the physical and mental strength to be successful and happy.

Natural World (Links to values: Inquisitive, Respect & Global Citizens)

We will aim to develop the pupils' knowledge and understanding of the world, providing opportunities for learning within and beyond the classroom. We will foster an attitude of care and respect where children understand how actions and decisions impact upon the world, both within the local and global environment.

History and Geography will drive our curriculum. We have chosen this approach to enable children knowing and being able to do the things that let them take part fully in society – working, playing, creating and learning from others.

These subjects will drive our teaching of English. Children write well when they are engaged and knowledgeable. Children will be exposed to high quality fiction and non-fiction texts. In turn, having an opportunity to write embeds knowledge, encourages children to think deeply about a subject.

How we manage mixed aged classes

As our pupil admission number is 23 and as year groups vary in sizes across the school, we are required to operate mixed aged classes. This provides a particular challenge for the planning and sequencing of knowledge.

We operate a four year rolling programme of themes to ensure sufficient coverage of the National Curriculum for history and geography. This operates over a key stage to ensure consistency between year groups in different classes.

For other subjects, a two-year programme operates as a pupil may spend two consecutive years in one class. The content of these subjects has been carefully structured to complement the theme, ensure coverage and plan for progression.

In planning work, teachers will look at the sequence of knowledge and skills for each subject to ensure that work:

- 1) Meets the needs of learners
- 2) Builds on prior learning
- 3) Provides opportunities for children to practise their skills through artistic repetition.
- 4) Supports, where possible, the broader theme.
- 5) Prepares children for the next phase of their learning and further study
- 6) Pays attention to the values that run through our topics

Sequencing of KS1 Topics

	Topic	History coverage	NC Reference	Geography coverage	NC Reference	Cross-curricular Links to other Foundation Subjects
A1 Au	<p>People who help us</p> <p><i>Through this unit of work, children will learn about public services within the local area, how they contribute to society and the changes in these over time. Children will learn about geographical features and the geography of the local area. Through learning about people who provide help to others, children will look at how various faiths reflect this. Children will also learn about the role of charities and their contribution to wider society.</i></p> <p>Short Study - Remembrance</p>	<p>People in our community who help us - past and present e.g. doctors, nurses, firefighters, vets, etc.</p> <p>Lives of significant individuals who have helped shape the world e.g. Edith Cavell and Louis Braille.</p> <p>Heroes of War - Florence Nightingale, Mary Seacole, etc.</p>	<p>Significant historical events, people and places in their own locality</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements</p>	<p>Landmarks e.g. buildings and statues of significant individuals who have helped us</p> <p>Location of Florence Nightingale and Mary Seacole's achievements</p>	<p>To recognise landmarks and basic human and physical features</p> <p>Location Knowledge</p>	<p>Art - Drawing - Portraits - Self, Family & Significant individuals</p> <p>Computing - Emergency Vehicles route - Beebots</p> <p>R.E - Christianity - What Vicars do & the Good Samaritan / Hinduism - Holy Man</p> <p>Science - Plants - Gardening project in the community</p> <p>Citizenship - Charity Work e.g. Children in Need / Fundraising for Emergency services</p> <p>Visit - Guide Dog association visit</p> <p>Remembrance Service</p>

A1 Sp	<p>From Farm to Fork</p> <p><i>In this unit of work, children will learn about farming in the local community and food production. Children will look at changes to agriculture over time. Children will look at food production in different countries and will learn about how changes with the weather influence food production. Children will learn about how rural landscapes are replicated in art, through a study of the landscapes by British artist, David Hockney.</i></p>	<p>Changes in farming through the ages e.g. comparing farming machinery, processes, etc. Inventions within farming e.g. John Deere Tractor</p>	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life The lives of significant individuals in the past who have contributed to national and international achievements</p>	<p>Key physical features of farming land Key human features of farming Locating local farms on geographical maps Visiting local farms Comparing farming landscapes around the world How seasonal and daily weather patterns affect farming</p>	<p>Use basic geographical vocabulary Use simple fieldwork and observational skills to study the geography of the surrounding environment Understand geographical similarities and differences through studying a small area in a contrasting non-European country. Identify seasonal and daily weather patterns in the United Kingdom</p>	<p>Art - Painting - Landscapes - David Hockney (British) D&T - Axles & Gears - Tractors R.E - 'Sowing the Seed' Science - Materials - Waterproofing Visit - Local supermarket / farm</p>
A1 Su	<p>What a wonderful world</p> <p><i>Building on children's prior learning about climatic differences, children will learn about the variety of life on planet earth through a study of the continents. They will learn about Charles Darwin as part of a study of local history. Children will learn about animals that are endangered and efforts to protect rare species. In RE, children will learn about how various faiths represent stories of creation and teach care for the planet.</i></p>	<p>Charles Darwin - life and achievements of Darwin</p>	<p>Significant historical events, people and places in their own locality The lives of significant individuals in the past who have contributed to national and international achievements</p>	<p>Charles Darwin's voyage and exploration Exploration of the World - google earth, globes, maps, etc. Naming and comparing Continents Naming and comparing Oceans Identifying hot and cold areas around the world</p>	<p>Name and locate the world's seven continents and five oceans Location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied</p>	<p>Art - Sculpture - Andy Goldworthy (Forest School) D&T - Structures - HMS Beagle / Galleon R.E - God - God's world Science - Humans - Evolution Visit - Darwin's walk - Shrewsbury Museum</p>
B1 Au	<p>Celebrations</p> <p><i>Children will learn about significant celebrations around the world and similarities and differences between various festivals - secular and religious.</i></p>	<p>History of celebrations (Theme of light) e.g. Bonfire Night - Guy Fawkes, Christmas, Diwali, Hannukha, Eid, etc. Significant religious people e.g. Jesus, Saints, etc. Remembrance (Short Study in other units)</p>	<p>Events commemorated through festivals or anniversaries The lives of significant individuals in the past</p>	<p>Celebrations around the World (Theme of light) e.g. Divalli, Hanukkah, Eid, etc. Significant religious places and journeys e.g. Bethlehem, pilgrimage to Ganges, etc.</p>	<p>Name and locate the world's seven continents and five oceans</p>	<p>Art - 3D Modelling - Clay D&T - Textiles - Flags & Banners R.E - Harvest / Incarnation - Christmas Science - Living things & their habitats (No explicit link) Visit - Places of worship</p>

B1 Sp	<p>Earth & Space</p> <p><i>Children will learn about the role of individuals who have contributed to the exploration of space. Children will have opportunities to learn about planet Earth through space exploration and how these are represented through science, art, music, etc.</i></p>	<p>The life of significant individuals and their contributions to space exploration e.g. Neil Armstrong, Tim Peake, Helen Sharman etc. First moon landing Recent Space exploration which has led to significant discovery or achievements</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements Changes within living memory.</p>	<p>To look at what the Earth looks like from space and identify countries and famous landmarks Explore weather maps from space</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 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>Art - Painting and colour - chalk, watercolours, pastels etc. D&T - Cooking - Food to take to Space R.E. - Salvation (no explicit link) Science - Seasonal Changes (weather maps) Visit - Space Centre visit to school</p>
B1 Su	<p>Africa</p> <p><i>Children will learn about the continent of Africa through a comparative study of two countries. Children will learn about a rural community in Uganda (which the school is linked) and contrast this with urban development in Uganda. Children will learn about the geography of South Africa, the differences between urban and rural communities. Children will also learn about the natural environment and climatic differences.</i></p>	<p>Life and work of Nelson Mandela - first black president in South Africa - Nelson Mandela Day 18th July Life and work of Desmond Tutu and his work on human rights Changes in equality through time</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements</p>	<p>Look at where Africa is in relation to the UK Identify the equator, where hot and cold countries are and how they are different to the UK To compare where we live to a small area in Africa e.g. Uganda and South Africa</p>	<p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p>	<p>Art - Textiles - African weaving / African printing D&T - 3D modelling - making musical instruments R.E. - Signs and symbols / Belonging (no explicit link) Citizenship - Links to Omushana Schools - Postcards Science - Animals Visit - Zoo (identifying African animals)</p>
A2 Au	<p>Fire</p> <p><i>Children will learn about the Great Fire of London and look at differences in firefighting over time. Children will learn about London and will learn about how parts of the world are affected by fires and how climatic differences affect this.</i></p>	<p>The Great Fire of London Samuel Pepys diary Firefighting - then and now</p>	<p>Events beyond living memory that are significant nationally or globally Changes within living memory</p>	<p>Location of the Great Fire of London Significant weather patterns e.g. Bush Fires, etc. Label capital cities and surrounding seas Locate London on a map and use Google Earth Look at significant landmarks in relation to the Great Fire of London</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents, etc.</p>	<p>Art - Silhouettes - Fire of London D&T - Cooking - Bread Making Science - Plants R.E - Creation, Noah's Ark & Harvest Visit - Local firefighters</p>

	Short Study - Remembrance	Heroes of War - From Florence Nightingale, Mary Seacole, onwards etc.	The lives of significant individuals in the past who have contributed to national and international achievements	Location of Florence Nightingale and Mary Seacole's achievements	Location Knowledge	Remembrance Service
A2 Sp	Under the Sea <i>Children will learn about the sea as a geographical feature, shaped by human and natural changes. Children will learn about how the sea has been variously explored. Children will learn about the impact of pollution (in particular plastics) and the effects of human interference on marine habitats. Children will learn about differences in marine life around the British Isles and elsewhere in the world.</i>	Sea exploration past and present e.g. William Beebe (Past) and James Cameron (Present) Sea-faring explorers (e.g. Columbus)	The lives of significant individuals in the past who have contributed to national and international achievements	Name and locate the five Oceans Identify major coastal features e.g. cliff face, beach, sea, etc Ocean layers Human interference - Plastic pollution	Name and locate the world's five oceans Characteristics of the United Kingdom and its surrounding seas Key physical features, including: beach, cliff, coast, sea, ocean, river, valley, etc. Use world maps, atlases and globes to identify oceans Use aerial photographs and plan perspectives to recognise basic human and physical features	Art - Painting / Printing - Wax resistance - watercolours D&T - 3D Modelling - Junk models e.g. jellyfish pots Science - Everyday Materials - Waterproofing Visit - Sealife centre
A2 Su	Victorian Britain <i>Children will learn about Victorian Britain and how the industrial revolution has shaped the local area. Children will visit Blists Hill Victorian town and learn about the development in technology over the last 150 years. Children will learn about the main cities and towns in Britain and contrast these with the local area.</i>	Victorians - Life as a Victorian child - Industry - Iron Bridge - Inventors e.g. Alexander Graham Bell, James Starley, George Jennings - Queen Victoria	Events beyond living memory that are significant nationally or globally The lives of significant individuals in the past who have contributed to national and international achievements	Looking at counties and cities within Britain Identify physical features of the British coastline and countryside e.g. cliff, forest, etc. Identify significant landmarks and places associated with British history e.g. Iron Bridge	Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	Art - Printing - Victorian tiles D&T - Structures - Iron Bridge Science - Humans R.E. - Islam / UC God (No explicit link) Visit - Blists Hill - Victorian Village & Ironbridge
B2 Au	Knights and Castles <i>Children will learn about castles and the development of these over time. Children will learn about the features of castles through a study of castles in the local area. Children will learn about life in medieval Britain and will look at myths and legends.</i>	Features of castles - motte & bailey in particular What was castle life like? Roles and responsibilities of castle life Similarities and differences between diets now and then Kings and Queens Significant knights e.g. King Arthur, Saint George, etc. Coats of arms - significant families/royals	Compare aspects of life in different periods The lives of significant individuals in the past Significant historical people and places in their own locality	Location of castles, locally and nationally Creating a simple map of a local castle	Name, locate and identify characteristics of the United Kingdom Similarities and differences through studying the human and physical geography of a small area of the United Kingdom Use simple compass directions. Recognise landmarks Devise a simple map; and use and construct basic symbols in a key	Art - Collage - Henri Matisse (CC Link to Science) D&T - Cooking - Castle Banquet - Soup R.E - Saints (George) Science - Living Things (No explicit link) Visit - Whittington Castle - local study

B2 Sp	<p>On the Move</p> <p><i>Children will learn about changes in transport over time. Children will learn about variation in weather around the world. Children will learn about the development of aviation from the Wright brothers to the present day. Children will learn about modern day developments in transport and consider how this might develop in the future.</i></p>	<p>How has transport changed through time?</p> <p>How was travel and transport was different in the past?</p> <p>Lives of significant individuals who improved transport - George Stephenson, The Wright Brothers, etc.</p> <p>Aviation and Flight through time - The Wright Brothers' first flight</p>	<p>Changes within living memory</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements</p> <p>Significant historical events and people</p>	<p>Using compass directions - linked to flight paths</p> <p>Exploring maps and locating different towns, cities and villages in the UK.</p> <p>To identify famous landmarks</p> <p>To explore different weather patterns and how the weather can be different in different parts of the world on the same day</p>	<p>Use world maps, atlases and globes to identify the United Kingdom</p> <p>Use simple compass directions and locational and directional language, 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>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (CC to Science)</p>	<p>Art - Observational Drawing - Vehicles</p> <p>D&T - Axles, Pulleys & Gears - Vehicles</p> <p>Science - Seasonal changes and weather in different countries</p> <p>R.E - Salvation - Easter Service (No Explicit link)</p> <p>Visit - RAF Cosford</p>
B2 Su	<p>The Seaside</p> <p><i>Children will learn about the geography of the seaside through a study of Barmouth. Children will learn about the history of the RNLI and the role that they fulfil today. Children will learn about the impact of humans on coastal habitats and the effects of pollution.</i></p>	<p>History of the RNLI</p> <p>History of the lighthouse (Henry Winstanley / Grace Darling)</p> <p>Coastal town through time</p>	<p>Events beyond living memory</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements</p> <p>Significant historical events, people and places</p>	<p>Name and locate the five Oceans</p> <p>Identify major coastal features e.g. cliff face, beach, sea, etc.</p> <p>Coastal maps and symbols</p> <p>Human interference - Plastic pollution / Oil spills</p>	<p>Name and locate the world's five oceans</p> <p>Characteristics of the United Kingdom and its surrounding seas</p> <p>Key physical features, including: beach, cliff, coast, sea, ocean, river, valley</p> <p>Use world maps, atlases and globes to identify oceans</p> <p>Use aerial photographs and plan perspectives to recognise basic human and physical features</p> <p>Devise a simple map; and use and construct basic symbols in a key</p>	<p>Art - Painting - Sea Landscapes - Van Gogh</p> <p>Finger painting</p> <p>D&T - Structures - Lighthouse</p> <p>R.E - Signs & Symbols / Belonging (No explicit link)</p> <p>Citizenship - Fundraising for the RNLI</p> <p>Science - Animals - Coastal animals & Food chains</p> <p>Visit - Coastal town</p>

Sequencing of KS2 Topics

	Topic	History Coverage	NC Reference	Geography Coverage	NC Reference	Cross-curricular Links to other Foundation Subjects
A1 Au	Ancient Egyptians (Civilisation)	Chronology - Place of Ancient Civilisation in time	The achievements of the earliest civilizations – an overview of where and	Egypt on map Climate in Egypt and landscape Farming and the Nile	Locational knowledge Place knowledge (Egypt)	Art - 3D Modelling - Clay Canopic jars

	<p>Children will learn about the ancient civilisation of Ancient Egypt. Children will learn about the development of the Egyptian Civilisation and look at the geography of modern Egypt.</p> <p>Short Study - Remembrance</p>	<p>Chronology of Ancient Egypt and significant events Egyptian artefacts as a source of info River Nile and farming seasons Compare lives of rich and poor (focus on food) Hieroglyphics and the Rosetta stone How, why, where and when of key monuments (Pyramids, Sphinx etc) Egyptian funeral rites Religious beliefs in Ancient Egypt Archeology</p> <p>World War One/Two commemorations</p>	<p>when the first civilizations appeared and a depth study of Ancient Egypt</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>Location of WW1/WW2 significant events - when commemorated e.g. Battle of the Somme</p>	<p>Human & Physical knowledge (Land use)</p> <p>Locational knowledge</p>	<p>D&T- Cooking - Egyptian Food</p> <p>R.E - Creation - Compare Ancient Egyptian beliefs to Christianity</p> <p>Science - Animals including humans (Organs)</p> <p>Remembrance Service</p> <p>R.E/History - Holocaust - Kinder Transport</p>
A1 Sp	<p>Fairtrade</p> <p>Children will look at the human geography associated with fairtrade. Children will learn about how unfair systems have developed over time and efforts to ensure greater equality. Children will learn about the work of charities to support less-developed areas. Children will develop their knowledge of Uganda through the link with the Omushana charity.</p>	<p>Growth of British Empire and the Slave Trade</p> <p>Changes in economics and industry over time (Ivory trade)</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>Countries in Africa</p> <p>Climatic differences in countries in Africa</p> <p>Variations in Economies (UK comparisons with less developed countries / Within or between African countries)</p> <p>Economics of Fairtrade (banana split)</p> <p>Case-studies of Fairtrade</p> <p>Origin of produce/products from around the world and recycling</p> <p>Work of charities (Uganda – Omushana)</p> <p>Link with Ugandan schools</p>	<p>Locational knowledge</p> <p>Place knowledge</p> <p>Geographical skills and fieldwork</p>	<p>Art/D&T - 3D Modelling - African masks</p> <p>Art/D&T - 3D Modelling - Beads for Life and Textiles - Bags for Life (Marketing)</p> <p>Science - Earth & Space (Seasons) (Y4/5/6)</p> <p>Science - States of Matter (Y3/4)</p> <p>R.E - People of God - Moses & Slavery / Gospel - Jesus' values favour serving the weak and vulnerable</p> <p>Citizenship - Fairtrade Fortnight Fundraiser / Link to Omushana Schools - Penpal letters</p>
A1 Su	<p>Roman Invasion</p> <p>Children will learn about the ancient civilisation of Ancient Rome. Children will learn about the development of the Roman Civilisation in Britain and how this shaped the country. Children</p>	<p>Chronology - Place of Romans in time</p> <p>Chronology of Roman Civilisation and significant events</p> <p>Growth of Roman Empire</p> <p>Britain before the Romans (Celts)</p> <p>Roman Army and Invasion</p>	<p>The Roman Empire and its impact on Britain</p> <p>A local history study</p>	<p>Location of Roman Empire</p> <p>Location of Pompeii</p> <p>Mt Vesuvius</p>	<p>Locational knowledge</p> <p>Place knowledge (Italy)</p> <p>Human and Physical geography</p>	<p>Art - 3D Modelling - Roman shields / Printing - Roman Mosaics</p> <p>D&T - Mechanisms & Axels - Catapults</p>

	<i>will also look at the geography of modern Italy.</i>	Roman and Celtic Leaders (Boudicca, Caratacas, Julius Caesar, Claudius, Hadrian) Britain after the Romans (impact of Roman civilisation) Roman entertainment and the amphitheatre. Romans in Chester (Dewa) Pompeii				RE – Comparing religions in modern Britain Science - Light and Sound (Y3/4/5/6) Science - Materials (Y4/5) Visit - Dewa in Chester Visit - Upper KS2 Residential - Manchester (Castlefields - Roman Fort)
B1 Au	Explorers <i>Children will undertake a chronological study of explorers over time. Children will learn about the work of John Lloyd Stephenson (born in Shrewsbury, USA) in exploring the Mayan Civilisation. Children will learn about the development of colonies - the impact of slavery and the ongoing legacy on human geography. Children will also learn about local explorers and human endeavour.</i>	Chronology of Explorers since 1400 Columbus Francis Drake and exploration in Tudor times Pirates and privateers James Cook Slavery Charles Darwin John Lloyd Stephens (Mayan Explorer) Ernest Shackleton Roald Amundson and Robert Scott Howard Carter Space Exploration - Neil Armstrong Atlantic Ladies - Pontesbury (2017)	A non-European society that provides contrasts with British history (Mayan)	Location of places explored Landscapes of exploration Climatic differences around the world Resources around the world and trade (including Slave Trade) Comparison of civilisations Antarctica and the Arctic	Locational knowledge Human and Physical geography Place knowledge	Art - Drawing & Painting - Traditional Native artwork (e.g. Mayan, Aboriginal, Native American) D&T - Structures - Shelter building (Forest Schools) R.E - Pilgrimages Science - Forces and Magnets (Compass) Visit - Local Explorers e.g. Atlantic ladies, Capt. Frasier, Jonathon Walton, etc. Visit - Outdoor centre - Bushcraft
B1 Sp	Shropshire before 1066 <i>Children will learn about the history of Shropshire from early civilisations to the Anglo Saxons. Children will learn about how the local area has been shaped by early history over time through a study of Shropshire hillforts and the development of Wroxeter Roman village.</i>	Stone Age Iron Age (Shropshire Forts e.g. Oswestry) The Celts in Shropshire Romans in Shrewsbury and Wroxeter Anglo Saxons	Changes in Britain from the Stone Age to the Iron Age A local history study	Local geography Place names and changes Shropshire landscape and hillforts	Locational knowledge Place knowledge Geographical skills and fieldwork	Art - Printing - Cave Art D&T - Electrical components e.g. torch, alarm, motors, etc. (CC Link - Science) R.E - Islam / Salvation (No explicit link)

						<p>Science - Electricity - Circuits and Components</p> <p>Visit - Oswestry Iron Age Hillfort / Nesscliffe Fort / Wroxeter Roman Village</p>
B1 Su	<p>Rainforests</p> <p><i>Children will learn about the location and importance of rainforests. They will learn about the impact of deforestation. Children will learn about the habitats within rainforests and how these have been affected by human activity. Children will learn about the geography of Brazil.</i></p>	<p>Amazonian lost civilisations</p> <p>Tribal life compared to modern life</p>	Ancient civilisations	<p>Importance of rainforests</p> <p>Rainforest locations</p> <p>Features of the rainforest (layers)</p> <p>The Amazon</p> <p>Civilisation the Rainforest</p> <p>Rainforest economics and cause/effect of impact of deforestation on local and global environment</p> <p>Brazil - A case study</p>	<p>Locational knowledge</p> <p>Place knowledge (South America)</p>	<p>Art - Observational drawing and painting - Rainforest animals</p> <p>D&T - Mechanisms - Seed dispersal / Water collection contraption</p> <p>Science - Living Things & their Habitats - Animals and plants in Rainforests & Rainforest life-cycles and food-chains.</p> <p>R.E - Kingdom of God - Caring for the world</p> <p>Citizenship - Commonwealth Canopy</p> <p>Upper KS2 Residential - Bronierion (Bushcraft and Survival)</p>
A2 Au	<p>Ancient Greeks (Civilisation)</p> <p><i>Children will learn about the ancient civilisation of Ancient Greece. Children will learn about the development of the Greek Civilisation and look at the geography of modern Greece. Children will learn about the tensions between city-states and the legacy of the Ancient Greeks through a study of the Olympics and impact on modern democracy.</i></p>	<p>Chronology - Place of Ancient Civilisations in time</p> <p>Chronology of Ancient Greece</p> <p>Government in Greece and the city-states</p> <p>Sparta - military</p> <p>Athens - Olympics and Democracy</p> <p>Conflicts in Ancient Greece</p> <ul style="list-style-type: none"> - Battle of Marathon - Trojan Wars <p>Myths and Legends in Ancient Greece</p> <p>Greek Theatre</p> <p>The decline of Ancient Greece - Peloponnesian Wars</p> <p>Development of the modern Olympics</p>	Ancient Greece – a study of Greek life and achievements and their influence on the western world	<p>Ancient Greece on map</p> <p>Climate in Greece and landscape</p> <p>Modern Greece</p>	<p>Locational knowledge</p> <p>Place knowledge (Greece)</p>	<p>Art - 3D Modelling - Greek Pots</p> <p>D&T - Cooking - Greek Feasts</p> <p>Science - Animals including humans</p> <p>R.E - Creation - Ancient Greek beliefs</p> <p>Citizenship - Modern Democracy</p> <p>Visit - CC Link - Science - Veterinary dissection</p>

	Short Study - Remembrance (English - War Game stimulus)	World War One/Two commemorations	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Location of WW1/WW2 significant events - when commemorated e.g. Battle of the Somme	Locational knowledge	Christmas Concert - A Christmas Truce R.E/History - Holocaust - Kinder Transport
A2 Sp	Power of the Planet <i>Children will learn about natural phenomenon that have affected humans. Children will learn about how humans have adapted to climatic and seismic events and inter-governmental responses to these through disaster relief.</i>	Natural disasters through time - Chronology of natural disasters	Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.	Weather and Climate Weather systems and impact on people Global Warming and Climate Change Droughts and Floods Flooding in Shrewsbury (Local study) Hurricanes and Tornadoes Earthquakes and Volcanoes Tsunamis	Locational knowledge Place knowledge Human and physical geography Geographical skills and fieldwork	Art - Printing - The Great Wave (Hokusai) D&T - Mechanisms - Windmills and Waterwheels Science - Earth & Space (Y4/5/6) Science - States of Matter (Y3/4) R.E - People of God - Exodus - Stories of Moses e.g. plagues, etc. / Gospel - Helping others Citizenship - Role of the United Nations in Disaster Relief Visit - CC Link - Science - Jodrell Bank, Space Centre in Leicester, Techniquet
A2 Su	What makes Britain great? <i>Children look at the development of modern Britain from the Industrial Revolution onwards. Children learn about diversity within modern Britain, differences between Shropshire and large conurbations, including city visits. Children learn about the development of modern democracy and public institutions.</i>	British Empire History of the monarchy Industrial revolution, Thomas Telford Inventors and Inventions through time Changes in transport that shaped Britain e.g. railways Child Labour, Suffragettes, and protest The Welfare State (NHS) Modern Britain, government and parliament and politics Modern culture - Pop music, art, etc.	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Locations in UK Landmarks Rivers, mountains and borders Major cities Link with Urban School Comparative study	Locational knowledge Place knowledge	Art - Sketching - Work of LS Lowry D&T - Textiles - Bunting and Banners Science - Materials (Y4/5) Science - Light and Sound - British Inventions (Y3/4/5/6) RE - Comparing religions in modern Britain

						<p>Visit - Lower KS2 - Llangollen Railway</p> <p>Visit - Upper KS2 Residential - Manchester (Lowry, People's History Museum & Science and Industry Museum)</p>
B2 Au	<p>Anglo Saxons and Vikings</p> <p><i>Children will learn about how Vikings invaded and settled in Britain and the impact of this on Britain. Children will learn about the geography of Northern Europe and the extent of Viking settlements in the UK and further afield.</i></p>	<p>Chronology - Place of Vikings in Time Chronology of the Viking civilisation (significant dates). To know why people move between areas and why the Vikings wanted to come to Britain. To know about the raid of Lindisfarne and impact on civilisation To know why the Vikings were so successful as invaders To know about the struggle between Alfred the Great and Aethelstan, leading to the Danelaw To investigate place names in England. To know how we know about the Vikings and their lives To know about Vikings gods and beliefs To know about Viking homes and homelife To know about Viking writing - runes To know of the events of 1066</p>	<p>Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for The Kingdom of England to the time of Edward the Confessor</p>	<p>Geography of Northern Europe and Scandinavia Geography of the Danelaw Principal settlements and raids of the Vikings</p>	<p>Locational knowledge</p>	<p>Art - 3D Modelling - Clay - Rune Stones</p> <p>D&T - Cooking - Viking food</p> <p>Science - Science - Forces and Magnets</p> <p>R.E - Incarnation / Lindisfarne - Monks - Christianity history</p>
B2 Sp	<p>Shrewsbury since 1066</p> <p><i>Children will learn about how Shrewsbury has developed over time and how this is reflected through changes in architecture. Children will learn about the geography of the local area and how this has been shaped, and continues to be shaped by changes in population and industry.</i></p>	<p>Norman Invasion Battle of Shrewsbury (1403) Tudor Shrewsbury - Buildings through time Stuarts and Civil War Victorian Shrewsbury and Shropshire (Ironbridge)</p>	<p>A local history study A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>Modern Shrewsbury Shrewsbury in the future - Land use</p>	<p>Locational knowledge Human and physical geography Geographical skills and fieldwork</p>	<p>Art - Local Artist study</p> <p>D&T - Electrical components e.g. torch, alarm, motors (CC Link - Science)</p> <p>Science - Electricity</p> <p>RE - Islam - local mosques, local events</p> <p>Citizenship - Planning the towns of the future (Local Democracy)</p> <p>Visit - Shrewsbury Town Centre</p>

B2 Su	<p>From Source to Sea</p> <p><i>Children will learn about the geography of rivers around the world and the water cycle. As a case study, children will learn about settlements on the River Severn and the structures of various bridges across the Severn.</i></p>	Bridges through time and engineers	Significant individuals in history	<p>Water Cycle</p> <p>Rivers in UK and around the world</p> <p>Uses of rivers (energy and transport)</p> <p>River Valley study - Cardingmill</p> <p>River profiles and data</p> <p>River processes</p> <p>The River Severn from Source to Sea</p> <p>Settlements on the River Severn</p> <p>Features of Rivers and Land Use</p> <p>Pollution and plastics</p>	<p>Locational knowledge</p> <p>Human and physical geography</p> <p>Geographical skills and fieldwork</p>	<p>Art - Painting - Landscapes e.g. J.M.W Turner</p> <p>D&T - Structures - Bridges</p> <p>Science - Living things & their Habitats - Water habitats</p> <p>R.E - Kingdom of God - Care of the world - Plastic Pollution</p> <p>Visit - Cardingmill Valley - River profiles and data collection</p> <p>Visit - Upper KS2 Residential - Bronierion (River study)</p>
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